

GEOG 3209: SUSTAINABILITY & ENVIRONMENT IN THE SOUTH

Department of Geography and Environmental Studies, Fall 2026

Draft Course Outline (July) – Final version to be posted on Brightspace



Instructor: Dr. Jill Wigle

Classes: Wednesdays, 11:35 to 14:25

Brightspace: <https://brightspace.carleton.ca/d2l/home/450083>

CALENDAR DESCRIPTION

Analysis of the relationships between people and environment in selected regions in the South (Africa, Asia, Latin America). Emphasis on sustainable livelihoods and local action in relation to climate change and broader socioeconomic and political processes. Regions selected vary from year to year.

COURSE OVERVIEW

This course examines regional approaches and concepts for thinking about “sustainability and environment” in Latin America as struggles over resources, territory, autonomy, livelihoods, and knowledge. The course also explores urban-rural relations and contemporary environmental conditions and conflicts in Mexico City through an extended case study of its socio-territorial expansion and transformation over time. Major course themes include sustainability and pluriversality, commodities and extractivism, decolonizing territory, the geographies of water and infrastructure, urban peripheries, social movements and alternative futures.

Prerequisites: Third year standing and ENST 2000 or ENST 2001 or GEOG 2200 or GEOG 2300, or permission of the Department.

LEARNING OUTCOMES

This course aims to provide students with opportunities to: (1) develop a critical conceptual lens for analyzing socio-environmental struggles in the Latin American context; (2) foster a multi-scalar understanding of environmental complexities in a specific region; (3) excavate the layered and intersecting dimensions of contemporary environmental issues in Mexico City; and (4) strengthen critical thinking, reading, and writing skills.

APPROACH

This reading-based course meets in-person once weekly for three hours. Classes will combine lectures, discussions, audio-visual materials, and other class activities. The assigned readings establish the overall theme for each class and introduce key concepts and issues for discussion. Class lectures and discussions expand upon the readings, provide additional context, and welcome the exchange of ideas and perspectives. The written assignments and exams facilitate student exploration and analysis of course materials and themes. Overall, class attendance and engagement are a vital part of course learning and evaluation.

COURSE COMMUNICATIONS

Please use your Carleton email account for all course correspondence, placing “GEOG 3209” in the subject heading. Email is an acceptable medium for responding to simple inquiries (“Could you please ask the library to fix the ARES link to the Leguizamón reading?”) but is not designed for dealing with complex questions (“I was absent from class. What did I miss?”). If a question cannot be answered in a sentence or two, email me to make an appointment or ask me after class.

ON BEING PRESENT AND ELECTRONIC DEVICES IN CLASS

Texting, reading emails, and checking social media during class detracts from class participation. To encourage an interactive learning environment, students are asked to put away their cell phones during class and to use their laptops or tablets *only* for taking class notes. In some classes, we will use electronic devices for “virtual travel”. For some class activities, students may be asked to put aside their electronic devices.

COURSE MATERIALS AND BRIGHTSPACE

Course readings are available through the ARES link on Brightspace. The course outline, the weekly schedule of reading discussants, lecture slides, and links to any audio-visual materials used in class will be posted on Brightspace during the term. Lecture slides provide a *partial* summary of class content and are *not* an adequate replacement for attending class. Students’ confidential grades will also be posted on Brightspace, as available.

COURSE SCHEDULE AND TOPICS

Sept 9: Course Introduction
Sept 16: Sustainable Development and Pluriversality
Sept 23: Political Economy of the Environment
Sept 30: Environmental Colonialism and Neocolonialism
Oct 7: Decolonizing Territory
Oct 14: Geographies of Water
Oct 21: Midterm Exam
Oct 28: Reading Week (no class)
Nov 4: Urban Peripheries
Nov 11: Tenochtitlan-Mexico City
Nov 18: Socio-territorial Transformations I
Nov 25: Socio-territorial Transformations II
Dec 2: Re-existence Struggles and Course Summary

COURSE EVALUATION

Component	Key dates and information	% of overall grade
Reading discussant	As per sign-up sheet posted on Brightspace	5%
Class attendance	As per signed attendance sheet for indicated weeks	10%
Class engagement	Assessed for the entire term	10%
Written reflections	In-class on Sept 30, Nov 11, and Nov 18	15%
Midterm exam	In-class on Oct 21	25%
Final exam	During the formal exam period (Dec 12-23)	35%

Reading Discussant (5%)

Students will take turns as “discussants” of the assigned readings for a given week during the term. Discussants help to facilitate class discussions of the assigned readings. A sign-up sheet for this activity will be circulated in the first week of class and posted on Brightspace. The sign-up sheet outlines guiding questions for discussants. No formal presentation is required. The dates on the sign-up sheet should be treated as any other due date. More details will be provided in class.

Class Attendance (10%)

We will take attendance at the end of each class through the term, except for weeks 1 and 7. Students must be present for the entire class to receive the full mark. If you are unable to attend class because of an illness or other extenuating circumstance beyond your control, email the instructor with an explanation before class. Attending class will *greatly* assist with the written reflection exercises and exams in this course. More details will be provided in class.

Class Engagement (10%)

Class engagement involves coming to class prepared to discuss the weekly readings and then participating in class discussions and other activities. It also involves listening attentively and respectfully to other students in class. In completing the weekly readings, students may find it helpful to refer to the guiding questions for reading discussions. Class engagement will be evaluated by the instructor based on the quality of a student's overall participation and contributions to class during the entire term. More details will be provided in class.

Written Reflection Exercises (15%)

The three written reflection exercises will be conducted in the latter part of class on September 30, November 11, and November 25. For these exercises, students will be asked to respond to one or more questions drawn from assigned reading(s), class discussions, and/or audio-visual resources shown in class. These reflection exercises will be completed in class without access to course materials or electronic devices. There is no make-up for students who miss one of the indicated dates. Instead, only two of the three reflections will count towards the final grade (worth 7.5% each). Students who complete all the reflection exercises can choose their highest two marks. Students who are satisfied with their first two graded exercises are not obliged to write the third one. All reflection exercises must represent individual work completed on an independent basis. More details will be provided in class.

Students who miss reflection exercise(s) for a medical or other extenuating circumstance should consult the *Academic Consideration Policy* (<https://carleton.ca/registrar/academic-consideration-coursework/>) and contact the instructor about submitting the *Self-Declaration for Academic Consideration Form* for approval.

Midterm Exam (25%)

The two-hour midterm exam will consist of multiple choice and long answer questions and cover the required readings, lecture materials, class discussions, and audio-visual materials for weeks 1 to 6. There is no make-up for a missed midterm. More details to be provided in class.

Students who miss the midterm for a medical or other extenuating circumstance should consult the *Academic Consideration Policy* (<https://carleton.ca/registrar/academic-consideration-coursework/>) and contact the instructor within 24 hours about submitting the *Self-Declaration for Academic Consideration Form* for approval. If this process is not followed, a grade of zero will be assigned. Students with approved accommodation will have the final exam reweighted to count for 60% of the final grade.

Final Exam (35%)

The three-hour final exam will consist of multiple choice and long answer questions and cover the required readings, lecture materials, class discussions, and audio-visual materials during the entire term. The final exam will take place during the formal exam period (December 12-23). More details will be provided in class. Students who miss the final exam must follow the official final exam deferral policy (see below).

The Incentive Program (up to 3% bonus mark)

This course has been registered in the Incentive Program offered through the Centre for Student Academic Support (CSAS). The Incentive Program is fully online. CSAS Learning and Writing Support Workshops are designed to help students cultivate and refine their academic skills for a university environment. In this course, students can earn a bonus mark of up to 3% added to their overall grade by attending up to three of the approved workshops (1%/workshop to a maximum of 3). Only workshops completed *before November 25* are eligible for bonus marks. The following workshops are approved for bonus marks in this course: (1) Academic Integrity, (2) Academic Reading, (3) Critical Thinking, (4) Introduction to Fundamentals of Academic Writing, (5) Writing for Academic Purposes, and (6) Test and Exam Preparation. Students are strongly encouraged to take one or more of the writing-related workshops. For attendance to be captured, students must complete all workshop components and achieve 100% on the final assessment. Once students achieve 100% on the final assessment, they will receive a Record of Completion Award from Brightspace. Students will need to download the Record of Completion PDF for each applicable workshop and submit them to the submission box designated for this activity on Brightspace. Please note that CSAS in-person workshops are not eligible for the Incentive Program. To access the online workshops, please self-enrol on the CSAS Online Resources page. For additional questions, please contact the Centre for Student Academic Support at csas@carleton.ca.

GRADES

For details on late policies, refer to the appropriate section below. 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	F = < 50
A = 85-89	B = 73-76	C = 63-66	D = 53-56	
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52	

ABS = student absent from the final exam; DEF = Deferred (see below); FND = failed, not deferred or student could not pass the course even with 100% on the final exam; GNA = grade not available; WDN = withdrawn from the course. 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 professor may be subject to revision. No grades are final until they have been approved by the Dean.

PROHIBITIONS ON THE USE OF ARTIFICIAL INTELLIGENCE

The use of generative artificial intelligence tools (e.g. ChatGPT) for the creation or submission of graded work is prohibited in this course and considered a violation of academic integrity standards as noted below. In this class, the prohibition on AI applies to all written and graded work, including oral participation. The reason for this course policy? Using AI tools can undermine the development of core academic skills such as critical thinking, reading, and writing.

FINAL EXAM DEFERRAL

If students miss the final exam during the formal exam period, they must follow the *Official Deferral Process for Final Exams* (<https://carleton.ca/registrar/deferral/>) to request accommodation.

ACADEMIC CONDUCT AND INTEGRITY

Students should familiarize themselves with the university's regulations in the *Carleton University Undergraduate Calendar* (<http://www.carleton.ca/calendars/ugrad/current/>), including the *Academic Integrity Policy* (<https://carleton.ca/registrar/academic-integrity/>). The *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, artworks, research results, diagrams, 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, or ideas without appropriate acknowledgment in any academic assignment;
- failing to acknowledge sources through the use of 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 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. The key to avoiding plagiarism is to learn how to do research and how to cite sources properly.

ACADEMIC SUPPORT AND ACCOMMODATIONS

Students may need support or special arrangements to meet academic obligations during the term. There are several ways to access support and/or request accommodations, as outlined below.

Learning and writing support is available through the Centre for Student Academic Support (<https://carleton.ca/csas/>). CSAS also runs the Incentive Program.

The **Carleton Library** offers access to individual and collective study spaces and research support (<https://library.carleton.ca/>).

A listing of **all student support services** available at Carleton is available here: <https://students.carleton.ca/student-services/>.

Academic consideration for medical or other extenuating circumstances: according to the *Academic Consideration Policy* (<https://carleton.ca/registrar/academic-consideration-policy/>), if students encounter extenuating circumstances that temporarily hinder their capacity to fulfil in-class academic requirements/coursework, they can request academic consideration.

Students who require accommodation for missing a course deadline for medical or other extenuating circumstances should consult the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances* (<https://carleton.ca/secretariat/wp-content/uploads/sites/158/Academic-Consideration-Policy-for-Students.pdf>), and if appropriate and needed, complete the *Self-Declaration for Academic Consideration Coursework Form* (<https://carleton.ca/registrar/academic-consideration-policy/>) and contact the instructor as soon as possible or within 24 hours of a missed course deadline.

Pregnancy and family-status related accommodation: write to the instructor with 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. For more details about the accommodation policy, visit the Equity and Inclusive Communities (EIC) website.

Religious obligation: write to the instructor with 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 and Inclusive Communities (EIC) website.

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, 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. For final exams, the deadlines to request accommodations are published in the University Academic Calendars. After requesting accommodation from PMC, meet with the instructor to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

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. For more information, refer to <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

Statement on Student Mental Health

Students may experience a range of mental health challenges that significantly impact academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available to support students both on and off campus. For more information, consult the university's *Wellness Services Navigator* (<https://wellness.carleton.ca/>) or the options below:

Emergency Resources (on and off campus)

Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.

Carleton Resources

Mental Health & 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 & Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>.

Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>.

Good2Talk: 1-866-925-5454, <https://good2talk.ca/>.

The Walk-In Counselling Clinic: <https://walkincounselling.com>.