

## Interactions of Environment and Culture

ENST 5311 FA 2021

Monday 2:30 – 5:30 via Zoom

Dr. Martha Dowsley

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### Who's Who? Contacts

I am an associate professor cross-appointed in Anthropology and Geography and the Environment. I also serve as the graduate coordinator for the MES program. Please feel free to contact me regarding the program (supervision, timelines, processes etc.) I will try to include these in the class as well.

Laura Gosse, as a senior Master's student in the program will serve as a peer mentor – please email her if you have questions or comments or need some help or direction! [lgosse@lakeheadu.ca](mailto:lgosse@lakeheadu.ca)

Jennifer McKee is the program secretary. Please email her if you have issues with paperwork (registration, forms etc.) [jlmckee@lakeheadu.ca](mailto:jlmckee@lakeheadu.ca)

Classes are held Mondays 2:30 to 5:30 via zoom. Links will appear on the course web site calendar, on the right side of the landing page in MyCourseLink.

### Course Concept

Environmental studies deal with complex challenges involving humans and the environment. There is rarely a 'correct' answer to environmental issues because they tend to be a balancing act between different values and needs. As such, rather than learning facts about the environment, it is more useful to you to learn about how to deal with these complex issues and weigh different factors in decision making. With this in mind, the course is designed as a student-led seminar.

### Course Goals

- To transition from undergraduate to Master's students, from receiving and interpreting information to creating knowledge
- To develop professional skills in literature review, research design, verbal presentations and written communication of research
- To familiarize students with the mechanics of graduate school, including scholarships, supervision, and structure

### Learning Outcomes

- Strengthen and expand existing literature review skills in finding, comprehending, and synthesizing peer-reviewed literature in the context of broader questions, issues and research directions
- Develop verbal and visual presentation skills, including practice with presentation software
- Improve writing skills to prepare for your thesis and peer-reviewed publications, as well as further professional writing
- To strengthen communication, collaboration and discussion skills

### Referencing

For any referencing for the course, please use Chicago Style or similar. No footnotes or superscript numbering please. Authors should be cited with the year of publication in the text; for example (Wright, 2012) or for three or more authors (Smith et al., 2017). Reference list should include only those sources referenced in the text and must be arranged alphabetically by last name. Examples can be found here:

[https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html)

## Hints for Presentations:

- Do not read from the slide, the text should be a summary and include terms, definitions etc. to enhance the audience's understanding of what you say
- Include relevant pictures and design
- Don't be afraid to ask the audience some questions during the presentation or ask them to raise their hands etc. - participation keeps the audience focused!
- Rule of 3-30-3 for presentations can be applied – 3 seconds for the audience to be captured by your title/opening image and interested enough to continue paying attention. 30 seconds to give the overall point of the presentation – main question or intriguing information – why is this interesting? 3 minutes max. per idea – do not exceed this length of time for a single slide or your audience will lose interest.
- Seminars are a conversation between the presenter and the audience so engage your audience with discussion questions, ask their opinion, etc.

## Evaluation

### Seminar leadership 25%

*Students will present seminars individually* on a topic within the theme assigned. They should coordinate with their peers to minimize overlap and ensure different readings. Readings shall regularly be assigned by the seminar leader 5 days before the seminar. Students may assign up to 4 papers for their peers to read and discuss, but the presentation should include more than these papers. For example, further research, youtube videos (of less than 10 min duration), personal experiences, debate questions etc. These added elements are necessary to build on the assigned readings, generate discussion and build a deeper understanding of your topic.

### Class Participation 15%

Students must attend class, unless an explanation is sent to the professor ahead of time, or an unavoidable situation arises. Students are expected to complete the readings assigned and participate in each seminar.

### Written Assignments 60%

For each of the three themes, students must submit an academic summary paper of ~1500 words in length, properly referenced on their topic. Only the top 2 marks will be used as evaluations for the course. If the student is satisfied with the grades for Themes 1 and 2, a submission of Theme 3 is not necessary. Theme 1 is due week 5, Theme 2 due Week 8. Theme 3 due week 11. The value is 20% each for a total of 40%.

For Week 11 students will present a mock thesis proposal. 'Mock' because it doesn't need the approval of your committee but might serve as a draft of that document. It should include background, theory, research question, methods and expected outcomes. It should be about 2500 words in length and of formal academic style. Value is 20%.

Please note that late penalties are 10% per day, including weekends and holidays. Submissions are due by midnight on Mondays, via email to [mdowsley@lakeheadu.ca](mailto:mdowsley@lakeheadu.ca)

## Schedule and Seminar Leadership

Week	Date	Info
Week 1	September 13 <sup>th</sup>	- Introduction to the program - Introduction to the course, virtual tour of the library, group discussion on seminar topics

<b>Theme 1: Environment – Human Interactions</b>		
Week 2	September 20 <sup>th</sup>	Seminar Presentation: Ana Gonzalez, Tim Vehling
Week 3	September 27 <sup>th</sup>	Seminar Presentation: Darren Johnston, Xia Li, Batool Fatima
Week 4	October 4 <sup>th</sup>	Seminar Presentation: Veronica McGuire, Sarah Siska, Soudabeh Zabet
<b>Theme 2: Indigenous Environmental Issues</b>		
Week 5	October 18 <sup>th</sup>	Seminar Presentation: Xia Li, Soudabeh Zabet, Veronical McGuire <b>Theme 1 Paper Due</b>
Week 6	October 25 <sup>th</sup>	Seminar Presentation: Ana Gonzalez, Darren Johnston, Sarah Siska
Week 7	November 1 <sup>st</sup>	Seminar Presentation: Tim Vehling, Batool Fatima
<b>Theme 3: Current Issues</b>		
Week 8	November 8 <sup>th</sup>	Seminar Presentation: Darren Johnston, Sarah Siska, Batool Fatima <b>Theme 2 Paper Due</b>
Week 9	November 15 <sup>th</sup>	Seminar Presentation: Tim Vehling, Veronica McGuire
Week 10	November 22 <sup>nd</sup>	Seminar Presentation: Soudabeh Zabet, Xia Li, Ana Gonzalez
Week 11	November 29 <sup>th</sup>	<b>Mock Thesis Proposal Presentations</b> <b>Theme 3 Paper Due</b>
Week 12	December 6 <sup>th</sup>	<b>Mock Thesis Proposal Due – No Class</b>