





Photo by [Li-An Lim](#) on [Unsplash](#)

**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 you 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 in the field, as well as current literature on the subject. Class lectures and tutorials will be online and synchronous. Discussions will be supplemented by audiovisuals and guest speakers.

**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 you with a “functional literacy” in some of the foundational ideas and concepts in the study of the environment;

2. to help you 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 you learn to think critically about environmental issues, and to express their ideas clearly and effectively.

### COURSE MATERIAL:

All required and suggested reading material will be made freely available through our library system via Quercus or online.

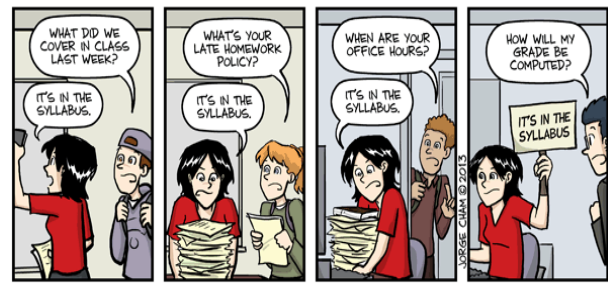
**Required video viewings** related to weekly readings are available on Quercus under the module section; these videos comprise of

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

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

This course is organized by 12 class units over a period of 6 weeks, and 5 tutorials that assist with writing assignments and understanding course content. There will be weekly quizzes, contributions to discussion board and two writing assignments.

Each class (not tutorial) will be recorded, and files will be available for 2 weeks thereafter (this practice is meant to discourage leaving course work to the last minute).



**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 be available weekly 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?

Over the course of each week, you are expected to spend on average **4 hours for each class (for a total of 8 hours)** digesting/viewing all readings and required videos and responding to discussions/quizzes. You are to watch (via Quercus) all videos, attend all the tutorials, and complete and submit all assignments according to the due dates and 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/>). All documents and resources required for the course will be accessible through this website.

## IV EVALUATION/GRADING SCHEME

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Tutorial attendance & participation (5 x 5%)	25% of total grade
Reading comprehension quizzes (3 x 5%)	15% of total grade
Contribution to discussion board questions (2 x 2.5%)	5% of total grade
First writing assignment	25% of total grade
Final writing assessment	30% of total grade

### Tutorials

- **Tutorial times** are below. Each student will participate in 5 tutorials over 5 weeks, all synchronous via Zoom. Make sure you are registered in one of the 8 sections.

Tutorial time	Section	TA
Tuesday 14:00 — 15:00	TUT0101	Xxx
	TUT0102	Xxx
Tuesday 15:00 — 16:00	TUT0201	Xxx
	TUT0202	Xxx
Wednesday 10:00 — 11:00	TUT0301	Xxx
	TUT0302	Xxx
Tuesday 19:00 — 20:00	TUT5101	Xxx
	TUT5102	Xxx

- The **goals** of tutorials are to help you review the course material, and to prepare you for your writing assignments. **Experience has shown that students who attend and participate in writing exercises offered during these sessions do significantly better in the course than those who do not.**
- TAs will be able to see on Zoom which students have attended each of the 5 sessions (and for how long) after the tutorial wraps up. TAs will award up to 3% per tutorial to each student who **attended** the session and up to 2% **participation** marks for answering short quizzes/exercises (in the form of short paragraph writing, multiple choice or fill in the blanks (via Quercus); note these 'assignments' are **meant to be stress free**: the 2% marks are mainly for participation; your answer(s) do not have to be fully correct. To aim is to help you develop skills and understanding. **Nevertheless, if the TA finds little to no evidence of effort on your part, the TA may award you only partial marks.**
- **If, for technical/geographical reasons, you are unable to attend a session, or you log in and then run into technical challenges, it is your responsibility to write to your TA **within 12 hours** to explain why you were unable to attend the entire session. The TA will then offer you a short writing assignment to make up the missed tutorial attendance grade. **The onus is on you to reach out to your TA.** If they do not hear from you within 12 hours**

after you miss all or part of a tutorial session, you will automatically be given a grade of 0 for the session.

### Contribution to discussion board

- The **goal** of the contribution to the discussion board is to get you to think more deeply about a subject by soliciting your thoughts to a specific environmental issue.
- Each of the 6 weeks, there will be a question posted on discussion board on Quercus based on an issue raised in either Simon's Aside video or Chatting about the Environment [with one of our authors] video.
- While students are welcome to reply every week and often, to all questions, students will be **required to respond once to any 2 of the 6 weekly questions** posed (or to another student's response to that question) throughout the course.
- **A mark of 2.5%** for the contribution will be assigned (for a total of 5); marks will be awarded to the first two done. Responses should be succinct **not exceeding more than 100 words**.
- While there is no one right or wrong response (as the questions will solicit your thoughts and/or emotions on an issue), they should demonstrate evidence of thoughtful engagement with the issue at hand to receive full marks.
- **NOTE:** there will be no make up for missed contributions.



Helpful tip: do these early in the term!



### Reading comprehension quizzes

- The **goal** of the quizzes is to help you engage the readings and syllabus.
- Each week of the course, there will be a quiz (**each with 10 multiple choice or true or false questions**), based on the syllabus & course readings for the two classes that **period**. These will be automatic (from Quercus) and available within a limited time period. Some questions have **multiple answers**, so read the question carefully.
- The quizzes **appear every week on Thursdays** - running for two days - as a set of 10 questions for which you will have 30 minutes to answer.
- Each quiz is worth **5% of total marks**. You are welcome to do all six, but **only the top three with the highest scores done will count** toward their mark (3 quizzes x 5% = 15%).
- You are free – and indeed encouraged – to have their readings open and available; because you have only 3 minutes or so for each question, it is advisable that you do readings **before** starting the quiz.
- Correct answers will be made available automatically for 24 hours on the following Monday.
- The **schedule** is as follows:
  - Quiz # 1 (classes 1 & 2) available 12 May, closes 14 May, 11:59 pm
  - Quiz # 2 (classes 3 & 4) available 19 May, closes 21 May, 11:59 pm
  - Quiz # 3 (classes 5 & 6) available 26 May, closes 28 May, 11:59 pm
  - Quiz # 4 (classes 7 & 8) available 2 June, closes 4 June, 11:59 pm
  - Quiz # 5 (classes 9 & 10) available 9 June, closes 11 June, 11:59 pm
  - Quiz # 6 (classes 11 & 12) available 16 June, closes 18 June, 11:59 pm



- **NOTE:** there will be no make up for missed quizzes.

### First writing assignment

- 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), students 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.
- Marking rubric found in assignment sheet
- Released 24 May
- Due: 1 June (11:59 pm)
- Worth 25% 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.



*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 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!*

### Final writing assessment

- Based on the course material covered in readings, videos and class lectures from the whole course, and using a set essay format for engaging the readings (to be discussed within tutorials), students will write one 950 - 1200 words response to given questions. Guidance will be given from the TAs. To be handed in using Ouriginal.
- Released: 8 June
- Due: June 27 (11:59 pm)
- 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.

### Note:

- i. If an **unexpected technical issue occurs** with a university system (e.g., Quercus services, network outage) that affects availability or functionality, it may be necessary to revise

the timing or weighting of the assessments above. Every effort will be taken to ensure fairness.

- ii. 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, students should be able to convey, and analyze course materials with **precision** and **accuracy**, and with **clear focus**; their **writing style should be clear** and unambiguous, and their **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-and-academic-accommodations/](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:

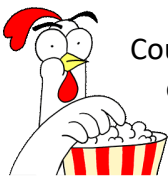
<https://www.vicereprovoststudents.utoronto.ca/students/academic-accommodation/>

Accessibility Remote/Online Learning information and resources are available at:

<https://studentlife.utoronto.ca/covid-19-accessibility-faqs/>

### AUDIOVISUAL MATERIAL AND RECORDINGS

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



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

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

## ACADEMIC INTEGRITY

“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.”

## USE OF OUR ORIGINAL

Normally, students will be required to submit their course essays to Ouriginal.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Ouriginal.com reference database, where they

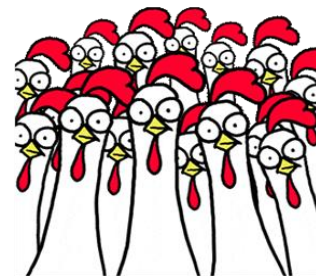


will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Ouriginal.com service are described on the Ouriginal.com web site.

### 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 in the subject heading of your email. Directly address the instructor or TA by name, and always provide your own (full) name as part of your message.

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



### MEDICAL CERTIFICATE & DOCUMENTATION SUPPORTING EXTENSIONS

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

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



**NOTE:** in case you missed it the first two times mentioned above, there will be no make up for missed quizzes or participation in discussion board questions.

### MARKING OF ASSIGNMENTS

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

mark, it is only after you have met and discussed your work with the TA who marked your work that you can come to the instructor with your concerns.

## 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. 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.



### *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?



## VIII LECTURE OUTLINE

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### **PART 1: Identifying what we've been doing to the planet and to one another**

#### **Class 1 (10 May)**

*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 an apt term?*

Required readings/viewings:

- Class 1 Lecture Welcome video
- Stephen Scharper, "Green Dreams: Religious Cosmologies and Environmental Commitments," in *For Earth's Sake: Toward a Compassionate Ecology*, edited by Simon Appolloni (Toronto: Novalis, 2013), 35-40.
- IPCC, "Climate change: a threat to human wellbeing and health of the planet." IPCC Sixth Assessment Report, Press release: 28 February 2022  
[https://www.ipcc.ch/report/ar6/wg2/downloads/press/IPCC\\_AR6\\_WGII\\_PressRelease-English.pdf](https://www.ipcc.ch/report/ar6/wg2/downloads/press/IPCC_AR6_WGII_PressRelease-English.pdf)
- Stephen Sharper, "We All Lose in the War against Nature," *Toronto Star*, April 16, 2010:  
[https://www.thestar.com/opinion/editorialopinion/2010/04/16/scharper\\_we\\_all\\_lose\\_in\\_the\\_war\\_against\\_nature.html](https://www.thestar.com/opinion/editorialopinion/2010/04/16/scharper_we_all_lose_in_the_war_against_nature.html)

#### **Class 2 (12 May)**

*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.
- IPBES, "Nature's Dangerous Decline 'Unprecedented' Species Extinction Rates 'Accelerating'" Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) Media Release:  
<https://www.un.org/sustainabledevelopment/blog/2019/05/nature-decline-unprecedented-report/>

- “Simon’s Aside on *Silent Spring*” video

Suggested reading:

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

➤ **First quiz released 12 May – closes 14 May at 11:59 pm**

### **Class 3 (17 May)**

*We continue to learn about the state of the environment by examining the condition of the world’s fresh water, which is fundamental to all life, and the condition of the world’s oceans which – as Mitchell tells us – are “our main life-support system, controlling the planet’s temperature, climate and key chemical cycles.”*

Required reading/viewing:

- Alanna Mitchell, “The Last Best Place on Earth,” in *Sea Sick: The Global Ocean in Crisis* (Toronto: McClelland and Stewart, 2009), 21-40.
- United Nations – Plastic Ocean video
- Christiana Zenner, “The Agriculture/Water Nexus – Chapter 5,” in *Just Water: Theology, Ethics, and Fresh Water Crises - 2018 Revised Edition* (Maryknoll: Orbis Books, 2018), 86-89 [for ebooks, read from the beginning of the chapter 5 until the just before the section that reads: "A Brief History of Agriculture, from Prehistory to the Produce Aisle"]
- “Simon’s Aside on Oceans” video
- “Chatting about the Environment with Alanna Mitchell” video

➤ **First writing assignment released 16 May (due 26 May)**

➤ **First Tutorials on week of 16 May (make sure you are registered!)**

### **Class 4 (19 May)**

*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:

- IPCC, “Climate Change and Land: An IPCC Special Report on climate change, desertification, land, degradation, sustainable land management, food security, and greenhouse gas fluxes in terrestrial ecosystems (Summary for Policy Makers)”;  
**Focus on the bullet points in Section A only, pages 7-19 and do not worry if the graphs are difficult to grasp (great if you can!); part of this exercise is to introduce you to engaging IPCC reports:**  
[https://www.ipcc.ch/site/assets/uploads/sites/4/2020/02/SPM\\_Updated-Jan20.pdf](https://www.ipcc.ch/site/assets/uploads/sites/4/2020/02/SPM_Updated-Jan20.pdf)
- Stephen Scharper, “Option for the Poor and the Option for the Earth: Toward a Sustainable Solidarity,” *For Earth’s Sake: Toward a Compassionate Ecology*, edited by Simon Appolloni (Toronto: Novalis, 2013), 146-154 & 162-163.
- “Simon’s Aside on Unequal Ecologies” video

Suggested viewing/reading:

- Chatting about the Environment with John Robinson video
- Cole, R., **Robinson, J.**, and Westhoff, L, “Regenerative Sustainability: Rethinking Neighborhood Sustainability,” (Chapter 12), in *Pragmatic Sustainability: Dispositions for Critical Adaptation*. Edited by Moore, S. 2<sup>nd</sup> Edition (London: Routledge, 2016), 207-226

➤ **Second quiz released 19 May – closes 21 May at 11:59 pm**

## **PART 2: Analyzing our current context and how we arrived at this point**

➤ **Second Tutorials on week of 23 May**

➤ **First writing assignment released**

### **Class 5 (24 May)**

*Why such inaction on all this destruction? Let's analyse!*

Required readings/viewings:

- Robert Gifford, “The Dragons of Inaction: Psychological Barriers That Limit Climate Change Mitigation and Adaptation” *The American Psychologist*, 66(4), 2011. 290–302. <https://doi.org/10.1037/a0023566>
- “Simon’s Aside on Paradigm Shifts” video

➤ **Third quiz released 26 May – closes 28 May at 11:59 pm**

### **Class 6 (26 May)**

*Might one of the reasons for this mess we are in stem from mistaken understandings about the role and place of the human within biotic and urban communities?*

Required readings/viewings:

- Aldo Leopold, “The Land Ethic,” in *A Sand County Almanac* (New York: Balantine Books: 1966/1970), 237-264 (note the Library Reserves version is different so is its pagination, which reads pp. 201-226)
- Josh Toussaint-Strauss, “It’s Time We Stopped Treating Soil Like Dirt,” *The Guardian* YouTube Network video: <https://www.theguardian.com/environment/video/2019/jul/11/its-time-we-stopped-treating-soil-like-dirt-video>

➤ **Third tutorial week of 30 May**

➤ **Last Day to drop F courses: 31 May**

➤ **First writing assignment due 1 June**

### **Class 7 (31 May)**

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

Required readings/viewings:

- 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.

- Monty Hempel, “Ecoliteracy: Knowledge Is Not Enough,” in *The Worldwatch Institute’s State of the World 2014: Governing for Sustainability* (Washington: Island Press, 2014), 41-52.
- “Simon’s Aside on Why Are You’re here Studying at University?” video
- “Chatting about the Environment with David Orr” video

➤ **Fourth quiz released 2 June – closes 4 June at 11:59 pm**

### **Class 8 (2 June)**

*How is it we find parallels between the violence against the planet and violence against women? Finding parallels between the oppression of nature and the oppression of gender, ecofeminism critiques patriarchal violence, capitalism, colonialism, and gender discrimination. Such a critique might offer insight into fostering liberation for women and the natural world.*

Required readings/viewings:

- Vandana Shiva, “Monocultures of the Mind,” *Trumpeter* 10, no. 4: 1993.
- “Simon’s Aside on Monoculture of the Mind” video
- “Chatting about the Environment with Heather Eaton” video

Suggested reading:

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

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

➤ **Fourth tutorial week of 6 June**

➤ **First writing assignment returned**

### **Class 9 (7 June)**

*“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/viewings:

- James Lovelock, “The Living Earth,” *Nature*, 12/2003, Volume 426, Issue 6968, pp. 769 – 770.
- “Simon’s Aside on Understanding Gaia the Science” video
- “Chatting about the Environment with ‘James Lovelock’” video

➤ **Fifth Quiz released 9 June closes 11 June at 11:59 pm**

### **Class 10 (9 June)**

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

Required readings/viewings:



- Peter Victor, "Questioning Economic Growth: Our Global Economy Must Operate within Planetary Limits to Promote Stability, Resilience and Wellbeing, Not Rising GDP," *iNature* 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.
- Stephen Scharper, "Reverend Billy's Crusade against the 'Shopocalypse'," *Toronto Star* 22 December 2007.
  - [https://www.thestar.com/news/2007/12/22/reverend\\_billys\\_crusade\\_against\\_shopocalypse.html](https://www.thestar.com/news/2007/12/22/reverend_billys_crusade_against_shopocalypse.html)
- "Simon's Aside on Consumerism" video
- "Chatting about the Environment with Peter Victor" video

Suggested Reading:

- Herman E. Daly, "Moving from a Failed Growth Economy to a Steady-State Economy," in *Towards an Integrated Paradigm in Heterodox Economics*, Edited by Julien-François Gerber et al. (New York: Palgrave Macmillan, 2012), 181-189.

➤ **Fifth tutorial week of 13 June**

**Class 11 (14 June)**

*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, "The Gift of Strawberries," *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants* (Minneapolis, Minnesota, 2013), 22-32.
- "Simon's Aside on Moving away from Anthropocentrism" video
- "Chatting about the Environment with Deborah McGregor" video

Suggested Reading:

- Simon Appolloni and Heather Eaton. "The ecology of religion: faith leaders are raising sustainability concerns." *Alternatives Journal*, vol. 42, no. 1, 2016, p. 44-47.

➤ **Third tutorial 29 November for final writing assessment**

➤ **Sixth quiz released 16 June – closes 18 June at 11:59 pm**

**Class 12 (16 June)**

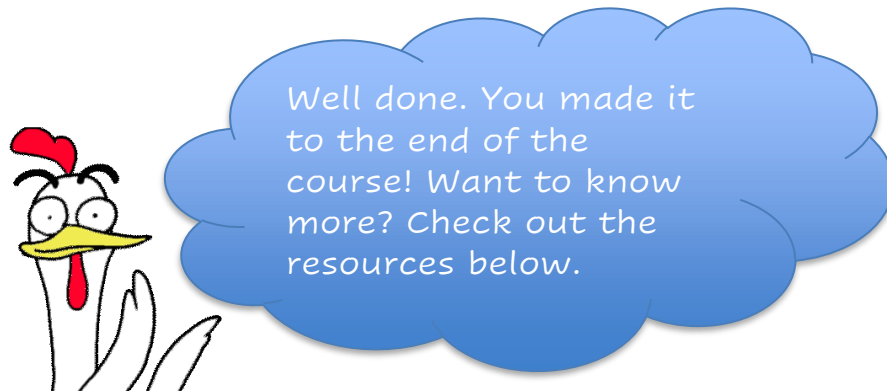
*To wrap things up, we will do a review of the course, but not before reminding ourselves of our human frailties, the complexity of the world, and how much we really can (and cannot) know about it (at least anytime soon), underlining that while much will get worse, that is not the end of the story!*

Required readings/viewings:

- David Orr, "Slow Knowledge," *Conservation Biology* 10, no. 3 (Jun., 1996): 699-702.
- Stephen Scharper, "On Sacrifice, Spirituality, and Silver Linings," *Toronto Star*; found at:

- <https://novalisseedsofffaith.com/2013/04/09/on-sacrifice-spirituality-and-silver-linings/>
- Simon Appolloni, “6 ways to build resilience and hope into young people’s learning about climate change,” *The Conversation*, 19 April, 2022.
- <https://theconversation.com/6-ways-to-build-resilience-and-hope-into-young-peoples-learning-about-climate-change-177718>
- Chatting about the Environment with Seth Klein video
- Seth Klein, “Introduction to the Battle Plan”(excerpt from his book) *A Good War: Mobilizing Canada for the Climate Emergency* (Toronto: ECW Press, 2020).  
<https://www.sethklein.ca/introduction>

➤ **Final writing assessment released 17June (due 27 June)**



## IX SUGGESTIONS FOR FURTHER READING & VIEWING

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

### Economics/commerce and environment

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

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

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

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

### Ethics and environment

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

- 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 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).
- 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>
- 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.
- 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., (1995). *Ecopsychology: restoring the earth, healing the mind*. Sierra Club Books.

### 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.
- McDonough, William and Michael Brungart. *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.
- IPCC Fifth Assessment Report. "Climate Change 2013: The Physical Science Basis." <https://www.ipcc.ch/report/ar5/wg1/>
- Lovelock, James. *The Revenge of Gaia: Why the Earth is Fighting Back and How We Can Still Save Humanity*. London: Allen Lane, 2006.
- Lovelock, James. *Gaia: A New Look at Life on Earth*. New York: Oxford University Press, 1982.
- Mitchell, Alanna. *Sea Sick: The Global Ocean in Crisis*. Toronto: McClelland and Stewart, 2009.
- Sale, Peter F. *Our Dying Planet: An Ecologists View of the Crisis We Face*. Berkeley: University of California Press, 2011.
- Suzuki, David with Amanda McConnell. *The Sacred Balance: Rediscovering Our Place in Nature*. Vancouver: Greystone Books, 2002.
- Swimme, Brian Thomas, and Mary Evelyn Tucker. *Journey of the Universe*. New Haven: Yale University Press, 2011.

### Worldviews and environment

- Devall, Bill, and George Sessions. *Deep Ecology: Living as if nature Mattered*. Layton, Utah: Gibbs Smith, 1985.
- Merchant, Carolyn. *The Death of Nature: Women, Ecology and the Scientific Revolution*. New York: HarperCollins, 1976.
- Midgley, Mary. *Gaia: The Next Big Idea*. London: Demos, 2001.
- Orr, David W. *Earth in Mind: On Education, Environment, and the Human Prospect*. Washington, DC: Island Press, 2004.
- Ruether, Rosemary Radford. "Ecofeminism and the Challenges of Globalization." In *Ecofeminism and Globalization: Exploring Culture, Context, and Religion*, edited by Heather Eaton and Lois Ann Lorentzen, vii–xi. Landham, Md.; Toronto: Rowman & Littlefield, 2003.
- Ruether, Rosemary Radford. *New Woman/New Earth: Sexist Ideologies and Human Liberation*. New York: Seabury Press, 1975.

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.

*The Truman Show*, US 1988, dir. Peter Weir  
*Erin Brockovich*, US 2000, dir. Stephen Soderbergh  
*The Milagro Bean Field War*, US 1998, dir. Robert Redford  
*The China Syndrome*, US 1979, dir. James Bridges  
*Avatar*, US 2009, dir. James Cameron  
*Mindwalk*, US 1990, dir. Bernt Amadeus Capra  
*Babette's Feast*, Denmark 1987, dir. Gabriel Axel  
*WALL-E*, US 2008, dir. Andrew Stanton  
*The Grapes of Wrath*, 1940, dir. John Ford



### Documentaries and Environment

Documentaries on the environment are too numerous to list here. And not all, despite their intentions, are completely factual, and some have dated data. It is wise to approach all documentaries with a **hermeneutic of suspicion**. 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 travel to six continents and 20 countries to document the impact humans have made on the planet.

*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); documentary that 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.