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, resource use and environmental governance 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 and materials (e.g., films). 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:

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

2. Book review 2 & podcast: Unsettling Canada by Arthur Manuel (20%)—Due March 20
   *Includes book group podcast (5% due April 3)

3. Class Participation and Engagement (20%)—Ongoing, in class
   *Includes on-time Book Club written submissions (3 X 2% = 6%)
     Written submission 1: due February 7 by 3:20 pm
     Written submission 2: due March 13 by 3:20 pm
     Written submission 3: due March 27 by 3:20pm

   *Includes at home engagement exercises (3X2%=6%) Please see the syllabus for details
   *Includes in-class discussion/engagement exercises (not tests) (8%) ongoing

4. Midterm Exam (in class) (20%)—February 24th in class

5. Final Exam (25%)—April 9

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 text has been used in previous iterations of the course 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.

Schedule of Meetings (Provisional)
## PART I: CONCEPTS

### Week 1 (January 6, 8 &10)

**Monday**: Course Overview & Introduction

**Wednesday & Friday**: Framing Environment-Society Relations (and why it matters); Frame 1—Overpopulation & Scarcity

**SIGN UP FOR A PODCAST WORKSHOP!!!**

### Week 2 (January 13, 15 &17)

**Monday**: Frame # 2— The “Tragedy of the Commons” Part I (Institutions, Property, and “The Commons”)


**Wednesday & Friday**: Part II—Institutions, Property, and “The Commons” (case study: fisheries and local knowledge)

In Class film: “The Commons”

**HOMEWORK**: complete the “The Commons” at home reflection exercise **Due, Sunday midnight on courselink**

*Book club group self-selection process ends*

### Week 3 (January 20, 22 & 24)

**Monday & Wednesday**: Frame #3— “Governments are Inefficient”, Markets, Privatization and Commodification; Book Club Assignment discussed

**Friday**: Podcast Workshop I

*Book Club groups posted January 20 on course link*

### Week 4 (January 27, 29 & 31)

**Monday & Wednesday**, Frame # 4: Political Economy (Part I)

**Friday**: Political Economy (part II): “This Changes Everything” (Film. Klein 2014)

**HOMEWORK**: complete the “This Changes Everything” at home reflection exercise **Due, Sunday midnight on courselink**

**Readings**: Klein 2014
<table>
<thead>
<tr>
<th>Week 5 (February 3, 5 &amp; 7)</th>
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<tr>
<td><strong>Monday &amp; Wednesday:</strong> Environmental Justice</td>
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<td><em>Readings: Pulido 2000; Pulido 2016</em></td>
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<td><strong>Friday:</strong> BOOK CLUB! (<em>This Changes Everything</em>) No lecture scheduled</td>
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<td><em>written response is due by 3:20 pm February 7</em></td>
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<th>PART II: CASE STUDIES</th>
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<th>Week 6 (February 10, 12 &amp; 14)</th>
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<tr>
<td><strong>Monday &amp; Wednesday:</strong> Case study Tuna &amp; Fisheries</td>
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<tr>
<td><strong>Friday:</strong> Watch <em>The End of the Line</em></td>
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<tr>
<td>HOMEWORK: complete the <em>The End of the Line</em> at home reflection exercise <strong>Due, Sunday midnight on courselink</strong></td>
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<tr>
<td><em>Book Review I (This Changes Everything) Due Feb 14</em></td>
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<tr>
<td>Mid term-exam study guide posted</td>
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<th>READING WEEK</th>
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<th>Week 7 (Feb 24, 26 &amp; 28)</th>
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<tr>
<td><strong>Monday:</strong> IN- CLASS MIDTERM EXAM</td>
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<tr>
<td><strong>Wednesday:</strong> Case Study—Trees &amp; Forests and Deforestation (Accumulation by Deforestation) Part I</td>
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<td><strong>Friday:</strong> Podcast Workshop II</td>
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<th>Week 8 (March 2, 4 &amp; 6):</th>
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<tr>
<td><strong>Monday:</strong> Case Study—Trees &amp; Forests and Deforestation (Accumulation by Deforestation) Part II</td>
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<th>PART III: PROBLEMATICS OF CANADIAN RESOURCE GOVERNANCE—INDIGENOUS RIGHTS AND SETTLER COLONIALISM</th>
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<tr>
<td><strong>Wednesday:</strong> Indigenous Rights, Settler Colonialism and Resource Governance (Introduction)</td>
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<tr>
<td><strong>Friday:</strong> Exam feedback session (<em>details TBA</em>)</td>
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HOMEWORK: watch “Colonization Road & complete the at home reflection exercise
Due, Sunday midnight on courselink

Week 9 (March 9, 11 & 13)

Monday:  Colonization Road Seminar

Wednesday: Indigenous Rights, Settler Colonialism and Resource Governance (continued)

Friday:  BOOK CLUB (Arthur Manuel: Unsettling Canada) No lecture Scheduled

*Written response due 3:20 Pm March 13

Week 10 (March 16, 18 & 20)

Monday & Wednesday: Indigenous Rights, Settler Colonialism and Resource Governance (Continued)

Friday TBA: Course catch up/snow day buffer, OR time to complete your book review

Over the weekend, please watch the short documentary  Resist: The Unist’ot’en’s Call the the Land  https://www.youtube.com/watch?v=vnR7MlcVCeI by Davild Golderg (2015)

Book review 2 Due March 20

Week 11 (March 23, 25 & 27):

Monday & Wednesday: Pipelines & Jurisdiction

Friday:  BOOK CLUB (Yellowhead Institute: Land Back!) No lecture Scheduled

*Written response due 3:20 pm March 27

Week 12 (March 30, April 1 & 3):

Monday & Wednesday: Policing Pipelines
-in- class seminar:  Land Back
-film: Invasion

Friday:  Course Wrap up & Review
*Exam study-guide posted
* Unsettling Canada Podcast Due Midnight, April 3 on courselink

FINAL EXAM APRIL 9
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 three texts: (1) *This Changes Everything*, by Naomi Klein, (2) *Unsettling Canada* by Arthur Manuel, and (3) *Land Back* (Yellowhead Institute Brief). 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 books 1 & 2. THERE IS NO BOOK REVIEW FOR *LAND BACK*; d) for book 2 only: record a brief group podcast.

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.

(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; Text 3 is a Briefing document written by the Yellowhead institute, and much shorter. Begin reading this immediately after you finish book 2. 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 7**.
- Meeting two (*Unsettling*) will take place during class time (instead of lecture) on **March 13**.
- Meeting three (*Land Back*) will take place during class time (instead of lecture) on **March 27**

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 **3:20 pm on the same day**
as book club. **Each is worth 2%** 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 3:20 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 your understanding of course themes and problematics? Note: “critique” does not mean negative, antagonistic reading. 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:** 15% (Due March 20) + **Group podcast:** 5% (Due April 3) See below for details

**THERE IS NO BOOK REVIEW FOR TEXT #3 (LAND BACK)**

**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…..

**(d) Podcast!** as a group, you will write and record a podcast related to Book 2  
*(Unsettling)*. Your task will be to identify one thing from the book that you think it is important for all Canadians to know about and explain what it is and why it is important it in a 3-5 minute podcast. This is the only requirement. You must all participate in the creation of the podcast (but don’t all need to speak; there are lots of tasks such as script writing, recording, and editing…). You may get as creative as you like. To support you in this task you MUST attend a 2 hour podcast workshop run by
the University Library Media Suites. The workshops are offered 4 times over the semester, and you must choose one and immediately sign up for it. They can only accommodate 50 students at a time and they fill up fast. Attendance will be taken at the workshop. To compensate you for the 2 hours involved, you will be given 2 class periods (yes, on a Friday) free. PLEASE NOTE THESE DATES IN THE SCHEDULE. Podcast workshop dates are posted on courselsink. Please sign up immediately.

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.