

Assignment #2 is due March 11 at 10:00 am. To be submitted via Quercus.

Guidelines for Assignment #2
EXPLORATORY ANALYSIS OF ENVIRONMENTAL 'OBJECTS'

One of the objectives of GGR223 is to introduce students to different approaches to understanding environment-society relations. The three broad categories of analysis introduced in the course are: governance, political economy, and socionatures. The course project gives you an opportunity to apply these different approaches to an object you will select from the list below. Assignment #2 asks you to begin identifying source materials, identifying key problems or questions related to your 'object' and thinking about preliminary connections between evidence and arguments. For Assignment #3 you will write an essay about the same object that reflects ongoing engagement with course analytical categories. You will build on Assignment #2 while responding to feedback you received. More details on #3 will follow.

ENVIRONMENTAL OBJECT: Below is a list of 'objects' that you can choose from. Some of these are clearly 'objects' of environmental concern. Some are considered problems in need of management, while others might be considered solutions (e.g., green roofs). In some cases, the object is on the list because the management or use of it has environmental implications (e.g., sand). These implications may be good, may be bad, or may be both. In some cases, the implications have changed dramatically over time. The focus on 'objects' requires you to engage environmental questions in more concrete terms as opposed to generalized environmental 'issues' (e.g., global warming, water pollution, deforestation). You will still ask big questions, but you will do so using specific evidence and illustrative examples.

Beaver	Golf courses	Natural gas
Bison	Green roofs	Oysters
Concrete	Hemp fibre	Phosphorous
Cut flowers	Milkweed	Sunscreen
Earthworms	Municipal compost	Wildlife bridges

NOTE: If you want to focus on an object not included in the above list, you must email a short 'proposal' (100 word maximum) to ggr223ab@geog.utoronto.ca by noon, March 1.

ANALYTICAL APPROACH: Assignment #2 asks you to do an exploratory analysis of the environmental issues associated with your object through one of the three analytical approaches discussed in class (governance or political economy or socionatures).

RESEARCH AND SOURCES: You will need to do outside research for this project, but your analysis will also need to reflect your engagement with the ideas introduced in lecture and course readings. For each object, there will be a required source to get you started with your research. Links to these object-specific sources will be provided on Quercus. See SECTION 2 description below for more details on object-specific sources and minimum source requirements.

ORGANIZATION: Your assignment will have of two sections. SECTION 1 will be a reflection on what you have learned from an exploratory analysis of your source materials. SECTION 2 will include a bibliography and additional details about the sources that you used.

SECTION 1: Written reflection (500-600 words)

This first section asks you to tell us what you have learned about your object and its environmental implications in relation to the analytical category you have selected (i.e., governance or political economy, or socionatures). In your written reflection, we would like to see you:

- Identify key problems or questions related to the environmental implications of your object (e.g., think of the "problem" that Robbins explores in *The Lawn*). The object-specific required sources are intended to provide inspiration for potential problems or questions.
- Using the analytical approach you have chosen, identify some important factors or dynamics related to the problem(s) or question(s).
- Identify and illustrate how problems/questions are framed or discussed in one or more of your sources. Consider how your analytical approach might help to understand how different actors frame or discuss these issues.

For example, if you were studying "kitty litter" from a political economy approach, how do companies producing and selling kitty litter frame or discuss kitty litter environmental problems and solutions? How might a political economy approach interpret their framing?

Another example: If you were studying "wind turbines" from a governance approach, how might a local community association frame the environmental issues related to wind turbines located near the community? Does this framing differ from that of national government offices?

- Do not be afraid to work with 'inaccurate' sources, such as advertising or online videos; they can be quite useful for identifying how issues are framed or discussed by different actors.
- Use source materials in purposeful ways. Take time to find and evaluate possible sources (i.e., not just top Google hits). Also, think about how you use your sources. Look back to Assignment #1 and Tutorial #3 notes to review some of the different ways sources can be used in your analysis.
- Given the limited space, do not try to report *everything* you learn about your object. Instead, be selective in what you include. Focus on one or two aspects for which you can provide supporting details and examples. You may want to focus on a specific geographical region or a particular aspect of your object.
- For Assignment #2, you do not need an overarching thesis (e.g., "I argue that kitty litter is bad for the environment and more policy needs to be developed to regulate it"). The intent is to help you understand the analytical category you chose and explore an initial set of sources for your final paper.

OPTIONAL: At the bottom of your reflection, you can include an extra 2-3 sentences to describe anything you've learned that is surprising or interesting that maybe did not fit in to your written reflection.

SECTION 2: Description of sources

In SECTION 2 of your assignment, we ask you to provide details on the most interesting and useful sources you found. This list should only include sources you cite in SECTION 1.

Source Requirements:

- minimum of 7 sources: These sources should include:
 - o 2 peer reviewed scholarly sources
 - o 5 *other* types of sources (see list below for ideas)
- object-specific required source: For each object, there we will post a required source that you must read/listen/watch and cite in your reflection. Links to these required sources will be posted on Quercus. This source is intended as a starting point for your research, to provide inspiration for identifying questions/problems. However, your discussion needs to go beyond the analysis and facts in this source.

You can include additional items if you cite them in SECTION 1 or think they are unique or interesting. I will post some advice on Quercus as to how to broaden your search for sources beyond Google. Note: your sources should not mirror what can be found in Wikipedia.

For each source, provide the following information:

- 1) Bibliographic entry (use APA style). I will post instructions specific to APA style on Quercus.
- 2) Source type? Here are some categories that might describe the source type.

- Peer reviewed scholarly journal	- Public information pamphlet (print or online)
- Non-peer reviewed scholarly journal	- News media (print or online)
- Book by academic publisher	- Advertisement (print, online, seen on the street)
- Book by commercial publisher	- Organization website or blog
- Trade journal	- Personal website or blog
- Corporate report	- Online forum
- Government report	- Video
- City regulations	- Other? <i>Provide description of type</i>
- 3) Who is the author or creator? Identify, if you can, their organizational and/or professional affiliation.
- 4) What is the primary historical time frame addressed or discussed in the source? (e.g., present day, 1980s, 2003-05... *Period the source covers – not when published*)
- 5) What is the primary regional focus? (e.g., Canada, Lake Erie, Asia, Toronto, or Chicago & Seattle...)

FORMAT and SUBMISSION:

I will post on Quercus a Word file that you can use as a format template to help you organize your responses and ensure required items are covered.

- o SECTION 1 should be written using full sentences and paragraphs. Once you have drafted your answers, reread and revise to improve grammar, clarity, flow of ideas, connections within/between paragraphs.
- o Provide a total word count at the end of SECTION 1.
- o Use the APA citation style for ideas from outside sources that you reference.

Written assignments for this class are to be submitted in electronic form via Quercus (.doc, .docx, .pdf only). Email submissions will not be accepted. They are due by **10am on the due date** (March 11 for Assignment #2). Anything submitted after 10am will be considered late. Instructions for submission will be provided in Quercus. For late assignments, see the syllabus (page 5) for information on submission instructions and penalties.

CONSIDERATIONS FOR SECTION 1 (WRITTEN REFLECTION)

ANALYTICAL APPROACHES: Below are the three analytical approaches and a few questions associated with them. We are not asking you to answer these directly, nor should you try to answer them all. They may not necessarily be the best ones for your particular object and are intended as a starting point only.

Governance: How is your object managed, especially in relation to its environmental implications? Is it public, private, or mixed management? Is your object considered to be a community or individual problem (or responsibility)? Is its production, use, disposal, and/or movement regulated by government? Or do companies or community users regulate themselves? How do they do that? Who participates in decision-making? If property rights are an issue, what regimes are involved in practice (e.g., private, communal, state, open-access)? Are there groups advocating for a change in the property-rights regime? In discussions on governance issues for your object, what are the assumptions regarding human motives? Etc.

Political economy: What have you learned about the production, use, and/or disposal of your object? Who are the main actors and what are their roles? Who benefits economically in the movement or use of your object? Who might benefit if its movements or use can be limited or controlled? What forms of labour go into your object's production, use, disposal, and/or movement? What types and amounts of investment go into your object's production, use, disposal, and/or movement? Have there been broader changes in the economy or in a related sector that have influenced your object? Etc.

Socionatures: In your reading of sources, is your object considered to be natural, social or both? What is the social importance of your object (e.g., economic value, cultural traditions, other)? What are some of the emotions typically associated with your object (e.g., desire, fear, other)? What aspects of your object are considered 'natural' or linked to the environment? What material aspects of your object (e.g., its physical and/or ecological characteristics) influence the social importance of the object, the emotions attached to it, or how it is managed or incorporated into people's lives? Do your sources consider these material aspects in their analysis of the environment problems (or possibilities) of your object? Etc.

GEOGRAPHIC AND HISTORICAL CONTEXT: In your use of sources, you should note the regional focus and historical period for the source. For example, if you have national-level information, how does that relate to the situation in one city? And as you become more familiar with the environmental issues associated with your object, you are encouraged to be selective in the sources you use. For instance, if you are looking at urban raccoons, is it more interesting to look at one specific period of time (e.g., 2015), or a comparison across time (e.g., 2010s and 1990s), and how might that choice of historical frame influence what you learn? Will you use source materials for just one particular city, two cities, or maybe a neighborhood situation in comparison to municipal policies? You are not required to use the same geographic and historical context for Assignments #2 and #3, but we would like to see you contextualize your research. For example, if you are writing about golf courses, you should consider how the geographic location or historical time period influences what you discover in a source (e.g., reports on golf courses in arid California might be different from British Columbia; or trade magazine stories for golf course industry from the 1970s may differ from ones written in 2010).

ACADEMIC INTEGRITY You should also review the rules and expectations on academic integrity as outlined in the syllabus. Please do not hesitate to contact the instructor or your TA if you have any questions about how to use and properly cite your sources, such as when to use quotation marks.

EVALUATION CRITERIA: Keep an eye on Quercus. I will post details there on how assignments will be evaluated. I will also be posting bits of advice based on discussions I have with TAs and students.