ENST 4000 – Seminar in Environmental Studies  
Fall 2013

Instructor:  Dr. Emilie Cameron; emilie_cameron@carleton.ca  
Tel: (613) 520-2600 ext 6291  
**Please note: I do not respond to emails on evenings and weekends**

Seminars:  Tuesdays, 11:35am – 2:25pm, Southam 409; discussion groups A220

Office Hours:  Tuesdays, 2:30pm to 3:30pm, Loeb A301D, or by appointment

T.A.:  Anna Crawford; Email: anna.crawford@carleton.ca

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.

This year we will be focusing on the environmental impacts of mining, with particular emphasis on mining in Canada and by Canadian companies overseas. Mining is an increasingly important dimension of the Canadian economy, and changes to the ways in which mining is regulated and assessed in Canada are currently being implemented. We are all touched by mining, whether through the commodities we consume, the investments we make, the environmental and social impacts we experience, and/or the benefits we inherit. Mining also draws our attention to the complexity of environmental issues and the limits of conceptualizing them only in terms of the ecological. Mining raises issues of property and land tenure, processes of capital accumulation, the socio-cultural and political-economic dimensions of rurality and rural employment, international networks of trade and development, Indigenous claims to land and histories of colonialism, ecological and health impacts of mining waste, and our role in globalized consumption processes.

Our goal this year will be to a) understand the political-economic, regulatory, geographic, and historical contexts that give rise to current extractive activities, and within which those activities are governed and assessed; b) analyze the various interests shaping mineral development in Canada and overseas; c) understand the key ecological, social, and political impacts of mining and various strategies for mitigating these impacts; and d) come to terms with our own involvements and investments in mining, and possible avenues for progressive change.

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 30-50 pages each week, to undertake research about a specific extractive project, 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

All required readings are assembled in a course pack available at Octopus Books, 116 Third Ave in the Glebe.  
Optional readings can be found online through the Library (*) or on CULearn (CUL)

September 10: Introduction and Overview  
Required Reading:
September 17: Mining and Capitalism

**Reading Response #1 DUE**

**Required readings:**

**Optional readings:**

September 24: Mining and the State

**Required readings:**

**Optional readings:**

October 1: Land, Resources, and Empire

**Reading Response #2 DUE**

**Required readings:**

**Optional readings:**


**October 8: NO CLASS: Independent work on proposals**

**October 15: Ring of Fire 1: Overview**

**Guest: Ramsey Hart, MiningWatch Canada**

Required Readings:


**October 22: Ring of Fire 2: Past and Present Mining Conflict in Northern Ontario**

Required Readings:


Optional Reading:


• * CBC. 2013. Chromite Crumbs? Interview with Stan Sudol, 3 September 2013http://www.cbc.ca/superiormorning/episodes/2013/09/03/chromite-crumbs/

**October 29: NO CLASS (Reading Week)**

**November 5: Ring of Fire 3: Ecology**

**Guests: Anna Crawford and Murray Richardson**

**Proposals Due**

Required Reading:


**November 12: “Externalities”: Environmental, social, and health impacts of mining**

Required Readings:


• MiningWatch. 2012. MiningWatch Canada Chromite Series Fact Sheets (1-3)

Optional Readings:

November 19: “Jobs vs. the Environment”: Assessing and Mitigating Impacts
** Reading Response #3 DUE **

Required Readings:

Optional Readings:
• CUL Gibson, R. 2012. What would remain? Notes on the key substantive changes to federal environmental assessment in the proposed Canadian Environmental Assessment Act 2012 included in the omnibus budget implementation Bill C-38. [Working draft], Accessible through *Save Canada’s Environmental Laws*, http://www.envirolawsmatter.ca/environmental_assessment

November 26: Political Change
Required readings:

Optional readings:

December 3: Concluding thoughts, presentations, discussion  
** Final Papers DUE in class, 11:35am **
• NO READING REQUIRED  
• Brief, informal presentation of 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 (15%)**
• There are 3 reading responses due throughout the term (on Sept 17, Oct 1, and Nov 19).
• **Responses are due at the beginning of class and will not be accepted late.** They should be no more 2 pages, double spaced, and should provide brief summaries of the reading(s) and your responses to the readings, including questions and concerns you will bring to class that day.

**Project Proposal (25%) ** DUE November 5, 11:35am **
• A proposal outlining your final assignment topic, approach, and key sources.
• Proposals should include an annotated bibliography with at least 10 sources (minimum 7 academic sources, and minimum 5 sources from the list of required and optional course readings)
• Proposals should be 6-8 pages long. Details will be provided in class.

**Final Assignment (40%) ** DUE December 3, 11:35am**
• You have a choice of writing a term paper or producing a literature review and fact sheet for your final project. Each must be based on academic references and must be 3000-4000 words.
• Final assignments must focus on some dimension of the proposed Ring of Fire development, or on some other aspect of mining in Northern Ontario.
• **Final assignments are due in class, at 11:35am, November 30, 2012.**
Laptops and Cellphones: Laptop and cellphone policies are designed to encourage a productive, engaging, and positive learning environment for all students. I understand that some students prefer to type notes rather than write notes using a pen and paper. Responsible use of laptops is permitted, although students are encouraged to put laptops away during class discussions and to take notes using pen and paper. Students using their laptops to check email, Facebook, 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 the five core fundamental values of honesty, trust, fairness, respect, and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing, and sustaining of an academic community in which all members of the community will 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://www2.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.*

Lateness 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 weekends 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 circumstance, an official medical note (or other applicable formal documentation) must be provided within 5 days of the missed deadline in order to negotiate new deadlines. Missed presentations must be accompanied by the same documentation, using the same protocol outlined above, and will result in the re-scheduling 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 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 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.
**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](http://www.carleton.ca/sasc)) to help you in achieving academic success in various aspects of your university program; The Writing Tutorial Service ([www.carleton.ca/wts](http://www.carleton.ca/wts)) to help you improve your writing skills; and The MacOdrum Library ([www.library.carleton.ca](http://www.library.carleton.ca)) which offers library, research, learning, and IT support.