

**University of Toronto
School of the Environment
Course Syllabus**

**INTRODUCTION TO
ENVIRONMENTAL STUDIES
ENV100H1-F 2023
Summer
Online**

**Classes Asynchronous
Tutorials Synchronous**



I COURSE TEAM & CONTACT INFORMATION

INSTRUCTOR: Prof. Simon Appolloni, PhD,
simon.appolloni@utoronto.ca
Office hours: In person or online by appointment
(149 College St., Suite 411A, Fourth Floor)

LEAD TA & TA: Lois Boody
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Office:

Welcome to the course!

II COURSE OVERVIEW

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. Class lectures (asynchronous) and tutorials (synchronous) will be online.



Climate March September 2019, Toronto
Photo by Lewis Parson, Unsplash

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.

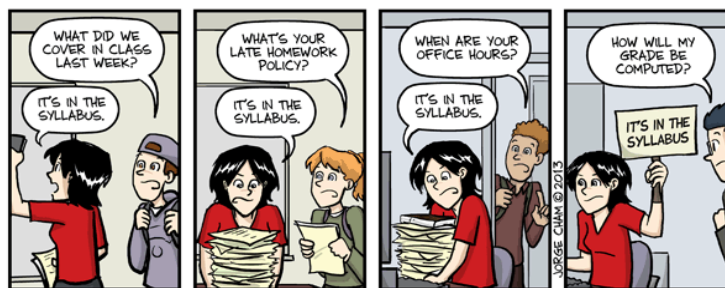
COURSE MATERIAL:

A course collection of readings and video recordings freely available through our library system via Quercus or Under Course material on Quercus.

III HOW THE COURSE IS ORGANIZED & EXPECTATIONS FOR CLASS PREPAREDNESS

This course is organized by 12 class units over a period of 6 weeks, with 5 tutorials that precede writing assignments and a test.

Class lectures (asynchronous) will be uploaded by the Tuesday and Thursday noon of each of the six weeks.



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.
WWW.PHDCOMICS.COM

OFFICE HOURS

The instructor and the TAs all offer weekly office times either by appointment or at a set time where students can drop in for extra help in the course. Please consult the times, procedures, and dates for each team member, found on the first page of this syllabus.

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 on average **6 hours for every class** digesting/viewing all readings and required videos, attending tutorials, doing assignments. You are expected to attend all tutorials, and complete and submit all assignments according to the due dates/deadlines.



QUERCUS

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

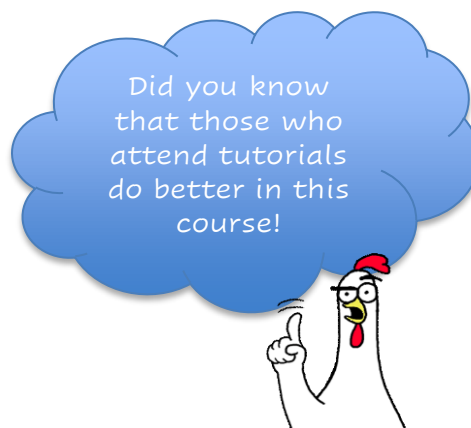
IV EVALUATION/GRADING SCHEME

Tutorial Attendance	10% of total grade
First Reading Comprehension Assignment	20% of total grade
Second Writing Assignment	30% 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. For the remaining tutorial times, see below. Each student will participate in 5 tutorials (2 points each time) over the remaining 5 weeks (week of 15 May to week of 12 June). Please ensure you are registered for a tutorial.

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
 TUT5101 Tuesday 7:00 PM - 8:00 PM
 TUT5102 Tuesday 7:00 PM - 8:00 PM
 TUT5201 Tuesday 6:00 PM - 7:00 PM



- The **goals** of tutorials are to help you review the course material, and to prepare you for your writing assignments and test. **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.**
- TAs will award up to 10% for tutorial attendance to each student who **attends** the session. **There will be no 'make-up' for missed tutorials** except for illness or unavoidable reasons, in which case, the TA may assign extra homework.
- Your tutorial exercise will be carried out in your tutorial on the week of June 5.



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: 768-771

As you become more exposed to the grim realities of climate change and the current state of the ecosystems brought on by our industrialized ways living and consuming, it is perfectly normal – and entirely appropriate – to experience some form of anxiety, grief, fear or guilt about the planet's future as well as your own. We will not end this course without having some discussions on various practices and healthier ways of viewing reality that will help you face the future with resilience and some form of hope!

First Reading Comprehension Assignment (20%) _ Assigned week of 15 May / due 26 May (11:59 pm)

As the title of this assignment indicates, this 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 required readings will be used. To be handed in on Quercus using Ouriginal. Details will come in tutorials.

**** Read the section on this syllabus entitled ACADEMIC INTEGRITY; if you hand in work not your own or use words not your own, Ouriginal will catch it and you will have to undergo academic misconduct proceedings... not fun! ****

- Marking rubric found in assignment sheet
- 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.
 - 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 students 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 and so on.



Second Writing Assignment (30%) _ Assigned week of 22 May / due 2 June (11:59 pm)

- The goal of the writing assignment is to help you engage multiple readings/class lecture material more deeply and learn how to convey their main points and to hone your analysis skills.
- Based on the course material covered in readings, videos and class lectures from the first six (6) classes of the course and using a set essay format for engaging the readings (to be discussed within tutorials), you will write a 600-word [+/- 10%] response to a given reading. Guidance will be given from the TAs in tutorials. To be handed in on Quercus using Ouriginal. Details will come in tutorials.

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- Marking rubric found in assignment sheet
- Worth 30% of total mark
- 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.



- 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 and so on.

Tutorial Exercise (5%) _ Given week of 5 June / due in 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. Worth 5% of total mark. Marks will be based on accuracy and precision of distilling information from websites.

Final Writing Assignment (35%) _ Assigned week of 12 June / due 27 June (11:59 pm)

- The goal of this assignment is to help you engage multiple readings/class lecture material more deeply and learn how to convey their main points 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. Guidance will be given from the TAs in tutorials. To be handed in on Quercus using Ouriginal. Details will come in tutorials.

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- Worth 35% of total mark
- 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.
 - 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 and so on.



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, 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**.

WRITING HELP

This course does incorporate a lot of writing for assessment. If you want help, here are some things to consider:

1. All seven Faculty of Arts & Science (FAS) writing centres will be operating during the 2023 Summer session, and all will be offering synchronous one-on-one instruction (in-person and online) with asynchronous options at some colleges. Students should visit each individual centre's site for information on how to make an appointment.

The FAS centres are listed at <https://writing.utoronto.ca/writing-centres/arts-and-science>.

Note that undergraduate students taking Summer courses in the Faculty of Arts & Science are eligible to seek help at their home college's centre and at other centres for work in college program courses. In the summer, students may book up to TWO appointments per week.

2. More than 60 Advice files on all aspects of academic writing are available from <http://advice.writing.utoronto.ca>. Students benefit from your recommendation of specific material relevant to your course and assignments. Printable PDF versions are listed at <http://advice.writing.utoronto.ca/student-pdfs>.

You may especially want to read "How Not to Plagiarize" and other advice on documentation format and methods of integrating sources. These pages are listed at <http://advice.writing.utoronto.ca/using-sources>.

For general information about writing resources at U of T, students can start here: <https://writing.utoronto.ca>.

3. Information about the English Language Learning program (ELL)'s summer offerings is available at [English Language Learning | Faculty of Arts & Science \(utoronto.ca\)](https://writing.utoronto.ca/english-language-learning). For more information, please contact the ELL coordinator Leora Freedman at ell.newcollege@utoronto.ca.

V COURSE POLICIES

ACCESSIBILITY

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the (online) classroom or course materials, please contact Accessibility Services as soon as possible:

https://studentlife.utoronto.ca/task_levels/accessibility-and-academic-accommodations/

The University is committed to developing an accessible learning environment that provides reasonable accommodations to enable students with disabilities to meet the essential academic requirements of the University's course and programs. Please be aware of the academic accommodation policies and resources page on the Provost's website:

<https://www.viceprovoststudents.utoronto.ca/students/academic-accommodation/>

AUDIOVISUAL MATERIAL AND RECORDINGS

This course lectures and tutorials 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.

ACADEMIC INTEGRITY

"The University of Toronto is committed to the free and open exchange of ideas, and to the values of independent inquiry. Academic integrity is fundamental to our university community's intellectual life. What does it mean to act with academic integrity? U of T supports the International Center for Academic Integrity's definition of academic integrity 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 approaches to academic integrity](#).

In our [Code of Behaviour on Academic Matters](#), the University has identified academic offences that run counter to those values, and that are in opposition to our mission to create internationally significant research and excellent academic programs. This code outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes working in groups on assignments that are supposed to be individual work).

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.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.
- Falsifying institutional documents or grades.

All suspected cases of academic dishonesty will be investigated following the procedures outlined in the Code of Behaviour on Academic Matters. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, you are expected to seek out additional information from me or other available campus resources like the College Writing Centres (<https://writing.utoronto.ca/writing-centres/arts-and-science/>), the Academic Success Centre, or the U of T Writing Website <https://writing.utoronto.ca/>.

The use of generative artificial intelligence 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 OUR ORIGINAL

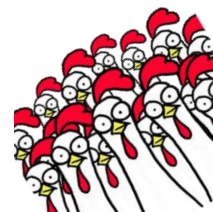
Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

ONLINE COMMUNICATION POLICY

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. 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.

To **request extensions on due dates**, refer to your TA.



MEDICAL CERTIFICATE & DOCUMENTATION SUPPORTING EXTENSIONS

Students do not need to use the University's official Verification of Student Illness or Injury Form as the documentation requirement for medical-based or any other extension requests. Students will, however, be required to submit an Absence Declaration online via ACORN, and, at the same

time, **must inform instructors & TAs of their absence**, in order to request accommodation. This also applies to non-medically-related absences.



NOTE: in case you missed it above, please read the syllabus carefully before asking me or the TAs.

RE-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.

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



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

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/>



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](#)



When she was 15, in August 2018, the young Swedish climate change activist Greta Thunberg began protesting outside the Swedish parliament about the need for immediate action to combat climate change. She has since galvanized millions of young people around the globe 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.

LECTURE OUTLINE

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

Class 1 (Tuesday May 9)

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:

- Orr, David. "The Trial," *Conservation Biology*, vol. 20, No. 6 (2006): 1570-1573.
DOI: 10.1111/j.1523-1739.2006.00597.x
- Scharper, Stephen. "We All Lose in the War against Nature," "The Rise of Nature Deficit Disorder," in *For Earth's Sake: Toward a Compassionate Ecology*, Edited by Simon Appolloni. Toronto: Novalis, 2013, pp. 63-64 & 33-34.

Class 2 (Thursday May 11)

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:

- Carson, Rachel. "The Obligation to Endure," by, in *Silent Spring, 40th Anniversary Edition*. New York: Mariner Book – Houghton Mifflin Company, 2002. pp. 5-13.
- Kuyek, Joan. "Creating a New Story: Putting Mining in its Place," in *Unearthing Justice: How to Protect Your Community from the Mining Industry*. Toronto: btlbooks. 2019, 307-317.

Suggested reading:

- Global Assessment Summary for Policymakers (excerpts for deeper explanations and graphics of the above IPBES report)
https://www.dropbox.com/sh/yd8l2v0u4jqtp3/AACpraYiOYWpTxAFv5H-2vrKa/1%20Global%20Assessment%20Summary%20for%20Policymakers?dl=0&subfolder_nav_tracking=1

Class 3 (Tuesday May 16)

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:

- Mitchell, Alanna. "The Last Best Place on Earth," in *Sea Sick: The Global Ocean in Crisis*, Toronto: McClelland and Stewart, 2009, pp. 21-40.
- United Nations – Plastic (video)
<https://www.un.org/sustainabledevelopment/blog/2019/02/plastic-ocean/>
- Todd, John. "A Vision of Hope," & "The Birth of an Ecological Technology," in *Healing Earth: An Ecologist's Journey of Innovation and Environmental Stewardship*. California: 2019, pp. 1-5 & 7-13.

Class 4 (Thursday May 18)

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:

- National Film Board of Canada. "Climate Chaos in the South - The Victims' Story," Video by, Antwerp: Wereldmediateek, 2010.
- IPCC. "Land is a Critical Resource, report says," available at https://www.ipcc.ch/site/assets/uploads/2019/08/Pr_SRCCL.pdf
- Toussaint-Strauss, Josh. "It's Time We Stopped Treating Soil Like Dirt," *The Guardian* YouTube Network; available at https://www.youtube.com/watch?time_continue=373&v=BSHR4sUZpcw

PART 2: Analyzing our current context

Class 5 (Tuesday May 23)

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:

- 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.

Class 6 (Thursday May 25)

We analyze the human within biotic communities and how, slowly, we see a wide movement forming to rejoin the Earth community.

Required readings:

- Leopold, Aldo. "The Land Ethic," in *A Sand County Almanac*. New York: Balantine Books: 1966, pp. 237-264.
- Berry, Thomas. "Returning to Our Native Place," (with introduction of Chapter 3) in *Thomas Berry Selected Writings on the Earth Community*. Maryknoll, New York: Orbis Books, pp. 37-43.

Class 7 (Tuesday May 30)

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 discuss the upcoming midterm assessment.

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.
- Tana, Mareta and Jena Cardoso, "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, 2023, pp. 55-56 & 57-58.

Class 8 (Thursday June 1)

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:

- Shiva, Vandana. "Monocultures of the Mind," *Trumpeter* 10, no. 4: 1999.
<http://trumpeter.athabasca.ca/index.php/trumpet/article/view/358>
- Grain, Kari. "Critical Hope Is Messy, Uncomfortable, and Full of Contradictions," in *Critical Hope: How to Grapple with Complexity, Lead with Purpose, and Cultivate Transformative Social Change*. California: North Atlantic Books, 2022, pp. 51-55.

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

Class 9 (Tuesday June 6)

"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*, ISSN 0028-0836, 12/2003, Volume 426, Issue 6968, pp. 769 -770.
- Suzuki, David (with Amanda McConnell and Adrienne Mason and Ian Hanington). "The Greek Myth of Gaia," and "(excerpts from) Protected by Our Kin," in *The Sacred Balance: Rediscovering Our Place in Nature; 25th Anniversary Edition*. Vancouver: Greystone Books, 2022, pp. 132-133 (82-83 in online version) & 214-217 (133-132 in online version). Note, the library has used a different version of the Suzuki book and the pages I have do not match. For their e-book version, please use the pages in red

Suggested reading:

- Mann, Michael E. (Excerpt from) "Meeting the Challenge" in *The New Climate War: The Fight to Take Back Our Planet*. New York: Public Affairs, 2021, pp.249-251.

Class 10 (Thursday June 8)

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.

Required readings:

- Victor, Peter. "Questioning Economic Growth: Our Global Economy Must Operate within Planetary Limits to Promote Stability, Resilience and Wellbeing, Not Rising GDP," *Nature* 468, no. 7322 (November 18, 2010): 370-71.
- Suzuki, David (with Amanda McConnell and Adrienne Mason and Ian Hanington). "Consumption to Satisfy Our Needs," in *The Sacred Balance: Rediscovering Our*

Place in Nature; 25th Anniversary Edition. Vancouver: Greystone Books, 2022, pp. 39-51.

Class 11 (Tuesday June 13)

What might happen if we consider Earth as kin and our role on the planet entails the practice of reciprocity, gratitude and generosity prevail?

Required readings/viewings:

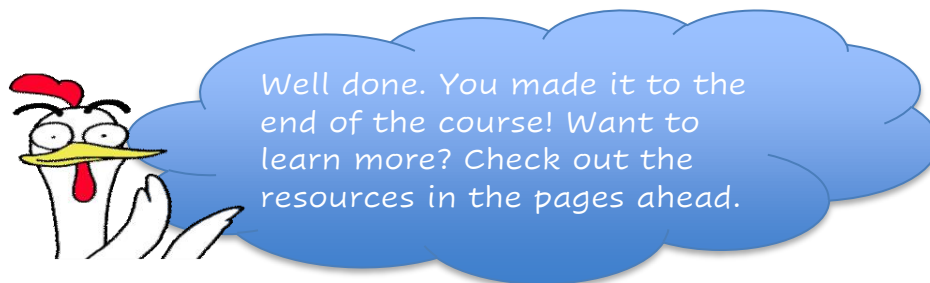
- Robin Wall Kimmerer, “*Wisgaak Gokpenagen: A Black Ash Basket*,” *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Minneapolis, Minnesota: 2013, pp. 141-155.

Class 12 (Thursday June 15)

To wrap things up, we will do a review of the course, go over the final exam, 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:

- Orr, David “Slow Knowledge,” *Conservation Biology* 10, no. 3 (June 1996): 699-702.
- Kelsey, Elin. “Stories Change,” chapter 4 in *Hope Matters: Why Changing the Way We Think Is Critical to Solving the Environmental Crisis*. Vancouver: Greystone Books, 2020, pp. 70-84.



IX SUGGESTIONS FOR FURTHER READING & VIEWING

The following books and/or resources can be found normally through our library system. Please check online.

Economics/commerce and environment

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

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

Victor, Peter. *Herman Daly's Economic for a Full World: His Life and Ideas*. New York: Routledge, 2022.

Ethics and environment

Appolloni, Simon. *Convergent Knowing: Christianity and Science in Conversation with a Suffering Creation*. McGill-Queen's University Press, forthcoming, November 2018.

Berry, Thomas. "Ethics and Ecology." Paper delivered to the Harvard Seminar on Environmental Values, Harvard University, 9 April 1996. Accessed June 2013.

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Berry, Thomas. *The Great Work: Our Way into the Future*. New York: Bell Tower Publishing Group, 1999.

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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/>.

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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.

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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.

Psychology (includes subject of eco-anxiety) and environment

Davenport, Leslie. *Emotional Resiliency in the Era of Climate Change: A Clinician's Guide*. Philadelphia: Jessica Kingsley Publishers, 2017.

Frankl, Victor E. *Man's Search for Meaning*. Boston: Beacon Press, 2006 (original publication 1959).

Kelsey, Elin. *Hope Matters: Why Changing the Way We Think Is Critical to Solving the Environmental Crisis*. Vancouver: Greystone Books, 2020.

Louv, Richard. *Last child in the woods: saving our children from nature-deficit disorder (Updated and Expanded.)*. Algonquin Books of Chapel Hill, 2008.

Macy, Joanna and Chris Johnstone. *Active Hope: How to Face the Mess We're in without Going Crazy*. Novato, California: New World Library, 2012.

National Forum and Research Report (2012). "The Psychological Effects of Global Warming on the United States: And why the U.S. mental health care system is not adequately prepared." Available at: <https://www.nwf.org/Educational-Resources/Reports/Archive>

Ray, Sarah Jaquette. *A Field Guide to Climate Anxiety: How to Keep Your Cool on a Warming Planet*. Oakland: University of California Press, 2020.

Roszak, Theodore; Gomes, Kanner, A. D., *Ecopsychology: restoring the earth, healing the mind*. Sierra Club Books, 1995.

Wray, Britt. *Generation Dread: Finding Purpose in an Age of Climate Crisis*. Toronto: Alfred A. Knopf Canada, 2022.

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.

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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.

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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.

Cole, R., Robinson, J., and Westerhoff, L. "Regenerative Sustainability: Rethinking Neighborhood Sustainability", in Moore, S. ed, *Pragmatic Sustainability: Theoretical and Practical Tools*. 2nd edition. London: Routledge. 2016.

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.

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- 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.
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- 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.
- 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.
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- 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.
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- Ruether, Rosemary Radford. *New Woman/New Earth: Sexist Ideologies and Human Liberation*. New York: Seabury Press, 1975.
- Wall Kimmerer, Robin. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Minneapolis, Minnesota: Milkweed Editions, 2013.

Film and Environment

The following is a short list of good movies I have come across that impart one or more themes tied to the environment, all which provoke deeper reflection.

Don't Look Up, US 2022, dir. Adam McKay
Avatar, US 2009, dir. James Cameron
WALL-E, US 2008, dir. Andrew Stanton
Erin Brockovich, US 2000, dir. Stephen Soderbergh
The Milagro Bean Field War, US 1998, dir. Robert Redford
Mindwalk, US 1990, dir. Bernt Amadeus Capra
Babette's Feast, Denmark 1987, dir. Gabriel Axel
The Truman Show, US 1988, dir. Peter Weir
The China Syndrome, US 1979, dir. James Bridges
The Grapes of Wrath, 1940, dir. John Ford



Documentaries and Environment

Documentaries on the environment are too numerous to list here. Not all, despite their intentions, are completely factual, and some contain dated data. It is wise to approach all documentaries with a **hermeneutic of suspicion** (viewing the clip with some level of academic skepticism in order to reveal possible hidden meanings or undiscussed agendas). Below are samples of documentaries I have found worthwhile (I used the IMDB tag lines); let me know of others you found worth a look! The list is not, by far, comprehensive. Some might be of interest to you because of the tone concerning the environment they convey.

Anthropocene: The Human Epoch, directed by Jennifer Baichwal and Edward Burtinsky (2018); filmmakers document the impact humans have made on the planet in 20 countries.

Baraka, directed by Ron Fricke (1992); a collection of expertly photographed scenes of human life, religion and how we interact with life.

Before the Flood, directed by Fisher Stephens (2016); Leonardo DiCaprio looks at how climate change affects our environment and what society can do to prevent the demise of endangered species, ecosystems and native communities across the planet.

[The] Biggest Little Farm, directed by John Chester (2018); documentarian John Chester and his wife Molly work to develop a sustainable farm on 200 acres outside of Los Angeles.

[The] Corporation, directed by Mark Achbar and Jennifer Abbott (2003); looks at the concept of the corporation throughout recent history up to its present-day dominance.

Food Inc., directed by Robert Kenner (2008); an unflattering look inside America's corporate controlled food industry.

Kiss the Ground, directed by Joshua Tickell and Rebecca Harrell Tickell (2020); a revolutionary group of activists, scientists, farmers, and politicians band together in a global movement of "Regenerative Agriculture" that could balance our climate, replenish our vast water supplies, and feed the world.

[The] New Corporation: The Unfortunately Necessary Sequel, directed by Jennifer Abbott and Joel Bakan (2020); exposes how companies are desperately rebranding as socially responsible - and how that threatens democratic freedoms.

There's Something in the Water, directed by Elliott Page (2019); an example of environmental racism in Canada where Black and First Nations in Nova Scotia suffer disproportionate effect of environmental pollution.

This Changes Everything, directed by Avi Lewis (2015); narrated by Naomi Klein, this video looks at seven communities around the world with the proposition that we can seize the crisis of climate change to transform our failed economic system into something radically better.

[The] Race to Save the World, directed by Joe Gantz (2021); a documentary film following the lives of passionate and determined climate scientists, activists, and concerned citizens who are working to shift the world towards a clean energy future and to fight climate change before it's too late.

Sharkwater Extinction, directed by Rob Steward (2018); Filmmaker Rob Steward exposes the illegal fishing industry that threatens the survival of the world's sharks.

Water Warriors, directed by Michael Premo (2017); when an energy company begins searching for natural gas in New Brunswick, Canada, indigenous and white families unite to drive out the company in a campaign to protect their water and way of life.

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?

