

University of Toronto
School of the Environment Online Course Syllabus

INTRODUCTION TO ENVIRONMENTAL STUDIES
ENV100H1 F 2020

Welcome to the course!



I CONTACTS

INSTRUCTOR

Name: Simon Appolloni, PhD
Email: simon.appolloni@utoronto.ca
Office: online through Bb Collaborate
Office hours: Wednesdays at noon (Toronto time) or by appointment

LEAD TA & TA for TUT5201

Name: Lauren Spring (Lead TA)
Email: lauren.spring@mail.utoronto.ca
Office: online through Bb Collaborate
Friday, 2 Oct. at 3:30 pm
Tuesday, 27 Oct. at 3:30 pm
Wednesday, 16 Dec. at 3:30 pm

TA for TUT5101

Name: Rebecca McMillan
Email: rebecca.mcmillan@mail.utoronto.ca
Office: online through Bb Collaborate
Thursday, 1 Oct. at 1:30 pm
Thursday, 29 Oct. at 1:30 pm
Tuesday, 15 Dec. at 3:30 pm

TA for TUT5102

Name: Michael Adamson
Email: michael.adamson@mail.utoronto.ca
Office: online through Bb Collaborate
Friday, 2 Oct. at 12:00 pm
Friday, 30 Oct. at 12:00 pm
Monday, 14 Dec. at 12:00 pm

TA for TUT5301

Name: Soha Aria
Email: soha.aria@mail.utoronto.ca
Office: online through Bb Collaborate
Saturday, 3 Oct. at 1:00 pm
Saturday, 31 Oct. at 1:00 pm
Saturday, 12 Dec. at 1:00pm

TA for TUT5302

Name: Ellyse Winter
Email: ellyse.winter@mail.utoronto.ca
Office: online through Bb Collaborate
Wednesday, 30 Sep. at 3:00 pm
Wednesday, 28 Oct. at 3:00 pm
Wednesday, 16 Dec. at 3:00 pm

II COURSE OVERVIEW

COURSE DESCRIPTION:

Ecological concerns have begun to permeate our collective consciousness, and – as the current COVID-19 pandemic has shown us – so has our vulnerability as a species.

Ocean acidification, poisoned land and air, forest clear-cutting, ozone depletion, global climate change, toxic waste sites – the list goes on – all weigh heavily on our emotional and intellectual lives. We are part of the planet we are destroying.



Free use Image by Markus Distelrath from Pixabay

This course introduces students to the scope and seriousness of present ecological concerns, and explores some of the prevailing human-nature relationships undergirding both environmental degradation and sustainability.

We will carry out this exploration in part by touching on some of the major writers and classic essays in the field. Class lectures and tutorials will be online and **synchronous**, supplemented by audiovisuals, guest speakers (pre-recorded, available on Quercus).

STUDENT LEARNING OUTCOMES:

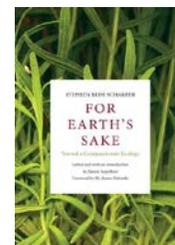
The course is intended as a broad-based introduction to the study of the study of the environment. The objectives of the course are:

1. to provide students with a “functional literacy” in some of the foundational ideas and concepts in the study of the environment;
2. to help students gain a greater knowledge of, and appreciation for, the sundry ecological challenges confronting the planet;
3. to create an educational atmosphere that is respectful, challenging, engaging, and informative; and
4. to help students learn to think critically about environmental issues, and to express their ideas clearly and effectively.

COURSE MATERIAL:

A course book **and** a collection of readings and video recordings:

For Earth’s Sake: Toward a Compassionate Ecology by Stephen Scharper, edited by Simon Appoloni. Toronto: Novalis, 2013. Available as paper back at <https://en.novalis.ca/products/for-earths-sake> as well as an ebook at <https://en.novalis.ca/products/for-earths-sake-ebook-version>



Mandatory (and suggested) readings are freely available through our library system via Quercus.

Mandatory videos related to weekly readings are available on Quercus under the module section; these videos comprise of

1. “Simon’s Asides”: short clips of the instructor explaining one or more aspects related to the week’s readings
2. “Chatting about the Environment [with our authors]”: videos of interviews between instructor and author

III HOW THE COURSE IS ORGANIZED & EXPECTATIONS FOR CLASS PREPAREDNESS

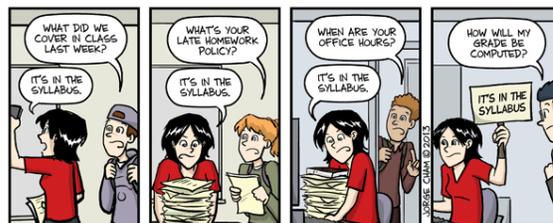
This course is organized by 12 class units over a period of 12 weeks, and 3 tutorials that precede writing assignments.

Over the course of each week, you are expected to spend on average at least **4 hours a week** digesting/viewing all readings and required videos and responding to discussions/quizzes.

You are expected to attend (via Bb Collaborate)

all classes, the three tutorials, and complete and submit all assignments according to the due dates/deadlines. **It is strongly advised to complete all readings the week they are assigned and not to fall behind.**

Class lectures will be recorded, but only available for 2 weeks after each lecture.



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.
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TUTORIAL TIMES AND OBJECTIVES:

There will be three tutorials, all synchronous via Bb Collaborate and all on Mondays: September 28; October 26; December 7

TUT5101	17:00 — 18:00
TUT5102	17:00 — 18:00
TUT5201	18:00 — 19:00
TUT5301	19:00 — 20:00
TUT5302	19:00 — 20:00

Tutorials are designed to help you review the course material, and to draft your assignments and improve your essay writing for assessments. Experience has shown that students who attend and participate in writing exercises offered during these sessions do significantly better in the course than those who do not.

COURSE SCHEDULE & RELEVANT SESSIONAL DATES:

Classes will be synchronous and online via Bb Collaborate Thursdays from 3 to 5 pm (Toronto time). Due to the large class size, breakout sessions will not be available. However, the chat feature will be available, monitored by the Lead TA throughout the class; students can ask questions concurrently as the class is running. At the half-way point in class, there will be a brief pause where questions raised in the chat section to the TA will be shared with the instructor, who can then address the questions in the second half of the class (if the TA has not already addressed the question in chat).

We will use **Mentimeter** software (no cost to students) to encourage engagement in the lectures and to review concepts from previous class lectures and conduct class polls. Having another device to access the internet, such as your cell phone, will help you. However, using the one device and navigating between tabs will also work.

LECTURE OUTLINE:

FES** denotes the course book which you will have to purchase (For Earth's Sake: Toward a Compassionate Ecology***, by Stephen Scharper, edited by Simon Appolloni. Toronto: Novalis, 2013). All other required readings and videos are available on Quercus.

For those with **e-book versions of **FES**, **when only part of a given chapter** I required reading, readers are prompted with explanations of when and where to start and stop reading.

PART 1: Revealing what we've been doing to the planet and to one another

Class 1 (10 September)

We go over course requirements and goals and begin the semester by introducing dimensions of a defining term for our time: the 'Anthropocene'.

Required readings/viewings:

- Class 1 Lecture Introduction video
- "Green Dreams: Religious Cosmologies and Environmental Commitments," by Stephen Scharper, pp. 35-40, in *FES*.
- "The Rise of Nature Deficit Disorder," by Stephen Scharper, pp. 33-34, in *FES*.
- "We All Lose in the War against Nature," by Stephen Scharper, pp. 63-64, in *FES*.
- "The Trial," by David W. Orr, *Conservation Biology*, vol. 20, No. 6 (2006): 1570-1573. DOI: 10.1111/j.1523-1739.2006.00597.x

Suggested reading:

- "Introduction," by Simon Appolloni, pp. 15-23, in *FES*.

➤ **First quiz released 17 September – closes 19 September at 11:59 pm**

Class 2 (17 September)

From its earliest (and heroic) messenger, Rachel Carson, to contemporary scientific frameworks all sounding environmental alarm bells, we continue to learn about this epoch of humans altering nature through chemicals.

Required readings/viewings:

- "The Obligation to Endure," by Rachel Carson, pp. 5-13, in *Silent Spring*. New York: Mariner Book – Houghton Mifflin Company, 2002/1962.
- "The Ecological Crisis," by Stephen Scharper, pp. 47-50, [for ebook readers: first 3 pages, until end of section on Carson] in *FES*.
- "Nature's Dangerous Decline 'Unprecedented' Species Extinction Rates 'Accelerating'" Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) Media Release.
- "Simon's Aside on *Silent Spring*" video

Suggested reading:

- Global Assessment Summary for Policymakers (excerpts for deeper explanations and graphics of the above IPBES report)
https://www.dropbox.com/sh/yd8l2v0u4iqptp3/AACpraYiOYWpTxAFv5H-2vrKa/1%20Global%20Assessment%20Summary%20for%20Policymakers?dl=0&subfolder_nav_tracking=1

Class 3 (24 September)

We continue to learn about the Anthropocene by examining the state of the world's oceans which – as Mitchell tells us – are “our main life-support system, controlling the planet's temperature, climate and key chemical cycles.”

Required reading/viewing:

- “The Last Best Place on Earth,” pp. 21-40, by Alanna Mitchell, in *Sea Sick: The Global Ocean in Crisis*, Toronto: McClelland and Stewart, 2009.
- United Nations – Plastic Ocean
- “Simon's Aside on Oceans” video
- “Chatting about the Environment with Alanna Mitchell” video

➤ **First writing assignment released 28 September (due 5 October)**

➤ **First tutorial 28 September for first writing assignment**

➤ **Second quiz released 1 October – closes 3 October at 11:59 pm**

Class 4 (1 October)

We look at climate change and its effect on the land and its soil and we learn who loses most in our war against nature.

Required reading/viewing:

- “Climate Chaos in the South - The Victims' Story,” Video by National Film Board of Canada, 2010
- “Land is a Critical Resource, IPCC report says”
- “It's Time We Stopped Treating Soil Like Dirt,” *The Guardian* YouTube Network video
- “Simon's Aside on Paradigm Shifts” video

PART 2: Analyzing our current context

➤ **First writing assignment due 5 October**

Class 5 (8 October)

Building from last week's class, we begin our analysis by examining what Scharper calls ‘unequal ecologies’, understanding the unmistakable connection between what we do to Earth systems and to one another.

Required readings:

- “Option for the Poor and the Option for the Earth: Toward a Sustainable Solidarity,” by Stephen Scharper, pp. 154-165 [for ebook readers: from beginning up to subsection entitled “Option for the Poor and a Critique of Modernity] & 170-171 [this refers to the conclusion], in *FES*.

- “The Poor Bear Burden of Environmental Hazards,” pp. 41-43, by Stephen Scharper, in *FES*.
- “Simon’s Aside on Unequal Ecologies” video
- “Chatting about the Environment with Stephen Scharper” video

➤ **Third quiz released 15 October – closes 17 October at 11:59 pm**

Class 6 (15 October)

“The devastation of the planet that we are bringing about is negating some hundreds of millions, even billions, of years of past development of the earth,” Thomas Berry tells us; this is not the result simply of cultural, historical changes. Perhaps one of the reasons for this mess is our mistaken understandings about the human within biotic and urban communities.

Required readings:

- “The Land Ethic,” by Aldo Leopold, pp. 237-264, in *A Sand County Almanac*. New York: Balantine Books: 1966/1970.
- “From Community to Communion: The Natural City in Biotic and Cosmological Perspective,” by Stephen Scharper, the whole chapter, pp. 135-153, in *FES*.
- “Simon’s Aside on the Expansionist Circle of Ethics” video

Class 7 (22 October)

Considering that you (and I) have spent most of our lives in this all-consuming world of ours (education), does it not seem odd that we never (or rarely) discuss what it is all for?

Required readings:

- “What Is Education For?,” by David Orr, pp. 7-15, in *Earth in Mind: On Education, Environment, and the Human Prospect*. Washington, D.C.: Island Press, 2004.
- “Ecoliteracy: Knowledge Is Not Enough,” by Monty Hempel, pp. 41-52, in *The Worldwatch Institute’s State of the World 2014: Governing for Sustainability*. Washington: Island Press, 2014.
- “Simon’s Aside on Why Are You’re here Studying at University?” video
- “Chatting about the Environment with David Orr” video

➤ **Second tutorial 26 October for second writing assignment**

➤ **Second writing assignment released (due 2 November)**

➤ **Fourth quiz released 29 October – closes 31 October at 11:59 pm**

Class 8 (29 October)

Ecofeminism critiques patriarchal violence, capitalism, colonialism, and gender discrimination.

Finding parallels between the oppression of nature and the oppression of gender, it offers insight into fostering liberation for women and the natural world.

Required readings:

- “Monocultures of the Mind,” by Vandana Shiva, *Trumpeter* 10, no. 4: 1999.
- “Ecofeminism: From Patriarchy to Mutuality,” by Stephen Scharper, in *FES*, pp. 85-88 [for ebook readers: from beginning just until section on Rosemary Radford Ruether] 101-114 [from section on Vandana Shiva to the end].

- “Simon’s Aside on Monoculture of the Mind” video
- “Chatting about the Environment with Heather Eaton” video

Suggested reading:

- “Thinking Eco-feminism.” Vandana Shiva (in interview), in *Talking Environment: Vandana Shiva in Conversation with Ramin Jahanbegloo*. New Delhi: Oxford University Press, 2013, pp. 46-66.

PART 3: Redeeming creative spaces for new life-giving relationships

➤ **Second writing assignment due 2 November**

Class 9 (5 November)

“Most of us sense that the Earth is more than a sphere of rock with a thin layer of air, ocean, and life covering the surface,” James Lovelock tells us, adding, “We feel at home here....” What might happen if we actually think this way?

Required readings:

- “The Living Earth,” by James Lovelock, *Nature*, 12/2003, Volume 426, Issue 6968, pp. 769 – 770.
- “The Gaia Theory,” by Stephen Scharper, pp. 68-77 [for ebook readers: from beginning until just before section titled “Theological Responses to Gaia”], in *FES*.
- “Understanding Gaia the Science” video
- “Chatting about the Environment with ‘James Lovelock’” video

➤ **Drop date for fall 2020 semester is Monday 9 November**

➤ **Reading week: no class 12 November**

➤ **Fifth quiz released 19 November – closes 21 November at 11:59 pm**

Class 10 (19 November)

No other discipline – than economics – dictates so pervasively and so incessantly how we conduct our lives every day; perhaps it’s time to challenge the ‘gods of the market economy’ that we have created.

Required readings:

- “Questioning Economic Growth: Our Global Economy Must Operate within Planetary Limits to Promote Stability, Resilience and Wellbeing, Not Rising GDP,” by Peter Victor, in *Nature* 468, no. 7322 (November 18, 2010): 370-71.
- “Moving from a Failed Growth Economy to a Steady-State Economy,” by Herman E. Daly, pp. 176-180, in *Towards an Integrated Paradigm in Heterodox Economics*, Edited By Julien-François Gerber et al. New York: Palgrave Macmillan, 2012.
- “Consumption to Satisfy Our Needs,” by David Suzuki (with Amanda McConnell and Adrienne Mason), pp. 37-49, in *The Sacred Balance: Rediscovering Our Place in Nature*. Vancouver: Greystone Books, 2007.
- “Reverend Billy’s Crusade against the ‘Shopocalypse’, pp. 30-32, in *FES*.
- “Simon’s Aside on Consumerism” video
- “Chatting about the Environment with Peter Victor” video

Suggested Reading:

- The remainder of “Moving from a Failed Growth Economy to a Steady-State Economy,” by Herman E. Daly, pp. 181-189, in *Towards an Integrated Paradigm in Heterodox Economics*, Edited By Julien-François Gerber et al. New York: Palgrave Macmillan, 2012.

Class 11 (26 November)

Thomas Berry stresses that our destructive patterns of living cannot be critiqued effectively or sufficiently from within the traditional humanist ethics or religions, as these have arisen out of a cosmological perspective that places the human being at the center of ethical deliberations, separate from the natural world. Here we explore Indigenous traditions which have allowed Indigenous peoples, in large measure, to perceive a numinous presence within nature and thereby recognize that each aspect of the planet has its own inner life or subjectivity.

Required readings:

- “Traditional Knowledge: Considerations for Protecting Water in Ontario,” by Deborah McGregor, *The International Indigenous Policy Journal* 3, no. 3, 2012: 1-21.
- “Conclusion: From Sustainable Development to Sustainable Liberation: Toward an Anthro-harmonic Ethic,” by Stephen Scharper and Simon Appolloni, pp. 180-199, in *FES*.
- “Simon’s Aside on Moving away from Anthropocentrism” video
- “Chatting about the Environment with Deborah McGregor” video

Suggested Reading:

- “Moment Two & Moment Three,” (Remainder of chapter “The Ecological Crisis”) by Stephen Scharper, in *FES*.
- Simon Appolloni and Heather Eaton. “The ecology of religion: faith leaders are raising sustainability concerns.” *Alternatives Journal*, vol. 42, no. 1, 2016, p. 44-47.

➤ **Sixth quiz released 3 December – closes 5 December at 11:59 pm**

Class 12 (3 December)

To wrap things up, we will do a review of the course, but not before reminding ourselves of our human frailties, the complexity of the world, and how much we really can (and cannot) know about it (at least anytime soon).

Required readings:

- “Slow Knowledge,” by David Orr, *Conservation Biology* 10, no. 3 (Jun., 1996): 699-702.
- “The Gulf of Mexico Oil Spill: Would the Precautionary Principle Have Averted This Disaster?” by Stephen Scharper, pp. 115-120, in *FES*.
- “On Sacrifice, Spirituality, and Silver Linings,” by Stephen Scharper, pp. 172-174, in *FES*.
- “Simon’s Aside on Living Well, Not Better” video

➤ **Third tutorial 7 December for final writing assignment**

➤ **Final writing assessment released 9 December, due 18 December 11:59 pm**



The 16-year-old Swedish climate change activist Greta Thunberg began protesting outside the Swedish parliament in August 2018 when she was 15 about the need for immediate action to combat climate change. She has since galvanized young people to become activists for the environment. On 15 March 2019, over a million students in 112 countries around the world joined her call in striking and protesting.

IV EVALUATION/GRADING SCHEME

Tutorial attendance (3 x 2%)	6% of total grade
Participation in discussion board questions	4% of total grade
Reading comprehension Quizzes (5x 3%)	15% of total grade
First writing assignment	20% of total grade
Second writing assignment	25% of total grade
Final writing assessment	30% of total grade

Tutorial attendance

- TAs will be able to see on Bb Collaborate which students have attended each of the 3 sessions (and for how long) after the tutorial wraps up. They will then award 2% per tutorial to each student who was present for the session.
- If, for technical reasons, you are unable to attend a session, or you log in and then run into technical challenges, it is your responsibility to write to your TA within 12 hours to explain why you were unable to attend the entire session. They will then offer you a way to make up the missed tutorial attendance grade. The onus is on you to reach out to your TA. If they do not hear from you within 12 hours after you miss all or part of a tutorial session, you will automatically be given a grade of 0 for the session.

Participation in discussion board

- Each of the 12 weeks, there will be a question posted on discussion board within individual **tutorial sections** on Quercus based on an issue raised in either Simon's Aside video or Chatting about the Environment [with one of our authors] video.
- While students are welcome – and encouraged – to reply every week and often, to all questions, students will be required to respond once to any 4 of the 12 weekly questions posed (or to another student's response to that question) throughout the course within their assigned TUT section.
- A mark of 1 % for participation will be assigned.
- While there is no right or wrong response, and responses can be short (as short as a sentence or two), they should demonstrate evidence of engagement with the issue at hand. Responses will be monitored by TAs.

Reading comprehension quizzes (5x3%)

- Throughout the course, there will be a set of 6 quizzes (each with 10 multiple choice or true or false questions), based on the course readings for a two-week period. These will be automatic (from Quercus) and available within a limited time period. Some questions have multiple answers, so read the question carefully.

- The quizzes appear every two weeks on Thursdays - running for two days - as a set of 10 questions for which the student will have 30 minutes to answer. Each quiz is worth 3% of total marks (5 quizzes x 3% = 15%).
- Students are welcome to do all six, but only the first five done will count toward their mark.
- Students are free – and indeed encouraged – to have their readings open and available; because they have only 3 minutes or so for each question, it is advisable that they do readings **before** starting the quiz.
- Correct answers will be made available automatically for 24 hours on the following Monday.
- The schedule is as follows:
 - Quiz # 1 (weeks 1 & 2) available 17 September, closes 19 September, 11:59 pm
 - Quiz # 2 (weeks 3 & 4) available 1 October, closes 3 October, 11:59 pm
 - Quiz # 3 (weeks 5 & 6) available 15 October, closes 17 October, 11:59 pm
 - Quiz # 4 (weeks 7 & 8) available 29 October, closes 31 October, 11:59 pm
 - Quiz # 5 (weeks 9 & 10) available 19 November, closes 21 November, 11:59 pm
 - Quiz # 6 (weeks 11 & 12) available 3 December, closes 5 December, 11:59 pm

First writing assignment

- Based on the course material covered in readings, videos and class lectures from the first 4 weeks of class, and using a set essay format for engaging the readings (to be discussed within tutorials), students will write a 550 word [+/- 10%] response to a given reading. Guidance will be given from the TAs. To be handed in using Turnitin.
- Released 28 September; due 5 October
- Worth 20% of total mark

Second writing assignment

- Based on the course material covered in readings, videos and class lectures from the first 8 weeks of class, and using a set essay format for engaging the readings (to be discussed within tutorials), students will write a 600 word [+/- 10%] response to a given reading. Guidance will be given from the TAs. To be handed in using Turnitin.
- Released 26 October; due 2 November
- Worth 25% of total mark

Final writing assessment

- Based on the course material covered in readings, videos and class lectures from the whole course, and using a set essay format for engaging the readings (to be discussed within tutorials), students will write two (2) 650 word [+/- 10%] responses to given questions. Guidance will be given from the TAs. To be handed in using Turnitin.
- Released 9 December; due 18 December
- Worth 30% of total mark



About 8 million metric tons of plastic are thrown into the ocean annually

Jenna R. Jambeck et al., "Plastic waste inputs from land into the ocean." *Science* 13 Feb 2015: 768-

Note: If an unexpected technical issue occurs with a university system (e.g., Quercus services, network outage) that affects availability or functionality, it may be necessary to revise the timing or weighting of the assessments above.

CRITERIA FOR EVALUATING WORK

Full criteria for evaluating work for first, second and final writing assignments/assessment will be discussed in tutorials and available on Quercus. Broadly, students should be able to convey, apply and analyze course materials with precision and accuracy, and with clear focus; their writing style should be free of grammatical errors, spelling or major factual errors.

V COURSE POLICIES

ACCESSIBILITY

The University of Toronto is committed to accessibility. This is an online version of the course; it will be a new experience for many of us. Students with diverse learning styles and needs are welcome in this course! We will try to accommodate disability/health considerations as much as possible. Should you require accommodations, please feel free to contact the instructor or TA and/or Accessibility Services at (416) 978 8060; <http://www.studentlife.utoronto.ca/as>.

AUDIOVISUAL MATERIAL AND RECORDINGS

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session.

Course videos and materials belong to your instructor/TA, the University, and/or other source depending on the specific facts of each situation, and are protected by copyright. In this course, you are permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor.

For questions about recording and use of videos in which you appear please contact your instructor.

ACADEMIC INTEGRITY

On Academic Integrity:

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

1. Using someone else's ideas or words without appropriate acknowledgement.
2. Submitting your own work in more than one course without the permission of the instructor.

3. Making up sources or facts.
4. Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

1. Using or possessing unauthorized aids.
2. Looking at someone else's answers during an exam or test.
3. Misrepresenting your identity.

In academic work:

1. Falsifying institutional documents or grades.
2. Falsifying or altering any documentation required by the University.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see <https://www.academicintegrity.utoronto.ca/>).

USE OF TURNITIN

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

ONLINE COMMUNICATION POLICY

Please use email as a professional tool of correspondence that communicates in a respectful manner. Always place the course name and number in the subject heading of your email. Directly address the instructor or TA by name, and always provide your own (full) name as part of your message.

When emailing your instructor or TA, make sure you write "ENV100" in the subject line. All non-emergency questions should go on the COURSE DISCUSSION BOARD on Quercus; The TAs will regularly check the board and will answer your questions there. Remember to read through the discussion board and course announcements to avoid redundancy. Non-emergency emails that are better directed to the discussion board will not receive a reply. The same applies for emails without the course code in the subject. As with email, all communication on the discussion board will follow the same etiquette as outlined above.

MEDICAL CERTIFICATE & DOCUMENTATION SUPPORTING EXTENSIONS

With the presence of Covid-19, procedures regarding health and wellness and this virus have changed from normal procedures. Students are directed to consult the **COVID-19 Information for University of Toronto Students** at <https://www.viceprovoststudents.utoronto.ca/covid-19/> For this year, the University has announced that students will not require a Verification of Illness (VOI) form. The updated FAQ for students reads as follows:

What should you do if I can't attend class (in-person or remote) and it is affecting my academic work? Students who are absent from class for any reason (e.g., COVID, other illness or injury, family situation) and who require consideration for missed academic work should report their absence through the online absence declaration. The declaration is available on ACORN under the Profile and Settings menu. Students should also advise their instructor of their absence.

NOTE: there will be no make up for missed quizzes or participation in discussion board questions.

MARKING OF ASSIGNMENTS

Should you wish your test paper to be remarked for a miscalculation of marks, simply contact the TA. For concerns about the marking of the content of the writing assignments, please discuss the matter first with the TA who marked your work. For marking of content, you may not simply request that the whole work be re-examined merely because you feel the mark is too low. You must specify to the TA exactly which part(s) require re-examination, outlining coherently reasons why the section deserves a re-examination. Please note that in re-examining the work, the TA is free to lower the mark if she/he deems it merits it. If unsatisfied with your mark, it is only after you have met and discussed your work with the TA who marked your work that you can come to the instructor with your concerns.

QUERCUS

Students are responsible for keeping informed about the course and its content via the course website on Quercus (<https://q.utoronto.ca/>). All documents and resources required for the course, except for the course textbook, will be accessible through this website.

What do you think?

Václav Havel, Czech playwright, essayist, poet, dissident and president of Czechoslovakia, 1989-92, wrote: "Hope is not the conviction that something will turn out well, but the certainty that something makes sense, regardless of how it turns out."

Where do you think we might locate hope today?



VI TECHNOLOGY REQUIREMENTS

This course requires the use of computers, and of course sometimes things can go wrong when using them. You are responsible for ensuring that you maintain regular backup copies of your files, use antivirus software (if using your own computer), and schedule enough time when completing an assignment to allow for delays due to technical difficulties. Computer viruses, crashed hard drives, broken printers, lost or corrupted files, incompatible file formats, and similar mishaps are common issues when using technology, and are not acceptable grounds for a deadline extension.



Students should note that the web browser best suited to work – without glitches – with Quercus, Bb Collaborate, at least in theory, is CHROME. If experiencing technical troubles, try switching browsers first.

If students have more questions, please consult the U of T Vice-Provost site below for information regarding student technology requirements:

<https://www.viceprovoststudents.utoronto.ca/covid-19/tech-requirements-online-learning/>

Please also consult the site below for information regarding online learning:

<https://onlinelearning.utoronto.ca/getting-ready-for-online/>

VII SUPPORT

First year in university is demanding and it can be disorienting and daunting. Student experience can be even more daunting with everything online and the course instructor and TAs working remotely. **Know that while academic standards will remain high, our ENV100 team of instructor and TAs are willing to help you. Reach out!!**

ADDITIONAL SERVICES and SUPPORT

The following are some important links to help you with academic and/or technical service and support

- General student services and resources at [Student Life](#)
- Full library service through [University of Toronto Libraries](#)
- Resources on conducting online research through [University Libraries Research](#)
- Resources on academic support from the [Academic Success Centre](#)
- Learner support at the [Writing Centre](#)
- Information for [Technical Support/Quercus Support](#)

VIII SUGGESTIONS FOR FURTHER READING (in case there is a topic that interests you 😊)

The following books and/or resources can be found normally through our library system; at this time, however, some materials might not be available due to the Covid-19 restrictions. Please check online.

Economics/commerce and environment

Hawken, Paul. *The Ecology of Commerce: A Declaration of Sustainability*. New York: Collins Business, 1993.

Jackson, Tim. *Prosperity without Growth: Economics for a Finite Planet*. London: Earthscan, 2009.

Korten, David. *When Corporations Rule the World*. West Hartford, Connecticut: Kumarian Press, 1995.

Schumacher, E.F. *Small is Beautiful: Economics as if People Mattered*. Vancouver: Hartley and Marks, 1999.

Ethics and environment

- Appolloni, Simon. *Convergent Knowing: Christianity and Science in Conversation with a Suffering Creation*. McGill-Queen's University Press, forthcoming, November 2018.
- Appolloni, Simon. "Messy, Tethered, and Relational: An Exploration of the Ethics of Liberation in the Anthropocene," *Science, Religion, and Culture*, forthcoming in its inaugural June issue, 2018.
- Berry, Thomas. "Ethics and Ecology." Paper delivered to the Harvard Seminar on Environmental Values, Harvard University, 9 April 1996. Accessed June 2013. <https://intuerifarm.wordpress.com/philosophy/ethics-and-ecology-by-thomas-berry/>
- Berry, Thomas. *The Great Work: Our Way into the Future*. New York: Bell Tower Publishing Group, 1999.
- Boff, Leonardo. *Cry of the Earth, Cry of the Poor*. Translated by Phillip Berryman. Maryknoll, NY: Orbis Books, 1997.
- Cheney, Jim, and Anthony Weston. "Environmental Ethics as Environmental Etiquette: Toward an Ethics-Based Epistemology." *Environmental Ethics* 21 (Summer 1999):115–34.
- Cuomo, Chris J. "Getting Closer: Thoughts on the Ethics of Knowledge Production." Accessed August 2013. <http://fore.research.yale.edu/disciplines/ethics/essays/>.
- Garvey, James. *The Ethics of Climate Change: Right and Wrong in a Warming World*. London: Continuum, 2008.
- Guha, Ramachandra. "The Environmentalism of the Poor." In *Varieties of Environmentalism: Essays North and South*, edited by Ramachandra Guha and J. Martinez-Alier, 3–21. London: Earthscan Publications, 1997.
- Jenkins, Willis. *The Future of Ethics: Sustainability, Social Justice, and Religious Creativity*. Washington DC: Georgetown University Press, 2013.
- Leopold, Aldo. *A Sand County Almanac: With Essays on Conservation from Round River*. New York: Ballantine Books, 1966.
- Scharper, Stephen Bede. *For Earth's Sake: Toward a Compassionate Ecology*. Edited by Simon Appolloni. Toronto: Novalis Publishing Inc., 2013.
- Schweitzer, Albert. *Albert Schweitzer: Essential Writings*. Selected with an Introduction by James Brabazon. Maryknoll, New York: Orbis Books, 2005.
- Waldau, Paul and Kimberly Patton (editors). *A Communion of Subjects: Animals in Religions, Science and Ethics*. New York: Columbia University Press, 2006.

Religion and environment

- Appolloni, Simon. "The Roman Catholic Tradition in Conversation with Thomas Berry's Fourfold Wisdom." *Religions* 6 no. 3 (2015): 794–818, doi:10.3390/rel6030794.
- Appolloni, Simon. "Wondering about Wonder as a Possible Antidote to Our Violence against Earth." In *Advancing Nonviolence and Social Transformation: New Perspectives on Nonviolent Theories*. Edited by Heather Eaton and Lauren Michelle Levesque, 265-280. Sheffield, UK.
- Berry, Thomas. "Religions and Ecology in Canada," co-authored with Heather Eaton, for *Alternatives Journal*, 1 March, 2016.

- Berry, Thomas. *The Sacred Universe: Earth Spirituality, and Religion in the Twenty-First Century*. Edited by Mary Evelyn Tucker. New York: Columbia University Press, 2009.
- Berry, Thomas. *The Christian Future and the Fate of Earth*. Edited by Mary Evelyn Tucker and John Grim. Maryknoll, NY: Orbis Books, 2009.
- Delora, Vine. *God is Red: A Native View of Religion*. Fulcrum Publishing, 1994.
- Moe-Lobeda, Cynthia. *Resisting Structural Evil: Love as Ecological-Economic Vocation*. Fortress Press, Minneapolis, 2013.
- Taylor, Sarah McFarland. *Green Sisters: A Spiritual Ecology*. Cambridge Mass.: Harvard University Press, 2007.
- White Jr, Lynn. "The Historical Roots of Our Ecologic Crisis." In *Worldviews, Religion, and the Environment: A Global Anthology*, edited by Richard C. Foltz, 30–7. Belmont, Calif.: Thomson Wadsworth, 2003.

Sustainability and environment

- Angus, Ian. *Facing the Anthropocene: Fossil Capitalism and the crisis of the Earth System*. New York: Monthly Review Press, 2016.
- Boyd, David R. *The Optimistic Environmentalist: Progressing Toward a Greener Future*. Toronto: ECW Press. 2015.
- Carson, Rachel. *Silent Spring*. New York: Mariner Book – Houghton Mifflin Company, 2002/1962.
- Gold, Lorna. *Climate Generation: Awakening to Our Children's Future*. New York: New City Press, 2019.
- Hathaway, Mark, and Leonardo Boff. *The Tao of Liberation: Exploring the Ecology of Transformation*. Maryknoll, NY: Orbis Books, 2009.
- Hawken, Paul. *Blessed Unrest: How the Largest Social Movement in History is Restoring Grace, Justice, and Beauty to the World We Make Things*. London: Penguin Books, 2007.
- Hawken, Paul, editor. *Drawdown: The Most Comprehensive Plan ever Proposed to Reverse Global Warming*. New York: Penguin Books, 2017.
- Klein, Naomi. *The Changes Everything: Capitalism versus Climate Change*. Toronto: Alfred A. Knopf Canada. 2014.
- McDonough, William and Michael Broungart. *Cradle to Cradle: Remaking the Way We Make Things*. New York: North Point Press, 2002.
- McKibben, Bill. *Enough: Staying Human in an Engineered Age*. New York, Houghton-Mifflin, 2003.
- Shiva, Vandana. *Earth Democracy: Justice, Sustainability and Peace*. Cambridge, Mass.: South End Press, 2005.
- Wright, Ronald. *A Short History of Progress*. Toronto: House of Anansi Press, 2004.

Science and environment

- Ehrlich, Anne, and Paul Ehrlich. *Earth*. New York: Franklin Watts, 1987.
- Frodeman, Robert. *Geo-Logic: Breaking Ground between Philosophy and the Earth Sciences*. New York: State University of New York Press, 2003.
- IPCC Fourth Assessment Report. "Climate Change 2007: Synthesis Report." Accessed July 2012.

http://www.ipcc.ch/publications_and_data/publications_ipcc_fourth_assessment_report_synthesis_report.htm.

Lovelock, James. *The Revenge of Gaia: Why the Earth is Fighting Back and How We Can Still Save Humanity*. London: Allen Lane, 2006.

Lovelock, James. *Gaia: A New Look at Life on Earth*. New York: Oxford University Press, 1982.

Mitchell, Alanna. *Sea Sick: The Global Ocean in Crisis*. Toronto: McClelland and Stewart, 2009.

Sale, Peter F. *Our Dying Planet: An Ecologists View of the Crisis We Face*. Berkeley: University of California Press, 2011.

Suzuki, David with Amanda McConnell. *The Sacred Balance: Rediscovering Our Place in Nature*. Vancouver: Greystone Books, 2002.

Swimme, Brian Thomas, and Mary Evelyn Tucker. *Journey of the Universe*. New Haven: Yale University Press, 2011.

Worldviews and environment

Devall, Bill, and George Sessions. *Deep Ecology: Living as if nature Mattered*. Layton, Utah: Gibbs Smith, 1985.

Merchant, Carolyn. *The Death of Nature: Women, Ecology and the Scientific Revolution*. New York: HarperCollins, 1976.

Midgley, Mary. *Gaia: The Next Big Idea*. London: Demos, 2001.

Orr, David W. *Earth in Mind: On Education, Environment, and the Human Prospect*. Washington, DC: Island Press, 2004.

Ruether, Rosemary Radford. "Ecofeminism and the Challenges of Globalization." In *Ecofeminism and Globalization: Exploring Culture, Context, and Religion*, edited by Heather Eaton and Lois Ann Lorentzen, vii–xi. Landham, Md.; Toronto: Rowman & Littlefield, 2003.

Ruether, Rosemary Radford. *New Woman/New Earth: Sexist Ideologies and Human Liberation*. New York: Seabury Press, 1975.

Film and Environment

The Truman Show, US 1998, dir. Peter Weir

Erin Brockovich, US 2000, dir. Stephen Soderbergh

The Milagro Bean Field War, US 1998, dir. Robert Redford

The China Syndrome, US 1979, dir. James Bridges

Avatar, US 2009, dir. James Cameron

Mindwalk, US 1990, dir. Bernt Amadeus Capra

Babette's Feast, Denmark 1987, dir. Gabriel Axel

WALL-E, US 2008, dir. Andrew Stanton

The Grapes of Wrath, 1940, dir. John Ford

