

Interactions of Environment and Culture

ENST 5311 FA 2024

Wednesday 2:30 – 5:30

Location: RB 1046

Dr. Martha Dowsley

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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

Classes are held Wednesdays 2:30 to 5:30 in RB 1046. 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 Tuesdays, via email to 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
- Professional Development: 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.

You need to access this e-book yourself (for free through the library):

Dammed: The Politics of Loss and Survival in Anishinaabe Territory. By Brittany Luby

<https://books-scholarsportal-info.ezproxy.lakeheadu.ca/en/read?id=/ebooks/ebooks6/upress6/2021-01-07/1/9780887558740#page=16>

Evaluation

Seminar leadership 30%

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 2-4 papers for their peers to read and discuss, but **the presentation should include more than these papers**. These are to serve as background to prepare participants for the seminar. 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 is an ethnography to familiarize yourselves with Native-Settler relationships in Canada (Samson) and the other is an environmental history of an area near Thunder Bay.

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 a concise summary of the topic and highlight the important current 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 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 5-7 references.

Mock Thesis Proposal Presentations 10%

In the final few weeks, 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.

Scholarship Application

Students are expected to review potential funding sources and provide draft applications to the professor to support their application.

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

Seminar Leadership	30%
Participation	20%
Written Assignments	40%
Mock Thesis Proposal	10%

Schedule and Seminar Leadership

Week	Date	Info
Week 1	September 4 th	Introduction to the course, discussion of seminar topics Figure out Scholarship opportunities Homework: Read Self-authorship paper 1 Baxter-Magolda, Seminar Readings
Theme 1: Environment – Human Interactions (Past or Present)		
Week 2	September 11 th	Seminar Presentation: Dr. Dowsley – Manomin/Wild Rice How students develop as learners: Self-Authorship Reading Homework: Read Barber, Hodge, Seminar Readings
Week 3	September 18 th	Seminar 1 Presentation: Holly, Francisca Homework: Self-Authorship Reading 5 – grad school
Week 4	September 25 th	Seminar 1 Presentation: Aysha-Liisa, Daniel Homework: Self-Authorship Reading -select one of remaining
Week 5	October 2 nd	Seminar 1 Presentation: Tehya, Ingrid, Julia Samson A World You do Not Know Chapters 1-4
Week 6	October 9 th	TBA
Reading Week Oct 14th -18th		
Theme 2: Indigenous Environmental Issues (Canadian or International)		
Week 6	October 23 th	Theme 1 Paper Due Seminar 2 Presentation: Aysha-Liisa, Francisca Samson Ch 5, 6
Week 7	October 30 st	Seminar 2 Presentation: Daniel, Tehya Samson Ch 7
Week 8	November 6 th	Seminar 2 Presentation: Ingrid, Holly, Julia Luby foreword, Intro, Ch 1
Theme 3: Environmental Restoration		
Week 9	November 13 th	Theme 2 Paper Due Dr. Dowsley Seminar on Environmental Restoration: Rewilding in the UK Seminar 3 Presentation: Tehya, Aysha-Liisa Moch Thesis Presentations: Ingrid, Daniel, Julia

		Homework: Luby Ch 2,3
Week 10	November 20 th	Seminar 3 Presentation: Ingrid, Francisca, Julia Mock Thesis Presentations: Tim, Holly, Aysha-Liisa Homework Luby Ch 4, 5
Week 11	November 27 th	Seminar 3 Presentation: Holly, Daniel Mock Thesis Presentations: Francisca, Tehya Homework: Luby 6, Conclusion
Week 12	December 4 th	Present either Theme 3 paper or book discussion Theme 3 Paper Due Book Discussion Paper due by Dec 10th

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