

ENST 3000A
Nature, Environment, and Society

Department of Geography and Environmental Studies
Carleton University
Winter 2021

v. December 23, 2020

Instructor: Prof. Karen Hébert
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Course Time: Thursday 11:35 am–2:25 pm (students are requested to leave the 12-2 pm window free for recommended synchronous course activities)
Location: TBA

Office Hours: TBA
Location: TBA

TAs: TBA
E-mail: TBA
Office Hours: 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 influential theoretical perspectives employed to understand the relationship of nature, environment, and society today. To explore these perspectives, the course is built around empirical case studies that examine topics such as conservation, agriculture and food production, land contestations, extractive industries, environmental mobilizations, and the body. Lectures will expand upon and clarify the assigned texts, offering concepts, examples, and contextualization to elucidate the approaches covered. Each course session will include an activity component, which often involves the analysis and discussion of materials presented in film, websites, blog posts, or other media and may include outside speakers and other events. 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.

Course Format and Expectations

This lecture course will be delivered in a blended format with asynchronous and synchronous components. We will use the Carleton cuLearn portal to coordinate course activities and materials; recommended weekly synchronous sessions and office hours will

take place via Zoom. The course thus requires reliable high-speed Internet access and a computer with a microphone and, ideally, a webcam.

Students are asked to keep a segment of the course meeting period—from 12 pm noon to 2 pm on Thursdays—open for course activities and be prepared to be online for any recommended synchronous sessions or events held during that time. That said, we will not typically be online for all of that time. Keeping mindful of Zoom fatigue, during most meetings we will aim to complete our weekly sessions in an hour or so. Students are strongly encouraged to attend these synchronous sessions; while attending synchronous sessions is not mandatory, they will offer opportunities for required class participation. Our course may host guest presenters, and the exact timing of synchronous activities may shift slightly across weeks over the term. The specifics are detailed in the Course Outline section below, although these may be subject to adjustments made during the term.

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, communicated through an essay or more nontraditional multimedia communication forms, that delves deeper into course material to shed 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. Most recurring assignments should be posted **by the end of the day on the Tuesday before class** on Thursday, unless otherwise noted; further details appear in the Course Outline to follow.

Course Outline

Week	Topic and Readings	Assignment
1. January 14	<p>Course Introductions</p> <p>No reading for today.</p> <p><i>Lectures</i></p>	<p>By Tues, Jan 12:</p> <ul style="list-style-type: none"> • Course Intake Form

	<p>Watch: TBA lectures.</p> <p>Meet: 12 pm noon via Zoom – Live Intro and Q&A Session</p>	<ul style="list-style-type: none"> • Course Ground Rules Agreement
<p>2. January 21</p>	<p>Denaturalizing “Nature”</p> <p><i>Core Course Materials</i></p> <p><u>Read:</u> • 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 http://www.williamcronon.net/writing/Trouble_with_Wilderness_Main.html</p> <p><u>View:</u> • Yoon, J. (1991). Souvenirs of the self: A project of six postcards. Retrieved from http://www.virtualmuseum.ca/sgc-cms/expositions-exhibitions/photos/dynamic/en/essayImages/MK001-001.html (please look especially at the first four images).</p> <p><i>Lectures</i></p> <p><u>Watch:</u> • Lectures TBA</p> <p><i>Activity</i></p> <p><u>Listen/Read:</u> • Nature Conservancy Canada (n.d.). Nature talks podcast: Episode one: The last five miles. Retrieved from https://www.natureconservancy.ca/en/who-we-are/podcasts/episode-one-the-last-five-miles.html (approx. 22 minutes). Podcast transcript also available; feel free to explore additional episodes of the podcast series as well.</p> <hr/> <p><i>Delving Deeper Option #1</i></p> <p><u>Read:</u> • Youdelis, M., Nakoochee, R., O’Neil, C., Lunstrum, E., and Roth, R. 2020. “Wilderness” revisited: Is Canadian park management moving beyond the “wilderness” ethic? <i>The Canadian Geographer</i>, 64(2), 232–249. doi.org/10.1111/cag.12600</p> <hr/> <p>Meet: 12 pm noon via Zoom – Weekly Check-In, Q&A, and Activity Session</p>	<p>By Tues, Jan 19:</p> <ul style="list-style-type: none"> • Discussion Forum post(s) • Delving Deeper Option #1
<p>3. January 28</p>	<p>The Making of Global Economies and the Transformation of Space</p> <p><i>Core Course Materials</i></p> <ul style="list-style-type: none"> • <u>Read:</u> Selections from: Mintz, S.W. - (1985). Introduction. In <i>Sweetness and power: The place of sugar in modern history</i> (pp. xv-xxx). New York, NY: Viking. 	<p>By Tues, Jan 26:</p> <ul style="list-style-type: none"> • Discussion Forum post(s) • Delving Deeper Option #2

	<p>- (1993). The changing roles of food in the history of consumption. In J. Brewer & R. Porter (Eds.), <i>Consumption and the world of goods</i> (pp. 261-273). New York, NY: Routledge.</p> <ul style="list-style-type: none"> ○ 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.” <p>• Charney, I. (2010). Spatial fix. In B. Warf (Ed.), <i>Encyclopedia of geography</i> (pp. 2639-2640). SAGE Publications. doi: 10.4135/9781412939591.n1065</p> <p><i>Lectures</i></p> <p><u>Watch</u>: • Lectures TBA</p> <p><i>Activity</i></p> <p><u>Watch</u>: Videos on LeBreton Flats</p> <hr/> <p><i>Delving Deeper Option #2</i></p> <ul style="list-style-type: none"> • <u>Read</u>: Harvey, D. (2001). Globalization and the “spatial fix.” <i>Geographische Revue</i> 2, 23-30. Retrieved from https://publishup.uni-potsdam.de/opus4-ubp/frontdoor/deliver/index/docId/2251/file/gr2_01_Ess02.pdf <p>OR</p> <ul style="list-style-type: none"> • Lehrer, U., & Wieditz, T. (2009). Condominium development and gentrification: The relationship between policies, building activities and socio-economic development in Toronto. <i>Canadian Journal of Urban Research</i>, 18(1), 140-161. https://www.jstor.org/stable/26193248 <hr/> <p>Meet: 12 pm noon via Zoom – Weekly Check-In, Q&A, and Activity Session</p>	
<p>4. February 4</p>	<p>Nature as Commodity</p> <p><i>Core Course Materials</i></p> <ul style="list-style-type: none"> • <u>Read</u>: Selections from: Marx, K. ([1867] 2016). <i>Capital: A critique of political economy</i>. Retrieved from https://www.marxists.org/archive/marx/works/1867-c1/ch01.htm#S1 <ul style="list-style-type: none"> - 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) <ul style="list-style-type: none"> • 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. 	<p>By Tues, Feb 2:</p> <ul style="list-style-type: none"> • Discussion Forum post(s) • Delving Deeper Option #3

	<p><i>Lectures</i></p> <p><u>Watch</u>: • Lectures TBA</p> <p><i>Activity</i></p> <p><u>Watch</u>: • Selections from: Geyrhalter, N. (2005). <i>Our Daily Bread</i>. Icarus Films. (Watch the first 23 minutes [through the cow insemination sequence] and however much of the rest you'd like.)</p> <hr/> <p><i>Delving Deeper Option #3</i></p> <p>• <u>Watch</u>: Virtual Tour of the Carleton University Art Gallery's (CUAG's) Exhibition "They Forgot That We Were Seeds."</p> <hr/> <p><u>Meet</u>: 12 pm noon via Zoom – Weekly Check-In, Q&A, and Activity Session</p>	
5. February 11	<p>Marketizing Nature for Environmental Protection</p> <p><u>Read</u>: • Robertson, M.M. (2000). No net loss: Wetland restoration and the incomplete capitalization of nature. <i>Antipode</i> 32(4), 463-493.</p> <p><i>Lectures</i></p> <p><u>Watch</u>: • Lectures TBA</p> <p><i>Activity</i></p> <p><u>Watch</u>: • The Wetlandsbank Group. (2008, Sept 21). Retrieved from https://www.youtube.com/watch?v=JOQoYIX-2MI (approx. 9 mins)</p> <p>• GRID Arendal & James Hutton Institute (2013, Oct 28). Payment for ecosystem services. Retrieved from https://www.youtube.com/watch?v=gzNWNREZ2xI (approx. 3 mins)</p> <hr/> <p><i>Delving Deeper Option #4</i></p> <p>• <u>Read</u>: 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.</p> <hr/> <p><u>Meet</u>: 12 pm noon via Zoom – Weekly Check-In, Q&A, and Activity Session</p>	<p>By Tues, Feb 9:</p> <ul style="list-style-type: none"> • Discussion Forum post(s) • Delving Deeper Option #4 <p>Assignment #1 Distributed after class</p>
February 18	Winter Break	
6. February 25	<p>Situating Political Ecology and Beyond + Delving Deeper Gallery Tour</p> <p>No course readings or activities for today.</p> <p><i>Lectures</i></p>	<p>By Tues, Feb 23:</p> <ul style="list-style-type: none"> • Discussion Forum post(s) • Please submit any outstanding work

	<p><u>Watch</u>: • Brief overview lecture TBA.</p> <ul style="list-style-type: none"> • ENTITLE, European Network of Political Ecology. (2014, Nov 16). What is Political Ecology? Retrieved from https://www.youtube.com/watch?v=HLVE69QZt5w (approx. 12 mins) • West, P. (2016, April 4). Critical political ecology: from space and place to sovereignty. National Socio-Environmental Synthesis Center (SESYNC). Retrieved https://www.youtube.com/watch?v=SAWfggb1ezw (approx. 34 mins) • Agrawal, A. (2014, May 21). Interview with Prof. Arun Agrawal: The evolution of the Commons. University of Michigan School for Environment and Sustainability. Retrieved from https://www.youtube.com/watch?v=tDbKqI6XdiA (approx. 10 mins) <p><u>Meet: 12 pm noon via Zoom – Q&A and Discussion Session + Delving Deeper Gallery Tour</u></p>	<p>on Delving Deeper Options #1-4</p>
<p>Sunday, February 28</p>		<p>Assignment #1 Due: Upload to cuLearn by the end of the day</p>
<p>7. March 4</p>	<p>Reassessing the Governing and Managing of Nature <i>Core Course Materials</i></p> <ul style="list-style-type: none"> • <u>Read</u>: 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. • Guthman, J. (2009). Teaching the politics of obesity: Insights into neoliberal embodiment and contemporary biopolitics. <i>Antipode</i>, 41(5), 1110-1133. http://onlinelibrary.wiley.com.proxy.library.carleton.ca/doi/10.1111/j.1467-8330.2009.00707.x/full <p><i>Lectures</i></p> <p><u>Watch</u>: • Lectures TBA</p> <p><i>Activity</i></p> <ul style="list-style-type: none"> • <u>Listen/Read</u>: Radiohead (1997). Fitter happier. Retrieved from https://www.youtube.com/watch?v=O4SzsMFaek; lyrics retrieved from https://www.musixmatch.com/lyrics/Radiohead/Fitter-Happier • <u>View</u>: World Green Citizen (n.d.). World green citizen – health pillar. Retrieved from http://www.worldgreencitizen.org/pillar-health.html 	<p>By Tues, Mar 2:</p> <ul style="list-style-type: none"> • Discussion Forum post(s) • Delving Deeper Option #5

	<ul style="list-style-type: none"> • <u>View</u>: IUCN Red List (2020). Retrieved from https://www.iucnredlist.org/ • <u>Watch</u>: Bewes, T., & Szendy, P. Discussion of “Viral times” (Can we afford Foucault’s critique of biopolitics in the COVID-19 era?). Cogut Institute for the Humanities, Brown University. Retrieved from https://www.youtube.com/watch?v=5GGtX4wCmJE (approx. 5 mins) <p><i>Delving Deeper Option #5</i></p> <p><u>Read</u> any ONE of the following texts:</p> <ul style="list-style-type: none"> • At least one of the short posts from <i>Critical Inquiry</i>’s “Posts from the Pandemic,” particularly those discussing or debating the relevance of the work of Foucault (some of which also involve considerations of climate change), such as: <ul style="list-style-type: none"> - Clover, J. (2020, March 29). The rise and fall of biopolitics: A response to Bruno Latour. Retrieved from https://critinq.wordpress.com/2020/03/29/the-rise-and-fall-of-biopolitics-a-response-to-bruno-latour/ - Szendy, P. (2020, April 15). Viral times. Retrieved from https://critinq.wordpress.com/2020/04/15/viral-times/ - Lorenzini, D. (2020, April 2). Biopolitics in the time of coronavirus. Retrieved from https://critinq.wordpress.com/2020/04/02/biopolitics-in-the-time-of-coronavirus/ - Davis, L. (2020, June 26). In the time of pandemic, the deep structure of biopower is laid bare. Retrieved from https://critinq.wordpress.com/2020/06/26/in-the-time-of-pandemic-the-deep-structure-of-biopower-is-laid-bare/ - Latour, B. (2020, March 26). Is this a dress rehearsal? Retrieved from https://critinq.wordpress.com/2020/03/26/is-this-a-dress-rehearsal/ • Biermann, C., & Anderson, R. M. (2017). Conservation, biopolitics, and the governance of life and death. <i>Geography Compass</i>, 11(10), e12329. https://doi.org/10.1111/gec3.12329 • Guthman, J., & DuPuis, M. (2006). Embodying neoliberalism: economy, culture, and the politics of fat. <i>Environment and planning D: Society and Space</i>, 24(3), 427-448. https://doi.org/10.1068/d3904 • Agrawal, A. (2005). Community, intimate government, and the making of environmental subjects in Kumaon, India. <i>Current Anthropology</i>, 46(2), 161-190. https://doi.org/10.1086/427122 <p>Meet: 12 pm noon via Zoom – Weekly Check-In, Q&A, and Activity Session</p>	
8. March 11	Rethinking Nature and Culture	By Tues, Mar 11:

	<p><i>Core Course Materials</i></p> <ul style="list-style-type: none"> • <u>Read</u>: Tsing, A.L. (2005). Chapter 5: A history of weediness. In <i>Friction: An ethnography of global connection</i> (pp. 171-202). Princeton University Press. • 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. <ul style="list-style-type: none"> - 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). • <u>Supplementary: Watch</u>: Handcrafted Films (n.d.). The Dayak Meratus. Retrieved from https://www.youtube.com/watch?v=rpZ7s4WT1o8Delving (approx. 6 mins) <p><i>Lectures</i></p> <p><u>Watch</u>: • Lectures TBA</p> <p><i>Activity</i></p> <p><u>Watch</u>: Wingspreader Cinematic Exploration (2016, June 9). Semenggoh Wildlife Centre. Retrieved from https://www.youtube.com/watch?v=NamhdYj3q-Q (approx. 3 mins)</p> <p>Ben Fogle’s Sarawak Adventures (2013, Feb 26). The Matang orangutan adventure. Retrieved from https://www.youtube.com/watch?v=bTUdTnN09sc (approx. 3 mins)</p> <hr/> <p><i>Delving Deeper Option #6</i></p> <p>Parreñas, J.S. (2018). Introduction: Decolonizing extinction. In <i>Decolonizing extinction: The work of care in orangutan rehabilitation</i> (pp. 1-30). Duke University Press.</p> <hr/> <p><u>Meet: 12 pm noon via Zoom – Weekly Check-In, Q&A, and Activity Session</u></p>	<ul style="list-style-type: none"> • Discussion Forum post(s) • Delving Deeper Option #6
<p>9. March 18</p>	<p>Reconceptualizing Agency and Materiality</p> <p><i>Core Course Materials</i></p> <ul style="list-style-type: none"> • <u>Read</u>: Selections from: Latour, B. (1999). <i>Pandora’s hope: Essays on the reality of science studies</i>. Cambridge, Mass.: Harvard University Press. <ul style="list-style-type: none"> - pp. 176-180: From the second full paragraph on p. 176 (“‘Guns kill people’ is a slogan...”) 	<p>By Tues, Mar 16:</p> <ul style="list-style-type: none"> • Discussion Forum post(s) • Delving Deeper Option #7 <p>Assignment #2 Distributed after Class</p>

	<p>the end of this subsection on the bottom of p. 180 (“...meanings of mediation”).</p> <ul style="list-style-type: none"> • Mitchell, T. (2019, Jan 2). Columbia professor Timothy Mitchell on the politics of carbon, oil, labor and the sea. Floating Laboratory on Action and Theory at Sea. Retrieved from https://www.youtube.com/watch?v=W1fVhkXnv10 (approx. 12 mins) <p><i>Lectures</i></p> <p><u>Watch</u>: • Lectures TBA</p> <p><i>Activity</i></p> <p>Ichikowitz Family Foundation (2013, Jan 10). Ichikowitz Family Foundation donates Seabird Seeker aircraft to SANParks to fight rhino poaching. Retrieved from: https://www.youtube.com/watch?v=t1CD0b2F5qI (2 mins)</p> <hr/> <p><i>Delving Deeper Option #7</i></p> <ul style="list-style-type: none"> • <u>Read</u> any ONE of the following articles: • Mitchell, T. (2009). Carbon democracy. <i>Economy and Society</i>, 38(3), 399-432. https://doi.org/10.1080/03085140903020598 • Watts, N., & Scales, I. R. (2015). Seeds, agricultural systems and socio-natures: Towards an actor–network theory informed political ecology of agriculture. <i>Geography Compass</i> 9, 225– 236. https://doi.org/10.1111/gec3.12212 • Duffy, R., Massé, F., Smidt, E., Marijnen, E., Büscher, B., Verweijen, J., ... & Lunstrum, E. (2019). Why we must question the militarisation of conservation. <i>Biological Conservation</i>, 232, 66-73. https://doi.org/10.1016/j.biocon.2019.01.013 <hr/> <p><u>Meet</u>: 12 pm noon via Zoom – Weekly Check-In, Q&A, and Activity Session</p>	
<p>10. March 25</p>	<p>Indigenous Learning Bundles: Indigenous Environmental Relations</p> <p><i>Core Course Materials</i></p> <ul style="list-style-type: none"> • <u>Read</u>: Kimmerer, R.W. (2014). Skywoman falling (Chapter 1), A council of pecans (Chapter 2) and A gift of strawberries (Chapter 3). In <i>Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants</i>, pp. 3-32. Minneapolis, MN: Milkweed Editions. • Watts, V. (2013). Indigenous place-thought and agency amongst humans and non-humans (First Woman and Sky 	<p>By Tues, Mar 23:</p> <ul style="list-style-type: none"> • Discussion Forum post(s) • Delving Deeper Option #8

	<p>Woman go on a European tour!). <i>DIES: Decolonization, Indigeneity, Education and Society</i> 2(1), 20–34.</p> <p><i>Lectures</i></p> <ul style="list-style-type: none"> • <u>Watch</u>: Indigenous Learning Bundles lectures by Prof. Zoe Todd 	
	<p><i>Delving Deeper Option #8</i></p> <ul style="list-style-type: none"> • <u>Watch</u>: Virtual Tour of the Carleton University Art Gallery’s (CUAG’s) Exhibition “UPRISING: THE POWER OF MOTHER EARTH – Christi Belcourt – A Retrospective with Isaac Murdoch” (21 January – 28 April, 2019) 	
	<p><u>Meet</u>: 12 pm noon via Zoom – Q&A and Discussion Session</p>	
11. April 1	<p>Theorizing Dispossession and Resurgence</p> <p><i>Core Course Materials</i></p> <ul style="list-style-type: none"> • <u>Read</u>: Simpson, L. B. (2017). Nishnaabeg anticapitalism. In <i>As we have always done: Indigenous freedom through radical resistance</i> (pp. 71-82). Minneapolis: U of Minnesota Press. • Lennon, M. (2017). Decolonizing energy: Black Lives Matter and technoscientific expertise amid solar transitions. <i>Energy research & social science</i>, 30, 18-27. https://doi.org/10.1016/j.erss.2017.06.002 <p><i>Lectures</i></p> <p><u>Watch</u>: • Lectures TBA</p>	<p>By Tues, Mar 30:</p> <ul style="list-style-type: none"> • Discussion Forum post(s) • Delving Deeper Option #9
	<p><i>Delving Deeper Option #9</i></p> <ul style="list-style-type: none"> • <u>Watch</u>: Coulthard, G. (2018, June 11). On transnational alliances for Indigenous self-determination. Global Movement Assemblages Symposium, Brock University. Retrieved from https://www.youtube.com/watch?v=7UuhOgcyoX8 <p>OR</p> <p><u>Read</u>: 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 & A. Smith (Eds.), <i>Theorizing Native Studies</i> (pp. 56-98). Durham, NC: Duke University Press.</p>	
	<p><u>Meet</u>: 12 pm noon via Zoom – Weekly Check-In, Q&A, and Discussion Session</p>	
12. April 8	<p>Course Conclusions + Delving Deeper Gallery Tour</p> <p>No reading or activities for today.</p> <p><i>Lectures</i></p>	<p>By Tues, April 6:</p> <ul style="list-style-type: none"> • Discussion Forum post(s)

	<u>Watch</u> : • Lectures TBA <i>Delving Deeper Option #10</i> • <u>Read/View/Watch</u> : any one or more outside materials on a topic or perspective of your choice, put into dialogue with any one or more core course materials of your choice.	• Delving Deeper Option #10 – and please submit any outstanding work on Options #5-9
	<u>Meet</u>: 12 pm noon via Zoom – Q&A and Discussion Session + Delving Deeper Gallery Tour	
Wed, April 14		Assignment #2 Due: Upload to cuLearn by 5 pm

Course Requirements and Grading

- 1. Participation in Discussion Forums and Synchronous Sessions (15%):** This course and your learning depend on your regular, prepared engagement with course materials and discussion. Each week, there will be a variety of opportunities to stay on track with required readings and discuss them with others, both on and offline. Over the course of the term, you are required to make at least **five** substantive participation contributions—whether a post to an online Discussion Forum on the readings or activities for a given week, or in-class participation in associated activities or events. You can get credit for both a post as well as for in-class participation in any given week. But you will not get credit for more than one forum post per week—even though you are nevertheless encouraged to submit multiple posts (and responses!) to various threads in any weekly forum. Your participation contributions will be marked on a v/v- scale, with points reduced for work that is insubstantial, late, or of noticeably poor quality. You may also earn **up to three bonus points** toward your final course mark for posts and in-class participation beyond what is required. Each extra contribution to in-class participation or a weekly Discussion Forum will count for a third of a point (taking into account all the above guidelines).

You should submit all initial posts to the weekly Discussion Forums **by the end of the day on the Tuesday before our weekly Thursday 12 pm zoom session**. This way, all course participants will have a chance to read and respond to the initial discussion before our synchronous course meeting on Thursday, where we will continue associated activities and conversation.

- 2. Assignments #1 (30%) and #2 (35%):** 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. Assignment #1 will address readings and lecture material through February 11 (you will have the opportunity to integrate attention to the material from February 25, if you wish); Assignment #2 will address readings and

lecture material through April 8, 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 an 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 by 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. Delving Deeper Submission (20%):** Once over the course of the term, you will go beyond core course materials to develop an original analysis of an environmental concern. While your submission can take the form of a traditional essay submitted via cuLearn (of 800-1000 words, or approximately four double-spaced pages, excluding notes and references) if you'd like, you can also elect to delve deeper through a more interactive or multimedia mode of communication that you will share with the class in our virtual Delving Deeper gallery space. Most course weeks include an opportunity to fulfill this course requirement—you need to do only **one** of the ten Delving Deeper options. This assignment generally entails reading and responding to an additional text or related material meant to accompany the readings and activity for a given week. The goal is to use course materials and associated further resources to analyze a pressing, perplexing, or otherwise intriguing environmental problem, issue, experience, or phenomenon. More detailed guidelines will be given in class. You will upload any podcast, presentation, poster, blog post, art project, performance piece, or other multimedia creation to an interactive course space that we will most likely host via cuPortfolio. In addition to the nine Delving Deeper options outlined above, which respond to course themes and materials in particular weeks, you are also free to approach a topic of your own choosing through the more open-ended Delving Deeper Option #10. For that option, you will gather one or more materials outside of course requirements and also rely on at least one core course text to analyze an environmental concern of your choice through the lens of one or more theoretical concepts and/or perspectives we have explored during the term.

Students are strongly encouraged to submit their Delving Deeper contribution **by the end of the day on Tuesday during the week in question**, so that all class participants can explore these before and during class time on Thursday. Students electing to fulfill the Delving Deeper requirement using Options #1-4 are asked to submit their work to the cuPortfolio virtual gallery space by the end of the day on

Tuesday, February 23 before class on Thursday, February 25, when we will devote part of our session to a **Delving Deeper gallery tour**. Those electing to fulfill this requirement using Options #5-10 are asked to submit their work by the end of the day on the Tuesday, April 6 before our final class on Thursday, April 8, when we will devote much of our session to a **final Delving Deeper gallery tour**. You must fulfill this assignment by the end of classes on April 14. To give you maximum flexibility to pursue a project of interest to you in the time you are most able to complete it, you are permitted to fulfill this requirement and submit your contribution to any Delving Deeper option at any point during the term, including the open Option #10.

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

These are not typical times, and this course has been structured to supply you with substantial time for completing assignments and allow for flexibility in the manner and time frame in which you meet these requirements. That said, we seek to use deadlines and submission request schedules to facilitate your timely completion of work in this course. To that end, and in the interest of fairness to all students, the posted assignment deadlines for this course will be 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 turned in without an extension will amount to two points off (out of 100) per each day late for all of the major assignments.

We ask that you 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. Students are encouraged to connect directly with us to discuss required accommodations

arising from the COVID-19 situation. Equity and Inclusive Communities and Academic Advisors can also be reached if students are unable to reach out to instructors directly.

Carleton University has suspended the need for a doctor's note or medical certificate until further notice when requesting academic accommodation related to COVID-19, and for this course this policy will apply for any illness. Students should complete the self-declaration form available on the Registrar's Office website to request academic accommodation for missed course work including exams and assignments. Here is the link to the form (also available on our cuLearn site): <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>.

The Senate has approved the optional conversion of one 0.5 credit passing grade to Satisfactory (SAT) for the Winter 2021 term. SAT/UNS grades are not used in the calculation of CGPA, which means that changes in academic performance due to the current disruption will not affect students' permanent records. More information can be found at: <https://carleton.ca/academicadvising/faqs-about-sat-uns/>.

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. For more information about deferrals for final exams/take-home exams please see these websites: <https://carleton.ca/registrar/deferral/> and <https://stuapps.carleton.ca/sarms/registrar/deferral>. Please note that students may also submit a COVID-19 self-declaration form instead of a medical note for these deferrals.

Additional Course Protocols and Policies

Course Materials: I will post any PowerPoint slides from synchronous sessions to the course cuLearn site *after* the 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 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 during office hours.

Copies of Work: Please retain backup copies of all coursework submitted.

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.

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

Please 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/grad/gradregulations/>.

Consult the 2020-2021 Academic Calendar for key information, such as this year's course **drop/add/withdrawal dates**: <https://calendar.carleton.ca/academicyear/>

Accommodations during COVID

Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be

asked to complete the self-declaration form available here: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>

Academic Accommodations

Pregnancy

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

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.

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 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

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.

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

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional 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 which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct 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 may include a mark of zero for the plagiarized work or a final grade of “F” for the course.

More information on the University’s Academic Integrity Policy can be found at:

<https://carleton.ca/registrar/academic-integrity/>

Intellectual Property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

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>).