

**ENST 3000A**  
**Environmental Studies Colloquium:**  
**Nature, Environment, and Society**

Department of Geography and Environmental Studies  
Carleton University  
Winter 2020

v. December 16, 2019

Instructor: Prof. Karen Hébert

Course Time: Mondays, 11:35 am–2:25 pm  
Course Location: TBA

Office: Loeb Building A325  
Office Hours: Mondays 3–4 pm, and by appointment  
E-mail: karen.hebert@carleton.ca

TAs: TBA

**Course Prerequisite**

Third-year standing in the Environmental Studies program or permission of the Department of Geography and Environmental Studies (DGES)

**Course Description**

This course provides an introduction to major theoretical perspectives employed to understand the relationship of nature, environment, and society today. In order to explore these broader paradigms, the course is built around empirical case studies that examine topics such as conservation, agriculture and food production, land disputes, extractive industries, and toxicity and the body. Lecture material will expand upon and clarify the assigned texts, offering concepts, examples, and contextualization to elucidate the approaches covered. Each course session will include an interactive component, typically following the lecture, which will involve activities such as class discussion, small group exercises, guest speakers, and analysis of film and other media. Assignments will challenge students to examine their own concepts of nature and the environment, and to think critically about environmental claims and representations of nature.

Please note that ENST 3000 used to be run as a true colloquium; the Environmental Studies program is making some curricular shifts and it is now organized as a theory-driven survey. Rest assured that there will still be opportunities for interactive learning.

**Course Objectives**

By the end of this course, students will be able to:

- Identify and critically analyze different theoretical approaches to the relationship of environment and society
- Explain how dominant concepts of nature and the environment have developed and assess their role in current environmental issues and debates
- Analyze and evaluate strategies for addressing environmental problems by employing insights from diverse theoretical perspectives
- Show concrete improvements in academic reading, writing, and argumentation skills
- Develop a compelling original argument that draws from course material to shed new light on an environmental issue, problem, or phenomenon

### Required Texts

All readings in the below Course Outline 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 change to readings will be made within less than a week of the class session in question.

### Course Outline

Week	Topic and Readings	Assignment
1. January 6	<p><b>Course Introductions</b></p> <ul style="list-style-type: none"> <li>• No reading for today</li> </ul>	
2. January 13	<p><b>Denaturalizing “Nature”</b></p> <ul style="list-style-type: none"> <li>• Cronon, W. (1995). The trouble with wilderness; or, getting back to the wrong nature. In W. Cronon (Ed.), <i>Uncommon ground: Rethinking the human place in nature</i> (pp. 69-90). New York, NY: W.W. Norton. Retrieved from <a href="http://www.williamcronon.net/writing/Trouble_with_Wilderness_Main.html">http://www.williamcronon.net/writing/Trouble_with_Wilderness_Main.html</a></li> <li>• Yoon, J. (1991). Souvenirs of the self: A project of six postcards. Retrieved from <a href="http://www.virtualmuseum.ca/sgc-cms/expositions-exhibitions/photos/dynamic/en/essayImages/MK001-001.html">http://www.virtualmuseum.ca/sgc-cms/expositions-exhibitions/photos/dynamic/en/essayImages/MK001-001.html</a> (please look at the first four images).</li> </ul>	
3. January 20	<p><b>The Making of Global Economies in Nature</b></p> <ul style="list-style-type: none"> <li>• Selections from: Mintz, S.W. <ul style="list-style-type: none"> <li>- (1985). Introduction. In <i>Sweetness and power: The place of sugar in modern history</i> (pp. xv-xxx). New York, NY: Viking.</li> <li>- (1993). The changing roles of food in the history of consumption. In J. Brewer &amp; R. Porter (Eds.), <i>Consumption and the world of goods</i> (pp. 261-</li> </ul> </li> </ul>	

	<p>273). New York, NY: Routledge.</p> <ul style="list-style-type: none"> <li>○ Read pp. 263-268: From the start of the subsection “The study of the history of modern foods” on p. 263 to the middle of p. 268, “...“individualism of the masses’ would play an ever-greater role.”</li> </ul> <p>• Harvey, D. (2001). Globalization and the “spatial fix.” <i>Geographische Revue</i> 2, 23-30.</p>	
<b>4. January 27</b>	<p><b>Nature as Commodity</b></p> <ul style="list-style-type: none"> <li>• Selections from: Marx, K. ([1867] 2016). <i>Capital: A critique of political economy</i>. Retrieved from: <a href="https://www.marxists.org/archive/marx/works/1867-c1/ch01.htm#S1">https://www.marxists.org/archive/marx/works/1867-c1/ch01.htm#S1</a></li> <li>- Chapter 1: The commodity; Section 1: The two factors of a commodity: Use-value and value (the substance of value and the magnitude of value)</li> <li>• Cronon, W. (1991). Chapter 5: Pricing the future: Grain. In <i>Nature’s metropolis: Chicago and the Great West</i> (pp. 97-147). New York, NY: W.W. Norton.</li> </ul>	
<b>5. February 3</b>	<p><b>Debating Ecosystem Services</b></p> <ul style="list-style-type: none"> <li>• Robertson, M.M. (2000). No net loss: Wetland restoration and the incomplete capitalization of nature. <i>Antipode</i> 32(4): 463-493.</li> <li>• Dempsey, J. (2016). Ecosystem services as political-scientific strategy. In <i>Enterprising nature: Economics, markets, and finance in global biodiversity politics</i> (pp. 91-125). Malden, Mass: Wiley Blackwell.</li> </ul>	<b>Assignment #1 Distributed</b>
<b>6. February 10</b>	<p><b>Natural Resources and State Simplifications</b></p> <ul style="list-style-type: none"> <li>• Scott, J.C. (1998). Nature and space. In <i>Seeing like a state: How certain schemes to improve the human condition have failed</i> (pp. 11-52). New Haven, Conn: Yale University Press.</li> </ul>	
<b>February 14</b>		<b>Assignment #1 Due: Upload to cuLearn by 5 pm</b>
<b>February 17</b>	<b>Winter Break</b>	
<b>7. February 24</b>	<p><b>Green Governmentality</b></p> <ul style="list-style-type: none"> <li>• Foucault, M. ([1977] 1999). The means of correct training. In A. Elliott (Ed.), <i>Blackwell reader in contemporary social theory</i> (p. 97-106). Oxford: Blackwell.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Li, T. M. (2007). Chapter 4: Rendering Technical? In <i>The will to improve: Governmentality, development, and the practice of politics</i> (pp. 123-155). Durham, NC: Duke University Press.</li> </ul>	
<b>8. March 2</b>	<p><b>Rethinking Nature and Culture</b></p> <ul style="list-style-type: none"> <li>• Tsing, A.L. (2005). Chapter 5: A History of Weediness. In <i>Friction: An Ethnography of Global Connection</i> (pp. 171-202). Princeton: Princeton University Press.</li> <li>• Selections from: Haraway, D.J. ([1985] 1991). A cyborg manifesto: Science, technology and socialist feminism in the late twentieth century. In <i>Simians, cyborgs, and women: The reinvention of nature</i> (pp. 149-182). New York, NY: Routledge.</li> </ul> <p>- pp. 149-155 (first section, until “Fractured Identities”); p. 177-178 (from “To recapitulate,...” to end of <i>Blade Runner</i> paragraph on top of 178); p. 180-181 (“There are several consequences...” until end).</p>	
<b>9. March 9</b>	<p><b>Nature, Networks, and Other New Materialisms</b></p> <ul style="list-style-type: none"> <li>• Selections from: Latour, B. (1999). <i>Pandora’s hope: Essays on the reality of science studies</i>. Cambridge, Mass.: Harvard University Press.</li> </ul> <p>- pp. 176-180: From the second full paragraph on p. 176 (“‘Guns kill people’ is a slogan...”) to the end of this subsection on the bottom of p. 180 (“...meanings of mediation”).</p> <ul style="list-style-type: none"> <li>• Mitchell, T. (2009). Carbon democracy. <i>Economy and Society</i>, 38(3), 399-432.</li> </ul>	<b>Assignment #2 Distributed</b>
<b>10. March 16</b>	<p><b>Political Ecology and Environmental Justice</b></p> <ul style="list-style-type: none"> <li>• In-class screening of documentary film</li> </ul>	
<b>March 20</b>		<b>Assignment #2 Due: Upload to cuLearn</b>
<b>11. March 23</b>	<p><b>Political Ecology, Environmental Justice, and the Body</b></p> <ul style="list-style-type: none"> <li>• Hoover, E. (2018). Environmental reproductive justice: intersections in an American Indian community impacted by environmental contamination. <i>Environmental Sociology</i>, 4(1), 8-21.</li> <li>• Murphy, M. (2017). Alterlife and decolonial chemical relations. <i>Cultural Anthropology</i>, 32(4), 494–503.</li> </ul>	
<b>12. March 30</b>	<b>New Frontiers of Dispossession and Exposure</b>	<b>Question</b>

	<ul style="list-style-type: none"> <li>• Coulthard, G. (2014). From wards of the state to subjects of recognition? Marx, Indigenous peoples, and the politics of dispossession in Denendeh. In A. Simpson &amp; A. Smith (Eds.), <i>Theorizing Native Studies</i> (pp. 56-98). Durham, NC: Duke University Press.</li> <li>• Barbour, M., and Guthman, G. (2018). (En)gendering exposure: pregnant farmworkers and the inadequacy of pesticide notification. <i>Journal of Political Ecology</i>, 25(1), 332-349.</li> </ul>	<b>Component of Assignment #3 Distributed</b>
<b>13. April 6</b>	<b>Course Conclusions</b> <ul style="list-style-type: none"> <li>• No reading for today</li> </ul>	
<b>April 7</b>		<b>Assignment #3 Due: Upload to cuLearn by 5 pm</b>

### Course Requirements and Grading

- 1. Attendance and Participation (20%):** This course is scheduled as a lecture, but 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 and participation represent a significant percentage of your total mark. We will take attendance at each class. You should plan to come prepared with an insightful question or comment about the assigned readings for that day, and you are encouraged to raise this point, if relevant, in our open discussions, which will typically take place during the second half of each class meeting. If you miss the chance to participate in class, you can submit your question/comment along with a brief, one-paragraph summary of your notes from the day’s lecture via cuLearn by 10 pm on the evening of class. Please forward these materials directly to the TAs.
- 2. Assignments #1 (20%) and #2 (25%):** The bulk of your grade will be derived from your performance on two open-book, take-home written assignments. These assignments will include a combination of multiple choice, matching, and short answer questions, as well as a limited number of short essay responses based on a select set of prompts. (These short essays will prepare you for the more original essay you will compose in Assignment #3.) Assignment #1 will address readings and lecture material through February 10; Assignment #2 will address readings and lecture material through March 16, focusing on what was not covered in the first assignment. More details about these assignments will be given in class and we will do some practice exercises together in preparation for the take-home assignments. You will be given a detailed evaluation rubric along with the assignment, but all written work will be assessed in terms of the accuracy and precision of the understanding it conveys; the sophistication and originality of its argumentation; the validity and appropriateness of its evidence; and the clarity of its prose. **These assignments are to be submitted on their due date electronically via cuLearn.**

Please note that while you are generally encouraged to talk about course material with your classmates and colleagues in and outside of class, *you are not permitted to discuss your answers to the written assignments for this course before you submit them for evaluation.* The work you turn in for these take-home assignments is meant to be yours alone, and all university policies regarding plagiarism and cheating apply.

Also be aware that although you have more than a week to complete each of these assignments, they are intended to require only a few concentrated hours of your time.

- 3. Assignment #3 (35%):** Your last written assignment represents the single greatest component of your final grade. This open-book, take-home assignment will include some multiple choice, matching, and short answer questions, as with Assignments #1 and #2. These questions on Assignment #3 will cover course material through March 30 (representing 25% of the total grade for this assignment), focusing on what was not covered in the prior assignments. Rather than incorporating short essay responses, the most significant part of this final assignment (75%) will consist of a longer final essay on a topic of your own formulation. **The final essay you will write as part of this assignment will be 7-8 pages long, double-spaced. It will not exceed 10 pages, with normal margins and a 12-point font.**

In this essay, you will analyze an environmental problem, issue, experience, or phenomenon of your own choosing through one or more of the theoretical concepts and/or perspectives we have discussed in class over the course of the term. Your essay will not require extensive outside research; you are obliged to anchor your discussion in course readings and lecture material. You are encouraged to start thinking about (and writing on!) your final essay topic early. We will discuss this assignment at length in class. It is worth noting that given the breakdown of marks, the essay component of Assignment #3 alone is worth more in terms of your final grade than either Assignment #1 or Assignment #2 on its own.

## 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+ = 57-59
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 = Below 50			

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (see below)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

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. Standing in the course will be shown by alphabetical grades.

### **Deferred Assignments and/or Grades**

In the interest of fairness to all students, the posted assignment deadlines for this course will be strictly enforced. Any work turned in late without an extension will be subject to penalties and will run the risk of not being accepted. Penalties for late work will amount to five points off (out of 100) per each day late for all assignments in question.

We ask that you reach out early and communicate directly with the Instructor and TAs if you are having, or anticipate having, problems completing course assignments on time. We are here to help you get the assistance you need to succeed in this course.

If due to illness or circumstances beyond your control you are unable to submit essential assignments before the end of the term, only official deferrals petitioned through the Office of the Registrar will be honoured.

### **Additional Course Protocols and Policies**

*Course Materials:* The Instructor will post PowerPoint slides from lecture to the cuLearn site *after* the course session in which they have been delivered.

*Communication and E-mail:* The Instructor and TAs will communicate important information about the course via cuLearn. The TA(s) should be your first point of contact for course-related questions, though you are welcome to visit any of us in office hours. We will provide more details on TA roles in class.

For all electronic correspondence about this course, please make sure that your e-mails:

- are sent from your Carleton University account
- include your full name
- include the course number, ENST 3000, in the subject line
- include your Carleton Student ID in the message

Also, please note that while the TAs and Instructor will do their best to respond to e-mail inquiries related to the course, students should not expect immediate replies, or replies during the evenings or on weekends. Plan accordingly so that you do not send messages that unnecessarily seem to demand an instant response. Students should also take care to avoid contacting instructors for information that already appears in course materials, as well as for more in-depth questions best handled in class and during office hours.

*Copies of Work:* Students are asked to retain backup copies of all coursework submitted.

*Devices in the Classroom:* You are permitted to use a computer, tablet, or other electronic device if and only if you are using it to take notes, connect to readings, or directly engage in some other way with course content and conversations. If you find

you cannot resist doing non-course-related activities when your computer is open, then you are asked to close your device out of politeness to your classmates and instructors. Please also plan to put your cell phones away (ringers off) when you come into class.

### **Academic Resources for Students**

Carleton University has a variety of resources to help you improve your performance in this and other courses, enrich your learning, and adjust to university life more generally. We will have in-class presentations from some of the following programs and services, but it might be helpful to familiarize yourself with their offerings in advance:

The Academic Advising Centre (<https://carleton.ca/academicadvising/>) offers services to assist students in adjusting to academic life, improving learning skills, and making academic and career decisions, including drop-in sessions on academic advising (e.g., tips on your courses and major, etc.).

The Centre for Student Academic Support (CSAS) (<http://carleton.ca/csas/>) houses a number of different student services, including Writing Services (<https://carleton.ca/csas/writing-services/>), which offers drop-in and online tutoring appointments. CSAS also has a number of group support options, including:

- Peer Assisted Study Sessions: <http://carleton.ca/csas/group-support/pass/>
- English Conversation Sessions: <http://carleton.ca/csas/group-support/english-conversation/>

The International Student Services Office (<https://carleton.ca/isso/>) assists international students; students seeking help for coping with stress or crisis should contact either the Office of Student Affairs (<https://carleton.ca/studentaffairs/>) or Health and Counseling Services (<https://carleton.ca/health/>).

Susan Tudin, the DGES librarian in the MacOdrum Library, is also available for help on research-related matters. She can be reached via e-mail at [susan.tudin@carleton.ca](mailto:susan.tudin@carleton.ca).

Please keep in mind that the above resources are not just for students who are struggling—anyone can improve, and the people who staff these programs can help you identify how.

### **Academic Regulations and Policies**

Do take some time to acquaint yourself with Carleton University policies, regulations, and procedures. Rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know is available on the following website:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Please consult the 2019-2020 Undergraduate Calendar (<https://calendar.carleton.ca/undergrad/>) for key information, such as this year's course **drop/add/withdrawal dates**, found here: <https://calendar.carleton.ca/academicyear/>

### **Requests for Academic Accommodations**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

*Pregnancy obligation:* write to me 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 [Student Guide](#).

*Religious obligation:* write to me 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 [Student Guide](#).

*Academic Accommodations for Students with Disabilities:* The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and 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 me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

You can visit the Department of Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www.carleton.ca/equity/>

### **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:

<https://carleton.ca/equity/sexual-assault-support-services>

### **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. Write to me 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

### **Academic Integrity**

University regulations stipulate that any allegation of plagiarism, cheating, or other

violation of conduct rules will be thoroughly reviewed. Academic dishonesty in any form will not be tolerated. To learn more about the university's policy on academic integrity (including what constitutes plagiarism, potential penalties, and procedures) see: <http://carleton.ca/senate/wp-content/uploads/Academic-Integrity-Policy1.pdf>

*On 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.

*What are the Procedures?* By university policy, any instance in which plagiarism is suspected must be reported by course instructors, along with all documentation, to the relevant Dean. The Dean writes to the student and to the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

*What Are the Penalties for Plagiarism?* A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; the award of an F, FND, or ABS in the course.

We will discuss plagiarism in class and review methods for proper attribution and referencing of others’ work.

## **Copyright**

Carleton University is committed to compliance in all copyright matters. Noncompliance is a violation of the Canadian Copyright Act. In addition to any actions that might be

taken by any copyright owner or its licensing agent, the University will take steps against any breach of this policy.

In Canada, copyright for a work is given automatically to the creator of the work. The work does not need to be marked or declared as copyrighted in order to be copyrighted. The majority of works in Canada are copyrighted.

It is important for students to understand and respect copyright. Copyright determines your usage rights for a particular work, which includes textbooks, web pages, videos, and images, both electronic and hard copy. Students may not photocopy entire or major portions of books or other works, even if it is only for their personal use. Carleton's Fair Dealing Policy makes some allowances for copying small portions of works (see <http://carleton.ca/secretariat/wp-content/uploads/Fair-Dealing-Policy.pdf>). If journal articles or portions of works are available through the library, either as hard copies or electronically, students may make a single copy for their personal use. Students may not distribute copies of works that are under copyright.

For more information, please consult the MacOdrum Library's copyright website: (<https://library.carleton.ca/content/copyright-carleton>).