ENST 4000 – Seminar in Environmental Studies
Fall 2016

Instructor: Michael Lait
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Seminars: Mondays, 6:05-8:55 p.m
Paterson Hall 133

Office Hours: Monday September 12th to December 12th (inclusive): 5:00-6:00 p.m
Loeb B340
Tel: (613) 520-2600 ext. 8741

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 knowledge you have developed in other courses and to think through how these 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 our seminar focuses on the environmental history and geography of the National Capital Region (NCR). We will draw from interdisciplinary analyses by historians, geographers, sociologists, and planners.

Our goals this year will be to:

a) understand how human settlement has influenced the NCR environment;
b) survey a range of past and present environmental problems confronting the region’s governance;
c) analyze how different levels of government have responded and co-operated (or not) in addressing these environmental problems; and
d) assess how government policies and authorities can understand and/or approach the region’s environmental problems differently, and determine what role, if any, citizen group’s will play in environmental governance.

Students will be expected to read 30 to 50 pages each week, to undertake research about a specific environmental issue in or affecting the NCR, and to discuss their findings with the class. As the course progresses, students can expect to develop their critical thinking, analytical, research, and writing skills. Discussion and participation are an important part of this class: be prepared to speak up, share ideas, express opinions and ask questions.
Course Outline

**Course materials are to be read in advance of seminar, and are available on CULearn and ARES**

WEEK 1 — September 12: Conceptual approaches to environmental studies

Required readings


WEEK 2 — September 19: From Algonkin hunting grounds to white settlement

Required readings


Optional readings


WEEK 3 — September 26: From lumbertown to Canada’s capital

Required readings


Optional readings


WEEK 4 — October 3: Environmental problems of a 19th century city

Required readings


Optional readings


WEEK 5 — October 17: Beautifying the capital

** Reading response due at beginning of seminar**

Required readings


Optional readings


FALL READING WEEK —October 24-28: No seminar

WEEK 6 — October 31: Gatineau Park

** Project proposal due at beginning of seminar**

Required readings


Optional reading


WEEK 8 — November 7: The Gréber Plan

Required readings


WEEK 9 — November 14: Implementation of the Gréber Plan

Required readings


WEEK 10 —November 21: Urban form

Required readings


WEEK 11 — November 28: Project presentations

No required readings

WEEK 12 — December 5: Wrap-up and Review

** Final projects due **
**Evaluation**

**Participation (15%)**

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

**Reading Response (10%) — Due October 17**

- A critical response for all the required and optional readings for any week of your choice.
- Due at the beginning of the seminar and will not be accepted late.
- 6-8 pages, double spaced, and should emphasize your response to the readings.

**Project Proposal (25%) — Due October 31**

- Outline your topic as it relates to the National Capital Region.
- State key concepts, theory, methodology, methods.
- 6-8 pages long, double spaced. Full details will be provided in the seminar.

**Presentation (10%) — Due November 28**

- Presentations will address your proposal and provide updates on research process.
- Presentations will be between 5-10 minutes.

**Final Assignment (40%) — Due December 5**

- Term papers on environmental history or environmental governance in the NCR
- Should include primary and secondary research.
- 12-20 pages long, double spaced. Full details will be provided in the seminar.

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**Course Policies**

**Laptops and Cellphones:** Laptop and cellphone policies are designed to encourage a productive, engaging, and positive learning environment for all students. 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.

Please note that 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).

Lateness Policy: Late assignments will be deducted 5% per day, including weekends and holidays. All assignments are due at the start of class, on the date indicated in the Evaluation section. 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.

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 visit the Equity Services website: http://www.carleton.ca/equity/

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 visit the Equity Services website: http://www.carleton.ca/equity/
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). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

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

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.