ENST 4000 – SEMINAR IN ENVIRONMENTAL STUDIES
THE POLITICS OF THE ANTHROPOCENE (WINTER 2022)

"Airshow" by Fred Herzog, 1968 © Equinox Gallery.

"The conquest of the earth… is not a pretty thing when you look into it…" – Joseph Conrad, 1899

"But where the danger is, also grows the saving power."- Friedrich Hölderlin, 1803

"The future is unwritten." – Joe Strummer, 2007

DRAFT

Instructor: Dr. David Hugill, Assistant Professor, Department of Geography and Environmental Studies
david.hugill@carleton.ca
Synchronous Class Meetings: Wednesdays, 8:35 AM (Southam Hall 518 or Zoom if necessary)
Office Hours: By appointment (on Zoom).

COURSE DESCRIPTION

What are the political, social, ethical and cultural implications of living in an age where human activity has become the dominant force shaping the planet's environments? Our aim this semester is to think critically about this question as we consider how societal institutions respond to environmental concerns, how various stakeholders understand environmental questions, and how environmental priorities are implemented in social, political and economic decision-making. To achieve this objective, we will take a deep analytical dive into the meaning and politics of "the Anthropocene."

ENST 4000 is an advanced seminar designed to give you an opportunity to build upon and apply the analytical skills and disciplinary expertise that you have acquired throughout the course of your university career.

ENST 4000 is a blended learning course. It has both synchronous and asynchronous elements.

You should expect the following from our work this semester:

- **Active Discussion**: This is a discussion-based seminar. It is critical that you do the readings in advance and come to class prepared to discuss their contents. The success of this course hinges on active in-class engagement. The significant weight given to participation (20%) as a portion of the final grade is a reflection of this fact.

- **Challenging material**: The weekly readings (generally about 50-75 pages in length) are challenging. You should start reading at least a few days in advance of the seminar.

- **Timely feedback**: I will do my best to return all assignments within two weeks of submission.

COURSE OBJECTIVES

This course aims to give you opportunities to:

- Develop an in depth understanding of the idea of the Anthropocene, and its contested status
- Engage with cutting edge /contemporary research in the field of Environmental Studies
- Consider the political implications of human-driven environmental and climatic changes
- Engage in comradely classroom exchanges.
- Develop high-level communication skills

DRAFT

COURSE CALENDAR

Week 1: January 12, 2022 *** Intellectual biography due by 11:59PM on Friday January 15*	
Introduction and Course Policies	Required Reading/Viewing: ○ N/A
UNIT 1: Defining the Anthropocene	
Week 2: January 19, 2022 ***Group 1 Handout*	
Defining the Anthropocene (Seminar Discussion)	Required Reading/Viewing: ○ Paul Crutzen and Eugene Stoermer (2000), "The 'Anthropocene'" in *The International Geosphere-Biosphere Programme (IGPB: A Study of Global Change of the International Council for Science* (ICSU) 41, pp. 17-18. ○ Simon Lewis and Mark Maslin (2018), "The Meaning of the Anthropocene" in *The Human Planet*, pp. 1-17 ○ Simon Lewis and Mark Maslin (2018), "Defining the Anthropocene" in *The Human Planet*, pp. 295-327. ○ Kyle Powys Whyte (2017), "Our Ancestors Dystopia Now: Indigenous Conservation and the Anthropocene," in *The Routledge Companion to the Environmental Humanities.*
UNIT 2: Histories of the Anthropocene	
Week 3: January 26, 2022 ***A1 Working Definition Assignment due by 11:59 on January 31* ***Group 2 Handout*	
Histories of the Anthropocene 1	Required Reading/Viewing: ○ Simon Lewis and Mark Maslin (2018), "Globalization 1.0, "The Modern World" in *The Human Planet*, pp. 149-187. ○ Christophe Bonneuil and Jean-Baptiste Fressoz (2017), "Polemocene: Resisting the Deterioration of the Earth since 1750," pp. 253-287. ○ KP Whyte, "Is it Colonial Déja Vu? Indigenous Peoples and Climate Justice?, in *Humanities for the Environment* (22 pages)
Week 4: February 2, 2022 ***Group 3 Handout*	

DRAFT

Histories of the Anthropocene 2	Required Reading/Viewing: ○ Simon Lewis and Mark Maslin (2018), "Globalization 2.0, The Great Acceleration" in *The Human Planet*, pp. 227-265. ○ J.R. McNeil and Peter Engelke (2015), "Introduction", in *The Great Acceleration: An Environmental History of the Anthropocene since 1945,* pp. 1-6 ○ Beth Gardiner (2020), "Unequal Impact: The Deep Link Between Racism and Climate Change," June 9, https://e360.yale.edu/features/unequal-impact-the-deep-links-between-inequality-and-climate-change
Week 5: February 9, 2022 ***Group 4 Handout*	
Histories of the Anthropocene 3	Required Reading/Viewing: ○ Andreas Malm (2020), Excerpts, in *Corona, Climate, Chronic Emergency* ○ Ingar Solty (2020), "Car Plants are Making Medical Equipment – And Things Should Stay That Way," in *Jacobin,* April 19, 2020 https://jacobinmag.com/2020/04/medical-equipment-car-plants-production-coronavirus
Interlude: *Parable of the Sower*	
Week 6: February 16, 2022 *[No Scheduled Meeting]* ** *No class this week. Please use this time to work your way through* Parable of the Sower	
Additional Preparation Time	Required Reading/Viewing ○ Democracy Now (2021), "Remembering Octavia Butler", https://www.youtube.com/watch?v=e0UgiE8vYuI (15 mins)
Reading Break - February 22-25	
Week 7: March 2, 2022 **A3 *Reflection Paper on* Parable of the Sower *due by 11:59PM* on March 1, 2022	

DRAFT

Discussion of *Parable of the Sower*	Required Reading/Viewing: ○ Octavia Butler (1993), *Parable of the Sower*
UNIT 3: The Limits of the Anthropocene	
Week 8: March 9, 2022 ***Group 5 Handout*	
The Limits of the Anthropocene 1	Required Reading/Viewing: ○ Eileen Crist, "On the Poverty of our Nomenclature," in *Anthropocene or Capitolocene: Nature, History, and the Crisis of Capitalism*, pp. 14-33. ○ Donna J. Haraway, "Staying with the Trouble: Anthropocene, Capitalocene, Chtulucene," in *Anthropocene or Capitolocene: Nature, History, and the Crisis of Capitalism*, pp. 34-76.
Week 9: March 16, 2022 ***Group 6 Handout* ***Special guest Dr. Michael Simpson will join us for the final hour of class***	
The Limits of the Anthropocene 2	Required Reading/Viewing: ○ Michael Simpson (2018), "The Anthropocene as Colonial Discourse," *Environment and Planning D: Society and Space*, 1-19. ○ Zoe Todd (2015), "Indigenizing the Anthropocene," in *Art in the Anthropocene*, pp. 241-255, available online at https://bit.ly/1Rgoili
Week 10: March 23, 2022 ***Group 7 Handout*	
The Limits of the Anthropocene 3	Required Reading/Viewing: ○ Wendy Wolford (2021),"The Plantationocene: A Lusotroprical Contribution to the Theory," in *The Annals of the Association of American Geographers*, 1622-1639. ○ J Davis, AA Moulton, L Van Sant (2019), "Anthropocene, Capitalocene… Plantationocene? A Manifoest for Ecological Justince in an Age of Global Crises" in *Art in the Anthropocene*, pp. 241-255, available online at https://bit.ly/1Rgoili
INTERLUDE: Reading Test and Film Screening	
Week 11: March 30, 2022	

DRAFT

Reading Test and Film Screening	Required Reading/Viewing: ○ *Anthropocene: The Human Epoch* (2019); screened in class.
UNIT 4: The Final Project	
Week 12: April 6, 2022 *[No Scheduled Meeting]* A4 *Encyclopedia Entries due by 11:59 PM* on April 13th	
Work Period (Encyclopedia Entry Preparation)	Required Reading/Viewing: ○ N/A

EVALUATION

Assignment	Weight	Short Description
Participation	20%	Based on attendance, evidence of engagement with assigned readings, and active classroom participation. *Participation is a significant portion of your mark because seminars succeed when people show up and do the readings.*
Intellectual Biography	2.5%	A short introductory description of who you are and how you ended up here. All responses should be posted on Brightspace by 11:59PM on January 15. **No late assignments will be accepted**.
Reading Test	20%	A multiple-choice test based on the contents of the course readings held during class time on March 30th.
A1 – Working Definition	5%	A paragraph length attempt to establish a "working definition" of the Anthropocene. All assignments should be uploaded to Brightspace by 11:59PM on January 31st.
A2 - Group Handout	12.5%	Handout based on weekly readings (maximum 1 double sided page); final version must be emailed to david.hugill@carleton.ca by 5PM on the Tuesday before your assigned week.

DRAFT

A3 - Reflection Paper	15%	A reflection paper (1500 words) on Octavia Bulter's *Parable of the Sower.* All assignments should be uploaded to Brightspace by 11:59PM on March 1st.
A4 - Encyclopedia Entry	25%	A comprehensive encyclopedia-style entry on the word "Anthropocene" (around 2500 words). All assignments should be uploaded to Brightspace by 11:59PM on April 13th.

Please note:

- Late assignments will be penalized d by 3% per calendar day (to a maximum of 25% total); no assignments will be accepted after two weeks beyond the original deadline (unless an alternative arrangement has been made)
- All assignments must follow the style guidelines outlined in the Chicago Manual of Style (16th edition or later); citations can be formatted in either the "notes and bibliography" or "author-date" style, so long as one of these options is used consistently throughout the document; there is a quick Chicago-style citation guide available here: http://www.chicagomanualofstyle.org/tools_citationguide.html
- All assignments will be assessed on the overall quality of presentation, including citation format, spelling, grammar, coherence of argument, etc.
- 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.

ACADEMIC INTEGRITY

Carleton University demands academic integrity from all its members. The Academic Integrity Policy (available at https://carelton.ca/registrar/academic-integrity)governs the academic behaviour of students. Academic Integrity is defined as:

> ***"A commitment even in the face of adversity to five fundamental values: honesty, trust, fairness, respect, and responsibility." – Centre for Academic Integrity (1999)***

Academic dishonesty, in whatever form, is destructive to the values of the university, and risks harming the university's reputation as place of learning and innovation. Furthermore, it is unfair and discouraging to those students who pursue their studies honestly.

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;

DRAFT

- 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. The Associate Dean of the Faculty conducts 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 can include a final grade of "F" for the course.

AFT

ACADEMIC ACCOMMODATION

Carleton provides academic accommodation to students for reasons of disability, religious observance, pregnancy and/or parental leave, sexual violence, and student activities.

Providing accommodations simply means providing alternatives to students who cannot perform the essential requirements of their academic programs due to the reasons mentioned above. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the university.

This section provides only a brief overview of the accommodations policy and process. Please contact Equity and Inclusive Communities for a full explanation.

Religious Observation
A request should be made in the first two weeks of the academic term, or as soon as possible where the scheduling of an event or activity conflicting with a religious obligation does not appear in the course outline or calendar. A list of multi-faith holy days is accessible through the Equity Services website. Instructors can also contact Equity Services to confirm the eligibility of a religious event or practice.

Pregnancy and/or Parental Leave
Requests for parental leave must be made in writing to the Registrar's Office, or in the case of graduate students, to the Office of the Dean of Graduate and Postdoctoral Affairs.

A student who is pregnant may request a temporary modification to her program (e.g., laboratory or field work). The student should meet with the instructor(s). The department chair/director and the faculty dean can assist in the discussion. An Equity Services advisor can also be consulted if a student has questions about pregnancy and/or parental leave.

Students with Disabilities
Carleton is strongly committed to providing access and accommodation for all individuals with identified and duly assessed disabilities. The university has a Senate-approved policy on academic accommodation that

forms part of its human rights policy. The policy promotes efforts to accommodate students with disabilities so that they will have the opportunity to meet learning outcomes and be fairly evaluated in their performance. In no case, however, does academic accommodation negotiate away, lower, or remove the academic standards and learning outcomes of any course or program, rule, regulation, or policy at the university.

Some students with disabilities may require special accommodations for tests and exams. In these cases, students must present you with a signed accommodation form from the Paul Menton Centre detailing their accommodation needs well in advance of the date of an exam. A copy of the Paul Menton Centre accommodations policy can be found here.

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 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. For more details, see the policy.

DRA