

Dalhousie University  
College of Sustainability  
**SUST 1000.06**

## **What is Sustainability?**

Fall Term 2020

**Instructors:** Andrew Bergel and Will Langford

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**Video meetings:** email to make an appointment



Grand Pré Saltmarsh (Photo by Nicholas Hill)

### **Calendar Description**

Learning to live sustainably is humanity's greatest and most exciting challenge. The first step is seeing ourselves clearly – our histories, perceptions, intentions, and impacts – as integral to life on Earth. Using an interdisciplinary approach, we investigate the many conceptual frameworks that inform our understanding of sustainability. Through topics such as energy, water, land use, food, urbanization and social equity, we explore what sustainability means in our lives and to the planet.

### **Course Description and Rationale**

Welcome to SUST 1000, the exciting introductory class in Dalhousie's College of Sustainability! Since the foundation of the College of Sustainability in 2009, this class has provided the introduction to the cross-disciplinary approach at the heart of the Environment, Sustainability & Society (ESS) program. Drawing together students from all parts of the university, the course provides a wide-ranging introduction to sustainability, its challenges, and its opportunities. Professors and experts from diverse backgrounds are up on the stage teaching and learning together – an approach that encompasses exactly what we need to move toward a sustainable society: different perspectives and different resources in a conversation with each other. You'll see a political scientist, an historian, a conservation biologist, and a marine biologist, together with guest lecturers from disciplines like architecture, archaeology, engineering and agriculture, and from the community outside the university. We'll be discussing everything from marsh grasses to poetry, from grain elevators to whalesongs.

We're trying to learn how to talk to one another and work together. That, to us, is what interdisciplinary learning is all about: bringing particular interests and talents to the table, and sharing them with others. We're all concerned with the same kinds of issues; we're just trained to ask different kinds of questions and to look for different kinds of solutions. We're passionate about our own areas of expertise, but what we share – concern for improving the place of humanity on the planet – is in many ways more important. This is what you're going to be doing, too, with us and with each other. ESS is all about finding out who you are, where you want to go, and what you can do. You might like art or chemistry or politics – we need them *all* in order to develop sustainable practices, at Dalhousie and around the world. In addition to the flow of issues in class, every Thursday evening we'll host a lecture or event that is open to the public. This way our journey of discovery is shared with the world outside the university.

## University Policies

“This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate.” (read more: [here](#))

**Accessibility:** The Advising and Access Centre and the Student Success Centre (Agricultural Campus) serve as Dalhousie’s centres for expertise on student accessibility and accommodation. Our work is governed by Dalhousie’s Student Accommodation Policy to best support the needs of Dalhousie students. Our team works with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation. (read more: [here](#))

**Student Code of Conduct:** Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don’t follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner. If an informal resolution can’t be reached, or would be inappropriate, procedures exist for formal dispute resolution. (read more: [here](#))

**Diversity and Inclusion – Culture of Respect:** Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported. (read more: [here](#))

**Recognition of Mi’kmaq Territory:** Dalhousie University acknowledges that the University is located on Traditional Mi’kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. You can contact the programs at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803 (leave a message).

## Class Delivery and Format

**Delivery:** Due to the COVID-19 response, SUST 1000 is a fully online course. The syllabus, lectures, assignments, readings, announcements, and supporting resources are all available through the Brightspace course site.

**Format:** Each week, 6 credit hours of “class time” takes the form of: two sets of lecture videos, an ESS Lecture, and a tutorial. All four components are mandatory.

**Lecture Availability:** New lecture videos will be available for viewing each Tuesday and Thursday at 9:00 am. The lectures are pre-recorded and you can make your own schedule for viewing them.

**ESS Lectures:** The ESS Lecture Series is a weekly two-part requirement. Each week, you will view a pre-recorded talk given by an invited speaker **then** attend a live Question and Answer session from 7:05–7:55pm on Thursday. Plan to participate in the Q&A video conference, although a recording will be posted for those unable to attend. Note that ESS Lecture Reflections account for 15% of your grade.

**Tutorials:** Tutorials are a required course component and, through assignments, discussions, and participation, account for 25% of your grade. The tutorials seek to develop skills necessary for researching and writing a successful research paper. Your weekly tutorial session is scheduled for a set day and time. Most of the tutorials do not require a meeting and can be completed individually at a time of your own choosing. However, four tutorials require your participation in a video conference taking place during your scheduled tutorial time. You will also be required to attend one Writing Centre workshop. Tutorial materials will be available each Monday at 9:00 am.

**Assignments and Readings:** You will complete a range of assignments and activities, all submitted on Brightspace. Required readings are available on the Brightspace site.

**Time Commitment:** Expect to spend 15-18 hours per week on all course activities.

## Brightspace Site Information (Learning Management System) and Communications Software

 The Brightspace site contains the syllabus, all videos, all required readings and resources, assignment and tutorial descriptions, class announcements, discussion boards, and dropboxes for all assignments. To access the Brightspace site, visit [dal.brightspace.ca](http://dal.brightspace.ca). Or, click the Brightspace link at the top of the main Dalhousie web page ([www.dal.ca](http://www.dal.ca)) and then log in using your Dal NetID and password. The entire course runs through the Brightspace course site and you should check it daily

 Collaborate, a conferencing platform, serves as a meeting space. It will be used for live tutorial sessions and may also be used for meetings with your teaching assistant or instructors.

 Microsoft Teams, a meeting platform, may also be used for video meetings held with your instructors or teaching assistant.

You need to have an up-to-date internet browser, operating system and supporting software on your computer to take this course. Some of the documents in this course will be available to you in PDF form. If you do not have a PDF reader, download Adobe Acrobat Reader software at <http://get.adobe.com/reader/>. Dalhousie students have free access to the Microsoft Office suite and it can be downloaded at <https://libraries.dal.ca/help/software-downloads.html>.

### Technology Support

- If you require support for the course technology (Brightspace and Collaborate Ultra) you can contact Academic Technology Services (ATS) at [intech@dal.ca](mailto:intech@dal.ca)
- For assistance with other university technologies, like your email, contact Information Technology Services (ITS) at [support@dal.ca](mailto:support@dal.ca)

## Course Communications

### Announcements

Course announcements, including a weekly update, will be posted on the Brightspace course site.

### Questions and Requests for Assistance

If you have a question, your first step should be to thoroughly read through the syllabus, the grading rubric in the assignment dropbox, and check the Brightspace FAQ section. General questions should be posted on the “Asks the Profs” discussion board on Brightspace, which can be viewed by all course participants and is monitored by the course instructors.

Send specific questions or requests for assistance by email to [sust1000@dal.ca](mailto:sust1000@dal.ca). If you would like to speak face-to-face, the instructors are available for video meetings. Please email to arrange a meeting time.

Teaching assistants will also answer specific questions and provide assistance regarding the tutorials and the course assignments. Contact your TA at the email address listed below.

Email and discussion board replies will be made by the next business day.

### TA Contact Information

<b>T01</b> : Thursday, 2:30 – 4:00 pm TA : Myriam Mora <a href="mailto:myriam.mora@dal.ca">myriam.mora@dal.ca</a>	<b>T08</b> : Wednesday, 2:30 – 4:00 pm TA : Madeleine Chauvin <a href="mailto:MChauvin@dal.ca">MChauvin@dal.ca</a>
<b>T02</b> : Monday, 8:30 – 10:00 am TA : Claire Chadwick <a href="mailto:Claire.Chadwick@dal.ca">Claire.Chadwick@dal.ca</a>	<b>T09</b> : Thursday, 10:00 – 11:30 am TA : Victoria Watson <a href="mailto:VWatson@dal.ca">VWatson@dal.ca</a>

<b>T03</b> : Monday, 2:30 – 4:00 pm TA : Gardenio Pimentel da Silva <a href="mailto:gardenio@dal.ca">gardenio@dal.ca</a>	<b>T10</b> : Wednesday, 8:30 – 10:00 am TA : Nidhi D'Costa <a href="mailto:Nidhi.D'Costa@dal.ca">Nidhi.D'Costa@dal.ca</a>
<b>T04</b> : Friday, 11:30 am – 1:00 pm TA : Jenn MacNeil <a href="mailto:Jenn.MacNeil@dal.ca">Jenn.MacNeil@dal.ca</a>	<b>T11</b> : Friday, 10:00 – 11:30 am TA : Nicole MacLean <a href="mailto:NicoleMacLean@dal.ca">NicoleMacLean@dal.ca</a>
<b>T05</b> : Thursday, 1:00 – 2:30 pm TA : Alysha Griffin <a href="mailto:Alysha.Griffin@dal.ca">Alysha.Griffin@dal.ca</a>	<b>T12</b> : Tuesday, 8:30 – 10:00 am TA : Priyanka Varkey <a href="mailto:Priyanka.Varkey@dal.ca">Priyanka.Varkey@dal.ca</a>
<b>T06</b> : Friday, 1:00 – 2:30 pm TA : Clay DaSilva <a href="mailto:cdasilva@dal.ca">cdasilva@dal.ca</a>	<b>T13</b> : Tuesday, 4:00 – 5:30 pm TA : Megan Pagnielo <a href="mailto:megan.pagnielo@dal.ca">megan.pagnielo@dal.ca</a>
<b>T07</b> : Monday, 4:00 – 5:30 pm TA : Jessica MacKeen <a href="mailto:JMacKeen@dal.ca">JMacKeen@dal.ca</a>	<b>T16</b> : Wednesday, 1:00 – 2:30 pm TA : Gabby Mills <a href="mailto:Gabrielle.Mills@dal.ca">Gabrielle.Mills@dal.ca</a>

### SUST 1000 Overview

This course consists of four clusters. The instructors will be joined by a variety of guest lecturers from Dalhousie and beyond, to share expertise and perspectives as we work to develop your understanding of the sustainability challenge.

1. A Place: Halifax and Grand Pré (September 7 – September 25)
2. A Process: Displacement (September 28 – October 16)
3. A Being: The Whale (October 19 – November 6)
4. An Element: Water (November 16 – December 4)

### Master Schedule of Course Activities

The master schedule (posted on Brightspace) is a component of this syllabus and contains details of the dates for all lectures, readings, tutorials and assignments. In the event of conflict, the dates on the master schedule will prevail. You must complete **all** scheduled course components. The ESS Lecture Series and the tutorials are **not** optional.

### Course Prerequisites

SUST 1000 is open to all Dalhousie students. There are no prerequisites or exclusions. The course fulfills the university Writing Requirement, as well as the Life & Physical Science credit (for BA students) or Social Science credit (for BSc students).

### Learning Outcomes

A student who successfully completes this course will be able to:

- Identify and discuss the three pillars of sustainability
- Develop abilities in (a) drawing upon and (b) making connections between multiple voices and perspectives (academics, practitioners, activists, etc.)
- Demonstrate knowledge of interdisciplinary issues and practices by recognizing the methods of other disciplines that are used to engage sustainability issues
- Identify and discuss a variety of knowledge systems (traditional knowledge, indigenous knowledge), including how they are integral aspects of sustainability;
- Present analyses and ideas through different modes of written expression, including reflective, positional writing, and academic writing
- Develop a successful interdisciplinary research paper, including an outline, draft, peer-review, and final submission

- Interpret multiple forms of written expression, including peer-reviewed literature and popular media
- Evaluate numerical and visual evidence used to support an argument
- Locate diverse ideas and scholarly sources of information, critically analyze arguments, and demonstrate conclusions based on evidence
- Identify the interactions within and between complex sustainability challenges by analyzing historical and current issues of environment, sustainability, and society
- Describe and analyze the links between human societies and environmental and sustainability challenges
- Recognize and describe their subjective position in the world with respect to sustainability issues through the completion of reflective writing assignments
- Present ideas, reflections, and research to small groups and practice respect for diverse perspectives in discussing and challenging sustainability understandings and solutions
- Understand the need for multiple exposures to material in order to develop a solid understanding of it (listening to lectures, reviewing notes, reading texts, participating in discussions, etc.)

After this course is over, we want and hope that students will:

- Decide to become more involved in sustainability in some way
- Value the importance of many diverse voices at the table in this field of study
- Have learned about their own pre-existing sustainability values
- Effect personal change about sustainability issues

#### **Acknowledgement**

*SUST 1000 was originally developed and taught by Steve Mannell (School of Architecture) and Claire Campbell (Department of History), demonstrating a cross disciplinary contribution that remains both central and invaluable to the class's current vision and focus.*

## Lectures, Readings, Assignments, Tutorials, and ESS Lecture Series

The class lecture themes are listed below. It is best to watch the lecture videos in the order that they are listed on Brightspace. The readings are required and should be completed each week. All assignments are due before midnight on the date specified. Recorded ESS Lectures will be posted ahead of the synchronous Thursday evening Question and Answer sessions. All tutorial materials are posted to the Brightspace site.

Important Dates in the Academic Year (including add/drop dates) are listed [here](#).

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### Week 1 (7 Sept)

**Lectures:**

- September 8 – City and Hinterland
- September 10 – Ecologies and Vernaculars

**Readings:**

- Bruntland, G. H., et al. (1987). Chapter 2: Towards Sustainable Development. *Our Common Future: The Report of the World Commission on Environment and Development*. New York: United Nations.
- Sable, T., & B. Francis. (2012). *The Language of This Land, Mi'kma'ki* (pp. 19-25). Sydney, NS: Cape Breton University Press.
- Ta'n Weji-sqalia'tiek: Mi'kmaw Place Names (2010), <http://mikmawplacenames.ca>

**Assignments:**

- No assignments due

**ESS Lecture Series:**

- September 10 – College of Sustainability Welcome Back and Orientation

**Tutorial:**

- No tutorial during the first week
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### Week 2 (14 Sept)

**Lectures:**

- September 15 – Wetland Lifeways
- September 17 – Manipulating Wetlands

**Readings:**

- Bleakney, J. S. (2004). *Sods, Soil, and Spades: The Acadians at Grand Pré and Their Dykeland Legacy* (pp. 20-33). Montreal and Kingston: McGill-Queen's University Press.
- Meloney, N. (2018, April 22). Mi'kma'ki Water Walk Moved to Earth Day to Protest Natural Gas Project. *CBC News*.
- Moomaw, W., et al. (2018, September 12) What the world needs now to fight climate change: More swamps. *The Conversation*.
- Ross, S. (2002). *Dykes and Aboiteaux - The Acadians Turned Salt Marshes into Fertile Meadows*. Grand Pré: Société Promotion Grand-Pré.
- Wicken, W. (2002). *Mi'kmaq Treaties on Trial: History, Land, and Donald Marshall Junior* (pp. 129-130). Toronto: University of Toronto Press.

**Assignments:**

- Tutorial Assignment 1A: Syllabus & Brightspace Assignment due Fri 18 Sept (1%)
- Tutorial Assignment 1B: Academic Integrity Module and Quiz due Fri 18 Sept (1%)
- Tutorial #1 Discussion Post: initial post due Sun 20 Sept (2%)

**ESS Lecture Series:**

- September 17 – **Ingrid Waldron**, School of Nursing, Dal - **There's Something in the Water**

**Tutorial #1**

- The tutorial is a synchronous session held by video conference during your schedule tutorial time. Attendance required.
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**Week 3 (21 Sept)****Lectures:**

- September 22 – Orchards and Agriculture
- September 24 – Agriculture, Tourism, and Landscapes

**Readings**

- Carson, R. (1963). *Silent Spring*. Boston: Houghton Mifflin. pp. 245-246; 252-254; 259-261.
- Monbiot, G. (2013). *Feral: Rewilding the Land, the Sea, and Human Life* (pp. 8-9). New York: Penguin.
- Roberts, C. G.D. (1883). *Tantramar Revisited*.

**Assignments:**

- Tutorial Assignment 2: Mind Map due Fri 25 Sept (1%)
- Position Paper 1: “What is sustainability?” due Sun 27 Sept (5%)

**ESS Lecture Series:**

- September 24 – **to be announced**

**Tutorial #2**

- The tutorial is asynchronous. You can complete the week’s tutorial work on your own schedule.
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**Week 4 (28 Sept)****Lectures:**

- September 29 – Displacement
- October 1 – Colonialism, Capitalism, and Land

**Readings:**

- D’Entremont, Y. (2018, July 10). For Milk in Nova Scotia, Organic or Conventional Doesn’t Mean Any Difference at the Store. *The Star Halifax*.
- Peace, T. (2020, 22 July). K’ijipuktuk to Halifax and Back: Decolonization in the Council Chamber. *Active History*.
- Pollan, M. (2006). *The Omnivore’s Dilemma: A Natural History of Four Meals* (pp. 15-19, 23-26; 38-47, 58-64). New York: Penguin.
- Taylor, L. (2018, July 19). U.N. Pact Offers Hope to World’s Climate Migrants. *Reuters*.

**Assignments:**

- Tutorial Assignment 3: Research Question Worksheet due Fri 2 Oct (1%)
- Quiz 1: available Thur 1 Oct, due Fri 9 Oct (2.5%)

**ESS Lecture Series:**

- October 1 – **Romila Verma**, Founder, Water Speaks / School of Environment, U of Toronto - **Water Be Damned**

**Tutorial #3**

- The tutorial is a synchronous session held by video conference during your scheduled tutorial time. Attendance required.
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**Week 5 (5 Oct)****Lectures:**

- October 6 – Industrialized Agriculture
- October 8 – Local and Organic Agriculture

**Readings:**

- Cronon, W. (1991). Pricing the Future: Grain (selections). *Nature’s Metropolis: Chicago and the Great West* (pp. 104-119). New York: Norton and Co.
- Dayen, D. (2017, October 18). Trump Sides with Big Agriculture Over Family Farmers. *The Nation*.
- Shumacher, E.F. (1981). Economics as if People Mattered. In G. McRobie (Ed.), *Small is Possible* (pp. 183-191). New York: Harper & Row.

**Assignments:**

- Tutorial #4 Discussion: initial post due the same day as your tutorial (3%)
- Tutorial Assignment 4: LibGuide Activities Worksheet due Fri 9 Oct (1%)
- ESS Lecture Reflection 1 (Weeks 2-4) due Sun 11 Oct (5%)

**ESS Lecture Series:**

- October 8 – **Jasveen Brar**, Manager, Ocean Bridge Atlantic

**Tutorial #4**

- The tutorial is asynchronous. You can complete the week's tutorial work on your own schedule.
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**Week 6 (12 Oct)****Lectures:**

- October 13 – Suburbs
- October 15 – Social, Spatial, and Ecological Perspective on Food

**Readings:**

- Dietz Chaisson, M. (2017, March 23). From Farm to Table: What's In a CSA Box? *The Signal*.
- Giddings, B. et al. (2005). Back to the City: A Route to Sustainability. In M. Jenks & N. Dempsey (Eds.), *Future Forms and Design for Sustainable Cities* (pp. 13-30). New York: Architectural Press.
- Mannell, S. (2018). The Ark Moment. *"Living lightly on the earth": Building an Ark for Prince Edward Island 1974-1976* (pp. 10-30). Halifax: Dalhousie Architectural Press, 2018.
- Owen, D. (2009). More Like Manhattan. *Green Metropolis* (pp. 1-18, 38-48). New York: Riverhead Books.

**Assignments:**

- Tutorial Assignment 5: Ecological Footprint due Fri 16 Oct (2%)
- Research Paper Outline and Evidence due Sun 18 Oct (5%)

**ESS Lecture Series:**

- October 15 – **Karly Kehoe**, SMU - *Sustainability and Legacies of Resilience in Rural Nova Scotia*

**Tutorial #5**

- The tutorial is asynchronous. You can complete the week's tutorial work on your own schedule.
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**Week 7 (19 Oct)****Lectures:**

- October 20 – Whales and People
- October 22 – Whaling

**Readings:**

- Carson, R. (1951). The Sunless Sea. *The Sea Around Us* (pp. 37-54). Oxford: Oxford University Press.

**Assignments:**

- Tutorial Assignment 6: Writing Workshop Summary due Fri 23 Oct (1%)
- Quiz 2: available Thur 22 Oct, due Friday 28 Oct (2.5%)

**ESS Lecture Series:**

- October 22 – **Sobaz Benjamin**, iMOve - *Re-authoring Our Stories*

**Tutorial #6**

- The week's tutorial is synchronous. Your virtual attendance at a Writing Centre workshop is required.
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**Week 8 (26 Oct)****Lectures:**

- October 27 – Resource or Beings?
- October 29 – Conservation and Preservation

**Readings:**

- Hardin, G. (1968, December 13). Tragedy of the Commons. *Science* 162 (3859), pp. 1243-1248.
- Olstrom, E. (2010). A Multi-Scale Approach to Coping with Climate Change and Other Collective Action Problems. *Solutions* 1(2), pp. 27-36.
- Philbrick, N. (2000). *In the Heart of the Sea: The Tragedy of the Whaleship Essex* (pp. xi-xiii, 1-27). New York: Viking.
- York, R. (2017). "Why Petroleum Did Not Save the Whales." *Socius: Sociological Research for a Dynamic World* 3, pp. 1-13.

**Assignments:**

- Tutorial Assignment 7: Writing Process Exercise due Fri 30 Oct (1%)

**ESS Lecture Series:**

- October 29 – **Cat Abreu**, Climate Action Canada - *Principles of a Just Recovery*

#### **Tutorial #7**

- The tutorial is asynchronous. You can complete the week's tutorial work on your own schedule.
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#### **Week 9 (2 Nov)**

##### **Lectures:**

- November 3 – Whaling and Cultures
- November 5 – Indigenous Peoples and Resources

##### **Readings:**

- Fielding, R. (2018). *The Wake of the Whale: Hunter Societies in the Caribbean and North Atlantic* (pp. 1-13, 141-162). Cambridge, MA: Harvard University Press.
- Hopper, Tr. (2014, August 15). Save (Most of) the Whales: Greenpeace Now Supports Inuit Hunting, But Native Groups Still Wary. *National Post*.
- Myers, R.A. et al. (2007). Cascading Effects of the Loss of Apex Predatory Sharks from a Coastal Ocean. *Science* 315 (5820), pp. 1846-1850.
- Oudshoorn, K. (2018, July 16). Beluga Whale Harvested From Koojesse Inlet. *CBC News*.
- Stiegman, M. & S. Pictou (2010). How do you say Netuklimk in English? In Choudry, A. & D. Kapoor (eds.). *Learning from the ground up*. NY: Palgrave.

##### **Assignments:**

- Tutorial Assignment 8: Tragedy of the Commons Worksheet due Fri 6 Nov (1%)
- Draft Research Paper due Sun 8 Nov (10%)
- Quiz 3: available Thur 5 Nov, due Fri 20 Nov (2.5%)

##### **ESS Lecture Series:**

- November 5 – **Martha Radice**, Sociology, Dal – **Happiness and Sustainability**

#### **Tutorial #8**

- The tutorial is asynchronous. You can complete the week's tutorial work on your own schedule.
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#### **Week 10 (9 Nov)**

*Fall Study Break – No readings, no classes, no tutorials*

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#### **Week 11 (16 Nov)**

##### **Lectures:**

- November 17 – The Blue Planet
- November 19 – Sanitary Cities

##### **Readings:**

- Bruser, D. and J. Poisson. (11 November 2017) Ontario Knew About Grassy Narrows Mercury Site for Decades, but Kept It Secret. *Toronto Star*.
- de Villiers, M. (2003). Water in Peril. *Water: The Fate of Our Most Precious Resource* (pp. 6-18). Toronto: McClelland & Stewart.
- Schultz, J. (2008, January 28). The Politics of Water in Bolivia. *The Nation*.
- *After the Water Wars: The Search for Common Ground*. (2005). Ottawa: International Development Research Centre Canada.

##### **Assignments:**

- ESS Lecture Reflection 2 (Weeks 5-8) due Wed 18 Nov (5%)
- Tutorial Assignment 9: Reverse Outline and Draft Review due Fri 20 Nov (1%)

##### **ESS Lecture Series:**

- November 19 – **Bathsheba Demuth**, Institute at Brown for Environment & Society - **Do Whales Judge Us? Interspecies History and Ethics**

#### **Tutorial #9**

- The tutorial is a synchronous session held by video conference during your scheduled tutorial time. Attendance required.
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#### **Week 12 (23 Nov)**

**Lectures:**

- November 24 – Water Scarcity
- November 26 – Water Security

**Readings:**

- Mannell, S. (2008). A Civic Vision for Water Supply: The Toronto Water Works Extension Project. In W. Reeves & C. Palassio (Eds.), *HTO: Toronto's Water* (pp. 102-111). Toronto: Coach House Books.
- Nadeau, R. A. (1950). *Water Seekers* (pp. ii-iii, viii, ix, 14-21, 76-93). New York: Doubleday.
- Yu, C. (2011, February 27) China's Water Crisis Needs More Than Words. *Nature*, 470. p. 307.

**Assignments:**

- Tutorial #10 Discussion: initial post due on the same day as your tutorial (3%)
- Final Research Paper due Sun 29 Nov (10%)

**ESS Lecture Series:**

- November 26 – **Caroline Merner, Youth4Nature – Emerging from Emergency: From Local to Global Tutorial #9**
  - The tutorial is asynchronous. You can complete the week's tutorial work on your own schedule.
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**Week 13 (30 Nov)****Lectures:**

- December 1 Indigenous Activism and Water Sovereignty
- December 3 Coastal Management and Watersheds

**Readings:**

- Bernhardt, D. (2019, June 2). A Century of Water: As Winnipeg aqueduct turns 100, Shoal Lake finds freedom. *CBC News*.
- Kent, M. (2018, March 22). Canadian Teen Tells UN 'Warrior Up' to Protect Water. *CBC News*.
- Leonard, A. (2010). Writing the New Story. *The Story of Stuff* (pp. 237-252). New York: Free Press.
- McKay, J. (2019, April 18). Iqaluit can pump water from Apex River for 7 years: review board. *CBC News*.

**Assignments:**

- Tutorial Assignment 11: Research Presentation due during your tutorial (2%)
- ESS Lecture Reflection 3 (Weeks 9 and 11-12) due Sun 6 Dec (5%)
- Quiz 4: available Thur 4 Dec, due Fri 12 Dec (2.5%)

**ESS Lecture Series:**

- No Lecture

**Tutorial #3**

- The tutorial is a synchronous session held by video conference during your schedule tutorial time. Attendance required.
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**Week 14 (7 Dec)****Lectures:**

- Review and Exam Prep – Andrew Bergel and Will Langford

**Readings:**

- No Readings

**Assignments:**

- Position Paper 2: 'What is sustainability?' due Tue 8 Dec (5%)

**ESS Lecture Series:**

- No lecture

**Tutorial:**

- No tutorial

**Final Exam:**

- Date of final exam to be set in early October

## Course Assessments

University Grading Practices: Statement of Principles and Procedures (read more: [here](#)).

### Summary

1. Position Papers (2 @ 5%)	10%
2. ESS Lecture Reflections (3 @ 5%)	15%
3. Tutorial Assignments (9 @ 1%, 2 @ 2%)	13%
4. Tutorial Discussions (3 @ 3%)	9 %
5. Tutorial and Workshop Attendance (5 sessions)	3 %
6. Quizzes (4 @ 2.5%)	10%
7. Research Paper (3 components: Outline, Draft, and Final Paper)	25%
8. Final Exam	15%

All due dates are listed on the master class schedule. Upload all assignments in .pdf or .doc or .docx format. (Please do not submit a .pages file, it will NOT work).

### 1. Position Papers (2 papers, 10% total)

Aim for the kind of writing you might find in the Opinion section of a newspaper, or on a professional blog: you can write in the first person, but you need to present your position clearly and provide evidence to convince the reader of your point of view. Citations (APA style) are required for direct quotations, or ideas drawn from sources other than your own direct experience.

Position Paper 1 asks you to present your position on the question: “What is “Sustainability?” State your thesis (position) and provide examples (from your own experience, and/or from national or international events) to support your thesis. Your paper should be approximately 500 words.

Position Paper 2 asks you to reconsider your position on the question: “What is Sustainability?” Your position on this question (your thesis) may have changed significantly, or may remain unchanged from Position Paper 1. In either case, your second argument will be substantially different because you must base your thesis and analysis on evidence drawn from the lectures, discussions, assignments, and readings encountered during the term. All of your evidence, again, must be cited properly in APA format. Your second position paper should be approximately 750 words.

### 2. ESS Lecture Reflections (3 submissions, 15% total)

Your first position paper presented your definition of “sustainability.” The ESS Lecture Reflections are an ongoing exploration of that definition as it evolves over the course of the semester. Each week, you will watch a pre-recorded lecture *in advance* of attending a live Question and Answer video conference on Thursday evening from 7:05 to 7:55pm. This ESS Lecture Series will enable you to hear a speaker who bringing their distinct perspective to the question of sustainability. In your subsequent reflections, consider how each speaker influenced your own view. Did they challenge it, enrich it, or contradict it? (Perhaps all three!) What can you take from each contribution to the Lecture Series?

Each lecture reflection must address both the pre-recorded lectures **and** Question and Answer sessions. Effective reflections will address several specific ESS lectures, briefly summarizing relevant key points of each lecture (including the Question and Answer sessions) to support an integrated discussion of all lectures. Each reflection will contain 1400-1800 words (6-8 pages).

#### POSITION PAPER ACADEMIC INTEGRITY NOTES

- You are to use your own words whenever possible
- Direct quotations from sources must be indicated with quotation marks and correct citations (APA style)
- Ideas from sources also require citations (APA style)

#### LECTURE REFLECTIONS ACADEMIC INTEGRITY NOTES

- You are to use your own words whenever possible
- Direct quotations from the lectures must be indicated with quotation marks
- Direct quotations from other sources must be indicated with quotation marks and correct citations (APA style)
- Ideas from other sources also require citations (APA style)

### 3. Tutorial assignments (9 @ 1%, 2 @ 2%, 13% total)

These short assignments are linked with the weekly tutorials and will help develop your academic writing skills. Instructions on how to complete them will be included in the weekly tutorial materials.

- Tutorial Assignment 1A: Syllabus & Brightspace Quiz (1%)
- Tutorial Assignment 1B: Academic Integrity Module and Quiz (1%)
- Tutorial Assignment 2: Mind Maps (1%)
- Tutorial Assignment 3: Research Question Worksheet (1%)
- Tutorial Assignment 4: LibGuide Activities Worksheet (1%)
- Tutorial Assignment 5: Ecological Footprint (2%)
- Tutorial Assignment 6: Writing Workshop Summary (1%)
- Tutorial Assignment 7: Writing Process Exercise (1%)
- Tutorial Assignment 8: Tragedy of the Commons Worksheet (1%)
- Tutorial Assignment 9: Reverse Outline and Draft Review (1%)
- \*There is no assignment for Tutorial 10.*
- Tutorial Assignment 11: Research Presentation (2%)

### 4. Tutorial Discussions (three discussions, 9% total)

The course features three discussions, each focusing on different questions and themes. The discussions are linked with Tutorials 1, 4, and 10. They take place in the discussion forums on the Brightspace course site. The discussions present an opportunity to further engage with the course material in a collegial setting.

You must make an initial 250-word post before each announced deadline. Once you post, you will be able to read and comment on the posts of your tutorial group members. You are expected to comment on the posts of others and even respond to the responses. The discussion continues until the discussion board is locked at the final deadline

The goal of the discussion is to identify common themes and concerns among the initial responses, and to explore ways of bridging the differences of opinion and reference. It is not to critique a specific post, argument, or position. Please be respectful of your peers and mindful that others may have different, and even opposing, views to your own. When commenting, you are free to point out operational successes and problems as well as opportunities for improvement and/or development (instead of failures). Your commentary must respect the intent of the original authors. Your grade for each discussion will consider your initial post, your level of activity in viewing other students' posts, and your responses.

### 5. Tutorial and Workshop attendance (3%)

During the term, there are four tutorials that require your participation in a video conference at the schedule time of your tutorial section. These synchronous meetings will take place through Collaborate, a conferencing platform. Your attendance at the following tutorials is **mandatory**: Tutorial 1 (Week 2 – September 14-18), Tutorial 3 (Week 4 – September 21-25), Tutorial 9 (Week 11 - November 16-20), and Tutorial 11 (Week 13 – November 30-December 4).

As well, you must attend one Writing Centre workshop to complete Tutorial 6 (Week 7 – October 19-23). A schedule of available workshops will be made available once it is confirmed.

If an illness or extraordinary circumstances prevent your attendance at a tutorial or workshop, you must follow the Late or Missed Course Work policy described below.

You should participate in a constructive, informed, and respectful way. You should be up-to-date on all lectures, readings, and assignments. Attendance does not automatically result in full participation marks. Participation is evaluated by your TA, according to following criteria:

**100%:** Listened (throughout) and contributed to small group or full class activity/discussion. Clearly prepared for discussions of readings and lectures. Completed individual or group work collected at end of tutorial.

**Grades in between:** Lacking in one or more of the requirements above.

**0%:** Disruptive or disrespectful. No meaningful contribution made to small group or full class, clearly not prepared (e.g. did not complete readings, did not watch lectures), distracted (e.g. texting, on social media).

## 6. Quizzes (4 quizzes, 10% total)

A quiz takes place at the end of each cluster. The quizzes are accessible on Brightspace. Each quiz has 10 questions, requiring a mix of multiple choice, true or false, ordering, and fill in the blank responses. You will have 30 minutes to complete each quiz. The quizzes can be taken any time from the last Friday of each cluster (Weeks 3, 6, 9, and 12) until the following Friday.

## 7. Research Paper (25% total)

The purpose of the Research Paper is to allow you to explore an aspect of sustainability and further develop academic research and writing skills. As noted below, the assignment has three components: an outline, a draft, and a final academic essay.

Each tutorial section will be assigned an overarching theme. You will come up with an essay topic and craft a research question that responds to that theme. To develop a complete answer to your question, you will find sources, conduct research, and gather evidence. The thesis of your Research Paper will answer your research question. And your essay will develop your argument with a balance of analysis and cited evidence. The tutorials cover the steps required to complete an academic essay and help hone your research and writing skills.

Your Research Paper will be 7 to 8 double-spaced pages, or 1700 to 2000 words long. It will draw cited evidence from a minimum of 7 sources, including a minimum of 4 peer-reviewed academic sources (books or scholarly articles). Citations will be in APA style. You must include one graph **and** one image that are both clearly relevant to your research; you must refer to these in your body text. Captions and image sources are required for images.

The evaluation will give equal weight given to three elements:

- i) **research** (depth and breadth of appropriate academic sources, selection and use of evidence);
- ii) **analysis** (the clarity, originality and sophistication of argument);
- iii) **writing style and structure.**

### a) Research Paper Outline and Evidence (5%)

Following a template, create an essay outline and summarize your key evidence. To complete this assignment, your research and thinking need to be well-advanced. You will have gathered, read, and analyzed sources, as well as started planning the structure of your paper.

### b) Draft Research Paper (10%)

The Draft Research Paper is a full draft text of your essay. It will be written in academic style, with full paragraphs, in-text citations, and a reference list. Your submission should not be "rough draft." Rather, we expect that you will present your best effort at a complete paper. Your work will be assessed using the same rubric as the final paper. You will receive feedback from a TA.

### c) Final Research Paper (10%)

The Final Research Paper will demonstrate improve on your draft and demonstrate further development in response to TA feedback on the draft. The final paper will be evaluated with higher expectations than the draft. If you re-submit an unchanged or mostly unchanged paper, it will receive a lower grade than your draft achieved.

#### RESEARCH PAPER ACADEMIC INTEGRITY NOTES

- You are to use your own words whenever possible
- Direct quotations from sources must be indicated with quotation marks and correct citations (APA style)
- Ideas from sources also require citations (APA style)

## 8. Final examination (15%)

The final exam takes place during the exam period and is three hours long. The exam includes a combination of multiple choice, short answer and long answer questions. The University Registrar sets the date, time and place of the final examination and it will be scheduled during the exam period of 10-20 December. The final exam schedule will be available in early October.

**Citation Style:** Students in SUST-designated classes must use the APA (American Psychological Association) citation style in all assignments. Students should familiarize themselves with the current edition of the APA style, [available via the Dalhousie Libraries here](#).

**Grading Rubrics:** Each assignment is graded according to a rubric. The rubrics can be viewed on the Brightspace course site. They are located in the dropbox of each assignment. To understand how you will be evaluated, it is recommended that you read the rubric before completing an assignment.

**Grade Book:** Grades for individual assignments will be posted to the Grade Book in Brightspace. Please keep copies of all assignments until the final grades are posted.

**Late penalties:** Assignments submitted after the deadline indicated will be penalized 5% per day, including weekends. Late assignments must still be submitted on Brightspace, but you must also send an email notification to your TA indicating that you have done so. Extensions will be considered in cases of a documented absence or Student Declaration of Absence (see below policy on Late or Missed Course Work).

### Letter Grade Conversion

Final numeric grades will be converted to a letter grade according to the following system:

Grade	% Grade Value	Grade Point	Definition	
A+	90-100	4.3	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	85-89	4.0		
A-	80-84	3.7		
B+	77-79	3.3	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	73-76	3.0		
B-	70-72	2.7		
C+	65-69	2.3	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
C	60-64	2.0		
C-	55-59	1.7		
D	50-54	1.0	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of 'C' is required).
F	0-49	0	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.

## **SUST 1000 and College Policies**

We aim to cultivate a learning environment of mutual respect and collective curiosity. We view teaching as a collaboration between instructors, TAs and students. Our collective goal is for each of us to increase our knowledge base and hone our research, analytical and writing skills within the intersections of environment, sustainability and society. Each of us has responsibilities to ensure the success of this relationship.

As instructors and TAs, we commit to:

- Ensuring that course materials are instructive and engaging
- Communicating expectations clearly to students
- Responding to and integrating student feedback into the course
- Provoking questions, curiosity and constructive feedback from students
- Providing grades that are transparent and consistent among all students

In joining this class, students commit to:

- Completing and engaging in all course components
- Respecting alternative viewpoints that might not coincide with their own
- Endeavouring to follow the course schedule and meet assignment deadlines
- Remaining curious about and critical of the material covered

### **Late or Missed Course Work**

If you experience illness or other severe circumstances that result in late or missed academic requirements (synchronous class sessions or any assessment component) you must:

1. Notify the Instructors by email **prior to** the missed academic requirement deadline or scheduled class / tutorial / exam time; AND
2. Submit the Student Declaration of Absence (SDA) form through Brightspace within three (3) days following your last day of absence.

The submission of the SDA form does not provide an automatic extension for any academic requirements that were missed or late during an absence. Any arrangements for missed or late academic requirements are at the discretion of the course Instructor(s).

### **Accommodation Policy for Students**

We acknowledge and welcome a diverse classroom; if you require specific assistance or support, please let us know, there are many different ways of learning and teaching!

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit [www.dal.ca/access](http://www.dal.ca/access) for more information and to obtain the Request for Accommodation form.

## Academic Integrity

Academic integrity is a commitment to the values of learning in an academic environment. These values include honesty, trust, fairness, responsibility, and respect<sup>1</sup>. All members of the Dalhousie community must acknowledge that academic integrity is fundamental to the value and credibility of academic work and inquiry. We must seek to uphold academic integrity through our actions and behaviours in all our learning environments, our research, and our service.

<sup>1</sup>*"The Fundamental Values of Academic Integrity" (2nd edition), developed by the International Center for Academic Integrity (ICAI).*

### What does academic integrity mean?

At university we advance knowledge by building on the work of other people. Academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people's work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information. Academic dishonesty is unfair to honest students. It is the student's responsibility to seek assistance to ensure that these standards are met.

### How can you achieve academic integrity?

- make sure you understand [Dalhousie's policies on academic integrity](#)
- do not cheat in examinations or write an exam or test for someone else
- do not falsify data or lab results
- do not share/access assignment and exam questions or answers by any means
- Be sure not to **plagiarize**, intentionally or unintentionally, for example...
  - clearly indicate the sources used in your written or oral work. This includes computer codes/ programs, artistic or architectural works, scientific projects, data sets, performances, web page designs, graphical representations, diagrams, videos, and images
  - do not use the work of another from the Internet or any other source and submit it as your own
  - learn how to [paraphrase](#) to avoid copying and pasting phrases or sentences.
  - when you use the ideas of other people (paraphrasing), make sure to [acknowledge the source](#)
  - do not submit work that has been completed through collaboration as your own personal work
  - do not submit work that you completed for another assignment in the same course or a different course without permission from your instructor (this is self-plagiarism)
  - do not take discussion ideas from another student and present them as your own ideas
  - if limited collaboration or discussion of an individual assignment is permitted by your instructor, you must be certain to write your own assignment from start to finish without using the words of another student as your own, and you must acknowledge the collaborators and the extent of the collaboration. If you are not sure, talk to your professor.

**These examples should be considered only as a guide and not an exhaustive list.**

### Where can you turn for help?

If you are ever unsure about any aspect of your academic work, contact your professor or your TA.

- [Academic Integrity website](#) - Links to policies, definitions, online tutorials, tips on citing and paraphrasing, discipline flow chart
- [Writing Centre](#) - Assistance with learning to write academic documents, reviewing papers for discipline-specific writing standards, organization, argument, transitions, writing styles and citations
- [Dalhousie Libraries](#) - Workshops, online tutorials, citation guides, Assignment Calculator, RefWorks
- [Dalhousie Student Advocacy Service](#) - Assists students with academic appeals and student discipline procedures

### What tools does your instructor have to detect academic integrity offences?

- Dalhousie subscribes to [Urkund](#), plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for

originality to confirm that the student has not plagiarized from other sources. Urkund includes work from other student submissions, from the current year and past years.

- Instructors can find their course materials posted on Chegg or Course Hero or any other “online tutoring” service and can request the identity of the contributors and students who accessed the information.
- A simple google search of suspicious text can reveal improper citation and plagiarism.
- Dalhousie Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

### **What will happen if an allegation of an academic offence is made against you?**

As your instructor, I am required to report every suspected offence. The full process is outlined in the [Faculty Discipline Flow Chart](#) and includes the following:

- The College of Sustainability Academic Integrity Officer (AIO) receives allegations from instructors
- Based on the evidence provided, the AIO decides if there is evidence to proceed with the allegation and you will be notified of the process
- If the case proceeds, you will receive a PENDING grade until the matter is resolved, typically after a hearing by the Senate committee that adjudicates AI allegations.

If you are found guilty of an offence, a penalty will be assigned ranging from a warning, to failure of the assignment or failure of the class, to expulsion from the University. Penalties may also include a notation on your transcript that indicates that you have committed an academic offence.

## Student Resources

**College of Sustainability Academic Advisor:** Students with questions or concerns related to their studies, course selections and degree requirements, or who wish to make a plan for study abroad, co-operative education or other learning experiences, can contact Kaarin Tae, the College of Sustainability Academic Advisor. Call 902-494-7860 or email [ess.advising@dal.ca](mailto:ess.advising@dal.ca)

**ESS Library Subject Specialist (Library Resources):** Students with questions or concerns related to finding information sources and managing their research can contact Dominic Silvio, the ESS subject specialist in the Killam Library. Email [d.silvio@dal.ca](mailto:d.silvio@dal.ca)

**Writing Assistance:** Students seeking individual help with their writing are strongly encouraged to contact the tutors at the Writing Centre: <http://dal.ca/writingcentre>

## **Learning and Support Resources**

- General Academic Support – Advising  
Halifax: [https://www.dal.ca/campus\\_life/academic-support/advising.html](https://www.dal.ca/campus_life/academic-support/advising.html)  
Truro: <https://www.dal.ca/about-dal/agricultural-campus/student-success-centre/academic-support.html>
- Black Students [https://www.dal.ca/campus\\_life/communities/black-student-advising.html](https://www.dal.ca/campus_life/communities/black-student-advising.html)
- International Students [https://www.dal.ca/campus\\_life/international-centre.html](https://www.dal.ca/campus_life/international-centre.html)
- Indigenous Students [https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)
- Student Health & Wellness [https://www.dal.ca/campus\\_life/health-and-wellness.html](https://www.dal.ca/campus_life/health-and-wellness.html)
- Fair Dealing Guidelines: <https://libraries.dal.ca/services/copyright-office/fair-dealing/fair-dealing-guidelines.html>
- Copyright Office <https://libraries.dal.ca/services/copyright-office.html>
- Library <http://libraries.dal.ca>
- Writing Centre <http://dal.ca/writingcentre>
- E-Learning website <http://www.dal.ca/dept/elearning.html>
- Faculty or Departmental Advising Support: Studying for Success Program [http://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)
- Student Finance page: [https://www.dal.ca/admissions/money\\_matters.html](https://www.dal.ca/admissions/money_matters.html)
- Student Advocacy Services: <http://dsu.ca/dsas>
- Dalhousie Ombudsperson: [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html)
- Registrar's Office Guide for Students: [https://www.dal.ca/admissions/registrarsoffice/ro\\_student\\_guide.html](https://www.dal.ca/admissions/registrarsoffice/ro_student_guide.html)

## **University Policies and Programs**

- Important Dates in the Academic Year including add/drop dates (read more: [here](#))
- University Grading Practices: Statement of Principles and Procedures (read more: [here](#))
- Scent-Free Program (read more: [here](#))
- Faculty Information: Student Self-Declaration of Absence (read more: [here](#))