

# University of Toronto

## School of the Environment Course Syllabus

### INTRODUCTION TO ENVIRONMENTAL STUDIES

ENV100H1-F 2023

Thursdays from 15:00 to 17:00

Classroom: MS



### I COURSE TEAM & CONTACT INFORMATION

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**INSTRUCTOR:** Prof. Simon Appolloni, PhD,  
[simon.appolloni@utoronto.ca](mailto:simon.appolloni@utoronto.ca)  
Office hours: Thursdays 13:00 to 14:00 (or  
by appointment – online too), ES

**TA:** Mallory Furlong  
Email: [mallory.furlong@mail.utoronto.ca](mailto:mallory.furlong@mail.utoronto.ca)  
Office: Refer to Quercus Tutorial Section

**TA:** Erica Leighton  
Email: [erica.leighton@mail.utoronto.ca](mailto:erica.leighton@mail.utoronto.ca)  
Office: Refer to Quercus Tutorial Section

**TA:** William Ma  
Email: [willg.ma@mail.utoronto.ca](mailto:willg.ma@mail.utoronto.ca)  
Office: Refer to Quercus Tutorial Section

**LEAD TA & TA:** Lois Boody  
Email: [lois.boody@mail.utoronto.ca](mailto:lois.boody@mail.utoronto.ca)  
Office: Refer to Quercus Tutorial Section

**TA:** Annika Harley  
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**TA:** Ming Fei Li  
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Office: Refer to Quercus Tutorial Section

# Welcome to the course!

## II COURSE OVERVIEW

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### COURSE DESCRIPTION:

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

Ocean acidification, poisoned land and air, forest clear-cutting, ozone depletion, global climate change, toxic waste sites – the list goes on – all weigh heavily on our emotional and intellectual lives. We are part of the 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 and tutorials will be in person. All discussions will be supplemented by audiovisuals, guest speakers.



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:

**Mandatory (and suggested) readings** are freely available through our Quercus portal Library Reading List. Some videos will be made available on Quercus under Modules Class Lecture Notes and Videos:

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

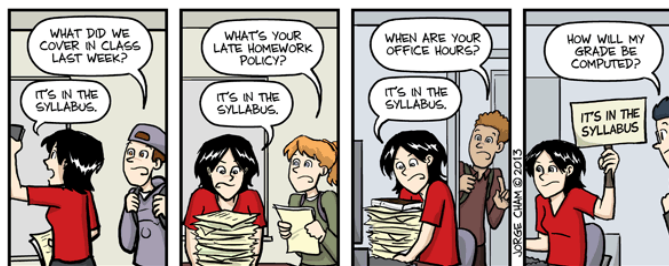
### III HOW THE COURSE IS ORGANIZED & EXPECTATIONS FOR CLASS PREPAREDNESS

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

Classes will be in-person (unless health situations demand a return to online) on Thursdays from 15:00 to 17:00.

Lectures will NOT be recorded, though students are free to record them for personal use.



**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 and Quercus.

#### HOW MUCH TIME SHOULD I DEVOTE TO THIS COURSE?

Over the course of each week, you are expected to spend anywhere between **6 to 8 hours weekly for each class** digesting/viewing all readings and required videos, attending class and tutorials and doing assignments. You are expected to attend all classes and tutorials, and complete and submit all assignments according to the due dates/deadlines. **It is strongly advised to complete all readings the week they are assigned and not to fall behind.**



#### 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 will be accessible through this website.

### IV EVALUATION/GRADING SCHEME

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Tutorial attendance	15% of total grade
Tutorial exercise	5% of total grade
Writing assignment	20% of total grade
Reading comprehension test	25% of total grade
Final Exam	35% of total grade

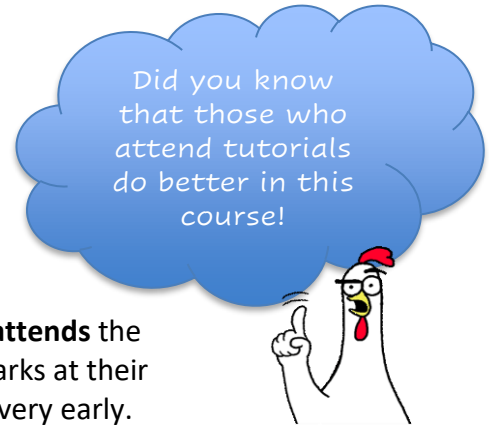
## Tutorials (15%)

Tutorial times and dates are below. Each student will participate in 5 tutorials over the weeks; please ensure you are registered for a tutorial by September 20.

WEEK	WHAT'S HAPPENING THAT WEEK with TUTORIALS AND ASSIGNMENTS
Sept. 4-8:	No tutorial
Sept. 11-15:	No tutorial
<b>Sept. 18-22:</b>	<b>1<sup>st</sup> tutorial</b> (how to engage the readings)
<b>Sept. 25-29:</b>	<b>2<sup>nd</sup> tutorial</b> (practice analysis)
Oct. 2-6:	No tutorial (first writing assignment due)
Oct. 9-13:	No tutorial
<b>Oct. 16-20:</b>	<b>3<sup>rd</sup> tutorial</b> (first assignment returned, discussed; tutorial exercise given/due end of day of tutorial)
Oct. 25-27:	No tutorial (tutorial exercise marked)
<b>Oct. 30-Nov. 3:</b>	<b>4<sup>th</sup> tutorial</b> (reading comprehension test)
Nov. 6-10:	No tutorial (reading week)
Nov. 13-17:	No tutorial (reading comprehension test marked)
Nov. 20-24:	No tutorial
<b>Nov. 27-Dec. 1:</b>	<b>5<sup>th</sup> tutorial</b> (continue prep. for exam)

Tutorial	Day & Time	TA – for location of tutorials, consult Quercus
TUT0101	Monday 10:00 - 11:00	William Ma
TUT0102	Monday 10:00 - 11:00	Erica Leighton
TUT0201	Monday 11:00 - 12:00	Erica Leighton
TUT0202	Monday 11:00 - 12:00	Annika Harley
TUT0301	Monday 13:00 - 14:00	Annika Harley
TUT0302	Monday 13:00 - 14:00	William Ma
TUT0401	Monday 14:00 - 15:00	Annika Harley
TUT0402	Monday 14:00 - 15:00	William Ma
TUT0501	Tuesday 15:00 - 16:00	Lois Boody
TUT0601	Tuesday 16:00 - 17:00	Lois Boody
TUT0701	Wednesday 10:00 - 11:00	Mallory Furlong
TUT0702	Wednesday 10:00 - 11:00	Ming Fei Li
TUT0801	Wednesday 11:00 - 12:00	Ming Fei Li
TUT0802	Wednesday 11:00 - 12:00	Mallory Furlong
TUT0901	Wednesday 15:00 - 16:00	Erica Leighton
TUT1001	Wednesday 16:00 - 17:00	Erica Leighton
TUT1101	Thursday 10:00 - 11:00	Lois Boody
TUT1102	Thursday 10:00 - 11:00	Ming Fei Li
TUT1201	Thursday 11:00 - 12:00	Lois Boody
TUT1202	Thursday 11:00 - 12:00	Ming Fei Li

- 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 15% for tutorial **attendance** (works out to 3% per tutorial) to each student who **attends** the session. The TA has the right to assign less than 3 marks at their discretion should a student arrive very late or leave very early.
- **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 discussed and assigned in tutorial **Oct. 16-20**.
- Your reading comprehension test will be written in your tutorial on the week of **Oct. 30-Nov. 3**.



### Writing assignment (20% - due Oct. 6)

- The goal of the writing assignment is to help you engage the readings deeply and learn how to convey & analyse their main points and to hone your analysis skills.
- Based on the course material covered in readings, videos and class lectures from the first 4 classes of the course and using a set essay format for engaging the readings (to be discussed within tutorials), you will write a 600–650-word response to a given reading. Guidance will be given from the TAs in tutorials. To be handed in on Quercus using Ouriginal.
- Marking rubric found in assignment sheet
- Released week of Sept. 25-29
- Due: Oct. 6 (11:59 pm)
- Worth 20% 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 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.



### Tutorial Exercise (5% - week of October 16-November 20; assigned in tutorial due end of the day after tutorial)

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 end of day of your tutorial.

Worth 5% of total mark. Marks will be based on accuracy and precision of distilling information from websites.



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!

### **Reading Comprehension Test (25% - written in tutorials week of Oct. 30-Nov. 3)**

As the title of this test indicates, this will be a short-answer and multiple-choice test, assessing your reading comprehension of the required readings for the weeks preceding the test (hence, weeks 1 to 8). Only course required readings will be tested.

**If you missed or have to miss the Reading Comprehension Test** for illness or other unavoidable reasons, **advise the LEAD TA 24 hours before or within 24 hours after the test so that they can prepare an alternative form of assessment and date for writing it.**

- Written week **Oct. 30-Nov. 3**
- Written in tutorial room
- Worth 25% of total mark

### **Final Exam (35%)**

The final exam will take place during the UofT examination period following classes at a time determined by the Office of the Faculty Registrar (OFR) **between December 9 & 20** (To be announced). It will be closed-book (no aids), 3-hour assessment of all the material covered in class, consisting of short answer, multiple choice, and short essay format (along the lines discussed for the writing assignment and test).

If circumstances change with respect to COVID, and it is not possible to hold in-person final exams, I may hold final assessments online during a final assessment period after the end of term.

**If you miss a final exam**, you must petition to the Faculty through your College Registrar's Office for an opportunity to write a deferred exam.



## 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**.

## V COURSE POLICIES

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### 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-andacademic-accommodations/](https://studentlife.utoronto.ca/task_levels/accessibility-andacademic-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 will not be videotaped. Course pedagogical videos and materials belong to your



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

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

### AUDIO RECORDINGS OF LECTURES (NO DISTRIBUTION RIGHTS)

Students may create audio-recordings of the lectures for their personal use. Recordings are intended to permit lecture content review so as to enhance understanding of the topics presented. Audio-recordings are not substitutes for attending class.

Students should note that since audio recordings are to be permitted, their voice may be recorded by others during the class. Please speak to the instructor if this is a concern for you. In accordance with the Accessibility for Ontarians with Disabilities Act, 2005, persons who have special needs will be accommodated.

Students agree to the following terms when creating audio recordings of lectures:

- Recordings are not to be distributed without the permission of the instructor via the Internet, using social media such as Facebook, peer-to-peer file sharing such as One Drive or Dropbox, or other distribution channels.
- Recordings are not to be shared with other classmates unless they are to be used in collaborative assignments, or if the instructor permits for other reasons.

Non-compliance with these terms violates an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

## 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/>.

### **ON THE USE OF TECHNOLOGICAL AIDS (e.g. software like ChatGPT)**

The following rules apply:

- . The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT and other AI writing or coding assistants, is prohibited.
- . The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.
- . Representing as one's own an idea, or expression of an idea, that was AI-generated may be considered an academic offence in this course.
- . Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants, for the purpose of completing assignments in this course.
- . 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.
- . This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

### **USE OF OUR ORIGINAL**

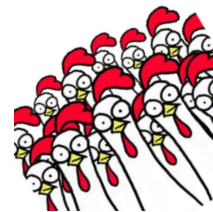
"Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, 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.

With the presence of Covid-19, procedures regarding health and wellness and this virus have changed from normal procedures. Students are directed to consult the **COVID-19 Information for University of Toronto Students** at <https://www.vicprovoststudents.utoronto.ca/covid-19/>



**NOTE:** in case you missed it, please read the syllabus carefully before asking the instructor or TA.

### **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

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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/>

## VII SUPPORT

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First year in university is demanding and it can be disorienting and daunting. **Know that while academic standards will remain high, our ENV100 team of instructor and TAs are willing to help you. Reach out!! You are invited to reach out** to the following links to help you with life, 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 Our Current Context

#### Class 1 (7 Sep)

*We go over course requirements and goals and begin the semester by introducing dimensions of our time which some are calling the 'Anthropocene.' Is that a helpful term?*

Required readings/viewings:

- Bill McKibben, "Is it hot enough yet for politicians to take real action?" *The New Yorker*, July 11, 2023.
- Stephen Scharper, "We All Lose in the War against Nature," in *For Earth's Sake: Toward a Compassionate Ecology*, edited by Simon Appolloni. Toronto: Novalis, 2013, 63-64.

#### Class 2 (14 Sep)

*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, this time through chemicals.*

Required readings/viewings:

- Rachel Carson, "**The Obligation to Endure**," in *Silent Spring* (New York: Mariner Book – Houghton Mifflin Company, 2002/1962), 5-13.
- IPCC, "Land is a Critical Resource, OPCC Report Says." August 8, 2019.

#### Class 3 (21 Sep)

*We continue to learn about the state of the planet by examining the state of the world's fresh waters and the world's oceans which are both fundamental to all life.*

Required reading/viewing:

- Alanna Mitchell, "The Last Best Place on Earth," in *Sea Sick: The Global Ocean in Crisis*. Toronto: McClelland and Stewart, 2009, 21-40.
- John Todd, "A Vision of Hope," & "The Birth of an Ecological Technology," in *Healing Earth: An Ecologist's Journey of Innovation and Environmental Stewardship*. California: 2019, 1-5 & 7-13.
- Robin Eveleigh, "Eating to fix the planet: the sustainable diet plan that includes meat and dairy," in Positive.News. June 26 2023.

➤ **First Tutorials begin, week of Sep 18-22 (make sure you are registered by September 20!)**

#### Class 4 (28 Sep)

*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:

- David Orr, "The Trial," *Conservation Biology*, vol. 20, No. 6 (2006): 1570-1573. DOI: 10.1111/j.1523-1739.2006.00597.x

- IPBES, “Nature’s Dangerous Decline ‘Unprecedented’ Species Extinction Rates ‘Accelerating’” Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) Media Release, 5 may, 2019.

- **Writing assignment released 25 September (due 6 October)**
- **Second tutorial week 25-29 September**

## **PART 2: Analyzing Our Current Context**

### **Class 5 (5 Oct)**

*Should there be an ethic for the land? Aldo Leopold, considered by some as the father of wildlife conservation, avers there should. Humans in industrialized nations, in general, have had a tenuous relationship with the land, from overuse, misuse, general neglect to disavowing of significance. A change in how we relate with the land is at hand.*

Required readings/viewings:

- Aldo Leopold, “The Land Ethic,” in *A Sand County Almanac*. New York: Balantine Books: 1966/1970, 237-264.
- Josh Toussaint-Strauss, “It’s Time We Stopped Treating Soil Like Dirt,” *The Guardian* YouTube Network, Jul 11, 2019.

- **Writing assignment due 6 October 11:59 pm**
- **Happy Thanksgiving Day (Oct. 9)!**

### **Class 6 (12 Oct)**

*While we have many ethical notions of human-to-human relationships, we do not always practice them fully or fairly, especially when it comes to climate change and the Global south. This week, Prof. Kariuki Kirigia of the School of the Environment and African Studies Centre joins us to discuss injustices related to the environment carried out in Kenya.*

Required readings/viewings:

- Kariuki Kirigia and Kimaren Riamit. “Land Injustices in Kenya’s Wildlife Conservancies.” *Tourism and Development in Africa*. October 9, 2018, Volume 11, Issue 50.
- National Film Board of Canada. “Climate Chaos in the South - The Victims' Story,” Video by, Antwerp: Wereldmediateek, 2010.
- Stephen Scharper, “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, 154-164 & 170-171....[for ebooks, read from the beginning to just before the section “Adopting an Option for the Poor in Environmental Initiatives”, then proceed to and read “Conclusion.”

### **Class 7 (19 Oct) Guest Lecturer – Professor Michael Classens**

With today’s lecturer, Professor Michael Classens will discuss our food systems, their governance and alternate and just ways of growing and distributing food.

Required readings/viewings:

- A documentary featuring Dr. Tammara Soma, called “Food is My Teacher.” Dr. Toma (a graduate of the PhD program in geography and planning at UofT) is a community-engaged food systems researcher at SFU.

Suggested Reading/viewing:

- Rutger Bregman, “The Rise of *Homo Puppy*.” In *Humankind: A Hopeful History*, translated by Elizabeth Manton and Erica Moore. New York: Little, Brown and Company, 2020, 50-72. (possible)

➤ **First writing assignment returned 16-20 October**

➤ **3<sup>rd</sup> tutorial week of 16-20 October; tutorial exercises assigned and handed in**

### **Class 8 (26 Oct)**

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

Required readings:

- David Orr, “What Is Education For?,” in *Earth in Mind: On Education, Environment, and the Human Prospect*. Washington, D.C.: Island Press, 2004, 7-15.
- Mareta Tana 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, 55-56 & 57-58.
- “Educating Girls,” in *Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming*, Paul Hawken ed. New York: Penguin Books, 2017, 80-82.

## **PART 3: Redeeming Creative Spaces for New Life-giving Relationships**

### **Class 9 (2 Nov)**

*What is Earth to you? Many religious adherents and philosophers have proffered answers to this question. James Lovelock tells us, “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,” adding, “We feel at home here....” Thomas Berry adds that our relationship with the geography around us intensifies when we spend intimate time in a place. What might happen if we actually think act differently toward Earth?*

Required readings/viewings:

- James Lovelock, “The Living Earth,” *Nature*, ISSN 0028-0836, 12/2003, Volume 426, Issue 6968, 769 -770.
- Thomas Berry. “Ecological Geography.” In *The Great Work: Our Way into the Future*. The Crown Publishing Group, 2011, 86-99.
- Kari Grain, “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.

➤ **October 30-November 3 Reading Comprehension Test in tutorials**



- **4<sup>th</sup> tutorial October 30-November 3 week**
- **Fall Reading Week, 6-10 November; no class Thursday 10 November**
- **September 20 is last day to drop F courses – and access ACORN (Nov. 6)**

### **Class 10 (16 Nov)**

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

Required readings/viewings:

- Peter Victor, "Questioning Economic Growth: Our Global Economy Must Operate within Planetary Limits to Promote Stability, Resilience and Wellbeing, Not Rising GDP," in *Nature* 468, no. 7322 (November 18, 2010): 370-71.
- David Suzuki (with Amanda McConnell and Adrienne Mason), "Consumption to Satisfy Our Needs," in *The Sacred Balance: Rediscovering Our Place in Nature* (Updated and Expanded version). Vancouver: Greystone Books, 2007, 37-49.

Suggested Reading/viewing:

- "Hard Truths about Green Growth" *The Economist* July 1, 2023.
- "Moving from a Failed Growth Economy to a Steady-State Economy," by Herman E. Daly, in *Towards an Integrated Paradigm in Heterodox Economics*, Edited by Julien-François Gerber et al. New York: Palgrave Macmillan, 2012, 176-189.

### **Class 11 (23 Nov)**

*How shall we live on Earth? As consumer, predator, destroyer? Or as kin practicing reciprocity, gratitude and generosity prevail? Robin Wall Kimmerer, a mother, scientist, decorated professor, and enrolled member of the Citizen Potawatomi Nation speaks for many Indigenous peoples*

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, 141-155.
- "Simon's Aside on Moving away from Anthropocentrism" video
- "Chatting about the Environment with Deborah McGregor" video

### **Class 12 (30 Nov)**

*To wrap things up, we will do a review of the course, but not before reminding ourselves of our human frailties, the complexity of the world, and how much we really can (and cannot) know about it (at least anytime soon), underlining that while much will get worse, that is not the end of the story!*

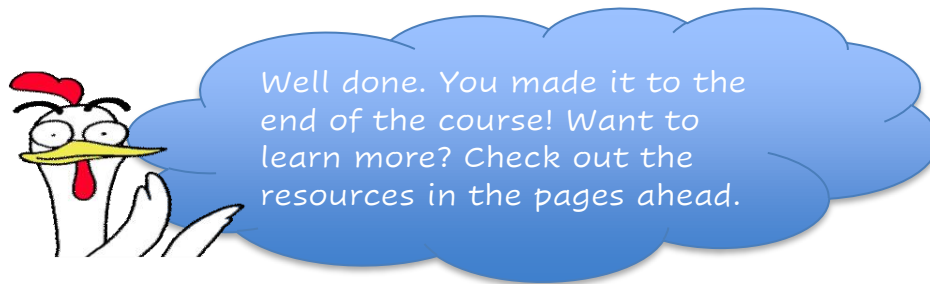
Required readings/viewings:

- David Orr, "Slow Knowledge," *Conservation Biology* 10, no. 3 (Jun., 1996): 699-702.
- Elin Kelsey, "Stories Change," chapter 4 in *Hope Matters: Why Changing the Way We Think Is Critical to Solving the Environmental Crisis*. Vancouver: Greystone Books, 2020, 70-84.
- Chatting about the Environment with Seth Klein (video)

- Introduction to the Battle Plan, by Seth Klein (excerpt from his book) *A Good War: Mobilizing Canada for the Climate Emergency*. Toronto: ECW Press, 2020.
- Gavin Haines. "I've been to the future – It's Glorious." In *Positive News Magazine*, Issue 114, July-September 2023, 32-35.

➤ **5<sup>th</sup> tutorial week of 27 November – 1 December**

➤ **Final Exam period 9 – 20 December**



## VIII SUGGESTIONS FOR FURTHER READING & VIEWING

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### Economics/commerce and environment

- Hawken, Paul. *The Ecology of Commerce: A Declaration of Sustainability*. New York: Collins Business, 1993.
- Jackson, Tim. *Prosperity without Growth: Economics for a Finite Planet*. London: Earthscan, 2009.
- Korten, David. *When Corporations Rule the World*. West Hartford, Connecticut: Kumarian Press, 1995.
- Schumacher, E.F. *Small is Beautiful: Economics as if People Mattered*. Vancouver: Hartley and Marks, 1999.
- 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.
- Bernheimer, Lily. *The Shaping of Us: How Everyday Spaces Structure Our Lives, Behaviour, and Well-Being*. San Antonio, Texas: 2017.
- Berry, Thomas. "Ethics and Ecology." Paper delivered to the Harvard Seminar on Environmental Values, Harvard University, 9 April 1996. Accessed June 2013. <https://intuerifarm.wordpress.com/philosophy/ethics-and-ecology-by-thomas-berry/>
- Berry, Thomas. *The Great Work: Our Way into the Future*. New York: Bell Tower Publishing Group, 1999.
- Boff, Leonardo. *Cry of the Earth, Cry of the Poor*. Translated by Phillip Berryman. Maryknoll, NY: Orbis Books, 1997.
- Cheney, Jim, and Anthony Weston. "Environmental Ethics as Environmental Etiquette: Toward an Ethics-Based Epistemology." *Environmental Ethics* 21 (Summer 1999):115–34.
- Cuomo, Chris J. "Getting Closer: Thoughts on the Ethics of Knowledge Production." Accessed August 2013. <http://fore.research.yale.edu/disciplines/ethics/essays/>.
- Garvey, James. *The Ethics of Climate Change: Right and Wrong in a Warming World*. London: Continuum, 2008.
- Guha, Ramachandra. "The Environmentalism of the Poor." In *Varieties of Environmentalism: Essays North and South*, edited by Ramachandra Guha and J. Martinez-Alier, 3–21. London: Earthscan Publications, 1997.
- Jenkins, Willis. *The Future of Ethics: Sustainability, Social Justice, and Religious Creativity*. Washington DC: Georgetown University Press, 2013.
- Leopold, Aldo. *A Sand County Almanac: With Essays on Conservation from Round River*. New York: Ballantine Books, 1966.
- Scharper, Stephen Bede. *For Earth's Sake: Toward a Compassionate Ecology*. Edited by Simon Appolloni. Toronto: Novalis Publishing Inc., 2013.
- Schweitzer, Albert. *Albert Schweitzer: Essential Writings*. Selected with an Introduction by James Brabazon. Maryknoll, New York: Orbis Books, 2005.

- Waldau, Paul and Kimberly Patton (editors). *A Communion of Subjects: Animals in Religions, Science and Ethics*. New York: Columbia University Press, 2006.

### **Psychology (includes topic 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.
- Appolloni, Simon and Heather Eaton. "Religions and Ecology in Canada," *Alternatives Journal*, 1 March, 2016.
- Berry, Thomas. *The Sacred Universe: Earth Spirituality, and Religion in the Twenty-First Century*. Edited by Mary Evelyn Tucker. New York: Columbia University Press, 2009.
- Berry, Thomas. *The Christian Future and the Fate of Earth*. Edited by Mary Evelyn Tucker and John Grim. Maryknoll, NY: Orbis Books, 2009.
- Delora, Vine. *God is Red: A Native View of Religion*. Fulcrum Publishing, 1994.
- Moe-Lobeda, Cynthia. *Resisting Structural Evil: Love as Ecological-Economic Vocation*. Fortress Press, Minneapolis, 2013.
- Taylor, Sarah McFarland. *Green Sisters: A Spiritual Ecology*. Cambridge Mass.: Harvard University Press, 2007.

- White Jr, Lynn. "The Historical Roots of Our Ecologic Crisis." In *Worldviews, Religion, and the Environment: A Global Anthology*, edited by Richard C. Foltz, 30–7. Belmont, Calif.: Thomson Wadsworth, 2003.

### **Sustainability and environment**

- Angus, Ian. *Facing the Anthropocene: Fossil Capitalism and the crisis of the Earth System*. New York: Monthly Review Press, 2016.
- Boyd, David R. *The Optimistic Environmentalist: Progressing Toward a Greener Future*. Toronto: ECW Press. 2015.
- Carson, Rachel. *Silent Spring*. New York: Mariner Book – Houghton Mifflin Company, 2002/1962.
- 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.
- Hawken, Paul, editor. *Drawdown: The Most Comprehensive Plan ever Proposed to Reverse Global Warming*. New York: Penguin Books, 2017.
- Klein, Naomi. *The Changes Everything: Capitalism versus Climate Change*. Toronto: Alfred A. Knopf Canada. 2014.
- Klein, Seth. *A Good War: Mobilizing Canada for the Climate Emergency*. Toronto: ECW Press, 2020.
- Mann, Michael. *The New Climate War: The Fight to Take Back Our Planet*. New York: Public Affairs, 2021.
- McDonough, William and Michael Broungart. *Cradle to Cradle: Remaking the Way We Make Things*. New York: North Point Press, 2002.
- McKibben, Bill. *Enough: Staying Human in an Engineered Age*. New York, Houghton-Mifflin, 2003.
- Shiva, Vandana. *Earth Democracy: Justice, Sustainability and Peace*. Cambridge, Mass.: South End Press, 2005.
- Wallace-Wells, David. *The Uninhabitable Earth: Life after Warming*. New York: Tim Duggan Books, 2020.
- 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.
- Suzuki, David with Amanda McConnell. *The Sacred Balance: Rediscovering Our Place in Nature*. Vancouver: Greystone Books, 2002.
- Swimme, Brian Thomas, and Mary Evelyn Tucker. *Journey of the Universe*. New Haven: Yale University Press, 2011.

### **Worldviews and environment**

- Bregman, Rutger. *Humankind: A Hopeful History*. Translated by Elizabeth Manton and Erica Moore. First English-language edition. New York: Little, Brown and Company, 2020.
- Devall, Bill, and George Sessions. *Deep Ecology: Living as if nature Mattered*. Layton, Utah: Gibbs Smith, 1985.
- Gae Ho Hwako, and Timothy B. Leduc, eds. *Odagahodhes: Reflecting on Our Journeys*. Montreal, Quebec: McGill-Queen's University Press, 2022.
- Holthaus, Eric. *The Future Earth: A Radical Vision for What's Possible in the Age of Warming*. New York: HarperOne, 2024.
- King, Thomas. *The Truth about Stories: A Native Narrative*. Toronto: House of Anansi Press, 2003
- Merchant, Carolyn. *The Death of Nature: Women, Ecology and the Scientific Revolution*. New York: HarperCollins, 1976.
- Midgley, Mary. *Gaia: The Next Big Idea*. London: Demos, 2001.
- Orr, David W. *Earth in Mind: On Education, Environment, and the Human Prospect*. Washington, DC: Island Press, 2004.
- Rosling, Hans with Anna Rosling Rönnlund, and Ola Rosling. "The Gap Instinct." In *Factfulness: Ten Reasons We're Wrong About the World-- and Why Things Are Better Than You Think*. London, England: Sceptre, 2018.
- Ruether, Rosemary Radford. "Ecofeminism and the Challenges of Globalization." In *Ecofeminism and Globalization: Exploring Culture, Context, and Religion*, edited by Heather Eaton and Lois Ann Lorentzen, vii–xi. Landham, Md.; Toronto: Rowman & Littlefield, 2003.
- Ruether, Rosemary Radford. *New Woman/New Earth: Sexist Ideologies and Human Liberation*. New York: Seabury Press, 1975.
- 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 movies I have come across that impart adeptly 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 Is My Teacher*, edited by Sarah Taylor (2023); In an effort to learn more about how food could be a source of love and healing, Tammara Soma, an assistant professor and the research director and co-founder of the Food Systems Lab at Simon Fraser University, travelled across B.C. and Alberta for the documentary, meeting with various communities to discover the cultural relationships they have with food.
- *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?

