GEOG*2210: ENVIRONMENT & RESOURCES –Winter 2019
DRAFT SYLLABUS: PROVISIONAL

Dr Anna Stanley
Lectures: Tuesdays & Thursdays 4:00-5:20pm
Location: MACN 105

Office Hours (347 HUTT): I am in the department Tuesdays, Wednesdays and Thursdays. I generally have an open-door policy if I am in my office. I am also available on the above days by appointment.
Email: asta@uoguelph.ca

Teaching Assistants: Rachel Vander Vennen
Spencer Walls

Introduction & Course Overview:
This course considers some of the contemporary dynamics of environment-society relations in the Global North through examination of practices and patterns of resource exploitation and use. Part one of the course lays the groundwork for critically conceptualizing this relationship and for identifying some of the underlying causes of contemporary environmental degradation within advanced neoliberal, capitalist societies (like Canada). Here we take a critical perspective on environment-society-relations which deliberately foregrounds the role of power and political economy in shaping resource use and governance. In Part two of the course we put these concepts to use by engaging a selection of case studies. Building on what we have learned in Parts I and II, Part III of the course turns to consideration of the dynamics of Canadian resource governance. Here students will be introduced to some of the ways in which settler colonialism and Indigenous jurisdiction shape the political economy of resource extraction in Canada.

Prerequisites: GEOG*1220 is recommended.

Course Aims & Learning Objectives:

Through engagement with the course material students are expected to

• Develop a critical understanding of the value of different approaches to understanding environment-society relations and resource use;
• Develop a critical understanding of the relationships that shape environmental-society relations and resource use in advanced, neoliberal, capitalist economies
• Develop an awareness of the ways in which settler-colonialism shapes environment-society relations and the dynamics of resource use in settler colonies (like Canada)
• To be able to critically analyse and assess information about environmental problems

Course format:
The purpose of this course is to introduce you to problematics of environment-society relations and environmental degradation in the Global North. The course will introduce you to the course material through a combination of lectures, discussions, films and debates. Our time in class together will also include in-class activities, participation exercises and class discussions. These
activities will evaluate your engagement with course materials, including your preparation of the week’s readings. My expectation is that you will gain insight into the complexities of environmental issues in the Global North. I hope that you will be motivated to explore these issues and topics further in academic, professional, community and/or personal pursuits. I do not expect you to agree with me or with each other or to adopt a fixed approach or to merely absorb a package of "facts". I do expect an intensive engagement with the subject matter and with the process of learning in the class. I will encourage respectful debate, discussion and dialogue as we explore issues that I believe to be critical to how we live in the world. You are therefore encouraged to attend class regularly, prepare the readings in advance of each class, and come prepared to engage. Some tips for succeeding in this course:

- Do the readings before each lecture; attend lecture and take your own notes;
- Meet with TA or professor to clarify any questions throughout the semester;
- Leave enough time to reflect on, write and edit assignments; and
- Study for midterms and the final exam well in advance of the exam dates

Assessment:
(Note: All assignments are due on course link by 5pm)

1. **Book review 1: This Changes Everything by Naomi Klein** (15%)—Due Feb 14

2. **Book review 2: Unsettling Canada by Arthur Manuel** (20%)—Due April 3

3. **Class Participation and Engagement** (15%)—Ongoing, in class
   *Includes on-time Book Club written submissions (2 X 2.5%=5%)
   Written submission 1: due February 7 by 3:45 pm
   Written submission 2: due March 19 by 3:45 pm

4. **Midterm Exam (in class)** (25%)—February 26 in class

5. **Final Exam** (25%)—During the scheduled exam timetable. Please inform yourself of the date, time, and place of this exam.

**Course Textbooks:**
There are two required texts for this class: Naomi Klein’s *This Changes Everything* and Arthur Manuel’s *Unsettling Canada*. Both are available for purchase in the University bookstore, and online.


(This was last year’s course text, and you may find it useful. There should be lots of used copies in circulation.)

**Additional Required Readings:**
Additional required readings (such as journal articles) and course materials will be posted on the GEOG 2210 course link page. You will be responsible for checking this site regularly and for updates and modifications to the readings and curriculum.
<table>
<thead>
<tr>
<th>PART I: CONCEPTS</th>
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<tr>
<td><strong>Week 1 (January 8 &amp; 10)</strong></td>
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<tr>
<td><strong>Tuesday:</strong> Course Overview &amp; Introduction</td>
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<td><strong>Thursday:</strong> Framing Environment-Society Relations (and why it matters)</td>
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| **Week 2 (January 15 & 17)** |
| **Tuesday:** Frame #1 — The “Tragedy of the Commons” Part I (Institutions, Property, and “The Commons”) |
| **Thursday:** Part II—Institutions, Property, and “The Commons” (case study: fisheries and local knowledge) |
| *Book club group self-selection process ends* |

| **Week 3 (January 22 & 24)** |
| **Tuesday:** Frame #2—“Governments are Inefficient”, Markets, Privatization and Commodification |
| **Thursday:** Book Club and book review assignments discussed. Group meeting time |
| *Book Club groups posted January 22 on course link* |

| **Week 4 (January 29 & 31)** |
| **Tuesday:** Market Based Environmentalism Case Study—Carbon Trading |
| **Thursday:** Frame #3: Political Economy (Part I) |
| *Readings: Klein 2014* |

| **Week 5 (February 5 & 7)** |
| **Tuesday:** Political Economy (part II): “This Changes Everything” (Film. Klein 2014) |
| **Thursday:** BOOK CLUB *(This Changes Everything) NO LECTURE* |
| *written response is due by 3:45 pm February 7* |

| **Week 6 (February 12 & 14)** |
| **Tuesday:** Environmental Justice |
| *Readings: Pulido 1998* |
| **Thursday:** “Social Nature” |
*Book Review I (This Changes Everything) Due Feb 14
Mid term-exam study guide posted

READING WEEK

PART II: CASE STUDIES

Week 7 (Feb 26 & 28)

**Tuesday:** IN- CLASS MIDTERM EXAM

**Thursday:** Case Study—Tuna & Fisheries, Part I
(In Class Film: *The End of the Line*)

Week 8 (March 5 & 7):

**Tuesday:** Tuna & Fisheries, Part II

**Thursday:** Case Study— Trees and Forestry Part I

*40\textsuperscript{th} day of class: last day to drop courses*

Week 9 (March 12 & 14)

**Tuesday:** Case Study—Trees & Forestry Part II (Accumulation by Deforestation)

PART III: PROBLEMATICS OF CANADIAN RESOURCE GOVERNANCE—INDIGENOUS RIGHTS AND SETTLER COLONIALISM

**Thursday:** Indigenous Rights, Settler Colonialism and Resource Governance (Introduction)

Week 10 (March 19 & 21)

**Tuesday:** BOOK CLUB (Arthur Manuel: *Unsettling Canada*) NO LECTURE

*Written response due 3:45 Pm March 19*

**Thursday:** Indigenous Rights, Settler Colonialism and Resource Governance (Continued)

Week 11 (March 26 & 28):

**Tuesday & Thursday:** Pipelines & Jurisdiction
*Readings: TBA*
Week 12 (April 2 & 4):

Tuesday: course catch-up or TBA

*BOOK REVIEW 2 Due Wednesday April 3

Thursday: Course Wrap up & Review

*Exam study-guide posted

Written Assignments:
Note: Unless otherwise specified, all assignments are due on course link by 5pm

(1) Book Club & Book Reviews 1 & 2

This set of assignments has several interconnected components described in detail below and outlined in class during week 3. Please read this section carefully as you prepare each part of the assignment.

This assignment requires you to read and critically engage two texts: (1) *This Changes Everything*, by Naomi Klein, and (2) *Unsettling Canada* by Arthur Manuel. These are important texts that will complement your engagement with course themes and deepen your comprehension of the dynamics of resource governance and use.

Each student will: (a) read each text in its entirety; (b) meet (during class time) with a small group (max 5) of assigned students to discuss each book; (c) write a review of the book. Each of these components is described in more detail below.

*note: you may propose your own groups to your course TA via email by January 17. Book club group assignments will be posted on Course link Week 3. You will be provided time to meet your group in week three. Please be sure to attend class for this session.*

(a) Reading the text: each book is due at a different point of the semester and is meant to complement themes as introduced at different points in the curriculum. Begin to read book 1: *This Changes Everything* ASAP. Book 2 is *Unsettling Canada*. Begin to read this book as soon as you complete Book review 1. You may need to read a book twice, or simply re-read certain sections. **Take notes as you read** (the library has excellent resources to help you with this). Think critically as you read.

(b) Book Club:
- Meeting one (*Changes Everything*) will take place during class time (instead of lecture) on **February 5**.
- Meeting two (*Unsettling*) will take place during class time (instead of lecture) on **March 19**.

Book Club meetings are **mandatory**. You are free to meet in our usual classroom or another location agreed on and accessible to all group members. The purpose of this meeting is to discuss issues and arguments raised by the book and to benefit from the engagement with your peers. You are more than welcome to meet more than once with your group to discuss further! During Book Club you are expected to be respectful, listen, and engage your peers. You have the right to
expect the same from them. It is fair to disagree with your peers, but instead of criticising try asking a question or proposing an alternative viewpoint…

In advance of each scheduled Book Club meeting you must submit a brief written response (approximately 1 page). The purpose of the response is to help you prepare for the discussion and to ensure you get the most out of the discussion as possible. Please see course link for the instructions and template for this response. These responses are due by **3:45 pm on the same day** as book club. **Each is worth 2.5 %** of your final course grade (and will be added to your participation grade). They will be graded on a pass/fail basis. Late submissions (after 3:45 will not be accepted, there will be no opportunity to make up the assignment). It goes without saying that you are also expected to have read the book in its entirety prior to meeting. For more information please see the book club folder.

(c)Written Book Review:
Your written review must: (1) **Introduce the book.** To do so (a) briefly outline the main problem(s) or issue(s) addressed by the book—do not summarize the book; (b) outline the author’s purpose. 
(2) **Outline it’s Arguments:** (a) Identify the main/most important argument(s) made in the book and provide a brief discussion/elaboration of each; (b) outline the basis of the arguments (how does the author support their arguments?) 
(3) **Critically respond to the book** (not the same as taking a negative stance). To do so, ask yourself: (a) do you find the arguments convincing, why or why not? (b) are the arguments important and relevant for today’s problems, and what perspective do they lend? (c) what is significant about the book? (d) what questions does the book help you ask? (e) has it changed your opinion, and if so how? and (f) how does this book contribute to you understanding of course themes and problematics? Note: “critique” does not mean negative, antagonistic reading. It means taking a thoughtful, analytic, probing stance. Your critique could be favourable! 
(4) **Consider the importance of the book:** (a) what is the significance of the book (whether you liked it or not); (b) what do you want other people to know about the book (c) what is the single most important thing you learned from the book; (d) for you what was the book’s most important message?

**Book Review 1:** 15 % (Due Feb 14)  
**Book Review 2:** 20% (Due April 3)

**Book reviews must be:**
- 5-7 pages, 12 pt. font, double spaced with reasonable margins.
- Proofread (by you, not someone else!) with attention to style, spelling, grammar and clarity
- Typed
- You are not required to refer to external sources. If you do: you must use proper referencing and citation techniques and include a reference list. Please refer to the library web-page for details.
- You are required to use proper in-text citation techniques if you quote directly from the book, if you paraphrase a passage from the book, or if you refer to a specific term/argument in the book. EG: 
  Term: Indigenous “proprietary rights” (Manuel 2016: 131-134) refer to blah, blah, blah…..
Course/ Department/ University policies

**Note Taking:** Students are responsible for taking their own notes during lectures. *Materials, such as power point slides, provided on course link are incomplete and are not intended to replace student notes.* I will not provide lecture material for missed lectures. Please coordinate with other students if you need notes for missed classes – a discussion board will be available on Course link to facilitate student communication.

**Communication:** As per university regulations, all students are required to check their uoguelph e-mail account regularly: e-mail is the official route of communication between the University and its students. Please also check Course link regularly; important information will be made available here. I will respond to emails sent on weekdays within 24 hours; emails sent after 4pm Friday will be responded to on Monday. You are also welcome (and encouraged!) to visit the instructor during her office hours or to make an individual appointment with your TA.

**When You Cannot Meet a Course Requirement:** When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please *advise your TA* in writing, with your name, id#, and e-mail contact. See the *undergraduate calendar for information on regulations and procedures for Academic Consideration*

**Late Policy:** late assignments will loose 5% per day they are late including weekends.

**Extensions** may be granted in certain circumstances, and will usually require the student to produce valid medical (doctor’s note) or personal (note from Counseling Services) documentation. Late assignments/exams will not be accepted once graded assignments have been returned officially to the class at large unless circumstances permit and alternative arrangements have been made.

**Copies of out-of-class assignments:** Keep paper and/or reliable electronic back-up copies of all out-of-class assignments (including those submitted on CourseLink!): you may be asked to resubmit work at any time.

**Accessibility:**
The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible. For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or refer to the CSD website.
**Academic Misconduct:**
The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the [Undergraduate Calendar](#).

**Recording of Materials:** Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

**Drop Date:** The last date to drop one-semester courses, without academic penalty, is March 8. For [regulations and procedures for Dropping Courses](#).