GEOG 2030: Environment, Justice and Society

Autumn 2022
Monday, Wednesday & Friday 9.30 to 10:20am--MACN 113

Instructor: Dr. Anna Stanley
e-mail: asta@uoguelph.ca
Office Hours: TBA

Teaching Assistants: TBA

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:
The purpose of this course is to introduce you to contemporary themes in environment-society relations using power as an analytic. We examine the ways in which power relations
shape environment-society relationships, with a focus on racism, settler colonialism and political economy. The course will introduce students to concepts for framing environment-society relations, including environmental racism, racial capitalism and necropolitics and consider a range of case studies and resistance movements from the global south (understood as a de-territorialized political-economic concept that includes the ‘south’ in the ‘north’). Topics covered will include climate justice, resource sovereignty, disaster capitalism, and policing of Indigenous resistance movements. Students will be exposed to a range of investigative research techniques and tools and will learn a range of practical analytic skills.

Course objectives:
At the end of the course you should be able to:

- Distinguish between, and appropriately evaluate, different sources of information on environmental issues in the Global South.
- Identify and explain concepts from the course, as presented in lectures and podcasts and through readings and films;
- Critically apply these concepts in order to interpret current environmental changes and conflicts;

Course format:
The purpose of this course is to introduce you to contemporary themes in environment-society relations using power as an analytic. The course will introduce you to the course material through a combination of lectures, films, podcasts, readings, activities, discussions, and guest lectures. Our time in class together will also include small group seminar discussions. To this end, we will meet virtually on Fridays (using zoom) and spend our time engaged in seminar discussions and/or assigned seminar activities in assigned seminar groups. It is expected that you prepare assigned seminar materials in advance (readings/ podcasts/ films etc.,) using the guides provided. My expectation is that you gain insight into the complexities of environment-society relations in the Global South and awareness of North-South Relations. 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. 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 to seminars prepared to engage.
Course readings, podcasts and videos:
All required materials will be available through course link (there is no text for this course)

Assignments:
20% Seminar engagement & participation (pass/fail Weeks 3-12)
55% Environmental Harm Analysis:
  • 10% power map (group)
  • 10% annotation/infographic (group)
  • 15% podcast (group)
  • 20% Analytic essay (individual)
25% Exam (December TBA)

Seminar engagement and participation (20%)
*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, posted to course link) 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 5 of 6** seminar grades will be counted towards their individual participation and engagement 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 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.

**Analysis of an Environmental Harm (55%)**
This assignment has multiple components. In your seminar groups, you will choose a topic (a list of parameters will be provided at the start of term). As a group you will research your topic and create:

- **a podcast** (5 mins) that critically and analytically overviews the topic;
- **a power map** that illustrates the financial interests and influences relevant to your topic
- **an infographic or annotated document** that illustrates a particularly important aspect of your topic.

Individually you will write an analytical essay, based on research you have conducted, in which you advance an argument about your topic.

Due dates for each component are in the class schedule. You will be provided with assignment details and training opportunities (e.g., podcast workshops) for the different components of this assignment. You will learn about power mapping, infographics, and annotations during lectures and in your seminars.

**Final Exam (25%): TBA**
The exam will cover material from the whole term. The exam will likely be a mix of multiple-choice, short answer and paragraph length questions. It will cover material from the lectures, podcasts, films and readings.
## Class Schedule:

### Week 1 (Friday, Sept 9): Course Overview & Logistics

### PART I: Environment, Justice and Society—a conceptual introduction

### Week 2 (Sept 12, 14, & 16): Through the Lens of Hurricane Catrina: An Introduction to Course Concepts

**Monday & Wednesday**—In Person Lectures: Through the Lens of Hurricane Catrina: An Introduction to Course Concepts

*Required Readings:* Pulido (2000); Waldron (2019 Ch 2); Verghese (2021)

**Friday**—Virtual Seminar: Zoom Orientation & Seminar Logistics
(see course link site for zoom meeting info and link)

*Required readings:* Seminar Information (Pdf, course link)

### Week 3 (Sept 19, 21 & 23): Settler Colonialism & Racial Capitalism I

**Monday & Wednesday**—In Person Lectures:

**Monday**—Drinking water in Flint Michigan
*Required Readings:* Pulido (2016)

**Wednesday**—‘Plantationocene’, ‘Capitalocene’ & Climate Crisis

**Friday**—Virtual seminar: Librarian, Guest lecture & Assignment Overview

Submit your group contract

### Week 4 (Sept 26, 28 & 30): Settler Colonialism and Racial Capitalism II

**Monday & Wednesday**—In Person Lectures: ‘Unnatural’ Disasters & ‘Disaster Capitalism’
Required Readings: Klein (2008); Keyes et al (2006); Germain 2021; Bani (2016)

Friday— Virtual seminar: Global Climate Wall

Required Readings: Miller et al., (2012) “Global Climate Wall” (Executive summary and Introduction)

“*Group Seminar reflection due by midnight*”

PART II—Case Studies & Deep Dives

Week 5 (OCT 3, 5, 7): Environmental Regulation, Knowledge & Visibility

Monday & Wednesday—In Person Lectures:


Friday—Virtual Seminar: Pollution is Colonialism

Required readings: land and refinery website https://www.landandrefinery.org/  
Download: Pollution reporter App

“*Group Seminar reflection due by midnight*”

“For next Seminar*:

- Use the discussion board to choose a company form the ‘Pollution Reported’ App

Week 6 (Oct 12; 14): Follow the Money

Wednesday—In Person Lecture: Follow the Money

Required Reading: Gutstien (2021)

Friday—Virtual Seminar: Power Map

Required:
Create (free): little sis account at: [https://littlesis.org/](https://littlesis.org/)

Watch: 'little sis' instructional videos ('introduction to the database' & 'how to create a power map') at [https://littlesis.org/help](https://littlesis.org/help)

Research: your group’s company (see seminar guide for details)

**Group power map due by midnight**

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<tr>
<th>Week 7 (Oct 17, 19 &amp; 21): Geographies of Extraction &amp; Dispossession I, Land Grabs and Mineral exploration in Northern Ontario</th>
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<tr>
<td><strong>Monday &amp; Wednesday</strong>—In Person Lectures: Land Grabs and Mineral Exploration in Northern Ontario</td>
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<td>Required readings: TBA</td>
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<td><strong>Friday</strong>—Virtual Seminar: Reading Between the Lines</td>
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**Group Reflection due by midnight**

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<th>Week 8 (Oct 24, 26 &amp; 28): Geographies of Extraction &amp; Dispossession II, Infrastructure &amp; Critical minerals in Northern Ontario</th>
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<tr>
<td><strong>Monday &amp; Wednesday</strong>—In Person Lectures: Infrastructure &amp; Critical minerals in Northern Ontario</td>
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<td>Required readings: TBA</td>
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<td><strong>Friday</strong>—Virtual TA/Group check in &amp; TA Assignment Support</td>
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**Power Map (harm Assignment) Due**

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<th>Week 9 (Oct 31, Nov 2 &amp; 4): Geographies of Extraction &amp; Dispossession III: Policing, surveillance &amp; criminalization</th>
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<tr>
<td><strong>Monday &amp; Wednesday</strong>—In Person Lecture: Policing, Surveillance &amp; Criminalization</td>
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Required readings: Pasternak (2022; 2014); Crosby & Monaghan 2018(chapter 2); finish reading ‘Climate Wall’.

**Friday**—Virtual Seminar

**“Group seminar reflection due by midnight”**
Nov 4: 40th day of class

**PART III: Climate Justice and Resistance Movements**

Week 10 (Nov 7, 9 & 11): Strategies I: Financial, Legal and Governance Strategies

**Monday & Wednesday**—In Person Lectures: Financial, Legal and Governance Strategies

Required Readings: Imai & Ross 2020; Scott et al (2021) FPWW 2014; Mackintosh (2022 August 18); Simmons (Aug 10, 2022); INET 2018

**Friday**—No meeting, podcast seminar time in lieu. (Use this time to complete your podcast!!)

Week 11 (Nov 14, 16 & 18): Strategies II: Guest Panel Discussion

**Monday**—Guest Panel 1 (TBC)

**Wednesday**—Guest Panel II (Tim Groves, journalist & advisor/ Merle MJSN)

**Friday**—Virtual Seminar: Guest Panel Reflection

**“Group reflection due Friday, Midnight”**

**“Podcast and Annotation due Thursday, Midnight”**

Week 12 (Nov 21, 23 & 25): Strategies 3—Direct Actions & Blockades

**Monday & Wednesday**—Lectures: Direct Actions & Blockades

Required Readings: Goldtooth, Saldamando & Gracey (2021)
**Friday—No meeting.** Podcast seminar, time in lieu. (Use this time to complete your Essay!)

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**Week 13 (Nov 28, 30 & Dec 2): Course Wrap Up**

Monday & Wednesday—Lectures: TBA/catch up, course wrap up & Exam Q&A

**Friday—** Virtual check-in/TA support

**Exam Study Guide posted**

Individual essay due By Dec 2, 5pm course link

**FINAL EXAM: TBA**

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**2030 Reading List (by week, not alphabetical):**

**Week 2:**


**Week 3:**


**Week 4:**


**Seminar:**


**Week 5:**


Michell Murphy (2013) Chemical infrastructures of the St Clair River. In Boudia, Soria and Jas Natalie eds. *Toxicants Health and Regulation Since 1945*


**Week 6:**

Gutstien, Donald (2021) Fossilized Finance. Canadian Centre for Policy Alternatives

**Week 7:** TBA, check course link for details

**Week 8:** TBA, check course link for details

**Week 9:**


Finish reading *Climate Wall*

**Seminar**

*Climate wall*

**Week 10:**


**Week 11:** TBA check course link

**Week 12:**

The Role of Your TAs:
This course has 1 TA assigned to it. You can expect TAs to be courteous, professional and respectful, and to apply course/department policies in a fair and consistent way. In return, it is expected that you engage respectfully and courteously with your TA. Examples of respectful engagement include but are not limited to: notifying your TA in advance, by email, if you are unable to attend a scheduled appointment; making all reasonable efforts to attend scheduled office hours; and always using polite, respectful language in email or in-person interactions. Abusive, disrespectful interactions with your TA will not be tolerated under any circumstance.

In general TAs will be responsible for the majority of the grading in this course. You are encouraged to review your assignments with them, especially if you have any concerns or questions about the grading. Your responsibilities in this regard are to:

1) If you have a concern or question, or would like assignment feedback, you must first email your TA a detailed note outlining your concern before attending their office hours to discuss the grade.

2) Once you have discussed with your TA, if you continue to have concerns about the grading of an assignment (not the same as disagreeing about your grade) you are welcome to make an appointment with me to discuss further. Please note that I will likely speak to the TA about your assignment and their rational for grading it, and that if I agree to re-grade your assignment the grade could go up or down.

3) Office hours specifically designated for TA feedback and other approvals will be scheduled at relevant times in the semester and communicated in advance to students. You are expected to make every effort to meet with your TA during these designated times, and only request a meeting should you have a real conflict with these times.

4) You are expected to meet with your TA to discuss assignments in a timely manner shortly after grades are released.

Course/ Department/ University policies

Note Taking: Students are responsible for taking their own notes during lectures. Materials, such as power point slides, provided on the course D2L page 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. For any questions related to course content or requirements, please use the discussion boards on Course link. For any individual/confidential concerns,
please email your TA. If your TA cannot help you they will direct you to the instructor. 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:

In-Class Activities: If you miss one of these activities you will receive a mark of zero unless
the Instructor excuses you from the activity ahead of time due to extenuating circumstances.

Assignments: Unless an extension is discussed well ahead of the due date, late penalties of
5%/earned grade/day (including weekends) will be assigned. 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 November 2, 2017. For regulations and procedures for Dropping Courses.