INTRODUCTION TO ENVIRONMENTAL STUDIES
ENV100H1-F 2022
Thursdays from 15:00 to 17:00
Classroom: MS 2158

I COURSE TEAM & CONTACT INFORMATION

INSTRUCTOR: Prof. Simon Appolloni, PhD, simon.appolloni@utoronto.ca
Office hours: Thursdays 13:00 to 14:00 (or by appointment – online too) 149 College St., Suite 411A, Fourth Floor

LEAD TA & TA: Lois Boody
Email: lois.boody@mail.utoronto.ca
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Office: TBA

TA: Virendra Mathur
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TA: Fatima Zahra Mohammed
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Office: TBA

TA: Emily Power
Email: emily.power@mail.utoronto.ca
Office: TBA

*Course logo is composite of various free-use photos from Upsplash and Freelmages.com
Welcome to the course!

II COURSE OVERVIEW

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.

STUDENT LEARNING OUTCOMES:

The course is intended as a broad-based introduction to the study of the environment. The objectives of the course are:

1. to provide students with a “functional literacy” in some of the foundational ideas and concepts in the study of the environment;
2. to help students gain a greater knowledge of, and appreciation for, the sundry ecological challenges confronting the planet;
3. to create an educational atmosphere that is respectful, challenging, engaging, and informative; and
4. to help students learn to think critically about environmental issues, and to express their ideas clearly and effectively.

COURSE MATERIAL:

A course book and a collection of readings and video recordings:

Mandatory (and suggested) readings are freely available through our library system via Quercus.

Mandatory videos 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 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.

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

HOW MUCH TIME SHOULD I DEVOTE TO THIS COURSE?
Over the course of each week, you are expected to spend on average 6 to 8 hours weekly for each class digesting/viewing all readings and required videos, attending class and tutorials. 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, except for the course textbook, will be accessible through this website.
IV EVALUATION/GRADING SCHEME

Tutorial attendance 15% of total grade
Reading comprehension test 25% of total grade
Writing assignment 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.

Sept. 6-9: No tutorial
Sept. 13-15: No tutorial
Sept. 20-22: 1st tutorial (how to engage the readings)
Sept. 27-29: 2nd tutorial (practice analysis)
Oct. 4-6: No tutorial (first writing assignment due)
Oct. 11-13: No tutorial
Oct. 18-20: 3rd tutorial (first assignment returned, discussed; prep. for exam writing)
Oct. 25-27: No tutorial
Nov. 1-3: 4th tutorial (reading comprehension test)
Nov. 8-10: No tutorial (reading week)
Nov. 15-17: No tutorial
Nov. 22-24: No tutorial
Nov. 29- Dec. 1: 5th tutorial (continue prep. for exam)

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<tr>
<th>Tutorial</th>
<th>Day &amp; Time</th>
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<td>TUT0101</td>
<td>Tuesday 10:00 — 11:00</td>
<td>BL 113</td>
<td>Fatima Zahra Mohammed</td>
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<td>TUT0102</td>
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<td>SS 1078</td>
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<td>TUT0103</td>
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<td>TUT0104</td>
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<td>Virendra Mathur</td>
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<td>BA 2165</td>
<td>Emily Power</td>
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<td>TUT0502</td>
<td>Thursday 10:00 — 11:00</td>
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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. 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 mid-term reading comprehension test will be written in your tutorial on the week of Nov. 1-3.

Writing assignment (25%)

- The goal of the writing assignment is to help you engage the readings deeply and learn how to convey their main points and to hone your analysis skills.
- Based on the course material covered in readings, videos and class lectures from the first 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-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 week of Sept. 27-29
- Due: Oct. 6 (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.
  - 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.
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%)

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.

- Released week of Nov. 1-3
- 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 10 and 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

#### 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/](https://www.viceprovoststudents.utoronto.ca/students/academic-accommodation/)

#### 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 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/.

USE OF OURGINAL
“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.viceprovoststudents.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
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
First year in university is demanding and it can be disorienting and daunting. Student experience can be even more daunting with everything online and the course instructor and TAs working remotely. Know that while academic standards will remain high, our ENV100 team of instructor and TAs are willing to help you. Reach out!!

ADDITIONAL SERVICES and SUPPORT
The following are some important links to help you with academic and/or technical service and support
- General student services and resources at Student Life
- Full library service through University of Toronto Libraries
- Resources on conducting online research through University Libraries Research
- Resources on academic support from the Academic Success Centre
- Learner support at the Writing Centre
- Information for Technical Support/Quercus Support
When she was 15, in August 2018, the young Swedish climate change activist Greta Thunberg began protesting outside the Swedish parliament about the need for immediate action to combat climate change. She has since galvanized millions of young people around the globe to become activists for the environment. On 15 March 2019, over a million students in 112 countries around the world joined her call in striking and protesting.

LECTURE OUTLINE

*FES* denotes the course book which you will have to purchase (*For Earth’s Sake: Toward a Compassionate Ecology*, by Stephen Scharper, edited by Simon Appolloni. Toronto: Novalis, 2013). All other required readings and videos are available on Quercus.

** All readings considered ‘primary’ for assessment purposes, are highlighted in bold

*** For those with e-book versions of *FES*, when only part of a given chapter I required reading, readers are prompted with explanations of when and where to start and stop reading.

PART 1: Revealing Our Current Context

**Class 1 (8 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 an apt term?*

Required readings/viewings:
- Stephen Scharper, “We All Lose in the War against Nature,” in *FES* pp. 63-64.
- Class 1 Lecture Welcome video
Suggested reading:

**Class 2 (15 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:
- “Simon’s Aside on Silent Spring” video
- “Chatting about the Environment with Stephen Scharper-redux” video

Suggested reading:

**Class 3 (22 Sep)**

We continue to learn about the Anthropocene 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:
- “Simon’s Aside on Oceans” video
- “Chatting about the Environment with Alanna Mitchell” video

➢ First Tutorials begin, week of Sep 20-22 (make sure you are registered!)

**Class 4 (29 Sep)**

We look at climate change and its effect on the land and we learn who loses most in our war against nature, taking into account what Scharper calls ‘unequal ecologies.’

Required reading/viewing:
- National Film Board of Canada, Climate Chaos in the South - The Victims' Story, video, 2010.
- Stephen Scharper, “Option for the Poor and the Option for the Earth: Toward a Sustainable Solidarity,” in FES pp. 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.”
- 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.
- “Simon’s Aside on Unequal Ecologies” video
PART 2: Analyzing Our Current Context

Class 5 (6 Oct)

We begin our analysis by examining why relatively so little has been done to date to address our situation.

Required readings/viewings:

- “Simon’s Aside on Paradigm Shifts” video

Suggested viewing:
- Chatting about the Environment with John Robinson video

Class 6 (13 Oct)

Perhaps one of the reasons for the devastation of the planet that we are bringing about is our mistaken understandings about the human within biotic and urban communities.

Required readings/viewings:

- Stephen Scharper, “From Community to Communion: The Natural City in Biotic and Cosmological Perspective,” in *FES*, pp. 135-153, the whole chapter.
- “Simon’s Aside on the Expansionist Circle of Ethics” video

Class 7 (20 Oct)

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:

- Simon Appolloni, “6 ways to build resilience and hope into young people’s learning about climate change,” *The Conversation*, 19 April, 2022.
• “Simon’s Aside on Why Are You’re here Studying at University?” video
• “Chatting about the Environment with David Orr” video

➢ First writing assignment returned 18-20 October
➢ 3rd tutorial week of 18-20 October

Class 8 (27 Oct)
Finding parallels between the oppression of nature and the oppression of gender, ecofeminism critiques patriarchal violence, capitalism, colonialism, and gender discrimination. How might such a critique offer insight into fostering liberation for women and the natural world?

Required readings/viewings:
• Stephen Scharper, “Ecofeminism: From Patriarchy to Mutuality,” in FES, pp. 85-88 [for ebook readers: from beginning just until section on Rosemary Radford Ruether] then 101-114 [from section on Vandana Shiva to the end].
• “Chatting about the Environment with Heather Eaton” video

Suggested reading/viewing:
• “Simon’s Aside on Monoculture of the Mind” video

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

Class 9 (3 Nov)
“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:
• “Simon’s Aside on Understanding Gaia the Science” video

Suggested viewing:
➢ “Chatting about the Environment with ‘James Lovelock’” video

➢ November 1-3 Reading Comprehension Test in tutorials
➢ 4th tutorial week of 1-3 November
➢ Fall Reading Week, 7-11 November; no class Thursday 10 November
Class 10 (17 Nov)
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:
Suggested Reading/viewing:
- Simon’s Aside on Consumerism” video
- “Chatting about the Environment with Peter Victor” video

Class 11 (24 Nov)
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:
Suggested Reading:
- “Simon’s Aside on Moving away from Anthropocentrism” video
- “Chatting about the Environment with Deborah McGregor” video

Class 12 (1 Dec)
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:
Stephen Scharper, “The Gulf of Mexico Oil Spill: Would the Precautionary Principle Have Averted This Disaster?” in *FES*, pp. 115-120.


Suggested readings/viewings

- “Simon’s Aside on Living Well, Not Better” video
- Chatting about the Environment with Seth Klein

➢ 5th tutorial week of 29 November – 1 December
➢ Final Exam period 10 – 20 December

Well done. You made it to the end of the course! Want to learn more? Check out the resources in the pages ahead.
IX SUGGESTIONS FOR FURTHER READING & VIEWING

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

**Economics/commerce and environment**

**Ethics and environment**
**Psychology (includes subject of eco-anxiety) and environment**


**Religion and environment**


**Sustainability and environment**


Science and environment

Worldviews and environment

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

- *Don’t Look Up*, US 2022, dir. Adam McKay
- *Babette’s Feast*, Denmark 1987, dir. Gabriel Axel
- *The Grapes of Wrath*, 1940, dir. John Ford

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

- *Anthropocene: The Human Epoch*, directed by Jennifer Baichwal and Edward Burtinsky (2018); filmmakers document the impact humans have made on the planet in 20 countries.
- *Baraka*, directed by Ron Fricke (1992); a collection of expertly photographed scenes of human life, religion and how we interact with life.
- *Before the Flood*, directed by Fisher Stephens (2016); Leonardo DiCaprio looks at how climate change affects our environment and what society can do to prevent the demise of endangered species, ecosystems and native communities across the planet.
- *[The] Biggest Little Farm*, directed by John Chester (2018); documentarian John Chester and his wife Molly work to develop a sustainable farm on 200 acres outside of Los Angeles.
[The] Corporation, directed by Mark Achbar and Jennifer Abbott (2003); looks at the concept of the corporation throughout recent history up to its present-day dominance.

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

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

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

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

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

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

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

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

What do you think?

Václav Havel, Czech playwright, essayist, poet, dissident, and president of Czechoslovakia, 1989-92, wrote: “Hope is not the conviction that something will turn out well, but the certainty that something makes sense, regardless of how it turns out.”

Where do you think we might locate hope today?