

University of Toronto - School of the Environment
Course Syllabus



INTRODUCTION TO ENVIRONMENTAL STUDIES
ENV100H1-F 2024
Summer Online

Classes Asynchronous
Tutorials Synchronous

I COURSE TEAM & CONTACT INFORMATION

Please read the Communication Policy below BEFORE contacting anyone on the course team, thanks!

Prof. Lisa Mychajluk – Course Instructor

Contact: lisa.mychajluk@utoronto.ca

Office hours / location: Fridays 10am to 11:30am ONLINE *by appointment* -- [Book time with Lisa Mychajluk: Office Hours - ENV100 \(Summer 2024\)](#)

Ming Fei Li – Lead TA

Contact: mf.li@mail.utoronto.ca and Course Discussion Board *for all administrative questions*

Office hours / location: *See Quercus*

Annika Harley – TA

Contact: annika.harley@mail.utoronto.ca

Office hours / location: *See Quercus*

Erica Leighton – TA

Contact: erica.leighton@mail.utoronto.ca

Office hours / location: *See Quercus*

Desiree Kosciulek – TA

Contact: desiree.kosciulek@mail.utoronto.ca

Office hours / location: *See Quercus*

William Ma – TA

Contact: willg.ma@mail.utoronto.ca

Office hours / location: *See Quercus*

COMMUNICATION POLICY – Please read carefully before contacting the Instructor of Teaching Assistants

Please use email as a professional tool of correspondence that communicates in a respectful manner. **Allow up to 48 hours** for TAs and instructor to respond. Always place the course name and number "ENV100" in the subject heading of your email. **Only send emails from your University of Toronto email account – those sent from personal accounts will not be responded to.** Directly address the instructor or TA by name, and always provide your own (full) name as part of your message.

IF THE INFORMATION CANNOT BE FOUND FIRST ON THE SYLLABUS, address all **administrative questions** to the Lead TA via the **COURSE DISCUSSION BOARD** on Quercus. The Lead TA will regularly check the board and will answer your questions there, if they are not already answered. *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.** As with email, all communication on the discussion board will follow the same etiquette as outlined above.

For any questions related to tutorials and assignments, including to **request extensions on due dates**, communicate with **your** TA (the one who runs the tutorials).

II COURSE OVERVIEW



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COURSE DESCRIPTION:

Ecological concerns have begun to permeate our collective consciousness, and – as the COVID-19 pandemic had 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 very planet we are destroying. 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, and considering their assertions in light of current issues.

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.

READINGS:

A collection of readings and video recordings freely available through our library system via the course Quercus page under the "Library Reading List" or provided within "Modules" on the course Quercus page or freely available on the Internet.

Required readings / viewings are listed at the end of this course syllabus. The complete required readings collection will be available under the Library Reading List tab from the start of the course, so you can begin reviewing that material at any time.

Supplemental readings / viewings will be provided within Class "Modules" and characterized as "suggested readings / viewings" or "additional resource material."

III HOW THE COURSE IS ORGANIZED

Lectures and tutorials will be held via Zoom. You will need to log on with your University of Toronto credentials.

To learn how, see:

<https://q.utoronto.ca/courses/242937/pages/zoom-onboarding-for-students?wrap=1>

This course is organized into **12 class units**, with 2 units covered each week for 6 weeks. *Please note there is also a unit 0 that provides a brief introduction to the course and reviews how this course is organized – it is recommended that you start the course by watching it first.* For each class unit, a module has been set up where you will find (asynchronous) lecture videos and slides, links to supplementary materials, and other relevant information for that unit. These modules will be opened by 10:00 am (EST) on the Tuesday and Thursday dates in the schedule below. For each class unit, you are expected to read the required readings and watch the lecture videos.

In addition, there are **five weekly tutorials**, occurring *online synchronously*, beginning during the second week of the course. Please make sure you are enrolled in one of the available tutorial sessions:

TUT0101 Tuesday 2:00 PM - 3:00 PM
 TUT0102 Tuesday 2:00 PM - 3:00 PM
 TUT0201 Tuesday 3:00 PM - 4:00 PM
 TUT0202 Tuesday 3:00 PM - 4:00 PM
 TUT0301 Wednesday 10:00 AM - 11:00 AM
 TUT0302 Wednesday 10:00 AM - 11:00 AM
 TUT0401 Wednesday 11:00 AM - 12:00 PM
 TUT0402 Wednesday 11:00 AM - 12:00 PM
 TUT0501 Wednesday 12:00 PM - 1:00 PM
 TUT0601 Wednesday 1:00 PM - 2:00 PM
 TUT5101 Tuesday 5:00 PM - 6:00 PM
 TUT5102 Tuesday 5:00 PM - 6:00 PM
 TUT5201 Tuesday 6:00 PM - 7:00 PM
 TUT5202 Tuesday 6:00 PM - 7:00 PM
 TUT5301 Tuesday 7:00 PM - 8:00 PM

COURSE SCHEDULE & RELEVANT SESSIONAL DATES:

(Note: This is an overview – a detailed class schedule is provided at the end of this syllabus.)

POST DATE	CLASS UNIT	TOPICS
May 6	0	Course welcome, overview of course organization
May 7	1	Introduction to Environmental Studies; State of the planet
May 9	2	Key environmental issues: activities and impact
May 14	3	Sounding the alarm – the Environmental Movement
May 16	4	Duty to act – ethical underpinnings and questions LEARNING JOURNAL 1 due on May 19 at 11:59 pm
May 21	5	Taking action – techno-fixes to transformation; local vs global
May 23	6	Climate change, land, and soil – victims and healing READING COMPREHENSION assignment due on May 26 at 11:59 pm
May 28	7	Eco-justice
May 30	8	Consumption and sustainability LEARNING JOURNAL 2 due on June 2 at 11:59 pm
June 4	9	Economics for a healthy planet
June 6	10	Indigenous knowledge and worldviews
June 11	11	Earth education

		TUTORIAL EXERCISE in tutorial during week of June 10
June 13	12	Active hope LEARNING JOURNAL 3 due on June 16 at 11:59 pm FINAL WRITTEN assignment due on June 21 at 11:59 pm



HOW MUCH TIME SHOULD I DEVOTE TO THIS COURSE?

I know this is a summer course and that many of you have demanding jobs on top of this course. While not ideal, a reality. It is strongly recommended **not to get behind in your readings and viewings, as there is much content to digest**. Over the course of each week, on average, you are expected to spend **6 hours for every class unit digesting/viewing all readings and required videos, attending tutorials, and doing assignments (given there are 2 class units/week this = 12 hours per week, and is equivalent to the time you are expected to spend per class unit during a Fall or Winter class, but in half the time)**. You are expected to attend all tutorials, and complete and submit all assignments according to the due dates/deadlines.

IV EVALUATION/GRADING SCHEME

Tutorial Attendance	10% of total grade
Learning Journal Entries	30% of total grade (3 x 10% each)
Reading Comprehension Assignment	20% of total grade
Tutorial Exercise	5% of total grade
Final Writing Assignment	35% of total grade

Tutorials (10%)

There will be no tutorials the first week of classes. Each student will participate in 5 tutorials over the remaining 5 weeks (week of 13 may to week of 10 June). *Please ensure you are registered for a tutorial.* Participation in tutorials is worth 2% per tutorial and subject to completion of an exit ticket. TAs will award up to 10% for tutorial attendance to each student who **attends** the session **AND submits** any exit ticket assigned. **There will be no 'make-up' for missed tutorials** except for illness or unavoidable reasons, in which case, the TA may assign extra homework.

The **goals** of tutorials are to help you review the course material, and to prepare you for completion of assignments. **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.**

Did you know that those who attend tutorials do better in this course!



Learning journal entries (30%) – Due at the end (Sunday at 11:59pm) of weeks 2 (May 19), 4 (June 2), and 6 (June 16)

Learning journals are an opportunity for you to demonstrate your critical and reflexive engagement with the course material, and to express its impact on your learning. You will create a total of **three (3)** learning journal entries – one for every two weeks of classes (or four class units) – to be submitted **on the dates noted above** by Sunday @ 11:59pm. Each entry can draw from the breadth of material covered the preceding 2 weeks, as shared in classes, tutorials, and required readings or viewings. During lectures and tutorials, you will be provided with guiding questions / short activities to provide focus for your entries. Further assignment guidelines will be posted in Quercus and discussed in tutorials. To be handed in on Quercus. Marking rubric found in assignment sheet. Each entry is worth 10% of your final mark.

Reading Comprehension Assignment (20%) – Assigned on 17 May / due 26 May (11:59 pm)

The **goal** of this assignment is to practice concisely conveying and analyzing chosen texts, and to demonstrate your understanding and engagement with class texts. It will be a series of short-answer (essay format) questions assessing your reading comprehension of the required readings for the weeks preceding the assignment. Only required course readings will be used. Further assignment guidelines will be posted in Quercus and discussed in tutorials. To be handed in on Quercus using Ouriginal. Marking rubric found in assignment sheet.

Tutorial Exercise (5%) – Given week of 10 June / due by end of tutorial class

This exercise will be carried out in tutorials. It is a low stress means of learning to think dialectically when it comes to environmental issues. To be uploaded to Quercus by tutorial end. Marks will be based on accuracy and precision of distilling information from websites.

Final Assignment (35%) – Assigned on 3 June / due 21 June (11:59 pm)

The **goal** of this assignment is to help you engage critically with class readings/viewings and lecture material, and to hone your analysis skills. Based on the course material covered in all the readings, videos and class lectures from the first to the last class of the course and using a set essay format for engaging the readings (to be discussed within tutorials), you will write a 1000-word [+/- 10%] response to a given question. Further assignment guidelines will be posted in Quercus and discussed in tutorials. To be handed in on Quercus using Ouriginal. Marking rubric found in assignment sheet

CRITERIA FOR EVALUATING WORK

Full criteria for evaluating assignments will be discussed in tutorials and available on Quercus. Broadly, you should be able to convey, and analyze course materials with **precision** and **accuracy**, and with **clear focus**; your **writing style should be clear** and unambiguous, and **your mechanics free of grammatical errors, spelling or major factual errors**. You should also be able to **reference** materials appropriately. *Please*

consult referencing style guides (e.g., APA-7), e.g.,
<https://guides.library.utoronto.ca/c.php?g=250462&p=1670709>

V COURSE POLICIES

PENALTIES for LATE SUBMISSIONS

The following applies to all assignments that must be submitted.

*Also, please note that **no assignments will be accepted more than one week past the due date, unless **prior** arrangements have been made with the Teaching Assistant or Course Instructor.***

A penalty of 1%/day for papers late by one day, 2%/day for papers late by two days, 3%/day for papers late three days until the fourth day onward, where a late penalty of 4%/day will take effect.

Example:

The late penalty/day is calculated on the value out of 100. Hence, for example, a mark of 16/20 (tabulated in points) translates into a mark of 80%; if 1 day late, the student receives only 79%, which translates into 15.8/20; if 3 days late, the student receives a 3 x 3% penalty [-9%, which translates into 71%], so 14.2/20; if a student hands in a paper 6 days late, the penalty is 6 x 4% [-24%], so the mark of 16/20 above becomes 11.2/20.

MEDICAL CERTIFICATE & DOCUMENTATION SUPPORTING EXTENSIONS

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. According to University policy, the ACORN Absence Declaration Tool is intended to be used in the following circumstances:

- A health condition or injury (e.g., illness, serious physical harm, mental health issue, scheduled surgery)
- A personal or family emergency (e.g., unanticipated and unavoidable familial incident beyond the student's control)
- Bereavement (e.g., the death of a student's immediate family member or close friend)

The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see <https://registrar.utoronto.ca/policies-and-guidelines/verification-of-illness-or-injury/>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible. *Please note that extensions will **NOT** be granted for workload issues or foreseeable situations.*

RE-MARKING OF ASSIGNMENTS

Should you wish to have any assignment remarked for a miscalculation of marks, simply contact your 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/they deem 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.

VI TECHNOLOGY REQUIREMENTS

Lectures and tutorials will be held via Zoom. You will need to log on with your University of Toronto credentials.

To learn how, see:

<https://q.utoronto.ca/courses/242937/pages/zoom-onboarding-for-students?wrap=1>

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.

Please also consult site below for information regarding online learning:

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

If you 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/>

VII INSTITUTIONAL POLICIES AND SUPPORT

ACADEMIC INTEGRITY

What does it mean to act with academic integrity? U of T supports the International Center for Academic Integrity's definition of academic integrity ([Fundamental Values \(academicintegrity.org\)](https://academicintegrity.org)) as acting in all academic matters with **honesty, trust, fairness, respect, responsibility, and courage**. For an Indigenous perspective on these values,

you might also like to read more about the [Seven Grandfathers in Academic Integrity.pdf \(utoronto.ca\)](https://www.utoronto.ca/seven-grandfathers-in-academic-integrity.pdf).

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.

For more on plagiarism see:

<https://guides.library.utoronto.ca/c.php?g=250462&p=1670712>

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/>).

The use of generative artificial intelligence (AI) tools or apps

This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes. The use of generative artificial intelligence tools and apps is strictly prohibited in all course assignments unless explicitly stated otherwise by the instructor in this course. This includes ChatGPT and other AI

writing and coding assistants. Use of generative AI in this course may be considered use of an unauthorized aid, which is a form of cheating.

Use of Ouriginal

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.

AUDIOVISUAL MATERIAL AND RECORDINGS

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.

ACCESSIBILITY NEEDS

Students with diverse learning styles and needs are welcome in this course. The University of Toronto is committed to accessibility: if you require accommodations for a disability, or have any other accessibility concerns about the course, please contact [Accessibility Services](#) as soon as possible.

ADDITIONAL SERVICES and 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!!**

Also, please be aware that the U of T My Student Support Program (MySSP) app has updated its name to **U of T Telus Health Student Support** and can be accessed at <https://mentalhealth.utoronto.ca/telus-health-student-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 DETAILED CLASS SCHEDULE

PART 1: WHY ENVIRONMENTAL STUDIES?

CLASS 1: STATE OF THE PLANET (May 7)

- We start by covering the state of the planet – and “big picture” concepts – *the Anthropocene, planetary boundaries, the poly-crisis*.
- We begin to conceptualize “the environment”
- We discuss “what is environmental studies” and “why is it important”?

Required reading / viewing:

Belan, M. (2023). The Anthropocene: A New Epoch in the Earth’s History, *Visual Capitalist* (August 25), <https://www.visualcapitalist.com/anthropocene-new-epoch-earths-history/>

Scharper, S. (2013). “We All Lose in the War against Nature,” & “The Rise of Nature Deficit Disorder,” in Simon Appolloni (ed.) *For Earth’s Sake: Toward a Compassionate Ecology* (Novalis), pp. 63-64 & 33-34.

Whiting, K. (2023). This is why 'polycrisis' is a useful way of looking at the world right now, World Economic Forum (Mar 7). <https://www.weforum.org/agenda/2023/03/polycrisis-adam-tooze-historian-explains/>

CLASS 2: KEY ISSUES (May 9)

- Climate change, extreme weather, pollution, biodiversity loss, land and water degradation, ocean acidification, waste generation, *eco-footprints* – there is no shortage of issues to be concerned with.
- We consider the human activity we should be re-thinking (e.g., agriculture, energy, urbanization, transportation, industry, materials management, global trade).

Required reading / viewing:

Mitchell, A. (2009). “The Last Best Place on Earth,” in *Sea Sick: The Global Ocean in Crisis*, (Toronto: McClelland and Stewart), pp. 21-40.

Niranjan, A. (2023). Earth on verge of five catastrophic climate tipping points, scientists warn, *The Guardian* (December 6), https://www.theguardian.com/environment/2023/dec/06/earth-on-verge-of-five-catastrophic-tipping-points-scientists-warn?CMP=oth_b-aplnews_d-1

PART 2: TAKING ACTION

CLASS 3: SOUNDING THE ALARM (May 14)

- We discuss the early days of the environmental movement, and first voices and calls to action
- We talk about how the message “mainstreamed” globally, and international responses
- We consider the current politicization and polarization of key issues like climate change

Required reading / viewing:

Carson, R. (2002). “The Obligation to Endure,” in *Silent Spring, 40th Anniversary Edition*. (New York: Mariner Book – Houghton Mifflin Company), **pp. 5-13**.

Ivanova, M. (2020). The first Earth Day was a shot heard around the world, *The Conversation* (April 16), <https://theconversation.com/the-first-earth-day-was-a-shot-heard-around-the-world-136210>

Suzuki, D. & Hanington, I. (2023). Deadly climate science denial puts us all at risk. *Science Matters* (November 16), David Suzuki Foundation. <https://davidsuzuki.org/story/deadly-climate-science-denial-puts-us-all-at-risk/>

CLASS 4: THE DUTY TO ACT (May 16)

- We consider the ethical underpinnings of environmental action, and engage with the questions “why should we act” and “how should we act”?
- We discuss *anthropocentric* and *biocentric* thinking and how they influence environmental action.

Required reading / viewing:

Leopold, Aldo (1966). “The Land Ethic,” in *A Sand County Almanac*. (New York: Balantine Books), **pp. 237-264**.

Orr, D. (2006). The Trial, *Conservation Biology*, 20(6), **pp. 1570-1573**. DOI: 10.1111/j.1523-1739.2006.00597.x

CLASS 5: FROM TECHNO-FIXES TO TRANSFORMATION (May 21)

- We discuss the range of responses possible to address environmental issues, from techno-managerial to transformative, and from acting globally to acting locally.

Required reading / viewing:

Crawford, T. (2024). Plastic pollution treaty negotiations set to begin day after Earth Day in Ottawa, Vancouver Sun (April 20), <https://vancouversun.com/news/local-news/plastic-pollution-treaty-negotiations-set-to-begin-day-after-earth-day-in-ottawa>

Kuyek, J. (2019). "Creating a New Story: Putting Mining in its Place," in *Unearthing Justice: How to Protect Your Community from the Mining Industry*. (Toronto: btlbooks), pp. 307-317.

Todd, J. (2019). "A Vision of Hope," & "The Birth of an Ecological Technology," in *Healing Earth: An Ecologist's Journey of Innovation and Environmental Stewardship*. (California), pp. 1-5 & 7-13.

CLASS 6 – HEALING THE LAND (May 23)

- 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.
- We consider, what can be done to heal the land that sustains us?

Required readings / viewing:

De Belder, G. (2009). *Climate Chaos in the South: The Victims' Story*. (Antwerp: Wereldmediateek) (VIDEO, 52 min.) <https://youtu.be/liVolf9MPcM>

IPCC (2019). PRESS RELEASE: *Land is a Critical Resource, report says*. Available at https://www.ipcc.ch/site/assets/uploads/2019/08/Pr_SRCCL.pdf

CLASS 7: ECO-JUSTICE (May 28)

- We compare exploitations of people and nature, and similarities between how we treat the planet and one another.
- Theories of eco-feminism and environmental racism, and what Scharper calls "unequal ecologies," ground these interrogations.

Required reading / viewing:

Jahanbegloo, R., & Shiva, V. (2013). Thinking Eco-feminism. In *Talking Environment*. Oxford University Press, pp. 46-66.

<https://doi.org/10.1093/acprof:oso/9780198091776.003.0004>

Scharper, Stephen, "Option for the Poor and the Option for the Earth: Toward a Sustainable Solidarity," in *For Earth's Sake: Toward a Compassionate Ecology*, Edited by Simon Appolloni. Toronto: Novalis, 2013, pp. 154-165.

PART 3: SUSTAINABLE PRODUCTION AND CONSUMPTION

CLASS 8: I SHOP THEREFORE I AM (May 30)

- We discuss *consumerism* and *culture*, and ask: “can we buy our way out of environmental crisis?”
- We consider the *well-being* alternative.

Required reading / viewing:

Assadourian, E. (2010). The Rise and Fall of Consumer Cultures, In Worldwatch Institute, *State of the World 2010: Transforming Cultures from Consumerism to Sustainability* (27th ed.). Taylor and Francis, pp. 3-20. <https://doi.org/10.4324/9781315067117>

Suzuki, David (with Amanda McConnell and Adrienne Mason and Ian Hanington), (2022). “Consumption to Satisfy Our Needs,” in *Chapter 1: Homo Sapiens: Born of the Earth in The Sacred Balance: Rediscovering Our Place in Nature*; 25th Anniversary Edition. Vancouver: Greystone Books, pp. 28-31.

CLASS 9: ECONOMY FOR A HEALTHY PLANET (June 4)

- No other discipline (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?
- We consider the tenets of market societies and globalization, and their implications for the state of the planet.
- We discuss “changing the story” of economic *prosperity* and the *localization* alternative.
- We ask, how can we live within the Earth’s biocapacity, and use only our fair share of it – what would this way of life look like?

Required reading / viewing:

Jackson, T. (2010). An Economic Reality Check. (VIDEO, 20 min.)
https://www.ted.com/talks/tim_jackson_an_economic_reality_check?hasProgress=true&language=en

Victor, P. (2010). Questioning Economic Growth: Our Global Economy Must Operate within Planetary Limits to Promote Stability, Resilience and Wellbeing, Not Rising GDP, *Nature* 468(7322), pp. 370-71.

Camponeschi, C. & Tamarack Institute (2023). *Case Study | Designing Wellbeing Economies in Canada and Abroad*. <https://www.tamarackcommunity.ca/hubfs/CASE-STUDY-Designing-Well-Being-Economies-in-Canada-and-Abroad-Chiara-Camponeschi.pdf?hsLang=en-us>

PART 4 – WAYS OF KNOWING AND WHY IT MATTERS

CLASS 10: INDIGENOUS KNOWLEDGE AND WORLDVIEWS (June 6)

- What might happen if we consider Earth as kin and our role on the planet entails the practice of reciprocity, gratitude and generosity? We look at Indigenous worldviews and how they help us understanding environmental issues and appropriate responses.
- We consider the importance of local knowledge, and how globalization of culture has colonized our minds with detrimental impact to how we engage with the environment.

Required readings / viewing:

Kimmerer, R. W. (2013). "Wisgaak Gokpenagen: A Black Ash Basket," *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. (Minneapolis, Minnesota), pp. 141-155.

Shiva, V. (1993). Monocultures of the Mind. *The Trumpeter*, 10(4). Retrieved from <https://trumpeter.athabascau.ca/index.php/trumpet/article/view/358>

CLASS 11 – EARTH EDUCATION (June 11)

- 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? We will consider the assertion that "all education should be environmental education."

Required readings / viewing:

Orr, D. (2004). "What Is Education For?", in *Earth in Mind: On Education, Environment, and the Human Prospect*. (Washington, D.C.: Island Press), pp. 7-15.

Tana, M. & Cardoso, J. (2023). "Education and Appreciation of the Earth," and "Earth is Our First Teacher," in *Generation Laudato Si': Catholic Youth on Living Out an Ecological Spirituality*. (Toronto: Novalis), pp. 55-56 & 57-58.

PART 5: ACTIVE HOPE

CLASS 12: FROM POLARIZATION TO COLLECTIVITY, PARALYSIS TO ENGAGEMENT, IN CRISIS TIMES (June 13)

- Crisis is a powerful fear generator that can cause us to retreat to our “safe” camps, but it can also be a catalyst for hopeful and transformative action. We discuss where we can find “active hope” and the ways it is being harnessed to drive transformative change.

Required readings / viewing:

Suzuki, D., & Hanington, I. (2023, October 26). *Failure to “look up” won’t make climate crisis go away*. David Suzuki Foundation. <https://davidsuzuki.org/story/failure-to-look-up-wont-make-climate-crisis-go-away/>

Kelsey, E. (2020). “Stories Change,” chapter 4 in *Hope Matters: Why Changing the Way We Think Is Critical to Solving the Environmental Crisis*. (Vancouver Greystone Books), **pp. 70-84**.