ENST 4000 – Seminar in Environmental Studies
Fall 2015

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Seminars: Fridays, 2:30pm – 5:30pm, Please confirm location on Carleton Central

Office Hours: Fridays, 1:30pm – 2:30pm, or by appointment, Loeb B340

TA: TBA

TA Office Hours: TBA

Prerequisite: Registration is restricted to students eligible for fourth-year standing in the B.A. (Environmental Studies) Honours Program.

ENST 4000 is the “capstone” course in the Environmental Studies program. It is an opportunity to consolidate, deepen, and apply the knowledges you have developed in other courses and to think through how these knowledges might translate to environmental policy-making, advocacy, activism, research, and governance.

The course examines: “How societal institutions respond to environmental concerns, how various stakeholders understand the environment and how environmental priorities may be implemented in social, political and economic decision-making.”

This year we will be covering a range of environmental issues, with a focus on public participation in the Canadian context. Materials for this course are drawn from Canadian case-studies, as well as interdisciplinary analyses where links can be made to environmental governance in Canada.

Our goals this year will be a) understand approaches to controversy mapping, public participation, and environmental governance; b) survey Canadian environmental issues and those that are relevant to Canada; c) analyze how citizen groups and the public have influenced environmental issues; d) understand the importance of taking into account non-human actors and non-western worldviews.

Discussion and participation are an important part of this class: be prepared to speak up, share ideas, and ask questions. Students will also be expected to read 30 to 60 pages each week before class, to undertake research about a specific environmental issue, and to discuss their findings with the class.

Students can expect to develop their critical thinking, analytical, research, and writing skills as the course progresses.
Course Outline

**Course materials to be read in advance of the seminar**

**WEEK 1 — September 11: Introduction to the Course**

No required reading
Introductions and assignment of reading responses

**WEEK 2 — September 18: Approaches to studying environmental issues**

**Required Readings**


**Optional Reading**


**WEEK 3 — September 25: Controversy mapping and taking non-human agency into account**

**Required Readings**


**Optional Readings**

WEEK 4 — October 2: Canada’s environmental governance issues and indigenous struggles

Required Readings


Optional Reading


WEEK 5 — October 9: Conflicts over protected areas and wildlife management

Required Readings


Optional Reading


WEEK 6 — October 16: Water governance issues

Required Readings


**WEEK 7 — October 23: Issues around resource extraction**

**Required Readings**

**Optional Reading**

**FALL READING WEEK — October 30: No class**

**WEEK 8 — November 6: Governing urban sustainability**

**Project Proposals due at beginning of class**

**Required Readings**

**Optional Reading**
WEEK 9 — November 13: Planning Canada’s green capital

Required Readings


Optional Reading


WEEK 10 — November 20: Climate change governance

Required Readings


WEEK 11 — November 27: Climate change controversies

Required Readings


Optional Reading


WEEK 12 — December 4: Wrap-up and Review

No required reading
Informal presentations and discussion of term papers
Evaluation

Participation (20%)

- Participation is a crucial component of this class. Participation includes attendance, doing thorough and critical readings of the assigned materials, contributing effectively in class discussions, and responding to your peers’ presentations.

Reading Responses (20%)

- You are required to do 3 reading responses for the required readings. Articles for reading responses will be chosen by students at the beginning of the term.
- *Responses are due at the beginning of class and will not be accepted late.* They should be no more than 2 pages, double spaced, and should provide brief summaries of the reading and your responses to the readings, including questions and concerns you will bring to class that day.

Project Proposal (20%) — Due November 6, 2:30pm

- Proposals should outline your final assignment topic, approach, and key sources.
- Proposals should include an annotated bibliography with at least 10 sources (minimum 6 academic sources, and minimum 2 sources from the list of required and optional course readings).
- Proposals should be 6-8 pages long, double spaced. Details will be provided in class.

Final Assignment (40%) — Due December 11, 2:30pm

- Term papers should focus on a Canadian environmental issue, environmental governance issue, climate change controversy, or scientific controversy.
- Must include academic references and be 3000-5000 words. Details will be provided in class.

Course Policies

**Laptops and Cellphones:** Laptop and cellphone policies are designed to encourage a productive, engaging, and positive learning environment for all students. Responsible use of laptops is permitted, although students are encouraged to put their laptops away during class discussion and to take notes using pen and paper. Students using their laptops to check email, social media, or other non-course related activities will be asked to leave their laptops at home. Cell phones are not permitted in class. If you are expecting an urgent call, please ensure the ringer is off and please step outside.

**Academic Integrity:** Academic integrity is constituted by five core fundamental values of honesty, trust, fairness, respect and responsibility (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community thrive. Students are reminded of the seriousness with which Carleton University treats
academic dishonesty of any form, particularly plagiarism. Students should be familiar with the University’s Academic Integrity Policy (http://carleton.ca/studentaffairs/academic-integrity/), and should not hesitate to speak with the Instructor if you have any questions.

**It is your responsibility to familiarize yourself with the regulations concerning academic integrity and to ensure that your assignments conform to the principles of academic integrity.**

**Late Policy:** Late assignments will be deducted 3% per day, including weekends and holidays. All assignments are due at the start of class, on the date indicated in the Evaluation section. Late reading responses will not be accepted; they must be submitted at the beginning of class on the day the readings are to be discussed. All assignments must be handed in directly to the Instructor (email or drop box submissions will NOT be accepted unless pre-arranged with the Instructor. In the case of late submission of assignments, emailed versions will be accepted on weekend and holidays as proof of submission, and paper versions must be provided to the instructor on the next business day). Students assume all risk for lost or missing materials. Please be sure to keep a back-up electronic copy of all assignments.

**Extenuating Circumstances:** Reasonable accommodations will be made for students with extenuating circumstances (i.e. out of your control). Any requests for deadline extensions for writing assignments must be made to the Instructor at least 5 business days prior to the deadline. In case of missed deadlines due to unforeseen circumstances, an official medical note (or other applicable formal documentation) must be provided within 5 days of the missed deadline in order to negotiate a new deadline. Missed presentations must be accompanied by the same documentation, using the same protocol outlined above, and will result in the rescheduling of the presentation, or alternative arrangement, depending on the scheduled timing. *With the proper documentation these accommodations will be considered, but will not be guaranteed. If no documentation is provided, the resulting grade of a missed assignment or presentation will be zero.*

**Academic Accommodations for Students with Disabilities:** The Paul Merton 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 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, please meet with me to ensure accommodation arrangement are made.

**Additional Resources:** There are a variety of ways to get help if you are having difficulties with any of the course material, or managing to meet the requirements of a number of courses at once. The Instructor is here to facilitate your learning, so take advantage of your opportunities for interaction and ask for help when needed. You are especially encouraged to attend designated office hours. There are
also a number of support services and resources on campus at your disposal, including: The Student Academic Success Centre (www.carleton.ca/sasc/) to help you in achieving academic success in various aspects of your university program; The Writing Tutorial Service (https://carleton.ca/sasc/writing-tutorial-service/) to help you improve your writing skills; and The MacOdrum Library (http://www.library.carleton.ca/) which offers library, research, learning, and IT support.