

**GEOG 5005A/CDNS 5700W**  
**Global Environmental Change**

Department of Geography and Environmental Studies  
Carleton University  
Winter 2026

v. December 17, 2025

Instructor: Karen Hébert  
Seminar: Fridays, 11:35 am – 2:25 pm  
E-mail: [karen.hebert@carleton.ca](mailto:karen.hebert@carleton.ca)

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Office Hours: By appointment; I am often available immediately after class.  
Office Location: Loeb A325  
Zoom Office Location: <https://carleton-ca.zoom.us/j/4416773479>

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Course Website: <https://brightspace.carleton.ca/d2l/home/373129>

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### **Course Description**

This seminar explores a range of interdisciplinary social science perspectives on global environmental change, focusing on case studies spanning issue areas and geographical regions, considered through a political ecology lens. Course content examines the drivers, features, and implications of socioecological processes including climate change, biodiversity loss, and various forms of environmental degradation, as well as how these are being experienced, contested, engaged with, and transformed in sites across the world. Readings and discussions address topics such as natural resource extraction, shifting dynamics of environmental protection, and struggles over proposed climate crisis solutions. Many of our readings include case studies of the North; this seminar fulfills the Canadian Studies 5700W course requirement addressing “Arctic Passages.”

Our sessions will be grounded in the lively and focused discussion of course readings and supplementary materials shown in class. Major course requirements include leading class discussion, weekly discussion forum posts, a book review, and a final term paper.

### **Course Format and Expectations**

This course meets in person weekly. Your attendance and participation are course requirements, and together these represent a major component of your total mark. That said, no one should plan to attend a course session if they are feeling unwell or have reason to think they may pose a risk to others; please be in touch with me to ensure that any health-related absence can be excused. In case we need or opt to shift to virtual course delivery due to unforeseen circumstances, it is advisable to have reliable high-speed Internet access and a computer with a microphone and ideally a webcam.

The use of AI tools like ChatGPT to generate written submissions is not permitted in this course. We will discuss this at greater length within our seminar sessions.

We will use Brightspace to coordinate all course materials, activities, and assignments.

### Course Goals

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

- Engage in collegial, respectful discussions of challenging and at times contentious issues based on careful readings of course texts
- Identify key lines of scholarly debate on topics involving global environmental change
- Demonstrate concrete improvements in academic reading, writing, analysis, argumentation, and communication skills based on course assignments
- Point to strides in independent scholarly thinking and writing on topics related to global environmental change, informed by course requirements and discussions

### Required Texts

All readings and other required materials will be accessible via the course website on Brightspace. *Please note that assigned texts and class topics may be adjusted somewhat over the course of the term depending on how our conversations develop.* No minor changes to readings will be made within less than a week of the class session in question. There are no anticipated costs for required course materials and no restrictions that would prevent students from using second-hand copies of required course materials.

### Course Outline

All major course requirements and activities appear in the outline below, organized by calendar date. You should plan to read, watch, and/or listen to all required materials *in advance* of the course session in question, which you'll have to do in order to complete any required assignments. Recurring assignments are generally due **by the end of the day on the Wednesday before our Friday class**, unless indicated otherwise.

Week	Topic and Readings		Assignment
	<b>Part I: Orientations</b>		
<b>1. Jan 9</b>	<b>Course Introductions</b> No reading for today.		<b>Wed, Jan 7:</b> 1. Confidential Course Info form
<b>2. Jan 16</b>	<b>Appraising Global Environmental Change</b> <u>Read:</u> • Selections from: IPCC (2023). <i>Climate change 2023: Synthesis report</i> . Contribution of working groups I, II and III to the sixth assessment report of the Intergovernmental Panel on		<b>Wed, Jan 14:</b> <b>Discussion Forum post option #1</b>

	<p>Climate Change [Core Writing Team, H. Lee and J. Romero (Eds.)]. IPCC, Geneva, Switzerland, pp. 35-115.</p> <ul style="list-style-type: none"> <li>- Read “Summary for policymakers” (34 pp.)</li> <li>- Familiarize yourself with the full report document: Skim the Table of Contents, Foreword, and Preface; choose an area or two of the main body sections to explore a bit more closely, based on your own interests.</li> </ul> <ul style="list-style-type: none"> <li>• Ribot, J. (2024). Violent silence: Framing out social causes of climate-related crises. In Scoones, I., Borras, S.M.. Jr., Baviskar, A, Edelman, M., Peluso, N.L., &amp; Wolford, W., Eds. (2024). <i>Climate change and critical agrarian studies</i> (pp. 60-89). Routledge.</li> <li>- You may also be interested in checking out some of the other <i>supplementary</i> pieces in this volume, such as Seshia Galvin, S., et al. (2024). Preface: Climate change and critical agrarian studies (pp. xviii-xx); and Borras, S.M., Jr., et al. (2024). Climate change and agrarian struggles (pp. 1-28).</li> <li>• Mahony, M., &amp; Hulme, M. (2018). Epistemic geographies of climate change: Science, space and politics. <i>Progress in Human Geography</i>, 42(3), 395-424.</li> <li>• Smith, J. R. (2021). “Exceeding Beringia”: Upending universal human events and wayward transits in Arctic spaces. <i>Environment and Planning D: Society and Space</i>, 39(1), 158-175.</li> </ul>		
<p><b>3. Jan 23</b></p>	<p><b>Engaging the Anthro-scene</b></p> <ul style="list-style-type: none"> <li>• <u>Read (or Watch/Listen)</u>: Reflections on the Plantationocene: A conversation with Donna Haraway and Anna Tsing, moderated by Gregg Mitman (2019). *Note: You can also listen to the original podcast if you’d prefer: <a href="https://edgeeffects.net/haraway-tsing-plantationocene/">https://edgeeffects.net/haraway-tsing-plantationocene/</a> (1 h 20 min)</li> <li>• <u>Read</u>: Davis, J., Moulton, A. A., Van Sant, L., &amp; Williams, B. (2019). Anthropocene, Capitalocene,... Plantationocene?: A manifesto for ecological justice in an age of global crises. <i>Geography Compass</i>, 13(5), 1-16.</li> <li>• Lorimer, J. (2017). The Anthro-scene: A guide for the perplexed. <i>Social Studies of Science</i>, 47(1), 117-142.</li> <li>• Check out the following two book reviews and read at least one (you are of course encouraged to read both!): <ul style="list-style-type: none"> <li>- Rival, L. (2020). Arguing for system change in the Anthropocene: A review essay. <i>St Antony’s International Review</i>, 15(2), 108-119.</li> </ul> </li> </ul>		<p><b>Wed, Jan 21:</b></p> <p><b>Discussion Forum post option #2</b></p>

	<ul style="list-style-type: none"> <li>- Baer, H. A. (2023). Climate change and capitalism, climate dystopia, and radical climate futures. <i>The Journal of Australian Political Economy</i>, (91), 107-127.</li> </ul>		
	<b>Part II: Tracing Transformations</b>		
<b>4. Jan 30</b>	<p><b>Islands of Change</b></p> <p><u>Read:</u> • Jobson, R. C. (2020). States of crisis, flags of convenience: An introduction. <i>Small Axe: A Caribbean Journal of Criticism</i>, 24(2), 67-77.</p> <ul style="list-style-type: none"> <li>• Ferdinand, M. (2021). Chapter 8: The masters' chemistry (Martinique and Guadeloupe). In <i>Decolonial ecology: Thinking from the Caribbean world</i> (pp. 106-113). John Wiley &amp; Sons.</li> <li>• Agard-Jones, V. (2014). Spray. <a href="https://somatosphere.com/2014/spray.html/">https://somatosphere.com/2014/spray.html/</a></li> <li>• Moore, A. (2019). Chapter 3: Sea of green. <i>Destination Anthropocene: Science and tourism in the Bahamas</i> (pp. 76-96). University of California Press.</li> <li>• Vaughn, S. E. (2020). Caribbean technological thought and climate adaptation. <i>Small Axe: A Caribbean Journal of Criticism</i>, 24(2), 110-121.</li> </ul>		<b>Wed, Jan 28:</b> <b>Discussion Forum post option #3</b>
<b>5. Feb 6</b>	<p><b>Agriculture</b></p> <p><u>Read:</u> • Selections from: Guthman, J. 2019. <i>Wilted: Pathogens, chemicals, and the fragile future of the strawberry industry</i>. University of California Press.</p> <ul style="list-style-type: none"> <li>- Prologue: The battle against methyl iodide (1-4)</li> <li>- 1. California strawberry assemblages (pp. 5-28)</li> <li>- 2. Emergent pathogens (pp. 29-50)</li> <li>- 6. Scarce labor and disposable bodies (pp. 129-151)</li> <li>- 8. Imperfect alternatives and tenuous futures (pp. 176-198)</li> <li>- Conclusion: The problem with the solution (pp. 199-205)</li> </ul>		<b>Wed, Feb 4:</b> <b>Discussion Forum post option #4</b>
<b>6. Feb 13</b>	<p><b>Extractivism and Resource Frontiers</b></p> <p><u>Read:</u> • Sörlin, S. (2022). Introduction: The extractivist paradigm: Arctic resources and the planetary mine. In S. Sörlin (Ed.), <i>Resource extraction and Arctic communities: The new extractivist paradigm</i> (pp. 3-32). Cambridge University Press.</p> <ul style="list-style-type: none"> <li>• Banoub, D., Bridge, G., Bustos, B., Ertör, I., González-Hidalgo, M., &amp; de los Reyes, J. A. (2021). Industrial dynamics on the commodity frontier: Managing time, space and form in mining, tree plantations and intensive aquaculture. <i>Environment and Planning E: Nature and Space</i>, 4(4), 1533-1559.</li> </ul>		<b>Wed, Feb 11:</b> <b>Discussion Forum post option #5</b>  Start thinking about your selection for the upcoming Book Symposium if you haven't already

	<ul style="list-style-type: none"> <li>• Bernauer, W., &amp; Cameron, E. (2026). What does it take to stop a mine? Indigenous interventions and project rejection in Nunavut, Canada. <i>Environmental Impact Assessment Review</i>, 116, 108071.</li> <li>• Bustos-Gallardo, B. (2021). Anadromous Frontiers: reframing citizenship in extractive regions. The salmon industry in Los Lagos, Chile. In <i>The Routledge Handbook of Critical Resource Geography</i> (pp. 369-380). Routledge.</li> <li>• Selections from: Hébert, K. Unruly Returns: Producing Alaska Wild Salmon in Bristol Bay. Book manuscript under contract with Yale University Press, to be submitted March 1, 2026. <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Chapter Six: Processing Industry Change</li> </ul> </li> <li>• DiNovelli-Lang, D. &amp; Hébert, K. (2018, June 26). Ecological labor. Society for Cultural Anthropology: Fieldsights. <a href="https://www.culanth.org/fieldsights/ecological-labor">https://www.culanth.org/fieldsights/ecological-labor</a></li> </ul> <p><u>Watch:</u> • Cermaq (2017, October 26). Cermaq – Our salmon farming operations in Chile. Retrieved from <a href="https://www.youtube.com/watch?v=wT0R3ZRK8kA">https://www.youtube.com/watch?v=wT0R3ZRK8kA</a> (3 mins)</p>		
<b>Feb 20</b>	<b>No Class – Winter Break</b>		Finalize your selection for the upcoming Book Symposium
<b>7. Feb 27</b>	<p><b>Book Symposium</b></p> <p>You will each read one (or more) of the following books of your choice (multiple students can choose the same reading; please speak with me if you'd like to read a book not already on this list). You will write a Book Review of your selection(s), and we will discuss your responses together in class, facilitated by your brief presentations at the Book Symposium:</p> <ul style="list-style-type: none"> <li>• Alook, A., Eaton, E., Gray-Donald, D., Laforest, J., Lameman, C., &amp; Tucker, B. (2023). <i>The end of this world: Climate justice in so-called Canada</i>. Between the Lines.</li> <li>• Bell, L. A. (2023). <i>Under pressure: Diamond mining and everyday life in Northern Canada</i>. University of Toronto Press.</li> <li>• Bielawski, E. (2003). <i>Rogue diamonds: Northern riches on Dene land</i>. University of Washington Press.</li> <li>• Bosworth, K. (2022). <i>Pipeline populism: Grassroots environmentalism in the twenty-first century</i>. University of Minnesota Press.</li> <li>• Cameron, E. (2015). <i>Far off Metal River: Inuit lands, settler stories, and the making of the contemporary Arctic</i>. UBC Press.</li> </ul>		<b>Fri, Feb 27:</b> <b>Please post your Book Review to Brightspace by class time and come prepared to present at the Book Symposium.</b>

	<ul style="list-style-type: none"> <li>• Demuth, B. (2019). <i>Floating coast: An environmental history of the Bering Strait</i>. WW Norton &amp; Company.</li> <li>• Dokis, C. A. (2015). <i>Where the rivers meet: Pipelines, participatory resource management, and aboriginal-state relations in the Northwest Territories</i>. UBC Press.</li> <li>• Dorries, H., Henry, R., Hugill, D., McCreary, T., &amp; Tomiak, J. (Eds.). (2019). <i>Settler city limits: Indigenous resurgence and colonial violence in the urban prairie west</i>. University of Manitoba Press.</li> <li>• Estes, N. (2019). <i>Our history is the future: Standing Rock versus the Dakota Access Pipeline, and the long tradition of Indigenous resistance</i>. Verso. (can also use/check out the 2024 Haymarket Books edition)</li> <li>• Estes, N., &amp; Dhillon, J. (Eds.). (2019). <i>Standing with Standing Rock: Voices from the #NoDAPL movement</i>. University of Minnesota Press.</li> <li>• Hall, R. J. (2021). <i>Refracted economies: Diamond mining and social reproduction in the North</i>. University of Toronto Press.</li> <li>• Harjo, L. (2019). <i>Spiral to the stars: Mvskoke tools of futurity</i>. University of Arizona Press.</li> <li>• Hugill, D. (2021). <i>Settler colonial city: Racism and inequity in postwar Minneapolis</i>. University of Minnesota Press.</li> <li>• Inutiq, K., King, H., &amp; Fox, S. (2024, November). <i>Pinasunniq: Reflections on a northern Indigenous economy</i>. Yellowhead Institute.</li> <li>• Mason, A. (Ed.). (2022). <i>Arctic abstractive industry: Assembling the valuable and vulnerable North</i>. Berghahn Books.</li> <li>• Maynard, R., &amp; Simpson, L. B. (2022). <i>Rehearsals for living</i>. Knopf Canada.</li> <li>• McCreary, T. (2024). <i>Indigenous legalities, pipeline viscosities: Colonial extractivism and Wet’suwet’en resistance</i>. University of Alberta Press.</li> <li>• Özden-Schilling, T. (2023). <i>The ends of research: Indigenous and settler science after the War in the Woods</i>. Duke University Press.</li> <li>• Sakakibara, C. (2020). <i>Whale snow: Iñupiat, climate change, and multispecies resilience in Arctic Alaska</i>. University of Arizona Press.</li> <li>• Scottie, J., Bernauer, W., &amp; Hicks, J. (2022). <i>I will live for both of us: A history of colonialism, uranium mining, and Inuit resistance</i>. University of Manitoba Press.</li> </ul>		
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	<ul style="list-style-type: none"> <li>• Simpson, L. B. (2017). <i>As we have always done: Indigenous freedom through radical resistance</i>. University of Minnesota Press.</li> <li>• Sörlin, S. (Ed.). (2022). <i>Resource extraction and Arctic communities</i>. Cambridge University Press.</li> <li>• Stuhl, A. (2019). <i>Unfreezing the Arctic: Science, colonialism, and the transformation of Inuit lands</i>. University of Chicago Press.</li> </ul>		
<b>7. Mar 6</b>	<p><b>Waste</b></p> <p><u>Read:</u> • Selections from: Stamatopoulou-Robbins, S. (2019). <i>Waste siege: The life of infrastructure in Palestine</i>. Stanford University Press.</p> <ul style="list-style-type: none"> <li>- Introduction (pp. 1-28)</li> <li>- Chapter 1. Compression: How to make time at an occupied landfill (pp. 29-68)</li> <li>- Chapter 3. Accumulation: Toxicity and blame in a phantom state (pp. 105-140)</li> </ul> <p>• Selections from: Zhang, A. (2024). <i>Circular ecologies: Environmentalism and waste politics in urban China</i>. Stanford University Press.</p> <ul style="list-style-type: none"> <li>- Introduction (pp. 1-36)</li> <li>- Chapter 2. Toxic displacement: Land and pollution at the city's edge (pp. 61-83)</li> <li>- Epilogue: Politics at the end of nature (pp.149-154)</li> </ul>		<b>Wed, Mar 4: Discussion Forum post option #6</b>
<b>9. Mar 13</b>	<p><b>Confronting Climate Change</b></p> <p><u>Read:</u> • Selections from: Huber, M. T. (2022). <i>Climate change as class war: Building socialism on a warming planet</i>. Verso.</p> <ul style="list-style-type: none"> <li>- Introduction (pp. 8-41)</li> <li>- Part II. The professional class (pp. 84-134) <ul style="list-style-type: none"> <li>• Chapter 3. Credentialed politics: Knowing the climate crisis</li> <li>• Chapter 4. Carbon guilt: Privatized ecologies, eegrowth, and the politics of less</li> </ul> </li> </ul> <p>• Selections from: Livingstone, D.W. (2023). <i>Tipping point for advanced capitalism: Class, class consciousness and activism in the “knowledge economy.”</i> Fernwood Press.</p> <ul style="list-style-type: none"> <li>- Excerpt from Chapter 4. The Changing Class Structure of Production Relations in the “Knowledge Economy” (7 pp.)</li> </ul> <p>• Selections from: Critical engagements with “Climate change as class war” (2023). <i>Studies in Political Economy</i>, 104(3).</p>		<b>Wed, Mar 11: Discussion Forum post option #7</b>

	<ul style="list-style-type: none"> <li>- Douglas, S., Hugill, D., &amp; Schein, R. (2023). Critical engagements with “Climate Change as Class War”—editorial introduction. <i>Studies in Political Economy</i>, 104(3), 147-148.</li> <li>- Shattuck, A. (2023). Critical engagements with “Climate Change as Class War”—the climate, public power, and the means of social reproduction. <i>Studies in Political Economy</i>, 104(3), 156-160.</li> <li>- Liu, C. (2023). Critical engagements with “Climate Change as Class War”—proletarian ecology, environmental provision, and the welfare of children as a public good. <i>Studies in Political Economy</i>, 104(3), 161-167.</li> <li>- Cameron, E. (2023). Critical engagements with “Climate Change as Class War”—staying in the ring. <i>Studies in Political Economy</i>, 104(3), 168-173.</li> <li>- Katz-Rosene, R. (2023). Critical engagements with “Climate Change as Class War”—towards a politics of better. <i>Studies in Political Economy</i>, 104(3), 181-188.</li> <li>• Huber, M. T. (2024). Critical engagements with “Climate Change as Class War”—author response. <i>Studies in Political Economy</i>, 105(1), 18-30.</li> </ul>		
	<p><b>Part III: The Road to Repair?</b></p>		
<p><b>10. Mar 20</b></p>	<p><b>What Next?</b></p> <p><u>Read:</u> • Malm, A. (2021). <i>How to blow up a pipeline</i>. Verso Books.</p> <p>• Selections from: Saito, K. (2024). <i>Slow down: The degrowth manifesto</i>. Astra Publishing House.</p> <ul style="list-style-type: none"> <li>- Preface to the English edition (pp. ix-xvi)</li> <li>- Introduction: Ecology is the opiate of the masses! (pp. xvii-1)</li> <li>- <b>Skim:</b> Chapter 1: Climate change and the imperial mode of living (pp. 1-29)</li> <li>- Chapter 7: Degrowth communism will save the world (pp. 174-206)</li> <li>- Chapter 8: The lever of climate justice (pp. 206-230)</li> <li>- Conclusion: How to prevent the end of history (pp. 230-234)</li> </ul> <p>• Fernandes, S. (2023). An ecosocialist strategy to win the future. <i>Green Left Weekly</i>, (1373), 1-4.</p> <p>• Selections from Article Forum 2 in <i>Dialogues in Human Geography</i>, 13(2):</p> <ul style="list-style-type: none"> <li>- Carr, C. (2023). Repair and care: Locating the work of climate crisis. <i>Dialogues in Human Geography</i>, 13(2), 221-239.</li> </ul>		<p><b>Wed, Mar 18:</b> <b>Discussion Forum post option #8</b></p> <p><b>Fri, Mar 20:</b> <b>Term Paper Proposal due by the end of the day</b></p>

	<ul style="list-style-type: none"> <li>- Barca, S. (2023). Dimensions of repair work. <i>Dialogues in Human Geography</i>, 13(2), 255-258 + any of the other <i>Dialogues</i> responses that pique your interest.</li> </ul> <p>Carr, C. (2023). Repairing social connections: Dismantling carbon infrastructures with care. <i>Dialogues in Human Geography</i>, 13(2), 263-267.</p>		
<b>11. Mar 27</b>	<b>Term Paper Presentations I</b>		
<b>April 3</b>	<b>Good Friday – No Class Today</b>		
<b>12. Wed, April 8</b>	<b>Term Paper Presentations II</b>		<b>Wed, April 8: Term Paper due by the end of the day</b>

### Evaluation

<i>Assignment</i>	<i>Grade Fraction</i>	<i>Due Date</i>
<b>Attendance and Participation:</b>	<b>20%</b>	<b>weekly</b>
<b>Weekly Discussion Forum Posts:</b>	<b>10%</b>	<b>weekly</b>
<b>Leading Class Discussion:</b>	<b>10%</b>	<b>once/term</b>
<b>Book Review + Book Symposium Presentation:</b>	<b>15%</b>	<b>Feb 27</b>
<b>Term Paper Proposal:</b>	<b>10%</b>	<b>Mar 20</b>
<b>Term Paper:</b>	<b>30%</b>	<b>April 8</b>
<b>Term Paper Presentation:</b>	<b>5%</b>	<b>Mar 27/April 8</b>
<b>Total:</b>	<b>100%</b>	

### Course Requirements and Grading

- 1. Attendance and Participation (20%):** This seminar and what you learn in it depend on your regular attendance, preparedness, and engagement. Attendance and participation represent a significant percentage of your total mark. I will take attendance at each class meeting, and half of your mark is based on this simple tally. If you need to miss class because of an illness or another unforeseen circumstance, please contact me as soon as you are aware of this situation. Any unexcused absence will result in a penalty from the final grade.

In terms of participation, you should come to class on time and prepared to make substantive, informed, and insightful contributions about course texts and topics during our discussions each week. This includes raising questions, engaging in discussion, bringing in relevant materials to share with your peers, and completing activities when requested.

- 2. Discussion Forum Posts (10%):** During each week of the seminar in which there is required reading, there will be a Discussion Forum on Brightspace that will feature your brief posts about the materials, posted in advance of our in-person sessions. All

students are required to **submit one or more posts to FIVE weekly discussion forums. You should not plan to submit a post for course credit during the week you lead class discussion** (see below).

In your posts, you will respond to more open-ended discussion questions about course materials for that week. Exchanges here will take place *in advance* of class meetings; students should plan to complete their preparations and post at least their initial remarks by **the end of the day on the Wednesday before class**, unless noted. Reading and further forum discussion, including any replies or responses to others' posts, can then continue up until class time. The goal of the discussion forums is to kick off our conversation about course materials, themes, and ideas that we will continue later in class. The posts don't have to be written in a formal way, but they should reflect evidence of sustained and thoughtful engagement with course materials and be free from spelling or grammatical errors; plan for at least a short paragraph or two in response to one or more of the questions for that day. **These posts will not be individually marked, but points will be taken off for failure to submit posts or for posts of noticeably poor quality.** Your general participation grade is based on my qualitative assessment of your active contributions; it also entails your respectful engagement with your classmates and their perspectives.

3. **Leading Class Discussion (10%):** Each student is responsible for leading class discussion for one of our seminar sessions. If there is more than one discussion leader scheduled for a given week, you should plan to coordinate your activities. The weekly discussion leader(s) should do the readings even more carefully than usual and supplement this with some additional background reading on the assigned authors and texts. You are the experts for the week. At a minimum, leading class discussion involves formulating a few overarching questions to stimulate broad conversation drawn from course texts and supported by at least some engagement with your colleagues' posts in the discussion forum for that week as well. You are encouraged to be creative with this assignment. Feel free to plan class activities, incorporate additional materials, and/or prepare slides to screen or some pre-circulated activity or reflection exercise to facilitate discussion and debate. The primary goal here is to stimulate engagement on the part of all students in the course; you are not meant to provide an extended lecture. I am available to meet with you beforehand to review your plans for the session ahead.
4. **Book Review + Book Symposium Presentation (15%):** In this assignment, you will develop an original analysis of a book found among the options listed in our Book Symposium scheduled for Week 7 on North American Extractivisms, written as a Book Review of **approximately 1,500-3,000 words** (e.g., the publishing guidelines for a one-book Book Review put forth by the AAG). Please reach out if you would like to cover a book not found on the Symposium list, which we will adjust together during the term. You can review more than one book in your Book Review if you'd like; either way, you're strongly encouraged to reference additional materials in your review of any given text. We will discuss the expectations for this assignment further during class. It is designed to allow you to respond to ideas you find especially

provocative, problematic, or exciting in your chosen reading; think through connections you are finding with other texts; and develop an analysis that synthesizes these insights in your own voice. Potentially in conjunction with others who have chosen the same source, you will prepare some brief talking points on the book and your analysis of it, to present to the entire seminar in our in-class Symposium session. The Book Symposium Presentation is 5% of your course mark. Please post this assignment by the deadline electronically to Brightspace.

5. **Term Paper Proposal (10%):** This **three- to four-page double-spaced proposal** should provide a concise overview of the topic you plan to address in your final term paper, as well as a list of at least **3 references outside of course readings** you plan to use in your discussion. More details on this assignment will be provided in class. We will devote class time to workshopping your ideas in the weeks leading up to this assignment due date. Please post this assignment by the deadline electronically to Brightspace.
6. **Term Paper (30%):** The major written assignment for this course is a **18-25-page final Term Paper, double-spaced in a 12-point font**. In consultation with me, you will choose a topic that allows you to analyze a problem, issue, experience, or phenomenon through one or more of the concepts, perspectives, or approaches we have covered in class over the course of the term. Unless you receive permission otherwise, you must incorporate substantive references to at least **3 course texts**; if you want to refer back to the ideas you developed in your Book Review, you should cite that work like any other document. You should plan to do some measure of outside research for your Term Paper, though you are also obliged to anchor your discussion in course readings and related concepts—its aim is to encourage you to bring course materials and conversations to bear on a topic or interest that excites you. You are encouraged to start thinking about (and writing on!) your final essay topic early. We will discuss this assignment at length in class. Please post this assignment by the deadline electronically to Brightspace.
7. **Term Paper Presentation (5%):** During the final course meetings, each student will give a brief (likely about 12 minutes—exact timing TBA) presentation to the class on their Term Paper. Use of Powerpoint or slides is not required, though you may find having images helps you better convey your points and keep your thoughts organized. The goal is to provide your classmates with a succinct overview of your paper—the main topic it addresses; the core debates, issues, or ideas it examines; the primary argument or thesis it advances; and the key pieces of evidence it highlights to do this.

## Grades

In accordance with the Carleton University Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52

F = Below 50

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (see below)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

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.

### **Deferred Assignments and/or Grades**

In the interest of fairness to all students, any assignment turned in late without an extension will be subject to penalties, amounting to five points off (out of 100) for each day late. Please reach out early and communicate with me if you are having, or anticipate having, problems completing course assignments on time. I am here to help you get the assistance you need to succeed in this course. Extensions may be granted in the event of extenuating circumstances. I would like to help you get into the habit of turning in work on time.

If due to illness or circumstances beyond your control you are unable to submit essential assignments before the end of the term, only official deferrals petitioned through the Office of the Registrar will be honoured.

### **Additional Course Protocols and Policies**

*Course Materials:* In addition to the materials posted to Brightspace before class, I will post any PowerPoint slides or links I show during our seminar to our course site *after* the session in which they have been delivered.

*Communication and E-mail:* I will communicate important information about the course to you via Brightspace. There is also a spot on Brightspace for you to post questions about the course with broad relevance so that the entire class can see my answer. For any electronic correspondence about this course relayed over e-mail, please make sure that your messages to me:

- are sent from your Carleton University account
- include your full name
- include the course number, GEOG 5005/CDNS 5700, in the subject line

In addition, please note that while I will do my best to respond to all e-mail inquiries related to the course, you should not expect an immediate reply or a reply during the evenings or on weekends. So plan accordingly. If you have more in-depth questions about course materials and/or your performance, make an appointment to come speak with me.

*Copies of Work:* Please retain backup copies of all coursework you submit.

*Generative AI:* We will discuss course policy on this extensively and even formulate some parameters together in class. For now, know that this entire course is designed to maximize your original thinking and analysis, collaborative exchanges with human peers and instructor, and academic skill-building in ways that are not reliant on AI. The policy we will fine-tune together in class will entail **Minimal Use – Basic Assistance Only**:

- AI use in this course: Students may use AI tools for basic word processing functions, including grammar and spell checking (e.g., Grammarly, Microsoft Word Editor, Copilot). Please do review your work for grammar, etc. We will discuss other potentially permitted uses in class together. If you regularly use AI as a sounding board for all manner of things in your life, I'm not entirely opposed to allowing you to do this to a certain extent for this course. That said, if you welcome dialogue on course topics or project ideas, I very much encourage you to engage other students in this process, and there are many activities built into this course that require some measure of that.

- Documenting AI use: It is not necessary to document the use of AI for the permitted purposes listed above. If you have questions about a specific use of AI that isn't listed above, please consult your instructor.

- Why have I adopted this policy? As I will explain more fully in class, I feel strongly that the skills developed, sensibilities enriched, and confidence enhanced through a reliance on your own thinking and analysis, as well as real-life exchanges with others engaged in a similar pursuit, will serve you well over your lives ahead—and best prepare you for together steering the world that AI is already bringing into being.

- Limitations: Students may NOT use AI for the following tasks: Ask ChatGPT or any other AI program to generate any materials for inclusion whatsoever in your Term Paper; ask questions to Google or Copilot or any other AI program to generate weekly discussion forum posts; use AI to generate comments on in-class discussions or others students' work, passing this off as your own. These and other uses like this are expressly forbidden. We will discuss this more in class.

As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

*Policy on Classroom Recording:* Any audio or video recording of course sessions by students is not permitted.

### **Academic Resources for Students**

Carleton University has a variety of resources to help you improve your performance in this and other courses, enrich your learning, and more.

The Academic Advising Centre (<https://carleton.ca/academicadvising/>) offers services to assist students in adjusting to academic life, improving learning skills, and making academic and career decisions, including drop-in sessions on academic advising (e.g., tips on your courses and major, etc.).

The Centre for Student Academic Support (CSAS) (<http://carleton.ca/csas/>) houses a number of different student services, including Learning and Writing Support (<https://carleton.ca/csas/support/>), which offers drop-in and online consultation appointments and [learning and writing support workshops](#).

The International Student Services Office (<https://carleton.ca/isso/>) assists international students; students seeking help for coping with stress or crisis should contact either Student Affairs (<https://carleton.ca/studentaffairs/>) or Health and Counseling Services (<https://carleton.ca/health/>).

Sherri Sunstrum, DGES Librarian in the MacOdrum Library, is also available for help on research-related matters. She can be reached via e-mail at [SherriSunstrum@cunet.carleton.ca](mailto:SherriSunstrum@cunet.carleton.ca).

Please keep in mind that the above resources are not just for students who are struggling—anyone can improve, and the people who staff these programs can help you identify how.

### **Academic Regulations and Policies**

We will go over some of this in class together but do take some time to acquaint yourself with Carleton University policies, regulations, and procedures. Rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know is available on this site detailing the [Academic Regulations of the University](#).

Please consult the 2025-2026 [Graduate Calendar](#) for key details, such as this year's course **drop/add/withdrawal dates** and other information on the [Academic Year](#).

### **Requests for Academic Accommodations**

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)).

*Academic Consideration for Medical or Other Extenuating Circumstances:* In the event of extenuating circumstances, be in touch as early as you can (ideally before the deadline, if possible) to request an extension and arrange for an alternative submission timeline.

*Pregnancy and Family-Status Related Accommodation:* Please write to me with any requests for academic accommodation during the first few weeks of class, or as soon as possible after the need for accommodation is known to exist.

*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 [click here](#).

*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](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) 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, please meet with course instructors to ensure accommodation arrangements are made.

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

Beyond accommodations, for other concerns involving access or equity, please explore the resources and contacts at the [Department of Equity and Inclusive Communities \(EIC\)](#).

For Indigenous students, the [Centre for Indigenous Support and Community Engagement \(CISCE\)](#), formerly known as the Centre for Indigenous Initiatives, supports First Nations (status and non-status), Inuit, and Métis students, staff, and faculty by providing culturally safe spaces for dialogue and learning. The Centre provides weekly, monthly, and annual programming for students and also develops and delivers resources and training to educate the Carleton community about Indigenous histories, worldviews, and perspectives. To learn more about the services offered through CISCE, please visit its [student website](#). If you have any questions, you can email [Indigenous@carleton.ca](mailto:Indigenous@carleton.ca).

### **Academic Integrity**

University regulations stipulate that any allegation of plagiarism, cheating, or other violation of conduct rules will be thoroughly reviewed. Academic dishonesty in any form will not be tolerated. To learn more about Carleton's policy on academic integrity (including what constitutes plagiarism, potential penalties, and procedures) see:

<https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy-2021.pdf>.

As noted above, the use of AI tools like ChatGPT to generate written submissions is not permitted in this course. We will discuss this at greater length within our class sessions.

*On Plagiarism:* The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another’s data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own
- failing to acknowledge sources with proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of “F” for the course. We will discuss plagiarism in more detail in class and review methods for proper attribution and referencing of others’ work.

*On the Submission of Original Work:* Please note that in this course **you are not permitted to submit substantially the same piece of work more than once for academic credit**. For example, it is expected that you are not handing in the same or a very similar final report for credit in multiple courses. That said, you are encouraged to continue to develop ideas and analysis you began to explore earlier or may be exploring elsewhere, and many course assignments are in fact designed to facilitate your ongoing thinking and writing on developing topics of interest. If you would like to refer to or draw upon any of your own past work or work you are undertaking in another course, please just cite this work as you would any other source. Along with plagiarism, we will discuss this issue more in class. If you have questions or concerns involving the use of your own prior work, do not hesitate to reach out to me directly to discuss this at any time.

## Student Mental Health

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

### *Emergency Resources (on and off campus)*

- Crisis/Urgent Counselling Support: 613-520-6674 (Mon-Fri, 8:30-4:30)
- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

### *Carleton Resources*

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

### *Off Campus Resources*

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

## Copyright

Carleton University is committed to compliance in all copyright matters. Noncompliance is a violation of the Canadian Copyright Act. In addition to any actions that might be taken by any copyright owner or its licensing agent, the University will take steps against any breach of this policy.

In Canada, copyright for a work is given automatically to the creator of the work. The work does not need to be marked or declared as copyrighted in order to be copyrighted. The majority of works in Canada are copyrighted.

It is important for students to understand and respect copyright. Copyright determines your usage rights for a particular work, which includes textbooks, web pages, videos, and images, both electronic and hard copy. Students may not photocopy entire or major portions of books or other works, even if it is only for their personal use. Carleton's Fair Dealing Policy makes some allowances for copying small portions of works (see <http://carleton.ca/secretariat/wp-content/uploads/Fair-Dealing-Policy.pdf>). If journal articles or portions of works are available through the library, either as hard copies or electronically, students may make a single copy for their personal use. Students may not

distribute copies of works that are under copyright. For more information, please consult the MacOdrum Library's copyright website: <https://library.carleton.ca/content/copyright-carleton>.