

## Interactions of Environment and Culture

ENST 5311 FA 2022

Monday 2:30 – 5:30

Location: RC 2005

Dr. Martha Dowsley

[mdowsley@lakeheadu.ca](mailto:mdowsley@lakeheadu.ca)

### Introductory Information

I am an associate professor cross-appointed in Anthropology and Geography and the Environment. My research looks at interactions between different cultures and the environment. I work mostly with indigenous peoples to examine how their environmental views can be better balanced against those of the dominant culture.

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 program information in the class as well.

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 in RC 2005. There will be a course web site on MyCourseLink to allow us to share readings and presentations.

\*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) (do NOT post to the class site).

### 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, developing understanding and evaluating disparate information to make decisions
- 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
- To educate students on how learners learn, to facilitate their own learning and be better Graduate Assistants

### 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, and encourage exploration of different presentation tools
- 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

## Course Materials

Various readings and the two e-books are posted on the course Mycourselink site.

Ebooks available for free on the course site:

1. Samson, Colin. 2013. A World you do not know: Settler Societies, Indigenous Peoples and the Attack on Cultural Diversity.
2. Westover, Tara. 2018. Educated, A Memoir.

You need to order yourself:

1. Martis, Eternity. 2021. They said this Would be Fun: Race, Campus Life and Growing Up.

## Evaluation

### Seminar leadership 20%

*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. Other materials that might be included are other academic 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 20%

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.

For each week, students must post a reflection on the readings on the web site chat. This should be a sizeable paragraph commenting on several of the readings and reflecting on personal experiences, other course work etc. Students may be called upon in class to expand on their reflection as part of our discussions on seminars or other readings.

Students will also be asked to read 2 books. One ethnography to familiarize yourselves with Native-Settler relationships in Canada and one to help you develop as critical thinkers and reflect on your own intellectual journey. Students will be called upon in class to comment each week on the book reading assigned.

### Written Assignments 40%

For each of the three themes, students must submit an academic summary paper of ~1500 words in length, properly referenced on their seminar topic. This paper should be in the form of a background section for a grant application. Therefore, it should be concise, focused and highlight the important research questions.

Only the top 2 marks for three written assignments will be used as evaluations for the course. If the student is satisfied with the grades for Themes 1 and 2, a submission of Themes 3 is not necessary. The value is 15% each for a total of 30%.

Your other written assignment (10%) is to select one of the three books we will read and write a discussion of it linking it to other course material. You should reference other course material and use the book to tie together different ideas from the readings. 1500 words plus references.

### Scholarship Application 10%

Students should review funding options and select one. Students should submit their application package and the link to the requirements to the professor 10 days before the application is due. This allows for feedback to strengthen the applications and provides 10% of the grade in this course.

<https://www.lakeheadu.ca/programs/graduate/graduate-funding/internal-scholarships-bursaries-and-awards>

### Mock Thesis Proposal Presentations 10%

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 10%.

### **Schedule and Seminar Leadership**

<b>Week</b>	<b>Date</b>	<b>Info</b>
Week 1	September 12 <sup>th</sup>	Introduction to the course, discussion on seminar topics Self-Authorship Reading Figure out Scholarship opportunities
<b>Theme 1: Environment – Human Interactions</b>		
Week 2	September 19 <sup>th</sup>	Seminar Presentation: Kylan (forest fire fighting) Discuss Preface and Ch 1 'A world you do not know' by Samson Self-Authorship Reading
Week 3	September 26 <sup>th</sup>	Seminar Presentation: Asha (dams), Holly Samson Ch 2 and 3 Self-Authorship Reading
Week 4	October 3 <sup>th</sup>	Seminar Presentation: Logan, Najiha Samson Ch 4 and 5 Self-Authorship Reading
<b>Reading Week Oct 10th</b>		
<b>Theme 2: Indigenous Environmental Issues</b>		
Week 5	October 17 <sup>th</sup>	<b>Theme 1 Paper Due</b> Seminar Presentation: Asha Samson Ch 6 and 7 Self-Authorship Reading
Week 6	October 24 <sup>th</sup>	Seminar Presentation: Logan, Holly Discuss Westover Part 1 Self-Authorship Reading
Week 7	October 31 <sup>st</sup>	Seminar Presentation: Kylan, Najiha Discuss Westover Part 2 Self-Authorship Reading
<b>Theme 3: Current Issues in Human-Environment Relationships</b>		
Week 8	November 7 <sup>th</sup>	<b>Theme 2 Paper Due</b> Seminar Presentation: Logan Discuss Westover Part 3 Self-Authorship Reading
Week 9	November 14 <sup>th</sup>	Seminar Presentation: Kylan, Asha Discuss Martis introduction, to pg 81 Self-Authorship Reading
Week 10	November 21 <sup>std</sup>	Seminar Presentation: Najiha, Holly

		Discuss Martis pg 82-165 Self-Authorship Reading
Week 11	November 28 <sup>th</sup>	<b>Theme 3 Paper Due</b> Discuss Martis pg 166-end Self-Authorship Reading
Week 12	December 5 <sup>th</sup>	<b>Mock Thesis Proposal Presentations 20 min each</b> <b>Mock Thesis Proposal Due</b> Book Discussion Paper due by end of the week

### 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 or ask them to vote or brainstorm 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 for their opinions, their experiences, ideas, etc.

### 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)