

Assignment #3 is due April 1 at 10:00 am. To be submitted via Quercus.

Guidelines for Assignment #3 **ANALYSIS OF ENVIRONMENTAL 'OBJECTS'**

Objective: 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 use these different approaches through a three-stage process. Assignment #1 asked you to consider how arguments are constructed and evidence is used. Assignment #2 asked you to identify some source materials for your own project, begin thinking about themes, and identify preliminary connections between evidence and arguments. ***For Assignment #3, you will write an essay that uses ideas from those assignments, reflects ongoing engagement with themes of the course, and responds to feedback you received.***

Audience: Write this essay as if you are explaining to someone what you have learned through different analytical approaches to the study of your object. Your essay is meant to teach the reader about multiple ways of seeing your object's environmental implications or connections.

Argument: ***You are using your object as a 'case study' to illustrate how different analytical approaches can help us better understand environment-society relations.*** Your Introduction will include an argument/thesis about the value of the approaches for understanding the environmental implications of your object.

Here are a few examples of what you might want to explain to your reader (i.e. your argument/thesis):

- analytical categories work together to tell a more interesting or urgent story than the common narrative for your object
- analytical category X reveals an important dynamic that is not seen through analytical category Y
- analytical categories suggest contradictory trends

There are others too. Your choice depends on what you have discovered in your research and what seems like a more interesting way to 'teach' your reader about the usefulness (or limitations) of different analytical categories. The reading for Week 5 (Robbins and Sharp) offers an example that you might find useful in thinking about your strategy for this essay.

Which object? You should focus on the same object as you have been researching during the term.

Which categories? For your analytical categories, you should work with two of the analytical categories (governance, political economy, socionatures). In most cases, it makes sense to use the one from Assignment #2, along with a new one (total of two categories). You can add discussion of the third category if it helps.

Which sources? You will need to expand your sources beyond the initial set you identified in Assignment #2. It is your decision which and how many to include in Assignment #3. Key here is the quality of the sources and how you use them.

How much do we need to say about 'facts' and how much about narratives? This is up to you, but you are expected to include some discussion about the narratives associated with your object and its environmental implications or connections (i.e. how these are presented or 'framed' by different actors or sources).

Remember that your 'facts' can be helpful in putting narratives into context (see again, Robbins and Sharp article on the lawn and the handout on Quercus entitled "More on Narrative Framings").

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How much can we use from Assignment #2? What you write for Assignment #3 may incorporate some of your ideas and wording from Assignment #2 but we will be looking for improvements and revisions to make it match Assignment #3's discussion and to reflect feedback from your TA.

FORMAT REQUIREMENTS

- o Length: 1500-1700 words (and 1700 is a strict maximum), not including bibliography or title materials.
- o Include the WORD COUNT (not including bibliography) after your last sentence.
- o Bibliography: provide standard bibliographic information on sources you cite (using APA style). You do not need to include the supplementary information (e.g., intended audience for source)
- o In-text citations should include page numbers like with Assignments #2
- o Title materials on top of page one should include:
 - Department of Geography GGR223 Professor Boland
 - Tutorial: *TA name, section (day/time)*
 - Name: *Your name*
 - Student number: *Last four digits*
- o Use 1.5 spacing and 11 or 12 point font, with 2.54 cm borders. Include page numbers.
- o Optional: You may provide an additional "Notes to the Reader" (max of 70 words) just before the bibliography section. This note can help us understand how you have developed your essay in relation to suggestions on earlier assignments. If you have not incorporated the suggestions, you can use this space to explain why not.

Structure and subsections:

- Given the short length, work out a 'budget' of number of words by section in advance to guide your writing. You will need to make decisions on what to include and what to cut based on what you think is important for your reader to understand what you are explaining.
- Your Introduction should engage your reader by setting the stage for a discussion of your object and how different ways of looking at it might be interesting (or urgent). It should contain a clear statement of an overarching claim that you want to make about what your two analytical categories tell us about your object, which you will then support in the body of the essay. Break the body of your essay into two or three subsections (more than three may result in a fragmented discussion). End your essay with a short section of 'concluding thoughts'.
- If you use subheading titles, make them meaningful. Rather than *Political economy of the lawn*, use a title that suggests your main point for the section such as *Political economy: Production of 'demand'*.

What we will be looking for in Assignment #3

- Discussion of your object in terms of its environmental implications or connections
- Engagement with the question of how and why different analytical approaches matter
- Connection with ideas covered in the course
- Some discussion of narratives (e.g., media stories, images, advertisement, expert reports...)
- Use of evidence to support claims and examples to illustrate your interpretations
- Sources used purposefully (e.g., an article about USA may not be the best source for a Toronto story; an advertisement for weed remover is probably not best source for 'facts' on the safety of pesticides!)
- Builds on Assignment #2 with deeper discussion and new sources and responds to feedback
- Discussion organized in a way that helps convey your overarching idea(s)
- A polished essay that has been proofread for clarity, with proper citations and bibliography
- Concise and easy-to-follow style of writing with logical connections and clear transitions between paragraphs

NOTE: As with earlier assignments, use of first person "I" is welcome.