

# Toronto Climate Summer School

## Instructors:

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**Robert Soden**, Dept. of Computer Science, [soden@cs.toronto.edu](mailto:soden@cs.toronto.edu)

## Class Meetings:

### *Lectures:*

Monday-Thursday: 9am - 11 am, Room BF 215

### *Tutorials:*

Monday-Thursday: 11am-12pm, Room BF 215

### *Working Sessions & Office Hours*

Monday-Thursday 1pm-5pm, Room BF 215

## Teaching Assistants:

Siobhan Bonisteel, [siobhan.bonisteel@mail.utoronto.ca](mailto:siobhan.bonisteel@mail.utoronto.ca)

## Course communication:

Course basics are posted on **Quercus**.

We will use **Piazza** for content delivery and course interaction.

Piazza enrolment link: <https://piazza.com/utoronto.ca/summer2024/env465y>

## Course theme & objectives:

The Toronto Climate Summer School (TCSS) seeks to equip students with a range of methods, tools, and approaches to understanding and engaging in responses to conditions of climate change, as it takes place in and is enabled by the Toronto urban metropolis. While climate change occurs across the globe, attention to local settings and livelihoods gives both focused awareness of how the impacts intersect in context-specific ways, as well as how particular contexts are entangled with producing or continuing the causes of climate change. In Toronto, this context is entangled with the histories and ongoing processes of settler colonialism and extraction, industrialization, and urbanization in the heart of the Great Lakes region. At the same time, the uneven social and ecological geographies of modern cities, and how these emerge here, mean that issues of housing affordability, food security, and labour and migrant justice, intersect with the changing climate and environmental conditions of living and working in Toronto. This course therefore draws on multi-disciplinary fields including environmental history and political ecology, to think about what climate change means at the level of the city, and through a sustained, place-based focus on Toronto.

This course will proceed in two three-week modules for a total of six weeks. The first three weeks of course instruction are organized around:

Week 1: Contextualizing Climate Crisis and Justice Here

Week 2: Sites and Scales of Climate Change

Week 3: Social Movements and Just Transitions

The second three weeks, Weeks 4 to 6, will entail working on faculty-supervised research projects.

Through the TCSS, students will be introduced to multiple ways of thinking about climate change, and develop skills in:

- o Gaining understanding of Toronto's historical, regional, and contemporary contexts;
- o Connecting humanities and social science insights with scientific descriptions of climate change;
- o Linking global processes of climate change with place-based analysis and experiences of Toronto;
- o Learning how different groups of people relate differently to changing climate conditions;
- o Engaging with interdisciplinary peers through collaborative coursework;
- o Experiential integration of classroom knowledge through assignments and field visits

### **Course Structure and Expectations**

The first module is heavily defined by course instruction through daily lectures, tutorials, ongoing assignments, and weekly site visits and guest lectures. The second module is dedicated to student progress on faculty-supervised research projects, with weekly check-ins with both the Course Instructors and the Faculty Supervisors. Students are expected to participate throughout both modules.

#### ***First Module (May 6 to May 24)***

Students will be expected to attend lectures, tutorials, and site visits in the first three weeks.

#### ***Second Module (May 27 to June 14)***

Students will be expected to work on their projects consistently in the second three weeks, and will have access to SS 2111 to carry out work on their projects. Faculty supervisors will check in with students at least once a week, though the schedules for this will vary on the supervisor and project.

During the Second Module, Instructors will meet with students every Monday from 10am to 12pm in Room: BF 215

### **Required Texts:**

There is no set text for this course. Readings will be posted online in piazza week-by-week.

## Course Evaluation:

| Grading Component   | Due Date          | Weight |
|---|-------------------|--------|
| <b>Weekly Reflection Assignments</b>  | Thursday, May 9   | 10%    |
|   | Thursday, May 16  | 10%    |
|   | Thursday, May 23  | 10%    |
| <b>Place-Based Toronto Assignment</b><br>Preliminary Proposal<br>Final Submission | Friday, May 17    | 5%     |
|   | Friday, May 31    | 15%    |
| <b>Tutorial and Field Visit Assignments</b>                                       | Daily             | 20%    |
| <b>Podcast Episode</b><br>Show Notes<br>Recording                                 | Thursday, June 13 | 5%     |
|   | Thursday, June 13 | 15%    |
| <b>Research Posters</b>   | Friday, June 14   | 10%    |

## Assignment Descriptions:

### ***Weekly Reflection Assignments – 30%***

There will be three Weekly Reflections. They will be worth 10% each. These are oral assignments, using audio recorded reflections. Please include 1 image alongside the audio. That image can be a drawing, photograph, collage, something produced by AI, or something else. Each Weekly Reflection should encompass remarks about the course material, and your learning of it, for that week.

E.g.: For Weekly Reflection 1, you will discuss anything related to TCSS work from Monday, May 6th to Thursday, May 9th, and any remarks in anticipation of the field visit on the Fridays.

The structure of the reflections are flexible, but can include:

- o Something interesting you learned;
- o Some of the important themes/discussions/readings that stood out to you;
- o Questions that emerged for you in the week;
- o Experiences with peers, group projects, or other interactions;
- o What you are looking forward to or interested in about the upcoming site visit.

In order to submit a thoughtful oral reflection, we suggest you write a draft script ahead of time, even if you do not read directly from it, or key points that you will speak to, so that you have a clear set of insights to share. You are not required to turn this in.

Audio should be clear (i.e. limited background noise) and within **3 minutes**. To submit your reflections, record it first on a phone or external device, and then upload it to Quercus in the accepted formats (mp3, mp4). Images can be in .jpg, .png, or .pdf.

Due:

Thursday, May 9, 2024 (Weekly Reflection 1)

Thursday, May 16, 2024 (Weekly Reflection 2)

Thursday, May 23, 2024 (Weekly Reflection 3)

### ***Place-based Toronto Assignment – 20%***

This is a written assignment where you analyze a place in the city, drawing on course themes and learning to integrate your understanding of this place in relation to social and environmental change.

There are two components:

1. Preliminary Proposal. This will be worth 5%.
2. Written and Visual Analysis. This will be worth 15%.

Choose a site in Toronto, whether it is a place you are familiar with already, or somewhere that you would like to learn more about.

#### *Preliminary Proposal (1-2 pages double spaced)*

Make an in-person visit to your selected site. Observe your experience of this place, what you perceive, and what questions and meanings it raises based on course topics. Using these insights, draft an outline of how you plan to develop your written and visual analysis. Include:

- Identify where this place is in the Greater Toronto Area
- If it has a name, identify where this originates from, and/or if you plan to look into alternative ways it is known
- Identify what aspects of this place you want to look into - e.g. contemporary, historical, artistic, cultural, other factors
- Indicate some ways that you will connect this to environmental and/or climate change
- Identify some themes that you would like to explore based on course themes
- Suggest some visual aspects you might include in your analysis - e.g. photographs, newspaper clippings, maps, etc.

#### *Written and Visual Analysis (1000 words max)*

Write an analysis of your chosen site, supported by visual components, to provide a place-based assessment of this site in Toronto. Your analysis should be structured, i.e. focused on a particular set of

questions and/or meanings, that provide particular insights to this place. For example, are you making an argument about the meaning of this place to a particular community? Are you analyzing your personal connection to it, and then broadening this with the social and other factors of this place? Are you analyzing a major infrastructure at this site, and what effects this has had in some ways? As you develop this analysis, draw on course topics from class, readings, tutorials, or site visits to bring a substantial understanding of this place.

Drawing on the criteria you explored for your Preliminary Proposal, this assignment should demonstrate:

- Engagement and understanding of place-based analysis;
- Understanding and effective use of course concepts and ideas;
- Awareness of multiple factors influencing a place and its meanings;
- Connections to environmental and climate change
- Creative depictions of place

Due:

Friday, May 17, 2024 (Proposal - 5%)

Friday, May 31, 2024 (Final Assignment - 15%)

### ***Tutorial and Field Visit Assignments – 20%***

Students are expected to attend tutorials every morning, Monday through Thursday, for the first module of the course. Students are expected to participate in the field visits, which take place every Friday during the first module of the course.

Students will be assessed for attendance, as well as engagement, questions, completing tasks, and demonstrating connections between these visits and other course learning. At the end of tutorials and following field visits, you will submit a written “exit ticket”. Prompts will be provided and you will submit your responses through Quercus.

Due: Daily during First Module

### ***Podcast Assignment – 20%***

This is a written and oral assignment where you will present your faculty-supervised research in a podcast format, which should be presentable to a public audience interested in climate and environmental issues.

There are two components:

1. Podcast Show Notes. This will be worth 5%.
2. Recorded Podcast. This will be worth 15%.

#### ***Podcast Show Notes (1-2 pages double-spaced)***

This is a written component of your podcast. Note that it is *not* a script. Instead, it is a supplementary analysis of what you are sharing in your podcast. Please include:

- What your research project is about
- Which public audience you are targeting (e.g. general, policymakers, high school students, specific community, other)
- What aspects of your project you chose to discuss in the podcast
- Why you think this is relevant to relay to your audience
- You may use time-stamps to indicate themes/sections of the podcast, e.g. [1:00 - discussion on Great Lakes water system], and then explain this aspect of the podcast

*Recorded Podcast (Recommended 8 to 10 minutes)*

This is an oral assignment in the format of a podcast recording. You will take on the role of a podcast show host and provide a recommended 8 to 10 minute discussion for a general audience, discussing the faculty-supervised research project you have been part of, and how this ties to climate change, environmental issues, and the Greater Toronto Area. Your discussion can include but is not limited to:

- Research topic and team
- Research methods and approach used
- Place-based relevance of this to Toronto
- Interesting experiences, challenges, or events in the research process
- What this brings to understanding climate/environmental change
- What you might want to expand on in future research

Further detailed instructions to be provided.

Due: Thursday, June 13, 2024 for both submissions

***Final Research Poster - 10%***

The research project is the faculty-supervised component of the TCSS. Your grade will be assessed with input from your faculty supervisor. This is a culminating assignment where you will present your research in the form of an academic poster. Students will be assessed on the basis of:

- Consistent engagement in research project;
- Demonstrating increased familiarity with research problem and approaches;
- Linking relevant ideas from course work with projects as appropriate;
- Working collaboratively with team members;
- Creating a comprehensive academic research poster demonstrating the project work;
- Showing understanding of climate change in Toronto through a specific problem, lens, and research approach

Due: Friday, June 14, 2024

**Class Policies:**

**Late Penalty for assignments:** If you are having difficulty completing your work for any reason, please discuss this with your TA **before** the due date, to arrange an alternative schedule. If you have not agreed to an alternative plan prior to the due date, late work will not be accepted Note: If you are unavoidably

absent from the university, please self-declare in ACORN and contact your TA as soon as you return to discuss the situation.

**If you are unable to attend a tutorial**, please complete the ACORN self-declaration form and send your TA a screenshot.

**Requests to re-mark an assignment** must be submitted in writing to the Instructors and clearly state the reason for your request. The Instructors will respond within a week as to whether your assignment will be remarked. Your assignment will be remarked by your TA.

**Communications policy:** Please do not email the TAs unless your questions are urgent and/or personal. We will use Piazza for all announcements about the course, and to respond to questions outside of class time. The TAs will do their best to respond to substantial questions on Piazza within 24 hours (except on weekends). *Exception: do not expect responses to last-minute questions about assignments within 24 hours of the due date.*

### **Academic Integrity:**

Very few of us have truly original ideas – we almost always build on ideas and information provided by others. However, it is a serious offense to represent someone else’s words as your own, or to submit work that you have previously submitted for marks in another class or program. Assignments, reading summaries and exams will be reviewed for evidence of these infractions. Penalties for these offences can be severe and can be recorded on your transcript. Trust your own ability to think and write and make use of the resources available at U of T that can help you do so (e.g. professors, TAs, writing centres). See the U of T writing website, especially the “How Not To Plagiarize” document at <http://advice.writing.utoronto.ca/using-sources/> and the website of the [Office of Student Academic Integrity](#).

The following is a list of examples (not complete) of what constitutes an academic offence:

- Using someone else’s ideas or words without appropriate acknowledgement.
- Copying material word-for-word from *any* source (including lecture and study group notes) without quotation marks and a citation for the author/source.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts, including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including:
  - Working in groups on assignments that are supposed to be individual work
  - Having someone rewrite or add material to your work while “editing”.
  - Lending your work to a classmate who submits it as his/her own without your permission.
- On tests and exams:
  - Using or possessing any unauthorized aid, including a cell phone
  - Looking at someone else’s answers
  - Letting someone else look at your answers
  - Using material copied word-for-word from *any* source (including lecture and study group notes) without quotation marks and a citation for the author/source.

- Misrepresenting your identity
- Submitting an altered test for re-grading
- Misrepresentation:
  - Falsifying or altering any documentation required by the University, including doctor's notes
  - Falsifying institutional documents or grades

**Communication**

We all need to communicate respectfully. “The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another’s differences. U of T does not condone discrimination or harassment against any persons or communities.”

**Privacy rights and appropriate use of course material:**

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, 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.

**Accommodation:**

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca) or <http://studentlife.utoronto.ca/as>

**Outline of Topics**

All readings are provided on the course site on Piazza.

|  | Date | Lecture Topic | Tutorial | Hand in |
|--|------|---------------|----------|---------|
|--|------|---------------|----------|---------|

**Week 1**

|   |       |   |                             |  |
|---|-------|---|-----------------------------|--|
| 1 | May 6 | Course Introduction: What is Climate Justice? | Forming a Research Question |  |
|---|-------|---|-----------------------------|--|



|   |        |  |                                |                     |
|---|--------|--|--------------------------------|---------------------|
| 2 | May 7  | Settler Colonialism, Environmental History, and Indigenous Tkaronto  | Positionality Workshop         |                     |
| 3 | May 8  | Extractivism and Global Networks of Finance Capital<br><br><i>Guest Speaker: Richard Brooks</i>                  | Climate Finance Data Hackathon |                     |
| 4 | May 9  | The Right to the City  | Environmental Epistemologies   | Weekly Reflection 1 |
| * | May 10 | Site Visit: Hidden Rivers Tour, start at 2 Hoskin Ave, at the southern terminus of Philosopher's Walk. (2pm-4pm) | N/A                            |                     |

## Week 2

|   |        |   |                   |   |
|---|--------|---|-------------------|---|
| 5 | May 13 | Measuring the Climate Crisis: Maps, Models, and Data<br><br><i>Guest Speaker: Professor Steve Easterbrook</i> | Mapping and GIS   |   |
| 6 | May 14 | Climate Hazards & Disasters in The Great Lakes Region   | Risk Assessment   |   |
| 7 | May 15 | Food Security, Food Justice, Food Activism<br><i>Guest Speaker: Dr. Elisa Privitera</i>                       | Literature Review |   |
| 8 | May 16 | Housing Justice as Climate Justice<br><br><i>Guest Speaker: Lorraine Lam</i>                                  | Research Proposal | Weekly Reflection 2                     |
| * | May 17 | Site Visit: Native Canadian Centre of Toronto Tour, 16 Spadina Road Toronto, ON, M5R 2S7 (10am-11:30am)       | N/A               | Place-Based Toronto Assignment Proposal |

**Week 3**

|    |        |  |              |                     |
|----|--------|--|--------------|---------------------|
| *  | May 20 | Victoria Day - No Class  |              |                     |
| 9  | May 21 | Migration, Labour, and Just Transitions                                      | Round Table  |                     |
| 10 | May 22 | Climate Justice Activism<br><i>Guest Speaker: Erin Mackey</i>                | Blogpost     |                     |
| 11 | May 23 | Transformation, Reconciliation, and Life in Interesting Times                | Policy Notes | Weekly Reflection 3 |
| *  | May 24 | Site Visit: City of Toronto Environment & Climate Change Office (10am -11am) | N/A          |                     |

**Week 4**

|    |        |  |                         |  |
|----|--------|--|-------------------------|--|
| 12 | May 27 | In-Class Research Plan Presentations - 10:00am-12:00pm in BF 215 | Presentations Continued |  |
|----|--------|--|-------------------------|--|

**Week 5**

|   |        |  |  |  |
|---|--------|--|--|--|
| * | June 3 | Monday check-ins - 10:00am-12:00pm in BF 215 |  |  |
|---|--------|--|--|--|

**Week 6**

|   |         |   |  |  |
|---|---------|---|--|--|
| * | June 12 | Wednesday check-in and Optional Movie - 1:00pm-5:00pm in BF 215 |  |  |
|---|---------|---|--|--|

## Readings and Discussion Topics

### 1. Course Introduction: What is Climate Justice?

#### *Guiding Questions:*

- What might be meant by climate justice?
- What is the role of place in shaping our imaginaries of climate justice?
- What are the particular challenges and opportunities facing climate justice work in the Greater Toronto Area?

#### *Class Readings:*

- Chaudhary, A.S., 2020. We're Not in This Together. *The Baffler*, (51), pp.118-132.

#### *Recommended Readings:*

- Klinsky, S. and Dowlatabadi, H., 2009. Conceptualizations of justice in climate policy. *Climate Policy*, 9(1), p.88.
- Sultana, F., 2022. Critical climate justice. *The Geographical Journal*, 188(1), pp.118-124.
- Whyte, K. Indigenous Peoples and Climate Justice. Video: <https://centerclimatejustice.universityofcalifornia.edu/posts/indigenous-peoples-and-climate-justice-by-kyle-powys-whyte/>

### 2. Settler Colonialism, Environmental History, and Indigenous Tkaranto

#### *Guiding Questions:*

- What do we mean by settler colonialism in North America? What are the mechanisms by which it is sustained in the present?
- What might Indigenous climate justice entail? How do we situate the climate crisis within the longer crisis of settler colonialism?
- What does history offer to discussions of climate justice? In what ways might Indigenous histories be different from dominant histories?
- What arguments do the concept of Anthropocene make about the present moment? What are its limitations in light of historical considerations?

#### *Class Readings:*

- Johnson, Jon. (2013). The Indigenous Environmental History of Toronto, "The Meeting Place". In L. A. Sandberg, S. Bocking, & K. Cruikshank (Eds.), *Urban Explorations: Environmental Histories of the Toronto Region* (pp. 59– 71). Ontario: Wilson Institute for Canadian History

- Penfold, Steve and Reed-Wood, Louis. "What We Acknowledge." Listening T.O. History, *Spotify*, March 2024. <https://open.spotify.com/episode/3dqqC7wv7cN8yMVGsb2MJX?si=b37d9c109b704ec7>

*Other References:*

- Tuck, E. and Yang, K.W., 2021. Decolonization is not a metaphor. *Tabula Rasa*, (38), pp.61-111.
- Leddy, L.C., 2017. Intersections of Indigenous and environmental history in Canada. *Canadian Historical Review*, 98(1), pp.83-95.
- Coulthard, G. and Simpson, L.B., 2016. Grounded normativity/place-based solidarity. *American Quarterly*, 68(2), pp.249-255.
- First Story Toronto: Exploring the Indigenous History of Toronto. Online at: <https://firststoryblog.wordpress.com/aboutfirststory/>
- Alook, A., Eaton, E., Gray-Donald, D., Laforest, J., Lameman, C. and Tucker, B., 2023. The End of this World: Climate Justice in So-called Canada. *Between the Lines*. (pp 1-72).
- Whyte, K., 2018. Settler colonialism, ecology, and environmental injustice. *Environment and Society*, 9(1), pp.125-144.
- Moore, J.W., 2017. The Capitalocene, Part I: on the nature and origins of our ecological crisis. *The Journal of peasant studies*, 44(3), pp.594-630.
- Bolduc, D., Gordon-Corbier, M., Tabobondung, R. and Wright-McLeod, B. eds., 2021. *Indigenous Toronto: Stories that carry this place*. Coach House Books. pp 9-14.

### 3. Extractivism and Global Networks of Finance Capital

*Guiding Questions:*

- How does global capitalism, finance, and resource networks impact our understanding of place?
- What are the contributions of Toronto's finance and/or extractive industries to climate change? Why are they so difficult to dislodge?
- How can concepts such as "residual governance" and "sacrifice zones" help us unpack Toronto's relationship to questions of climate and environmental justice?
- How might climate change reshape Toronto's participation in global logistics operations and supply chains? To what ends?

*Class Readings:*

- Alook, A., Eaton, E., Gray-Donald, D., Laforest, J., Lameman, C. and Tucker, B., (2023). *The End of this World: Climate Justice in So-called Canada. Between the Lines*. Chapter 3: A Just Fossil Fuel Phaseout.

*Other References:*

- Banking on Climate Chaos - website and 2023 report: <https://www.bankingonclimatechaos.org>, [https://www.ran.org/wp-content/uploads/2023/04/BOCC\\_2023\\_vF.pdf](https://www.ran.org/wp-content/uploads/2023/04/BOCC_2023_vF.pdf)
- Dordi, T., Weber, O., Rhodes, E. and McPherson, M., 2023. A voice for change? Capital markets as a key leverage point in Canada's fossil fuel industry. *Energy Research & Social Science*, 103, p.103189.
- Schnoor, S. (2017). A vulture is not a dove: The politics of indigeneity and resistance to Canadian extractivism in the Americas. *MediaTropes*, 7(1), 97-165.

- Willow, A. J. (2016). Indigenous ExtrACTIVISM in Boreal Canada: Colonial legacies, contemporary struggles and sovereign futures. *Humanities*, 5(3), 55.
- Tsing, A., (2009). Supply chains and the human condition. *Rethinking Marxism*, 21(2), pp.148-176.
- Carroll, W.K. ed., 2021. *Regime of obstruction: How corporate power blocks energy democracy*. Athabasca University Press. Read Introduction, Chapters 3, 4,
- Hecht, G. (2023). *Residual governance: how South Africa foretells planetary futures*. Duke University Press. (Introduction and Chapter 1)

#### 4. Climate Justice and The Right to the City: Place-making, Infrastructure, and Intersectional Urban Ecologies

##### *Guiding Questions:*

- What is the Right to the City? How might Torontonians Right to the City be impacted by climate change?
- How are practices and experiences of space, place, and place-making in Toronto impacted by climate change for different groups of people?
- How does infrastructure planning and development impact the Right to the City?
- How might we evaluate the current status of Torontonians Right to the City? What questions would we want to ask in order to do so?

##### *Class Readings:*

- Harvey, D., 2015. The right to the city. In *The City Reader* (pp. 314-322). Routledge. Available here: <https://newleftreview.org/issues/ii53/articles/david-harvey-the-right-to-the-city>
- Tu, Steve. "In Toronto, Chinese Grocery Stores Defy the Whitewashed Cityscape." *NiCHE*. <https://niche-canada.org/2023/08/23/in-toronto-chinese-grocery-stores-defy-the-whitewashed-cityscape/>

##### *Other References:*

- Zhuang, Z. C. (2017). The intersection of place and ethnic entrepreneurship: The role of ethnic entrepreneurs in the making of three Toronto neighborhoods. *Journal of Architectural and Planning Research*, 1-22.
- Macaraig, J.M.R., 2011. Nature's Keepers: civil society actors and the neoliberalisation of conservation in the Rouge Park. *Local Environment*, 16(4), pp.357-374.
- Swanson, D., Murphy, D., Temmer, J. and Scaletta, T., 2021. *Advancing the Climate Resilience of Canadian Infrastructure*.
- Grove, K., Reid, G., Molinari, S., Falcon, J., Mehta-Kroll, A., Sosa El Fakih, E., Sepulveda-Reyes, A. and Ortiz, D., 2023. Absurd geographies of resilience and justice. *Climate and Development*, pp.1-12.
- Fahlgren, G., 2023. *The Storied Landscape of Tkaronto: Seven Generations Toward the Indigenous City* (Master's Thesis). <https://dash.harvard.edu/handle/1/37375227>
- Wagle, P. and Philip, K., 2022. Climate justice is social justice: articulating people's rights to the city in Mumbai. *Environment and Urbanization*, 34(2), pp.331-348.
- Smith, L.T., 2021. *Decolonizing methodologies: Research and indigenous peoples*. Bloomsbury Publishing. Chapter 2: Research Through Imperial Eyes.

- Pierce, J., Martin, D.G. and Murphy, J.T., 2011. Relational place-making: the networked politics of place. *Transactions of the Institute of British Geographers*, 36(1), pp.54-70.
- Davis, C. and Edge, S., 2022. Strengthening equity and inclusion in urban greenspace: interrogating the moral management & policing of 2SLGBTQ+ Communities in Toronto Parks. *International Journal of Environmental Research and Public Health*, 19(23), p.15505.

## 5. Measuring the Climate Crisis: Maps, Models, and Data

### *Guiding Questions:*

- What is the role of climate models, risk assessments, and data in shaping public opinion and policy?
- How can data enframe particular perspectives and worldviews, while marginalizing others?
- What is the role that data might play in supporting work towards climate justice?

### *Class Readings:*

- Listen: <https://climatedata.ca/resource/episode-2-climate-risk-assessments/>
- Review: Ontario Provincial Climate Risk Assessment  
<https://www.ontario.ca/page/ontario-provincial-climate-change-impact-assessment>

### *Other references:*

- Canadian Climate Atlas: <https://climateatlas.ca/>
- City of Toronto Data for Equity Strategy:  
<https://www.toronto.ca/legdocs/mmis/2020/ex/bgrd/backgroundfile-158046.pdf>
- Sonja, K. and Harald, W., 2018. Building equity in: strategies for integrating equity into modelling for a 1.5 C world. *Philosophical Transactions of the Royal Society A: Mathematical, Physical and Engineering Sciences*, 376(2119), p.20160461.
- Liboiron, M., 2015. Disaster data, data activism: Grassroots responses to representing Superstorm Sandy. In *Extreme weather and global media* (pp. 144-162). Routledge.

## 6. Climate Hazards & Disasters in The Great Lakes Region

### *Guiding Questions:*

- What do we mean when we say “there is no such thing as a natural disaster?” What is meant by “disaster as method”?
- What hazards are most relevant in the Great Lakes Region? What are the historical and/or ongoing vulnerabilities that may cause them to become disasters?
- What is meant by “slow violence”, and how does it relate to climate change? Why is slow violence so hard to track?
- How do concerns specific to climate change intersect with patterns of slow violence in Toronto?

### *Class Readings:*

- Stack Whitney, Kaitlin. "Manoomin: The Taming of Wild Rice in the Great Lakes Region." *Environment & Society Portal, Arcadia* (2015), no. 2. Rachel Carson Center for Environment and Society. <https://doi.org/10.5282/rcc/6830>.
- O’Lear, S., 2021. Geographies of slow violence: an introduction. *A Research Agenda for Geographies of Slow Violence*, pp.1-12.
- Unnatural Disasters - Canadian Climate Institute: <https://climateinstitute.ca/publications/unnatural-disasters/> - sections from “Summary” to “A long road home”

*Other References:*

- Cohen, D.A., 2021. New York City as ‘fortress of solitude’ after Hurricane Sandy: a relational sociology of extreme weather’s relationship to climate politics. *Environmental Politics*, 30(5), pp.687-707.
- Dynes, R.R., 2000. The dialogue between Voltaire and Rousseau on the Lisbon earthquake: The emergence of a social science view. *International Journal of Mass Emergencies & Disasters*, 18(1), pp.97-115.
- Mihalus, S., Galway, L.P., Robinson, L.W., Duckert, D. and Parenteau, D., 2023. Wildfire management and evacuation in indigenous communities in Canada and the United States: A scoping review. *International Journal of Disaster Risk Reduction*, p.104170.
- Kelman, 2021. *Toronto's Actions After Hurricane Hazel Still Reap Rewards*. *Psychology Today*. Online at: <https://www.psychologytoday.com/gb/blog/disaster-choice/202105/torontos-actions-after-hurricane-hazel-still-reap-rewards>
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- Klinenberg, E., 1999. Denaturalizing disaster: A social autopsy of the 1995 Chicago heat wave. *Theory and society*, 28(2), pp.239-295.
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## **7. Food Security, Food Justice, Food Activism**

*Guiding Questions:*

- What are some ways that food systems are affected by climate change?
- What are the critical differences or overlaps between the concepts of food security, justice, and sovereignty?
- How are people in Toronto or other urban centres responding to issues of food injustices?

*Class Readings:*

- Rotz, S., Xavier, A. and Robin, T., 2023. “It wasn’t built for us”: The possibility of Indigenous food sovereignty in settler colonial food bureaucracies. *Journal of Agriculture, Food Systems, and Community Development*, 12(3), pp.93-110.
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- Who's Hungry Report 2023: A Call to Action from a City in Crisis. (2023). Daily Bread Food Bank & North York Harvest Food Bank.  
<https://www.dailybread.ca/wp-content/uploads/2023/11/DB-WhosHungryReport-2023-Digital.pdf>
- Schnitter, R. and Berry, P., 2019. The climate change, food security and human health nexus in Canada: A framework to protect population health. *International journal of environmental research and public health*, 16(14), p.2531.
- Zeuli, K., Nijhuis, A., Macfarlane, R., & Ridsdale, T. (2018). The Impact of Climate Change on the Food System in Toronto. *International Journal of Environmental Research and Public Health*, 15(11), 2344.  
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## 8. Housing Justice as Climate Justice

### *Guiding Questions:*

- In what ways do housing inequalities in Toronto intersect with the right to the city and climate vulnerabilities?
- How might deep energy retrofit projects without a justice lens exacerbate housing inequalities?
- How might organizing around housing issues contribute to broader climate justice goals?

### *Class Readings:*

- Cohen, D.A., 2022. 11 A Green New Deal for Housing. In *The Green New Deal and the Future of Work* (pp. 235-254). Columbia University Press.
- Schmidt, Simone. Report on Toronto: The Encampment Support Network. Cook, G., Crowe, C. and Maynard, R. eds., 2022. *Displacement City: Fighting for Health and Homes in a Pandemic*. University of Toronto Press. P 130-166.

### *Other References:*

- August, M. and Walks, A., 2018. Gentrification, suburban decline, and the financialization of multi-family rental housing: The case of Toronto. *Geoforum*, 89, pp.124-136.
- Acorn, 2022. Tenant Engagement for Maximizing Co-Benefits in Energy and Building Retrofits. Online at: [https://acorncanada.org/wp-content/uploads/2020/09/ACORN-Tenant-Engagement-Report-Retrofits-1\\_0.pdf](https://acorncanada.org/wp-content/uploads/2020/09/ACORN-Tenant-Engagement-Report-Retrofits-1_0.pdf)
- The Intersection of Housing Affordability and Climate Action - [https://www.tamarackcommunity.ca/hubfs/Article\\_The-intersection-of-housing-affordability-and-climate-action.pdf?hsCtaTracking=d6cb7ac8-6ee1-41af-8b3d-03ec9705d04a%7C0d75f020-864c-41d8-8958-703fd517f3c7](https://www.tamarackcommunity.ca/hubfs/Article_The-intersection-of-housing-affordability-and-climate-action.pdf?hsCtaTracking=d6cb7ac8-6ee1-41af-8b3d-03ec9705d04a%7C0d75f020-864c-41d8-8958-703fd517f3c7)

## 9. Migration, Labour, and Just Transitions

### *Guiding Questions:*



- How are global patterns of migration changing as a result of climate change? What do critics mean by “climate apartheid” or “the armed lifeboat”?
- How are immigration and labour intertwined in contemporary Ontario?
- How is the labour movement responding to climate change? What is meant by a “just transition”?
- What is/should Toronto be doing to welcome new migrants?

*Class Readings:*

- Walia, H., 2021. Border and rule: Global migration, capitalism, and the rise of racist nationalism. Haymarket Books. Introduction, Chapter 9
- Canada doesn’t appear to have a plan to welcome climate migrants:  
<https://www.newcanadianmedia.ca/canada-doesnt-appear-to-have-a-plan-to-welcome-climate-migrants/>

*Other references:*

- The Canadian Association of Refugee Lawyers’ 2021 Report on Climate Migrants:  
<https://carl-acaadr.ca/wp-content/uploads/2021/11/CARL-Climate-Migration-Report-FINAL.pdf>
- Kenny, C. and Mamuji, A., 2019. Resettling Syrian refugees in Canada: challenges faced by nongovernmental service providers. Resettlement challenges for displaced populations and refugees, pp.17-28.
- Hardin, G., 1977. Lifeboat ethics: the case against helping the poor. World Hunger And Moral Obligation. Englewood Cliffs: Prentice Hall.
- Dennler, K.T., 2023. Uncertain future, unsettled present: suspending and embracing engagement with life among newcomers in Toronto, Canada. Journal of Ethnic and Migration Studies, 49(7), pp.1864-1880.

## **10. Climate Justice Activism**

*Guiding Questions:*

- With the several frameworks discussed in the course so far in mind, how are different groups carrying out climate justice work in/around Toronto?
- How does climate change impact the tactics and strategies of activist groups?
- In what ways do Indigenous anti-colonial movements link to climate justice?
- How are state, finance, industrial, and other institutional actors in Toronto responding to climate justice activism?

*Class Readings:*

- Alook, A., Eaton, E., Gray-Donald, D., Laforest, J., Lameman, C. and Tucker, B., 2023. The End of this World: Climate Justice in So-called Canada. Chapter 6: Changing the Political Weather.

*Other references:*

- O’Connor, R., 2013. An Ecological Call to Arms: The Air of Death and the Origins of Environmental Activism in Ontario. Ontario History, 105(1), pp.19-46.

- Marchese, D. and Amado, B., 2024. How This Climate Activist Justifies Political Violence. The New York Times Magazine.  
<https://www.nytimes.com/interactive/2024/01/14/magazine/andreas-malm-interview.html>
- Waldron, I. R. (2018). Women on the frontlines: Grassroots movements against environmental violence in indigenous and Black communities in Canada. *Kalfou*, 5(2). <https://doi.org/10.15367/kf.v5i2.211>
- Cohen, D.A. and Bond, D., (2022). Toward a Theory of Climate Praxis: Confronting Climate Change in a World of Struggle. In *Crisis Under Critique: How People Assess, Transform, and Respond to Critical Situations* (pp. 271-292). Columbia University Press.

## 11. Transformation, Reconciliation, and Life in Interesting Times

### *Guiding Questions:*

- How are people contending and living with climate change already in effect? What cultural shifts are we observing, or are being advocated for, in response?
- What do climate justice activism, right to the city, desire-based narratives, storytelling, and other avenues offer for transformative and collective futures?
- What do narratives of reconciliation, restoration, and repair offer to climate justice work?
- How can we draw some of the key concepts and themes from this semester together into a shared vision that we can pursue?

### *Class Readings:*

- Alook, A., Eaton, E., Gray-Donald, D., Laforest, J., Lameman, C. and Tucker, B., 2023. The End of this World: Climate Justice in So-called Canada. Chapter 7: *sihtoskâtowin: Pulling Together for a Just Transition*.

### *Other references:*

- Maynard, R. and Simpson, L.B., 2022. *Rehearsals for Living*. Knopf Canada. Pp: 130-180
- Chiblow, S. (2023). *Reconciling our relationships with the Great Lakes*. (JH)
- Lamouche, S. (2023) *The Power of Acimowin (Storytelling) for climate change policy*. Canadian Climate Institute. <https://climateinstitute.ca/publications/power-acimowin-storytelling-climate-change-policy>
- Taylor, A. 2023. *The Age of Insecurity*. Massey Lectures. CBC.

## 12. In-Class Research Presentations