

GEOG 3020: Global Environmental Change
Department of Geography, Environment and Geomatics
University of Guelph Summer 2022

Disclaimer:

Schedule of lecture topics and assigned readings may change. Any such changes will be announced via CourseLink and/or class email.

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.

Instructor: Dr. Ryan Hackett

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Email expectations: I will attempt to respond to emails within 48 hours, *excluding holidays and weekends*. Please keep this in mind when contacting me by email.

Teaching Assistants:

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Acknowledgement: This syllabus draws from previous versions of Geog 3020 developed by Dr. Jennifer Silver, Dr. Lucy Sportza, and Dr. Kirby Calvert.

Meeting times and location: We will meet from 8:30-11:20 am in RICH 2520. The course will be delivered in-person. While there may be instances where the odd online class session is required to support specific activities, achieve learning goals, or respond to changing public health concerns, I am not planning an online option or to post recordings of lectures. Students registering for the course should be prepared to be on campus twice a week for classes. I will do my best to support unanticipated student absences where appropriate.

Pre-requisites:

7.50 credits, (GEOG 2210 recommended)

Calander description:

This course studies the social drivers of global environmental change and examines how influential governance organizations work in response. The course explores interactions among socio-economic systems, governance institutions, and biophysical processes. Specific attention is given to the causes of climate change and its implications for people and the places they call home.

Anticipated learning objectives:

1. Articulate the processes through which local actions have global influence, and vice versa.
2. Identify and explain the environmental and political-economic factors that increase the vulnerability of a community or a region to global environmental change and assess proposed policy and technology responses.
3. The ability to persuasively and succinctly express evidence-based information, arguments, and critical analyses using mediums and language relevant to your audience.
4. Comfort with ambiguity in the process of undertaking interdisciplinary, issue-oriented research.

Course readings:

All required readings will be available through Courselink and our Ares reading list. Please see the weekly readings/topic list for full details on when the readings should be completed.

Evaluation:

- 40 % Short written assignments X 2 (two short assignments each worth 20%) May 24 and June 6
- 5% Participation (ongoing)
- 20% Term test May 31
- 35% Final test during summer 1 exam period TBA

Detailed explanations of the evaluation components are listed following the schedule of weekly topics.

Course expectations and etiquette:

We will be dealing with subject matter that asks us to examine some core assumptions about humanity, our interactions with each other and with the non-human world. There are not necessarily right or wrong answers to the some of questions we are grappling with. I do not expect you to agree with me, or with each other. I do expect an intensive engagement with the subject matter and a spirit of collegial disagreement and debate. Conflicting approaches to the issues we are studying are expected - so too is reasoned and substantiated argumentation of your position.

Late/Missed Assignments and Penalties:

Assignments are due at the time and date specified unless the instructor has granted a personal extension. Extensions are rare and will only be granted based on legitimate and substantiated rationales. The course moves quickly, and late assignments create logistical and academic challenges. Unless an extension has been granted, late assignments are subject to a penalty of 10% per day, including weekends. After five days a zero will be assigned.

A note on the readings: Some of the readings are challenging. It is not my expectation that you will master every detail or have perfect comprehension. My expectation is that you will do your best and engage with the material. I will spend time in class going over some strategies to assist in your comprehension of the materials and we will spend time in class working through the readings together.

Schedule of topics, readings, and assignments		
Date	Topics	Assigned reading/activity
May 12	Introduction to the course and intro lecture	No Assigned reading
Section One: The science and politics of “global” environmental change		
May 17	The Anthropocene, climate change and biodiversity loss	Waters et al., 2016 Smil, 2015 Klimaszewski-Patterson, A. et al. 2021
May 19	The Anthropocene, climate change and biodiversity loss	O’Brian & Leichenko 2000
Writing assignment one due Tuesday May 24		
Part 2: Geographic regions, social groups, and vulnerability		
May 24	Political and economic explanations and frameworks for solutions	TBA
May 26	North-south equity issues, historical responsibility, domestic difference	Massenberg 2021 Fairhead, Leach & Scoones 2012 Cavanagh & Benjaminsen 2014
May 31	In class midterm test	
June 2	People on the move – climate refugees, migration, and gentrification	Siders, A.R. 2021 Bose 2015 Butler 2014
Writing assignment two Due Monday June 6		
Part 3: International and domestic policy responses and criticisms		
June 7	The United Nations – from Stockholm to Rio, Kyoto to Paris.	Bernstein, S. 2001. Chapter 2 Peake & Smith Chapter
June 9	The United Nations – from Stockholm to Rio, Kyoto to Paris.	TBA Thew et al. 2020 Thomas et al. 2021
June 14	Geoengineering and technological hopes	Hourdequin 2018 Lohmann, L. (n.d.) The injustices inside climate science. The Corner House.
June 16	Domestic policy issues and subnational movements	Eisenack & Roggero 2022
June 21	Social movements Review and test prep	Cretney et al. 2016 Franzen 2019
Exam	TBA During Summer 1 exam period June 27-July 2	

Assignment Details

Short written assignments (Two X 20%):

Two assignments worth 20% each. Assignment number one is due May 24. Assignment two due June 6. On two occasions you will be asked to write and post an informed “blog-style” post that engages with a concept or argument discussed in the course. The assignments should be posted to the Courselink drop box and to the group discussion forum of your assigned peer learning and support group. Full instructions will be posted to Courselink and discussed in class.

Participation (5%): The grade will be based on a limited number of activities including participation in online discussion forums, responding to the blog assignments of your peers, regular attendance, and participation in class activities. Students have been assigned to small peer groups. Each group will have an online discussion forum. Use the form to discuss material with each other, post links or material of interest, have discussions, and support each other. Consider it a collaborative co-learning space. Students will also post their short writing assignments here. You should thoughtfully respond to a minimum of one written assignment from your peers. The response should be substantive. It needs to move beyond “well said. I liked it!” sort of content. If you liked it or it changed your thinking, explain how or why. If you disagree, fine, provide thoughtful, reasoned, and substantiated critique. Feel free to disagree but please maintain a spirit of collegiality and provide reasoned critique.

Mid-term test 20%: A combination of multiple choice and short answer questions. The test will include material covered up to May 31.

Final Exam 35%: A combination of multiple choice and short answer questions. The test is cumulative and will cover selections of all course content.

Grading and requests for reassessment:

You can expect the instructor and your TAs to provide thoughtful and constructive feedback on your assignments in a timely fashion following consistent parameters for assessment and evaluation. There are some instances when errors may occur, or you may want additional feedback about a specific assignment. If you have questions or concerns about grades, please follow the procedures below.

1. If you have a question, concern, or want additional feedback, please make an appointment to speak to your TA first.
2. If after speaking with your TA, you still have concerns, you may request a reassessment of the work. Please note that all requests for reassessment must be made within two weeks of the initial feedback/grade being returned to you. You must also provide a short, written, justification for the request based upon a substantive academic or procedural rationale - not just because you would like a different grade. I will conduct the reassessment and will consult with your TA about their process and rationale for the grade. If I agree to re-grade your assignment, please be advised that this can result in the grade being confirmed, raised, or lowered.

A note on unanticipated absences:

In the event of an unforeseen absence on my part, I will post course materials for the day to CourseLink.

University of Guelph Policy Statements**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.

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 the teaching assistant in the case of the proposal or essay] in writing, with your name, id#, and e-mail contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later. Note: if appropriate documentation of your inability to meet that in-course requirement is necessary, the course instructor, or delegate, will request it of you. Such documentation will rarely be required for course components representing less than 10% of the course grade. Such documentation will be required, however, for Academic Consideration for missed end-of-term work and/or missed final examinations. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

Drop Date

The last date to drop summer semester (6-week) courses is June 23, 2022. For regulations and procedures for Dropping Courses, see 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 book their exams

at least 7 days in advance, and not later than the 40th Class Day. More information:
www.uoguelph.ca/sas

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and enjoins 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. The University of Guelph takes a serious view of academic misconduct, and it is your responsibility as a student to be aware of and to abide by the University’s policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission from the relevant instructors. To better understand your responsibilities, read the Undergraduate Calendar for a statement of Students’ Academic Responsibilities; also read the full Academic Misconduct Policy.

You are also advised to make use of the resources available through the Learning Commons (<http://www.learningcommons.uoguelph.ca/>) and to discuss any questions you may have with your course instructor, TA, or academic counsellor.

Instructors have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion, can be imposed. Hurried or careless submission of work does not exonerate students of responsibility for ensuring the academic integrity of their work. Similarly, students who find themselves unable to meet course requirements by the deadlines or criteria expected because of medical, psychological or compassionate circumstances should review the university’s regulations and procedures for Academic Consideration in the calendar and discuss their situation with the instructor and/or the program counsellor or other academic counsellor as appropriate.

University Policy on Academic Misconduct

Academic misconduct, such as plagiarism, is a serious offence at the University of Guelph. Please consult the Undergraduate Calendar for offences, penalties and procedures relating to academic misconduct.

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.

Online Behaviour

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your username and password