

ENST 3000. Environmental Colloquium
“Environmentally Harmonious Lifestyles”
January - April 2019

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Office Hours: Tuesday and Thursday, 10:00 – 11:30

Course Timetable: Tuesday and Thursday, 8:35 – 9:55
Room: Room 502, Southam Hall

Course Description

Let's face it: few discussions concerning our relationship with the environment have happy endings. It seems that every day there are hurricanes and tornadoes, landslides and earthquakes, dreaded “Arctic vortexes” and suffocating heat waves, droughts and floods, disease outbreaks, and other calamities. We have cities in crisis and countries in crisis. We are constantly being bombarded by images of environmental disasters. It's not surprising that many people simply throw up their arms in despair. What can we do?

While these concerns are well-founded, and it is true that our actions are certainly leading to environment catastrophes and potentially collapse, it is not all doom and gloom. The Earth is resilient; it can mend itself if given the chance. Furthermore, people are adaptable; we can adapt our ways and, with our creativity, help the Earth mend itself.

The course is divided into two parts: the *understanding* and *visioning* of a more environmental harmonious lifestyle. The first essential step to formulating a more environmental harmonious lifestyle is to understand the nature of our lifestyles as these exist today. We will explore this up to the fall Reading Week. Then we will shift gears in the second half of the semester, adopting a more futurist lens, in order to examine and conceive of that elusive harmonious lifestyle. For the next three months we are going to look at creative and imaginary ways that we can address current environmental crises. As such, this seminar will be a solutions-oriented seminar where you will be expected to examine real world issues and seek out real world alternatives.

Course Text:

There is no official book for this course. However, for the second half of the course we will be drawing upon many ideas and approaches outlined in: Hes, D. and C. du Plessis. 2015. *Designing for Hope: Pathways to Regenerative Sustainability*. New York: Earthscan (Routledge). (A copy has been placed on reserve in the library.)

Course Outline

Week of	Topic
January 8	<i>Topic:</i> Introducing the Course and Expectations. Framing of an Environmentally Harmonious Lifestyle.
January 8/10	Theme 1: Understanding <i>Topic:</i> We are living beings so ... <i>Workshop:</i> Selection and organization of technical worksheet teams.
January 22/24	<i>Topic:</i> Understanding our Relationship with Nature.
January 29/31	<i>Topic:</i> Understanding Abundance.
February 5/7	<i>Topic:</i> Understanding Risk.
February 12/13	<i>Topic:</i> Understanding scale.
February 19/21	<i>Reading Week. No classes.</i>
February 26/28	Mid-term (Thursday) Technical Worksheet due (Tuesday).
March 5/7	Theme 2: Visioning <i>Topic:</i> Designing with Nature.
March 12/14	<i>Topic:</i> Positive Development Design.
March 19/21	<i>Topic:</i> Regenerative Development and Design.
March 26/28	<i>Topic:</i> Ecological Restoration.
April 2/4	<i>Topic:</i> Technology as a Positive Force.
April 9	<i>Review.</i> Career Paper due.

A Note on Attendance

I remain an eternal optimist who actually believes that you learn more by attending lectures and that students actually want to attend. However, I am also a realist and acknowledge that not everyone will be able to attend every class for a wide range of reasons.

HOWEVER, because of the nature of the two course tasks, the technical worksheet and career paper, which we will be working on during the Thursday classes, attendance for these working class is mandatory. Absence without appropriate documentation (a doctor's certificate for example) will result in a deduction of one percent from your final grade.

Learning Objectives

Students will be challenged to examine their personal goals and lifestyles, current 'accepted' lifestyles. Then you will be required to critically assess modern lifestyles and come up with alternatives that are more environmentally sustainable. Through the readings, lectures and the tasks, it is hoped that every student will acquire the ability to approach difficult questions in an objective and critical fashion, and to learn how to think "outside the box" when seeking solutions to these questions.

Deliverables

The deliverables for this course focus on stimulating discussion and developing the skills associated with a professional career in the environmental field. Course grading is based upon four elements:

1. A Technical Worksheet;
2. Career Paper;
3. Mid-Term Examination; and
4. A Final Examination.

Students are also expected to participate in every class and this will also be taken into account in the final grading. *To be eligible to pass the course, you are required to complete all of the deliverables listed below.*

Deadlines are absolute. I am approaching this course as I always do for a third- or fourth-year level seminar: as a professional firm in which I am the boss and you are my employees. I want you to learn to pay strict attention to deadlines because that is what will be expected of you in the real world. When your boss tells you to have something done by a specific day (and even time), he/she expects you to meet that deadline. That's the same in this course.

Technical Worksheets

Too often we sit there and nod our heads when someone or some organizations states that we are wasteful when it comes to energy or water. However, how many of you actually know how much energy or water you use? It is important for everyone of us to understand how we consume what we do. Only then can we truly come up with changes that will have a positive impact on our consumption activities.

This is what the technical worksheet task is all about. You will choose between three different worksheets: for household energy consumption, for household water consumption and for household food security. These are described in Appendix 1. Note that the number of students per worksheet is capped at one-third of the class. You will work on these worksheets during the Thursday class as well as outside of class. The Thursday working classes will provide you all with the opportunity to collaborating in the calculations component of the worksheets. However, you are expected to conduct your own analysis and report.

Career Paper

Now that you are in your third, and possible fourth, year of undergraduate studies, this is the time to begin thinking about your future and perhaps a professional career. In this paper you will answer the basic question: "What is your ideal job?" Where do you see yourself in 10 years? How will you get there?

You will be expected to provide a background as to why this is your ideal job (including, if appropriate, personal anecdotes). You will then have to research your ideal job to identify the key skills potential employers are looking for. Finally, you will have to critically assess your own

transcript against these skills, highlighting any gaps in your education. Your ideal job will likely be a more senior position than you will realistically qualify for upon graduation (yes, experience does count for something still in this world!) so you will also be expected to provide an ideal roadmap describing how you plan on attaining this position. Details are provided in Appendix 2. This paper will be due the final class of the semester. A late penalty of 2% will apply. No papers will be accepted after the final day of courses for the winter semester. Appendix 3 consists of my grading rubric for your career paper.

Mid-Term and Final Examination

Finally, there will be two examinations: a mid-term and a final. The mid-term will cover all the materials covered in lectures during the first half of the course. The final examination will only cover the materials covered in the second half of the course (following Reading Week). The examination will cover all materials presented in class, including any TEDTalks or other real or virtual guest speakers.

Participation

Participation constitutes both presence and contribution. Attendance is important as we will be dedicating some time every class to the worksheets assignments. While not taking formal attendance, your attendance and absence will be noted. While I know that circumstances occur where you may have to miss a class, I expect you to inform me before missing a class.

Grading

The grading of these components is as follows:

<i>Technical Worksheet</i>	25%
<i>Career Paper</i>	25%
<i>Mid-term Examination</i>	20%
<i>Final Examination</i>	30%
Total	100%

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
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 = Less than 50			

WDN = Withdrawn from the course

ABS = Student absent from final exam

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.

Submission of Written Assignments and Late Penalties

All assignments must be submitted through the course cuLearn site in Word format. If you use a Mac, please test your converted submission before submitting. If I cannot open your file, it will be considered late. (If you are uncertain and wish to cover your mark, send me a pdf version as well to my e-mail address.)

Assignments are due at the *beginning* of class on the indicated due dates. Assignments handed in during or after class will be considered late. Late assignments will be subject to a reduction of the overall assignment mark at the rate of 2% for each calendar day past the due date unless accompanied by *adequate* written documentation for a *legitimate* reason. Assignment extensions will be considered *only* for *documented* illnesses or *immediate* family emergencies. Late penalties will be enforced to ensure fairness in grading among students. Assignments will *not* be accepted more than five days past the due date and the uploading function on cuLearn will be programmed accordingly.

Written assignments must represent individual work completed on an independent basis. They must be typed using 11 or 12-point font, contain appropriate academic referencing and adhere to the instructions for written assignments distributed in class and posted on cuLearn. Students are asked to retain a hard copy (with electronic backup) of submitted assignments in the event of loss. Plagiarism will be monitored and treated as an instructional offence in accordance with university policy (see below). Requests for a review of an assigned grade must take place in written form (e.g. by e-mail) *within* 7 days of the grade being posted on cuLearn.

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/>). I strongly encourage you to take advantage of this service as effective writing is an invaluable in the workplace.

Some Common and not-so-Common Courtesies

1. ***Communications:*** Students should use their Carleton email account for all course-related correspondence, placing “ENST 3000” in the subject heading. Please note that I may not respond to emails over the weekend. Email is an acceptable medium for responding to simple inquiries, but not complex questions (e.g. “I was ill for class. What did I miss?”). If your question cannot be answered in a sentence or two, please come to my office hours. The use of laptops in class for note-taking is welcomed. However, students should *not* use their laptops to check email, Facebook or to engage in other non-course related activities. It is distracting to students sitting next to you.
2. ***Smartphones:*** Students are asked to mute or turn their cell/smartphones off during the class and refrain from texting.
3. ***Preparation:*** Knowledge of the content of the syllabus and the cuLearn course site is the responsibility of each student.
4. ***No Oscars Please:*** Audio or video recording of lectures is *not* permitted.
5. ***Be on time:*** Students entering the room during the course of the class is highly disruptive. Err on the side of caution and take an earlier bus in order to be on time, especially on those stormy Monday mornings.

Requests for Academic Accommodations

You may need special arrangements to meet your academic obligations during the term. Please let me know at the beginning of the course. 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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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. carleton.ca/pmc

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 is 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.

See: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Academic Standing and Conduct

Students must familiarize themselves with the regulations concerning academic standing and conduct in the 2018-2019 Carleton University Undergraduate Calendar.

Drop/Withdrawal Date

Please refer to the 2018-2019 Undergraduate Calendar for the final day that one is permitted to withdraw from a fall term course.

Retain Copies of Work Submitted

Students are strongly advised to retain a hard copy (and electronic backup) of all assignments and term papers in the event of loss for whatever reason.

Student Life Services

Student Life Services, located in Room 501 of the Unicentre, offers a wide range of programs and services to assist students in adjusting to academic life, in improving their learning skills, and in making academic and career decisions

University Regulations Regarding Cheating and Plagiarism

University regulations stipulate that any allegation of plagiarism, cheating or violations of examination conduct rules will be thoroughly reviewed. Each case must be reported to the Dean, who investigates each allegation. If there is no resolution following this investigation at the Dean's level, a tribunal will be appointed by the Senate to review the case and make a final decision.

[A Note on Plagiarism:](#) Webster's Dictionary defines plagiarism as stealing. Plagiarism is the submission of someone else's writing/ideas/work as your own. All ideas presented which are not your own must be properly referenced. While forms of plagiarism may vary, each involves verbatim or near verbatim presentation of the writings or ideas of others' as one's own without adequately acknowledging the original source. Plagiarism includes (but is not limited to) copying from a book, article or another student, downloading material or ideas from the Internet, or otherwise submitting someone else's work or ideas as your own.

Appendix 1: Technical Worksheets

You will choose between three assessments: home water use, home electrical use and planning your urban farm. You will be provided with a task outline. We will be working on these during the second class during the week.

Electrical Technical Worksheet

You have been hired by a family of four to conduct an assessment of their electrical usage and to come up with first, ways to reduce it and then second, to design a solar system capable of meeting their house needs. In order to conduct this assessment, it is assumed that you have already interviewed the family members on their daily activities around the house and this information will be provided in the technical worksheet.

Water Technical Worksheet

You have been hired by a family of four to conduct an assessment of their in-house water usage and to come up with first, ways to reduce it and then second, to design a rainwater collection and storage system capable of meeting their needs. In order to conduct this assessment, it is assumed that you have already interviewed the family members on their daily activities around the house and this information will be provided in the technical worksheet.

Family Food Security Technical Worksheet

There is a growing (sorry for the pun) interest in growing food at home. There are examples globally where at-home food production is a major source of food for families. Given this, at-home food production can be an important component of food security. In this worksheet, you are going to examine the opportunities and challenges of growing food on a small, urban property. You have been hired to prepare a food production/security plan for a family of four living in Ottawa including recommendations for possible re-design of the house to incorporate year-round food production. In order to conduct this assessment, it is assumed that you have already interviewed the family members on their daily activities around the house and this information will be provided in the technical worksheet.

Appendix 2: Your Career Term Paper

In a perfect world you would seamlessly move from your university years into your ideal career job. Unfortunately, we do not live in that perfect world. Finding a job – a job that you really want as a career – has become increasingly challenging. For many students, the path to that ideal career can be a frustrating, winding road.

This is your opportunity to clearly express both to me and yourself what would be your ideal job. Simply sitting back and say, “I don’t know” will not cut it. Surely you have an idea of what you would like to do upon graduation. (If not, I feel that I must inform your parents of this so they can obtain a rebate from you for your education.)

The Structure of Your Paper

A paper is a logical argument.

1. You begin by introducing the purpose of the paper.
2. You will then identify the ideal career job and why you wish to pursue this career path. I encourage you to be personal here. The most satisfying job is one that means something to you personally (and not simply as a good paying job). This should also address how you see your career path unfolding. While each of you will begin in a junior (subservient) position, you will not want to remain in such a position; you will want to be promoted. So, what is your ultimate destination and, again, why?
3. You will then outline the scope of qualifications you will need to be considered for such a position. Research this using multiple job descriptions from different employers and produce a composite job description. It should also be critical: more senior levels require both a more diverse spectrum of skills and greater knowledge of basic skills associated with the position.
4. You will then critically assess your degree program against these basic requirements. Are you acquiring the necessary skills to apply for such a job? What is missing? What can you do about these gaps? You have one more year to fill in gaps so this is an opportunity to identify the gaps and address them.
5. Finally, present a conclusion.

The length of your final paper cannot exceed 8 pages (excluding title page; any figures or tables; and your reference/bibliography).

Appendix 3: Assessment Summary of Your Career Paper

Student:

<p><i>Purpose of Paper /3</i></p> <p>You have clearly stated the purpose of the paper in the opening paragraph.</p> <p>You have stated what is not included (if appropriate).</p> <p>You have included an organizational paragraph in you opening section.</p>	<p>YES NO PARTILALLY</p> <p>YES NO PARTILALLY</p> <p>YES NO PARTILALLY</p>
<p><i>Your Ideal Career Path /2</i></p> <p>You have identified the ideal career job.</p> <p>If you have not, you have explained why.</p>	<p>YES NO PARTILALLY</p> <p>YES NO PARTILALLY</p>
<p><i>Background to Your Career Path /5</i></p> <p>You have explained why you wish to pursue this career path.</p> <p>You have been personal here.</p> <p>Why is this your desired career path?</p>	<p>YES NO PARTILALLY</p> <p>YES NO PARTILALLY</p> <p>YES NO PARTILALLY</p>
<p><i>Professional Qualifications for your Ideal Career Job /10</i></p> <p>You have outlined the scope of qualifications you will need in order to be considered for such a position.</p> <p>You have researched this using <u>multiple job descriptions</u> from different employers and produced a composite job description.</p> <p>It should also be critical: more senior levels require both a more diverse spectrum of skills and greater knowledge of basic skills associated with the position.</p>	<p>YES NO PARTILALLY</p> <p>YES NO PARTILALLY</p> <p>YES NO PARTILALLY</p>
<p><i>Critical Assessment of Your Degree Program to Date /10</i></p> <p>You have critically assessed your degree program against these basic requirements.</p> <p>You have assessed whether you are acquiring the necessary skills to apply for your ideal job.</p> <p>You have summarized what skills and knowledge is missing from your studies.</p>	<p>YES NO PARTILALLY</p> <p>YES NO PARTILALLY</p> <p>YES NO PARTILALLY</p>
<p><i>Your Final Year /5</i></p> <p>You have clearly identified what you can do to address these gaps.</p> <p>You have identified <u>specific</u> courses you can take to address these gaps.</p> <p>You have described what your plan is for your final year to ensure you gain the full range of skills and knowledge needed for your ideal job.</p>	<p>YES NO PARTILALLY</p> <p>YES NO PARTILALLY</p> <p>YES NO PARTILALLY</p>
<p><i>Conclusion /5</i></p> <p>You have closed your paper with a concluding paragraph that summarizes your work.</p>	<p>YES NO PARTILALLY</p>
<p><i>Professionalism/Presentation /5</i></p> <p>Your work is properly formatted including pagination.</p> <p>Your work is free of typographical/spelling errors.</p> <p>Your work is properly structured in proper paragraphs.</p> <p>Your work has a proper title page or header with all the necessary information (title of your work, your name and student number, the course title).</p> <p>Your bibliography is properly produced.</p> <p>Your work is properly referenced.</p>	<p>YES NO PARTILALLY</p>

Comments