Public Health & COVID-19 (Adapted from Dr. Jen Silver, Dr Jacklyn Cockburn and others)
It is our collective responsibility to ensure our classroom remains a safe and healthy environment for all of us. The Covid-19 pandemic is not over. It may be fair to say that we are in a different phase and/or that the risks for many people, especially fully vaccinated individuals, have lessened. However, risks -- of (re)infection and of negative long-term health outcomes -- remain for all of us. For people with frequent or intense patterns of exposure (e.g., staff in or frequent visitor to healthcare settings) and/or certain types of home, care-giving or other family circumstances and/or those who are immunocompromised or unable to receive the vaccine, the risk of (re)infection and negative health outcomes remain very high. One way that everyone in this class can contribute to making our learning environment safer and more equitable is to choose to wear a mask when we are together (i.e., in the classroom and in any instances of in-person meetings or office hours).

Strict compliance with all public health regulations set forth by the Government of Ontario, Wellington-Dufferin-Guelph Public Health, and the University of Guelph is required. For University of Guelph policy statements and updates on Covid-19, including the request that anyone who feels sick stay home, please see: https://news.uoguelph.ca/covid-19/. Starting in September, Hospitality Services will have rapid tests available for students at the checkout counter of various locations across campus, including: Chef’s Kitchen in the University Centre; Creelman Hall; Starbucks in the library; the Bookstore; and wayfinding stations in Branion Plaza and Creelman Plaza during Orientation Week. Rapid tests and vaccination shots will also be available from Student Health Services.

Course Description
This course provides foundational understanding in the societal dimensions and drivers of environmental issues. Our goal is to understand how some of the world’s most pressing environmental issues - climate change, biodiversity loss, water pollution, and so on - have their roots in human institutions, decisions, and culture/worldviews. We will achieve this goal by integrating perspectives from environmental and social sciences.

The course is best described in two parts. First, we review basic concepts that will help us to think about, or conceptualize, human-environment relationships. Here, we provide an introduction to ideas in environmental governance and environmental justice. Second, we will explore a range
of key issues around resource use and environmental degradation, with particular emphasis on food, energy, and water systems. Throughout the course we will contrast issues and management approaches in various countries around the world, but with emphasis on Canadian and North American examples.

Course Organization
- Mondays & Wednesdays: lectures
  - In-person
- Fridays: Virtual seminars (& occasional guest lectures!)
  - Virtual, Synchronous
  - See course zoom link
  - Attendance is mandatory!

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dr. Anna Stanley</th>
<th><a href="mailto:asta@uoguelph.ca">asta@uoguelph.ca</a></th>
<th>Hutt 347</th>
<th>TBD Via Zoom</th>
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<tbody>
<tr>
<td>TAs</td>
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Office Hours

Learning Outcomes
By the end of this course, you will be able to:
1. **Describe** environmental changes from a biophysical perspective using the language of earth system sciences (e.g. feedback loops, open/closed systems, nutrient cycles, etc.)
2. **Identify, apply, and evaluate** different theories explaining what drives human impacts on the environment
3. **Identify, apply, and evaluate** approaches to managing human impacts on environment
4. **Synthesize** diverse sources of knowledge to communicate to varied audiences about real-world, place-based environmental issues

Readings & Resources
There is no textbook for this class. Required readings (journal articles, book chapters, reports) and other required course materials (e.g., media articles, podcasts and films) are listed in the syllabus and available through course link via the Ares library Tab. A reading list is provided below.
# Course Schedule

<table>
<thead>
<tr>
<th>Week 0: (Sept 9)</th>
<th>LECTURES (Mondays &amp; Wednesdays)</th>
<th>VIRTUAL SEMINARS (Fridays)</th>
<th>ASSIGNMENTS</th>
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</thead>
<tbody>
<tr>
<td>Welcome! (No lecture)</td>
<td></td>
<td>Intro to Zoom and seminar logistics (guest lecture: TSS)</td>
<td>* Task: book a library consultation for your seminar group!</td>
</tr>
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<table>
<thead>
<tr>
<th>Week 1: (Sept 12, 14, 16)</th>
<th>LECTURES (Mondays &amp; Wednesdays)</th>
<th>VIRTUAL SEMINARS (Fridays)</th>
<th>ASSIGNMENTS</th>
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</thead>
<tbody>
<tr>
<td>Are we in the Anthropocene?</td>
<td></td>
<td>Finding and identifying peer reviewed literature (guest workshop, U of G librarian &amp; Assignment Overview)</td>
<td>*Research Journal Topic Due</td>
</tr>
<tr>
<td>Readings: Withgott, Laposta &amp; Murk (2018) chapter 3</td>
<td></td>
<td>Reading: assignment guidelines (see course link)</td>
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<thead>
<tr>
<th>Week 2: (Sept 19, 21, 23)</th>
<th>LECTURES (Mondays &amp; Wednesdays)</th>
<th>VIRTUAL SEMINARS (Fridays)</th>
<th>ASSIGNMENTS</th>
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</thead>
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<tr>
<th>Week 3: (Sept 26, 28, 30)</th>
<th>LECTURES (Mondays &amp; Wednesdays)</th>
<th>VIRTUAL SEMINARS (Fridays)</th>
<th>ASSIGNMENTS</th>
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</thead>
<tbody>
<tr>
<td>Required readings/materials:</td>
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<tr>
<td><em>Listen:</em> to the podcast ‘federalism, party politics and the environment’ (episode 6 of the ecopolitics podcast’)</td>
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<tr>
<td><a href="https://www.ecopoliticspodcast.ca/episode-6-federalism-party-politics-and-environment">https://www.ecopoliticspodcast.ca/episode-6-federalism-party-politics-and-environment</a></td>
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<tr>
<td><em>Read:</em> Meyer (2022); Mildenberger (2019); Woodside (2022); Week 3 seminar guide &amp; worksheet</td>
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<tr>
<td><strong>LECTURES</strong> (Mondays &amp;Wednesdays)</td>
<td><strong>VIRTUAL SEMINARS</strong> (Fridays)</td>
<td><strong>ASSIGNMENTS</strong></td>
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<tr>
<td><strong>Week 4:</strong> (Oct 3, 5, 7)</td>
<td><strong>No Class Meeting:</strong> How to use the library—time in lieu</td>
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<tr>
<td><strong>Oceans, fisheries &amp; Common Pool Resources</strong></td>
<td><em>remember to book and attend your group’s library consultation!!</em></td>
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<tr>
<td><em>Required: Listen to the Podcast: ‘the gold rush’ (episode 2 of the salmon people)</em></td>
<td><em>Also see the informational videos about using the library’s resources (course link library information folder)</em></td>
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<tr>
<td><strong>Week 5:</strong> (Oct 14,16)</td>
<td><strong>What about settler colonialism? Indigenous rights, management and fisheries governance</strong></td>
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</tr>
<tr>
<td><strong>First half recap/class catch-up</strong></td>
<td><strong>Required readings/materials:</strong></td>
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<tr>
<td><em>Listen:</em> to the podcast ‘treaty relations and environmental politics’ (season 1 episode 10 of the ecopolitics podcast) at:</td>
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<tr>
<td><em>Watch:</em> ‘in defense of our treaties’ (Stiegman 2008)</td>
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<tr>
<td><a href="https://www.youtube.com/watch?v=AelOZMtcolo">https://www.youtube.com/watch?v=AelOZMtcolo</a></td>
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<tr>
<td><em>Read:</em> Week 5 seminar guide &amp; worksheet</td>
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<tr>
<td><em>Research Journal 1 due</em></td>
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<tr>
<td><em>Week 5 Group Seminar Worksheet</em></td>
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<tr>
<td>Week 6: (Oct 17, 19, 21)</td>
<td><strong>LECTURES</strong></td>
<td><strong>VIRTUAL SEMINARS</strong></td>
<td><strong>ASSIGNMENTS</strong></td>
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<tr>
<td>Water everywhere and not a drop to drink? The hydrological cycle as a social system</td>
<td>Fresh-water &amp; mining waste: a ‘collective action’ problem?</td>
<td><em>Week 6 Group seminar worksheet due</em></td>
<td></td>
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<tr>
<td><strong>Readings</strong>: Fionda (2022); Cruikshank (2022); Week 6 seminar guide &amp; worksheet</td>
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<tr>
<th>Week 7: (Oct 24, 26, 28)</th>
<th><strong>LECTURES</strong></th>
<th><strong>VIRTUAL SEMINARS</strong></th>
<th><strong>ASSIGNMENTS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Producing edible environments: connecting food production to the landscapes around us</td>
<td>What shapes the food system?</td>
<td><em>Week 7 Group seminar worksheet due</em></td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Week 8: (Oct 31, Nov 2, 4)</th>
<th><strong>LECTURES</strong></th>
<th><strong>VIRTUAL SEMINARS</strong></th>
<th><strong>ASSIGNMENTS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographies of Energy Production &amp; Transition I</td>
<td>Ontario’s Energy transition in context: the Ring of Fire &amp; Climate change</td>
<td><em>Week 8 Group seminar Worksheet due</em></td>
<td></td>
</tr>
<tr>
<td><strong>Readings/ Materials (weeks 8 &amp;9):</strong> &lt;br&gt;<strong>Read</strong>: Saxifrage (2022); Woodside (2022 a &amp;b); Woodside (2021 a &amp;b) &lt;br&gt;<strong>Listen</strong>: to the podcast ‘Getting off of Oil and Gas’ from the observer’s series: race against climate change <a href="https://www.nationalobserver.com/podcast/race-against-climate-change/getting-oil-and-gas">https://www.nationalobserver.com/podcast/race-against-climate-change/getting-oil-and-gas</a></td>
<td><strong>Readings</strong>: Macintosh (2022 a &amp;b); Wilt 2021; Week 8 seminar guide &amp; worksheet</td>
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</tbody>
</table>
| Week 9: (Nov 7, 9, 11) | Geographies of Energy Production & Transition II  
See above | No Class meeting  
Listen to the podcast:  
|-----------------------|-------------------------------------------------|--------------------------------------------------|--------------------------------------------------|
| Week 10: (Nov 14, 16, 18) | From e-waste to fast fashion and plastic pollution: environmental implications of everyday life | “How Plastic is a function of Colonialism”  
**Readings:** Liboiron (2018); Week 10 seminar guide & worksheet | *Week 10 Group Seminar worksheet due |
| Week 11: (Nov 21, 23, 25) | Social nature: what should nature look like in the so called ‘Anthropocene’?  
Looking at forests and biodiversity conservation. | So... what about the ‘Anthropocene’: who is the ‘we’ of the ‘human epoch’?  
**Required:** Watch ‘Anthropocene: the human epoch’ (2018); Week 11 Seminar Guide & Worksheet | *Week 11 Group Seminar Worksheet due |
| Week 12: (Nov 28, 30, Dec 2) | Course Catch-up & Review (and Exam Q&A) | Virtual office hours: Feedback & Support (TAs) | *Policy memo due |

**EXAM (TBA)**
Reading List (by week/not alphabetical)

Week 1

Week 3

Seminar (Week3)


Week 4

Week 5 (Seminar)


Week 6 Seminar
Fionda (August 4, 2022). Eight years after the Mount Polley disaster, soaring prices mean Imperial Metals is gearing up to reopen ... again. The Narwhal https://thenarwhal.ca/mount-polley-mine-reopens/

Cruikshank (April 23, 2022). How pollution from Canadian coal mines threatens the fish at the

Week 7 seminar


Week 8/9 readings

Woodside (January 20 2022) Are Canada’s carbon capture plans a ‘pipe dream’? *The Observer* https://www.nationalobserver.com/2022/01/20/news/are-canadas-carbon-capture-plans-pipe-dream


Listen to the podcast: Getting off Oil and Gas (Episode 5 of the Race Against Climate, The Observer) https://www.nationalobserver.com/podcast/race-against-climate-change/getting-oil-and-gas


Seminar (week 8)

McIntosh (May 11, 2022) Investigation: Four years in, Doug Ford still can’t pay for a mining road to Ontario’s Ring of Fire: internal documents. *The Narwhal* https://thenarwhal.ca/ring-of-fire-

Week 10 seminar


Week 11 seminar

Watch: ‘Anthropocene’ the human Epoch (Burtinsky et al., 2018)

**Methods of Evaluation**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Deadline</th>
<th>Weight</th>
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<tbody>
<tr>
<td><strong>Seminar Participation &amp; Engagement</strong> (weeks 1-12; see below for further detail)</td>
<td>You will regularly develop &amp; extend your understanding of course themes and topics in a small group seminar context. Seminars will be conducted virtually (using zoom) on Fridays during class time. Grades will be assessed based on the group’s completion of a ‘seminar worksheet’ to be submitted following each seminar. The worksheet will document the group’s insights and deliberations as they work through a series of discussion prompts, questions and exercises associated with each seminar. Worksheets are assessed on a pass/fail basis. An individual student’s grade will be based on the best 6/7 seminar grades.</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Exam (December: TBA)</strong></td>
<td>The exam will be mostly if not entirely multiple-choice type questions. Questions will be inclusive of the entire course. You will have two hours to complete it, though it will be written to take less time.</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Research Journal and Policy Memo</strong> (see below for further detail)</td>
<td>Throughout the course, you will turn in 2 short “journal entries” that will prepare you to write a policy memo.</td>
<td>50%</td>
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</table>
Seminar Participation & engagement

Please take note: you will receive more detailed instructions (e.g., seminar guides, worksheets & information) in follow up documents.

Students will be assigned to a seminar group of approximately 7 students who will meet continuously through the semester at regularly scheduled seminar meetings. All seminar meetings will take place virtually during Friday’s regularly scheduled class meetings. Attendance is mandatory.

Students will prepare seminar materials (readings, films, podcasts etc) in advance using the seminar guides provided. Every seminar has a different guide, that will contain a set of questions and/or prompts intended to help you prepare the seminar material and assist with effective participation in the seminar. You are expected to bring your completed guide with you to the seminar and use it to support your contribution to the discussion.

Seminar groups will complete and submit a ‘group seminar worksheet’ (provided) for grading by midnight on the same day as the seminar. The midnight due date is really just a grace period so you don’t have to cut your discussion short! If you have prepared for the seminar and used your time effectively, your worksheet should be complete, or mostly complete by the end of the seminar—this is not supposed to be a polished/edited piece of work. Worksheets are intended to record elements of the group discussion and document the group’s insights and deliberations. Worksheets will be assessed on a pass/ fail basis (see evaluation criteria) and must be typed and written in complete sentences with attention to grammar and spelling. Please submit the worksheet (1 per group) to the relevant section of the course link drop box.

An individual student’s best 6 of 7 seminars will be counted towards their individual mark. In order to be entitled to the week’s group seminar grade, a student must attend the entire seminar. Attendance will be verified prior to attributing individual grades (zoom keeps track!). Course TAs and the instructor will circulate regularly thought the breakout rooms to support the seminars, monitor engagement and offer support.

Note that individual seminar guides will not be evaluated. These are intended to support preparation and set you up to participate effectively in the seminar. However, students are required to retain a copy of all completed seminar guides as a record of preparation and participation. In the event that a particular student’s contribution to a group may be at issue, the student may be asked to immediately provide copies of completed guides as proof of seminar preparation.

Students who do not attend a given seminar will receive a mark of zero for that seminar.

Groups who do not submit their seminar worksheet by midnight on the day of the seminar will receive a mark of zero. Late submissions will not be accepted.

Only students with validated, extenuating circumstances will be provided the opportunity to make-up missed seminars with an alternative assignment.
Research Journal and Policy Memo

Please take note: you will receive more detailed instructions for these assignments in follow up documents.

You will first identify a specific human impact on the environment you would like to learn more about over the course of the semester. For each journal entry, you will complete an annotated bibliography of 1 peer-reviewed scholarly article and 1 other source, and write a 1 paragraph reflection on what you have learned about your topic from these materials. Finally, you’ll synthesize the work you’ve done in your journal entries and write a policy memo.

The journal entries and policy memo must be submitted on time to the relevant section of Courselink. Late assignments will be penalized at the rate of 10% per day, and will not be accepted (i.e., will receive a grade of 0) after five days. Students whose assignment is late because of valid medical reason, family emergency, or other acceptable reason will not be penalized. We are only able to make accommodations if we are aware of your situation, so please keep the lines of communication open as early and often as possible.

Asking for Help

1. Check here! (the course outline)
2. Check course link!
3. Ask me (Prof Stanley) on Course link Discussion Boards - your peers may benefit from clarification
4. Check the “Get Assistance” link from the Library: http://www.lib.uoguelph.ca/get-assistance
5. Attend your TA’s office hours
6. Attend my office hours

In general, questions about virtual seminars should be directed to the TA or Instructor to which your group is assigned

In general questions about lectures (including lecture content) should be directed to me (Prof Stanley)

Questions about the research briefs and policy memo, including grading: should be directed to the TA to whom you have been assigned. Note TAs will be grading and advising on these assignments.

If you need an extension: email me (Prof Stanley)

What you can expect from me

- To help you not only understand but get excited about the material, learning as much as possible! We’re all coming from different perspectives and starting points, meaning that it is everyone’s responsibility, but especially mine, to work to provide a respectful and engaging learning environment. I’m here to work with you from where you are and build up your understanding of the course content.
- To provide prompt feedback on assignments.
- To give you a sense of the flow of the semester – when the assignment load will be heavier, so that you can prepare appropriately.
- To assist in developing your critical analysis and communication skills, through our assignments. These are skills that will be useful to you in both your chosen profession and as a citizen.
- To advise you on future coursework, jobs, grad school, and/or volunteering opportunities.
What I expect of you

- To treat each other with respect. Our classroom is a safe space for all students, regardless of sex, gender, race, ethnicity, religion, age, sexual orientation, political orientation, nationality, ability or disability. Every person is welcome here.
- To communicate with me about what you expect from the course, what you need, and your challenges.
- To put your best possible effort into this class.

A brief Q&A

Q: How do I contact you?
A: See above. The Courselink Discussion Board is best for general inquiries. Please check there first to see if someone else has already asked your question. I will check the Discussion once a day during weekdays and not after until 6pm. I will respond to your requests and questions as soon as I can. Please do not count on an immediate response, especially for important last minute questions regarding assignments. I am not able to respond over the weekend.

Q: I’m confused about the material--what should I do?
A: First off, don’t feel embarrassed—few scholars, whether undergraduates or tenured professors - understand everything completely the first time! Please bring your questions to class! If you are confused, it’s likely that your classmates are, too. If you bring me questions, it helps me evaluate how best to help you learn the material. If you are still confused, please come to my office hours. I am glad to help!

Q: I have to miss an exam for a family/personal/medical emergency. What should I do?
A: As soon as possible, get in touch via email.

Q: I’m not happy about my exam/lab grade. Will you change it?
A: For a regrade, wait 24 hours, then email a written description of why you deserve a better grade to: your TA (assignments, seminar). Note: For regrades, we reserve the right to either increase OR decrease your grade depending on what we find in regrading.

University of Guelph Policy Statements

E-mail Communication
As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

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 the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

Drop Date
Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for Dropping Courses are available in the Undergraduate Calendar.

Copies of out-of-class assignments
Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.
Accessibility
The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 7 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: www.uoguelph.ca/sas

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.

Resources
The Academic Calendars are the source of information about the University of Guelph’s procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Illness
Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g. final exam or major assignment).

For information on current safety protocols, follow these links: https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/ https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.

Disclaimer
Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (https://news.uoguelph.ca/2019-novel-coronavirus-information/) and circulated by email.