

**Carleton University
Department of Sociology and Anthropology**

**ANTH 3355B
Anthropology and the Environment
Winter 2026**

Wednesdays, 2:35-5:25pm
Format: In person

Instructor: Dr. Amanda Joy

Email: amanda.joy@carleton.ca

Office hours: virtual or in person, by appointment

Brightspace course page:

Prerequisite(s): second-year standing or permission of the instructor.

Course Description:

Environments shape human lives everywhere. This course is an introduction to anthropological inquiry into human social and cultural relationships with the world they reside in. The course begins with a critical exploration of key terms such as “nature” and “the environment,” highlighting how the nature/culture divide has shaped Western thought, while considering alternative ways humans have conceptualized their relations to the nonhuman world. We will then investigate how capitalism, colonialism, and global inequalities continue to structure contemporary environmental discourses and debates. Finally, we will investigate the stories humans tell about environmental crises: who is blamed, what solutions are proposed, and how these narratives reflect broader struggles over power, meaning, and identity. Given that Carleton University is situated on the unceded lands of the Algonquin nation, this course will pay particular attention to Indigenous environmental knowledge of the land on which we live and learn. Students will learn to see environmental problems not only as scientific or technical matters but also as deeply cultural, requiring attention to the narratives, histories, and power relations that define them.

Learning Outcomes:

- To develop a foundational understanding of anthropological approaches to the relationship between humans and environments.
- To apply anthropological theories and concepts in analyzing environmental questions.
- To become familiar with ethnographic work related to the environment.
- To further develop key academic skills including critical thinking, analysis, writing, and discussion.

Texts & Course Materials:

Students are not required to purchase books or other materials for this course. All readings will be provided on Brightspace.

Class schedule:

January 7th: Course intro

- No readings this week

January 14th: "Nature" and "Culture"

- Cronon, William. 1996. The Trouble with Wilderness: Or, Getting Back to the Wrong Place, *Environmental History*, 1(1): 7-28.
- Ingold, Tim. 2000. Culture, nature, environment: Steps to an ecology of life, *The Perception of the Environment*. Routledge. Pp 13-26.

January 21st: Land, water, and the colonial encounter

- Adams, William M. 2004. Nature and the Colonial Mind. In W.M. Adams & M. Mulligan (Eds), *Decolonizing Nature: Strategies for Conservation in a Post-Colonial Era*. Earthscan Publications: London & Sterling. Pp 16-50.
- Khan, Miriam. 2000. Tahiti Intertwined: Ancestral Land, Tourist Postcard, and Nuclear Test Site, *American Anthropologist*. 102(1): 7-26.

January 28th: Resource extraction and commodities

- Tsing, Anna. 2005. "Prosperity" & "Frontiers of Capitalism," *Friction: An Ethnography of Global Connection*. Princeton University Press: Princeton & Oxford. Pp 21-54.
- Tubb, Daniel. 2015. Muddy Decisions: Gold in the Chocó, Colombia. *The Extractive Industries and Society*. 2(4): 722-733.

February 4th: Climate and catastrophe

- Brown, Kate. 2017. Marie Curie's Fingerprint: Nuclear Spelunking in the Chernobyl Zone. In Bubandt et al (Eds.) *Arts of Living on a Damaged Planet*. University of Minnesota Press: Minneapolis. Pp. G33-G50.
- Gartler, Susanna & Susan A. Crate. 2025. What does Permafrost mean to you? Inuvialuit and Gwich'in Knowledge Holders' Perception of a Thawing Relation. *Anthropologica*. 67(1): 1-25.

February 11th: Indigenous ecological knowledge

- Kimmerer, Robin Wall. 2013. The Gift of Strawberries & An Offering & Asters and Goldenrod & Learning the Grammar of Animacy. In R.W. Kimmerer, *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Milkweed. Pp 22-59.

- Whyte, Kyle. 2017. Indigenous Climate Change Studies: Indigenizing Futures, Decolonizing the Anthropocene. *English Language Notes*. 55(1-2): 153-162.

February 18th: winter break, no class

February 25th: Indigenous land and water defense.

- Li, Fabiana. 2009. "Documenting Accountability: Environmental Impact Assessment in a Peruvian Mining Project", *Political and Legal Anthropology Review*, 32(2), pp. 218-236
- De la Cadena, Marisol. 2010. Indigenous Cosmopolitics in the Andes: Conceptual Reflections beyond "Politics." *Cultural Anthropology*. 25(2):

March 4th: Mountains, animals, and other non-human actors

FIELD TRIP: Carleton University Art Gallery

- Cruikshank, Julie. 2012. 'Are glaciers 'good to think with'?: Recognising Indigenous environmental knowledge. *Anthropological Forum*, 22(3): 239- 250.
- Archambault, Julie Soleil. 2016. Taking Love Seriously in Human-Plant Relations in Mozambique: Toward an Anthropology of Affective Encounters. *Cultural Anthropology* 31(2): 244-271.

March 11th: Environmentalism, parks, and conservation

- West, P., J. Igoe, and D. Brockington. 2006. Parks and Peoples: The Social Impact of Protected Areas. *Annual Review of Anthropology* 25: 251–77.
- Neumann, Roderick P. 2003. The Production of Nature: Colonial Recasting of the African Landscape in Serengeti National Park. In K.S. Zimmerer & T.J. Bassett (Eds), *Political ecology: An integrative approach to geography and environment-development studies*. Guilford Press. Pp 240-255.

March 18th: Technology, power, and environments

- Gonzalez Monserrat, Steven. 2022. The Cloud is Material: On the Environmental Impacts of Computation and Data Storage. *MIT Case Studies in Social and Ethical Responsibilities of Computing*.
- Calvão, F. 2019. Crypto-Miners: Digital Labor and the Power of Blockchain Technology, *Economic Anthropology* 6(1).

March 25th: Space and sea as human environments

- Denning, Kathryn. 2023. Reclaiming Space: On Hope in a Jar, a Bear in the Sky, and the Running Red Queen. In J.S.J. Schwartz et al (Eds.) *Reclaiming Space: Progressive and Multicultural Visions of Space Exploration*. Oxford University Press.
- Gentilucci, Marta. 2024. Exploring Oceanic Dimensions: Rethinking Materiality and Automation in Deep-Sea Mining. *Public Anthropologist* 6(2): 292-314.

April 1: The anthropocene?

- Bubandt, Nils. 2017. Haunted Geologies: Spirits, Stones, and the Necropolitics of the Anthropocene. In Bubandt et al (Eds.) *Arts of Living on a Damaged Planet*. University of Minnesota Press: Minneapolis. Pp. G33-G50.
- De Massol de Rebetz, Clara. 2020. Remembrance Day for Lost Species: Remembering and mourning extinction in the Anthropocene. *Memory Studies*. 13(5): 875-888.

Course Requirements:

1. In-class exercises & participation - 20%
 - Students will be asked to participate in in-class activities, including small group discussions and writing exercises. These will be graded on a pass/no pass basis.
 - Students are also expected to participate regularly in classroom discussions.
2. Reading responses - 12%
 - Students should complete 3 reading responses over the course of the semester, on the weekly readings of their choice. Responses should be approximately 500 words. Each is worth 4% of the final grade.
3. Discussion lead assignment - 15%
 - Students will be tasked with leading a portion of a class discussion, based on course readings and additional materials.
4. Final project - 28%
 - Due April 6th at 9am.
 - Students will have the option of writing a standard research essay of approximately 3000 words on an environmental dilemma of their choice, OR an alternative format project.
 - Alternative format assignments may include a podcast, a video, or another format of the student's choice. Students choosing this route must submit a 200-300 word proposal by March 16th.
5. Exam - 25%
 - Our exam will take place during the scheduled exam period, which is April 11-23. This means that it will take place on campus outside of regular class time (which can include Friday evening, Saturday or Sunday).

Assignment guidelines & submission:

- Writing is a crucial component of the learning process in this course. As such, I expect you to write your own words. The use of AI large language models such as ChatGPT or Gemini is not allowed.
- All assignments should be submitted on Brightspace. I will be reading and commenting on your work electronically. Please use this format for your file name: LastName_FirstName_Assignment (i.e. Joy_Amanda_FinalProject)
- Please use a standard font and font size, and 1.5x or double space your work.
- Late assignments are penalized 2% per day. **No assignments will be accepted after April 20th.**
- Revision: I provide students with one opportunity to revise written assignments (reading responses, final project) to improve their grade. Contact me and we can come to a mutually agreed-upon timeframe if you wish to revise.

- Use the citation style that you're most comfortable with (APA, Chicago, MLA) consistently throughout your work.

General notes:

- Statement on the world at large: We're undertaking this course together during difficult times. Ongoing war, climate change, authoritarian drift, austerity measures, and an escalating pace of change are making our world and our individual lives feel increasingly uncertain. I operate with the assumption that we're all doing our best to balance our responsibilities under stressful circumstances, and I encourage students to let me know if they're struggling. We will be contending with some difficult topics in this course and we may experience some despair together, but I believe it can also be a space to collectively imagine more desirable futures.
- Welcoming classroom: All of us come from different places, have different identities and life experiences, and will approach class material from our own points of view. We're going to encounter perspectives we had never considered, and sometimes that we disagree with. Regardless, we are all expected to treat every person in the room with respect. Racism, misogyny, ableism, homophobia, transphobia, ageism, and other forms of oppression are unwelcome in our classroom.
- Readiness: Students are expected to come to class prepared, having completed the week's assigned readings; take notes (slides will be posted after the class, but may contain minimal text); and participate in class discussions and activities.
- Participation: Please respect the learning environment by listening when others are speaking and engaging in a way that makes everyone feel welcome. If you are someone who tends to speak up in class a lot, please be mindful of the amount of airspace you are taking up – sometimes you may need to step back a little so that others feel comfortable stepping up. If you are someone who rarely speaks in class, I invite you to challenge yourself to contribute to classroom discussions.
- Tech in the Classroom: Please silence your phones and refrain from using them during class time. Those who use computers should refrain from using them for activities that are not related to the class. There is compelling data showing that such activities are distracting not only for you, but also for the people around you.
- Communication: Before reaching out with a query, please ensure that the information you are seeking is not already available in the course outline, on Brightspace, or in the lecture slides. Please also consider asking your question during class or on Brightspace so that other students can benefit from the answer. Students are welcome to schedule an appointment to discuss assignments, course material, or other concerns. I try to reply to emails within 24 hours, but I do not answer emails over the weekend.

Additional Information

In accordance with the Carleton University Undergraduate Calendar Regulations, 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

DEF = Deferred

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

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

(<https://students.carleton.ca/course-outline/>). For an accommodation request, the processes are as follows:

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC: <https://carleton.ca/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 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*).

*The deadline for contacting the Paul Menton Centre regarding accommodation for February/March examinations is **February 1, 2026** and **March 15, 2026** for April examinations.

For Religious Obligations:

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, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Pregnancy:

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, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

Generative Artificial Intelligence Tools (e.g. ChatGPT)

Unless explicitly permitted, either generally or for a specific assignment, any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards.

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.

Note: Students can also access resources related to citing Generative AI on the [MacOdrum Library website](#).

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Statement on 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>

Important Information:

- 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).
- Students must always retain a hard copy of all work that is submitted.
- 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.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>.

WINTER TERM 2026 – Important Dates and Deadlines

Date	Activity
------	----------

WINTER TERM
2026

Date	Activity
December 29, 2025	Deadline for course outlines to be made available to students registered in full winter and early winter term courses.
January 5, 2026	University reopens.
	Winter term begins. Full winter and early winter classes begin.
January 9, 2026	Last day for registration and course changes (including auditing) in early winter courses.
January 16, 2026	Last day for registration and course changes (including auditing) in full winter and late winter courses.
	Last day to withdraw from early winter courses with a full fee adjustment.
	Graduate students who have not electronically submitted their final thesis copy to Graduate Studies will not be eligible to graduate in winter 2026 and must register for the winter 2026 term.
January 23-25, January 30-February 1, 2026	Full fall and late fall term deferred final examinations will be held.
January 31, 2026	Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment.
February 1, 2026	Last day for academic withdrawal from early winter courses.
	Last day to request Formal Examination Accommodations for Feb/Mar final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
February 6, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early winter undergraduate courses, before the official Feb/Mar final examination period (see examination regulations)

Date	Activity
	in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
February 13, 2026	Last day of early winter classes.
	Last day for final take-home examinations to be assigned in early winter courses, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day that can be specified by an instructor as a due date for term work for early winter courses.
	April examination schedule available online.
February 16, 2026	Statutory holiday. University closed.
	Deadline for course outlines to be made available to students registered in late winter courses.
February 16-20, 2026	Winter break, no classes.
February 21-22, February 28-March 1, 2026	Final examinations in early winter undergraduate courses will be held.
February 23, 2026	Late winter classes begin.
February 27, 2026	Last day for registration and course changes (including auditing) in late winter courses.
March 1, 2026	Last day for receipt of applications for admission to an undergraduate degree program for the fall/winter session from applicants whose documents originate outside Canada or the United States.

Date	Activity
	Last day for receipt of applications to Bachelor of Architecture, Bachelor of Industrial Design, Bachelor of Information Technology (Interactive Multimedia and Design), Bachelor of Music, Bachelor of Science in Nursing and Bachelor of Social Work degree programs for the fall/winter session.
	Last day for receipt of applications for admission from candidates who wish to be guaranteed consideration for financial assistance (including Carleton fellowships, scholarships and teaching assistantships) administered by Carleton University. Candidates whose applications are received after the March 1 deadline may be considered for the award of a fellowship, scholarship or teaching assistantship (Graduate students only).
March 6, 2026	Last day to withdraw from late winter term courses with a full fee adjustment.
March 13-15, 2026	Early winter undergraduate deferred final examinations will be held.
March 15, 2026	Last day for academic withdrawal from full winter, late winter, and fall/winter courses.
	Last day to request Formal Examination Accommodations for April full winter, late winter, and fall/winter final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
March 25, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full winter term or fall/winter undergraduate courses, before the official April final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
April 1, 2026	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
	Last day for receipt of applications from potential spring (June) graduates.
	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late winter term undergraduate courses, before the official final examination period (see examination regulations

Date	Activity
	in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
April 3, 2026	Statutory holiday. University closed.
April 8, 2026	Winter term ends.
	Classes follow a Friday schedule.
	Last day of full winter, late winter, and fall/winter classes.
	Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day that can be specified by an instructor as a due date for term work for full winter, late winter, and fall/winter courses.
April 9-10, 2026	No classes or examinations take place.
April 11-23, 2026	Final examinations in full winter, late winter, and fall/winter courses will be held. Examinations are normally held all seven days of the week.
April 23, 2026	All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
May 1, 2026	Last day for receipt of applications for undergraduate internal degree transfers to allow for registration for the summer session.
May 15-27, 2026	Full winter, late winter term, and fall/winter deferred final examinations will be held.

Date	Activity
June 1, 2026	Last day for receipt of applications for admission to an undergraduate program for the fall/winter session except for applications due March 1.
June 15, 2026	Last day for receipt of applications for undergraduate degree program transfers for the fall term.