

GEOG 2500/ENST 2500
Climate Change: Social Science Perspectives
Fall 2019

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Course Description

The purpose of this course is to examine the social, cultural, political, and economic dimensions of climatic change and begin to develop a critical understanding of the structures and systems that have created the present climate emergency. We will unpack the ways in which capitalism, colonialism, and neoliberal modes of governance have worked to create and exacerbate anthropogenic climate change, as well as to differentially distribute vulnerability to its effects. We will aim to understand why various efforts to limit or reduce greenhouse gas emissions (through international conventions, green capitalism, geoengineering, and other strategies) have had limited success, and explore alternative strategies for making meaningful systemic change. We will also attend to the intense personal and collective impact of the climate crisis, and aim to develop strategies for living in and through these times.

Learning Objectives

At the end of this course, students will be able to:

- Explain the ways in which capitalism, colonialism, and neoliberalism have created and exacerbated the climate crisis, and work to forestall or prevent effective action to address it;
- Critically evaluate various strategies proposed for addressing climate change, and their prospects for preventing catastrophic levels of atmospheric CO₂;
- Reflect on what the climate crisis means for them, and develop strategies for how they might respond to it both individually and collectively.

Required Course Text and Readings

The required course textbook is Naomi Klein, *This Changes Everything: Capitalism vs. the Climate* (2015: Vintage Canada). It is available at Octopus Books, at 116 Third Avenue (at Bank St) in the Glebe, for \$22.95.

Additional required readings are available online, at the URLs posted below.

Teaching Assistants

TBD

Evaluation

Reading Notes (15%)

- Reading is an important component of this course. Recognizing that it can be difficult to sit down and read about something like climate change, this assignment is designed to reward students for doing the readings with care, and to facilitate access to important course materials.
- Students must complete five (5) reading notes throughout the term. These can be completed on any of the following dates: **Sept 26, Oct 3, Oct 10, Oct 31, Nov 7, Nov 21, Nov 28, Dec 5**. Students must complete quizzes for 5 of the 8 weeks to receive full marks.
- **If you do not complete 5 reading notes you will receive 0 on this assignment.** If you complete more than 5 notes, your top 5 will be used to calculate your overall mark.
- Reading notes are to be submitted online, through CULearn. Notes should respond to the prompts provided and should be 300-500 words.
- Reading notes must be completed **BEFORE THE START OF CLASS** on whatever day the reading is assigned. After that, the reading note portal for that week will be closed.
- Students are advised to **START EARLY**: if you leave this assignment until the last weeks of class, you may not be able to complete all six notes. There will be no exceptions or make up assignments allowed for illness or other reasons.

Journal Assignment (30%)

- Over the course of the term, students are required to submit three (3) journal entries, that follow a specific structure (templates will be available on CULearn). Entries should be approximately 2 pages long.
- This assignment is designed to provide a space for students to take stock of their own relationship with the material in class, to track any shifts in understanding and perspective that develop over the course of the term, and to work toward developing a strategy for how they will respond to and cope with climate change in the future.
- Journal #1 is due at 11am on **September 19**; Journal #2 is due at 11am on **October 15** (*note this is a Tuesday); and Journal #3 is due in class on **November 28**. They are each worth 10% of your mark.
- Further details will be provided in class.

Midterm (25%)

- The midterm examination will be written in class on Thursday, **October 17**.
- It will cover all the material presented up to that point in class, in discussion groups, and in the assigned readings.
- The exam will include some multiple choice questions, as well as short answer and essay questions.
- Further details will be provided in class.

Final (30%)

- The final exam will take place during the scheduled examination period.
- Further details will be provided in class.

Course Schedule

Date	Topic	Readings	Assignments/ Notes
Sept 5	Introduction		
Sept 12	How bad is it, really?	<ul style="list-style-type: none"> • Wells, David Wallace. 2017. The Uninhabitable Earth, <i>New York Magazine</i>, http://nymag.com/intelligencer/2017/07/climate-change-earth-too-hot-for-humans.html • Klein Ch 1 	
Sept 19	NO CLASS		First Journal Entry DUE Sept 19
Sept 26	Capitalism	<ul style="list-style-type: none"> • Klein Ch 2 	Reading Note 1
Oct 3	Neoliberalism	<ul style="list-style-type: none"> • Klein Ch 3 	Reading Note 2
Oct 10	Colonialism	<ul style="list-style-type: none"> • Klein Ch 11 	Reading Note 3 Second Journal Entry DUE October 15 (**NOTE this is a Tuesday)
Oct 17	** MIDTERM EXAM written in class **		
Oct 24	NO CLASS (Reading Week)		
Oct 31	International conventions	<ul style="list-style-type: none"> • Klein Ch 4 	Reading Note 4 Guest: Dr. Christian Holz, U. Ottawa
Nov 7	Green capitalism and geo-engineering	<ul style="list-style-type: none"> • Klein Ch 8 	Reading Note 5
Nov 14	Green New Deal	<ul style="list-style-type: none"> • “The Leap Manifesto” https://leapmanifesto.org/wp-content/uploads/2015/09/Manifesto-en.pdf • “We Can Afford the Leap” https://leapmanifesto.org/wp-content/uploads/2015/09/Afford-en1.pdf • “Acting on Climate Change: Solutions from Canadian Scholars” https://leapmanifesto.org/wp- 	Guest: Katie Perfit, 350.org

		content/uploads/2015/09/SCD_short_30 marchlr.pdf	
Nov 21	Green New Deal II	<ul style="list-style-type: none"> • Klein Ch 12 	Reading Note 6
Nov 28	Blockadia and Indigenous land defense	<ul style="list-style-type: none"> • Klein Ch 9 	Reading Note 7 Third Journal Entry DUE November 28
Dec 5	Personal and Collective Strategies	<ul style="list-style-type: none"> • Klein Ch 13 and Conclusion 	Reading Note 8 Student presentations

Course Policies

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. Use of laptops to check email, Facebook, or other non-course related activities is not permitted, and students will be asked to leave their laptops at home if using laptops for this purpose. We will determine a cell phone policy in class on the first day.

Academic Integrity and Plagiarism: 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 course work conforms to the principles of academic integrity.***

Final Grades: 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.

Lateness and Missed Exam Policy: Late journal entries will be deducted 3% per day, including weekends and holidays, to a maximum of 15% (5 days), at which point they will **not be accepted** (unless you have documented extenuating circumstances or accommodations; see below). The midterm will be written in class on October 17; students who miss the midterm (except for documented medical reasons) will **not be permitted to write the exam on another day**. Please make your Reading Week travel plans accordingly. Students assume all risk for lost or missing materials. Please be sure to keep a back-up electronic copy of your assignments.

Extenuating Circumstances: Reasonable accommodations will be made for students with extenuating circumstances (i.e. out of your control). Any requests for deadline extensions 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 new deadlines. Missed exams must be accompanied by the same documentation, using the same protocol outlined above, and an alternative exam date may be scheduled. *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 exam will be zero.*

Academic Accommodations: This course is intended for all Carleton students, including those with mental, physical, or cognitive disabilities, illness, injuries, impairments, or any other condition that can affect one's equal access to education. If, at any point in the term, you find yourself not able to fully access the space, content, and experience of this course, you are welcome to contact me by email, phone, or during office hours to discuss your specific needs. I also encourage you to contact the Paul Menton Centre (613-520-6608, <http://www2.carleton.ca/pmc/accommodations/>) to obtain letters of accommodation and to develop an accommodation plan. The Paul Menton Centre (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 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 arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

For religious observances or pregnancy, please 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. You are welcome to consult with equity services (<http://www2.carleton.ca/equity/accommodation/>) or an equity advisor (613-520-5622), where you can also obtain letters of accommodation.

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: <https://carleton.ca/equity/sexual-assault-support-services>

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

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 and TAs are here to facilitate your learning; 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 Centre for Student Academic Support (<https://carleton.ca/csas/>) to help you in

achieving academic success in various aspects of your university program; Carleton Writing Services (<https://carleton.ca/csas/writing-services/>) to help you improve your writing skills; and The MacOdrum Library (www.library.carleton.ca) which offers library, research, learning, and IT support. Free counselling is available to students through Health and Counselling Services (<https://carleton.ca/health/counselling-services/>).