

**Fall 2022 – ENV197**

**Idleness and the Environment: What Does Sustainable Work Mean?**

**Tuesdays 2-4pm (class will start on “UofT time” – 2:10pm)**

**Location: SS1078 (Sidney Smith Hall)**

**Prof:** Dr. Kate Neville; email: kate.neville@utoronto.ca

**Office hours:** tbd

**Course Description:** In a fast-paced, high-tech world—and one that must rapidly decarbonize to address the climate crisis—labour and production dynamics are rapidly changing, and so is our environment. This course explores the intersection of work, production, and the environment, considering how ideas of idleness and leisure might inform our imagining of a more sustainable future.

The course will consider the nature and future of labour and production in a time of rapid social and environmental change. In an era of the gig economy, increasing consumption, and expanding global trade, the course will consider a wide range of production-environment intersections, including just transitions for communities dependent on fossil fuel extraction and unsafe working conditions of labourers involved in e-waste recycling. Students will examine different approaches for addressing environmental injustices and unsustainable social and environmental conditions, from a range of disciplinary perspectives. Drawing on scholarly, literary, and popular sources, students will consider economic, political, social, and philosophical perspectives on work and idleness, growth and consumption, and stability and sustainability.

**Course format, assignments, & website:** The course is offered in person. Please monitor the Quercus course site closely and read announcement emails. The format involves 12 two-hour classes, online discussion board tasks, readings, and assignments. Readings are diverse in format, style, content, and discipline. They form the basis of our work together, and so are essential to the course. If pandemic conditions or other unexpected events disrupt our in-person course, we will transition online to Zoom.

**Course outline by week:** Throughout the course, we will ask the questions: What *is* work? What *kinds* of work are there? What is work *for*? *Who* works, and *for whom*? With all these questions, we’ll keep our attention on the question of what this all means for people and the planet.

**PART I: What is work?**

**Week 1:** Sept 13 – Idleness and industriousness—and the virtues of staying still

**Week 2:** Sept 20 – Sustaining and progressing

**Week 3:** Sept 27 – Silence and turning away

**PART II: Who works, and for whom?**

**Week 4:** Oct 4 – Productive vs. generative work

**Week 5:** Oct 11 – The sharing economy vs. gifting practices

**Week 6:** Oct 18 – Taming nature? The displaced burdens of control

**PART III: Resilience, rest, and justice**

**Week 7:** Oct 25 – Lying fallow: Recovery in an overburdened world

**Week 8:** Nov 1 – Efficiency vs. redundancy

**READING WEEK:** Nov 8: no class

**Week 9:** Nov 15 – The commodification of leisure and wellness

**PART IV: Refusal and reciprocity: A new way forward?**

**Week 10:** Nov 22 – Jobs vs environment: Just transitions

**Week 11:** Nov 29 – Live to work or work to live?

**Week 12:** Dec 6 – Creating a new path: Scholarly and creative work for the future

**Assignments:**

- Participation 10%
- Class notes 5%
- Seminar facilitation 15%
- Two critical reflection/analysis papers 40% (20% each)
- Final project 30%

**Assignment details:**

**1. General participation 10% (continuous)**

- a. Attendance and active participation in the seminar are expected, although individual circumstances might require exceptions
- b. Students should set goals for their own participation at the beginning of term and keep a participation journal with notes on their experiences each week; a self-evaluation of participation in the class will be required at the end of term.
- c. In general, participation should reflect active listening, knowledge of the readings/assigned material, preparation for discussions, constructive engagement with peers, and participation in in-class writing and discussion tasks – participation will be assessed on a series of different criteria, including:
  - i. Whether you regularly attended class and arrived on time (and if you couldn't come to class, whether you were in contact with Prof. Kate about your absences – note that no confidential details about your personal circumstances are needed!)
  - ii. Whether and how your participation during the term reflected/contributed to the goals you set at the beginning of the term (as evaluated in your self-evaluation at the end of term, with evidence from your participation journal)
  - iii. Whether your comments in class: reflected the topic(s) being discussed; reflected engagement with and attribution of the readings and other sources; examined assumptions in the readings and/or discussions; provided examples and evidence to support claims; added to or deepened the contributions of others; clarified points being discussed in class; raised informed questions about the material in a given week; reflected professional and respectful behaviour in oral and written contributions
- d. If in-person attendance is not possible in a given week/weeks, discussion board participation is expected (barring illness and other mitigating circumstances). Discussion board contributions will be evaluated in similar ways to in-seminar participation, and should:
  - i. Reflect engagement with course material that week; be written in full sentences and paragraphs with proper spelling and grammar; express ideas clearly and concisely; raise thoughtful questions; identify connections within

and across weekly themes and readings; demonstrate engagement with other students on the discussion board.

- ii. Excellent posts should: demonstrate a strong understanding of the week's readings and concepts; synthesize ideas across readings or weeks and/or integrate outside examples into the discussion; cite sources fully and appropriately (links to online websites; full citations for written material); provide evidence for claims; consider competing or alternate arguments.
- e. Post-class discussion board reflections are encouraged from all students and can contribute to participation grades (especially for students who attend seminars but find in-class participation difficult) but are not mandatory (unless you are missing seminars – see [d]).

## **2. Class notes 5%**

- a. Each student will be assigned one week to take notes in class on the seminar (usually more than one student will take notes each week). The notetakers will post their notes to the discussion board. It can be challenging to take notes in a seminar class, as there are not always clear learning outcomes and the structure is often fluid. This is a chance to practice note-taking, share notes with peers, and develop a collective record of course discussions. For students with note-taking accommodations or challenges in attending class/staying connected, alternate arrangements are possible.

## **3. Seminar facilitation/leadership 15% (varying deadlines)**

- a. Each student will be assigned a week to help facilitate discussions—no coordination with other facilitators is needed
- b. Assigned facilitators will:
  - i. By 9am Monday morning before the Tuesday class to which you are assigned, post a 500-word critical reflection on the week's readings on the class discussion board, **and** post 2-3 discussion questions with some of your own initial answers to them before class
  - ii. In class, come prepared with some introductory comments to share at the beginning of the seminar, along with prepared answers to at least 2 questions posted by other facilitators that week. Please be ready to actively engage (be prepared to be called on and share your answers in class), and to do some discussion moderation.

## **4. Two critical analysis/reflection papers 40% (20% each, due Oct 4 and Nov 1)**

- a. Each paper will be a 750-word essay, each involving a task followed by a written critical analysis. For each, you will draw on course readings, class discussions, and additional scholarly research.
- b. The first paper will involve a quiet offline task (where possible with an outdoor component)
- c. The second paper will involve a solo or shared creative task
- d. Both papers will ask you to engage in critical analytic writing, linking personal experience to scholarly writing. Further details on each paper will be provided.

## **5. Individual contribution to class anthology project 30% (list of sources due Nov 22, week 10; final project due Dec 6, week 12)**

- a. As a seminar class, we will create an online compilation of materials by other writers/thinkers about idleness and the environment, as though we were developing an edited book. These may include academic articles, philosophical treatises, creative non-fiction essays, short stories or excerpts from novels, poetry, or other forms. This involves identifying course themes, conducting research into different possible readings and materials, analyzing the content and relevance of different sources, and

engaging closely with one of the pieces in an analytic way. Each student will provide a section for the anthology, which will be shared with the rest of the class, with:

- i. A theme for the section in the anthology;
- ii. A list of three contributions for that section;
- iii. A one-to-two-page (500-750 words) introduction to the section, providing guidance to readers about the chosen pieces—explaining and critically analyzing: the ideas, content, and form of each piece; how they relate to each other; and what they reveal about the section theme.

**Grade flexibility, assignment weights, and late submissions:** We're in challenging times—environmental, social, economic, and the ongoing pandemic. In case of unexpected challenges (student illness, caretaking emergencies, unplanned moves, other contingencies), grading policies may be changed as follows:

- deadlines may be moved (as a class or individually); late penalties can be waived; extensions are possible, within UofT limits and rules); and
- grades can be redistributed across assignments; and
- alternate assignments can be arranged to address accommodation needs (even if accommodations are not formally documented).

Usually late penalties are 3% per day. But this is not intended to be punitive, just motivating: extensions are possible and reasonable, and late penalties can be waived even after deadlines have been missed. In general, I need advance warning for late submissions and extensions must be negotiated—that's the reason for these penalties, to provide that incentive for reaching out to me. Exceptions can be made after the deadline when reasonable. I do *not* need details about your personal circumstances, and in many cases will not require documentation. General categories can be sufficient (e.g., illness/lack of wellness, illness of loved ones, unexpected personal upheaval, etc.). I also need some warning to be able to plan my own grading and schedule. Please be in touch early and often as challenges arise.

### **Policies and Expectations**

***In general:*** We're gathering in this class in a challenging global time: in the intersecting acute and chronic crises of an ongoing pandemic, systemic inequality across economic and racial lines, accelerating climate change and biodiversity loss, and more. This means we'll need to be flexible, patient, and brave—taking on challenging topics in a time of personal and professional/scholarly upheaval. That said, given these challenges, I think this course is more important than ever: we all need the tools to analyze the changing world around us—both to make sense of the unfolding events across the planet and to imagine new ways forward. We also need a chance to slow down and think.

So, in this course, you can expect that I will strive to be fair, respectful, prepared, and responsive. In return, I anticipate you will be respectful of your classmates and of me and strive for academic integrity in all forms. I also expect you will be prepared and on time for classes, engage in our online discussions between classes, and meet deadlines for assignments—all to the best of your abilities, knowing you might be facing tough circumstances outside our classroom. I hope that together we can foster a safe and engaging space for thinking about big questions, and I will be relying on all of you to help create that space.

As with all classes, please practice your strategies to limit distractions while in class: I hope that while in class, you'll turn off your phone/text/social media/email programs and notifications and do your best to be present and attentive.

**Backups and rough drafts:** You are strongly advised to keep rough drafts and backup copies of all assignments and essays you submit for this class. Please take some time at the start of the term to set yourself a backup strategy. Whether it's a backup external hard drive, a web-based cloud service like Dropbox or Google Drive, or some other option, it's important that you have multiple copies of your work in the case of a hard drive failure or computer problem.

**Names:** If the name on the official course registration list does not, for any reason, match the name by which you would like to be addressed, please let me know. I am not able to change official course lists, but I can call you by your preferred name in our email exchanges and in office hours. Please sign your emails with the name you'd like me to call you by. Please also let me know the pronouns you use (mine are she/her).

Professional titles are a sign of respect in the academic world, but there are varying degrees of formality among scholars. I encourage you to start by calling all your professors by "Prof" or "Dr." [Last Name]; they can indicate if they'd be open to more informal exchanges. Some students like a more informal exchange, while others feel most comfortable with a formal distinction between their course instructors and their peers and friends. I tend to be open to a less formal environment, but also want to make sure all students feel comfortable. For our course this semester, please do use a title of some form to address me – that is, Professor or Dr. (e.g., “Prof. Kate,” or “Prof. Neville”).

**Email and communication:** I'll do my best to respond to emails quickly, but please note that I often only check email once a day and may not check on evenings and weekends. Please also use the Quercus discussion boards to communicate with each other, as you might be able to help answer your peers' questions. When you reach out by email, please:

- include the course code (ENV197) in the email subject heading;
- write from your University of Toronto email account or through the Quercus email function;
- treat emails as a professional form of communication—I anticipate you'll use proper grammar, full sentences, and greetings and sign-offs; you can expect the same from me.

**Writing and Research Support:** Research and written communication are core aspects of this course. As first-year students, I anticipate you are still learning how to write analytical research papers and engage in scholarly research; I encourage you to make use of the resources available in these areas, for instance, at the Writing Centres and UofT Libraries—e.g.,

<http://www.writing.utoronto.ca/writing-centres>. These centres have been operating online and remain available to students in virtual forms.

**Exceptions and Assistance:** The University has many resources to help students who need assistance, including: Accessibility Services, Students for Barrier-free Access, the Hart House Accessibility Fund, financial assistance, library resources, academic resources, health and counseling services, and peer mentoring systems. The University also is committed to providing allowances for religious observances. If you anticipate needing help with your coursework for academic and/or personal reasons, or you encounter unexpected challenges or crises during the term, please seek the support you need. This may include challenges with physical and mental health, securing food or housing, dealing with loss and grief, parenting or elder care or other care-giving, and more. If you do not know the options, do not hesitate to ask. If you find yourself in a difficult situation, even if you have not yet gone through all the official channels, it is best to

let me know right away that you are seeking assistance and may need accommodations (you do not need to disclose the details of your situation to me).

I know that these services are usually overtaxed, and even more so at the present moment. I also recognize it can be difficult to secure support when you are facing acute or chronic crisis conditions. If there are ways we can amend course requirements to help you learn and succeed in this course, I am open to discussions (without requiring specific details of your situation)—please try to contact me in advance to let me know you require or would benefit from accommodations, and we can see what might be possible.

A few helpful resources:

- Accessibility Services: <http://www.accessibility.utoronto.ca/>
- Health & Wellness: <http://healthandwellness.utoronto.ca/>
- Writing centres: <http://www.writing.utoronto.ca/writing-centres>
- Religious accommodations: <http://uoft.me/religiousaccommodation>
- Positive space (LGBTQ+ resources): <http://positivespace.utoronto.ca>

**Academic integrity:** Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously, seeing these as serious academic offenses.

The seriousness of academic integrity really cannot be stressed enough. When you use ideas, evidence, or direct words from another scholar, you must cite that scholar. This is about giving credit where it is due, and also about helping readers of our work find out how our ideas were developed and where we found evidence to support our claims.

If you use someone else's words, these must be in quotation marks, with the page number indicated. If you use someone else's data, the citation must also include the page number for that information. If you use someone else's ideas, summarized or paraphrased in your own words, you must cite that source. Changing a few words, or substituting synonyms is not the same as paraphrasing: you must substantially change the way in which an idea is expressed. Please consult the library resources and seek help from the librarians and/or writing centres when working on your assignments and papers.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

- <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>
- <http://www.writing.utoronto.ca/advice/using-sources>
- <http://www.utoronto.ca/academicintegrity/>

Potential offences include, but are not limited to:

- using someone else's ideas or words without appropriate acknowledgement; using someone else's words without using quotation marks; submitting your own work in more than one course without the permission of the instructor (please note that this includes copying sections from an assignment handed in for another course); making up sources or facts; obtaining or providing unauthorized assistance on any assignment; looking at someone else's answers during an exam or test; falsifying institutional documents or grades; falsifying or altering any documentation required by the University.

**Course Schedule: This is a provisional syllabus and still subject to amendment.****PART I: WHAT IS WORK?****Week 1. Sept 13 – Idleness and industriousness—and the virtues of staying still?**

*What is idleness?* This week is an introduction to the course and the core themes we'll examine throughout the term. We'll open up an early dialogue on ideas of idleness, from stillness to laziness, and from sloth to rest to recovery to slowness. We'll also consider ideas of work, production, industriousness, efficiency, speed, and more. In a fast-paced, mobile world—but one recently under lock-down, these ideas and meanings are more important than ever.

*Readings:*

- Aesop's The Ant and the Grasshopper, <https://fablessofaesop.com/the-ant-and-the-grasshopper.html>
- Segal, Corrine. 2022 (April 8). Ocean Vuong on taking the time you need to write. *Literary Hub*, <https://lithub.com/ocean-vuong-on-taking-the-time-you-need-to-write/>

**Week 2. Sept 20 – Sustaining and progressing?**

*What does work sustain—what is being sustained through that work?* This week, we delve into ideas of development, progress, and sustainability. We consider how certain systems of labour and property have been built through dispossession, violence, exclusion, and exploitation, with particular attention to contemporary forms of capitalism. We also discuss who can opt out, whether this path is available to all, and what forms of inequality might be intensified through a commitment to progress.

*Readings:*

- Odell, Jenny. 2019. Chapter 3, "Anatomy of a Refusal" (p.63-94) in *How to Do Nothing: Resisting the Attention Economy*. Penguin Random House.
- Hickel, Jason. 2017. Chapter 1: The Development Delusion. In *The Divide: A Brief Guide to Global Inequality and its Solutions*. Penguin Random House.

*Readings for assignment 1, due week 4, Oct 4 (more details to be provided)*

- Lightman, Alan. 2018 (August 21). "Go ahead, waste some time — it's good for you. Here's why." *The Washington Post*, <https://www.washingtonpost.com/news/inspired-life/wp/2018/08/21/go-ahead-waste-some-time-its-good-for-you-heres-why/>

**Week 3. Sept 27 – Silence and turning away**

*What does it mean to stop doing, making, working, and instead pause and just be?* What happens if we refuse the call to work? And what might we recognize (or miss) if we acknowledge and embrace silence? We turn this week to silence, and its rarity in a fast-paced world.

*Readings:*

- Slouka, Mark. 2004. Quitting the Paint Factory. *Harper's Magazine*, November: 57-65.
- Kage, Erling (translation by Becky L. Crook). 2017. Chapter/meditation #2, pp. 12-17, excerpt from *Silence in the Age of Noise*, Vintage Books.
- Perez, Craig Santos. 2014. *ginen* the micronesia kingfisher [*i sihek*] [poem]. <https://www.poetryfoundation.org/poems/57826/ginen-the-micronesia-kingfisher-i-sihek>

## PART II: WHO WORKS, AND FOR WHOM?

### Week 4. Oct 4 – Productive vs. generative work? [reflection paper #1 due]

*What are the differences (if any) between waged work, care work, creative work, and other kinds of labour? What about work done not just by and for people, but by or in collaboration with or for other-than-human life? What are we doing and making when we work, and what are the consequences? This week, we consider different kinds of work.*

#### Readings:

- Merwin, W.S. 1985. Unchopping a Tree. Republished on <https://designobserver.com/feature/unchopping-a-tree/7857>.
- Kimmerer, Robin Wall. Corn Tastes Better on the Honor System. *Emergence Magazine*, 3: <https://emergencemagazine.org/story/corn-tastes-better/> (read online with multimedia form, or listen online to Kimmerer reading the work)
- The Care Collective. 2020. Introduction: Carelessness Reigns. Pp. 1-20 in: *The Care Manifesto: The Politics of Interdependence*. Verso.

### Week 5. Oct 11 – The sharing economy vs. gifting practices: What is being exchanged?

*What is the economy? This week, we consider different economic models of exchange, considering the role of labour (whose labour, to what ends, with what rewards) in these dynamics. Drawing on a range of worldviews and political economy models, we interrogate “sharing” and “gig” economies, alongside ideas of reciprocity and gifting.*

#### Readings:

- Hogan, Linda (Chicaza). 2017. Backbone: Holding up Our Future. Pp. 20-32 in *Humanities for the Environment: Integrating Knowledge, Forging New Constellations of Practice*, Joni Adamson and Michael Davis, eds. Routledge.
- Kimmerer, Robin Wall. 2020. The Serviceberry: An Economy of Abundance. *Emergence Magazine*, <https://emergencemagazine.org/story/the-serviceberry/> (read or listen)
- Marr, Bernard. 2016 (October 21). The Sharing Economy - What It Is, Examples, And How Big Data, Platforms And Algorithms Fuel It. *Forbes*, <https://www.forbes.com/sites/bernardmarr/2016/10/21/the-sharing-economy-what-it-is-examples-and-how-big-data-platforms-and-algorithms-fuel/?sh=1126d55c7c5a>

### Week 6. Oct 18 – Taming nature? The displaced burdens of control

*Can technology solve our environmental challenges? This week we examine what burdens and harms are displaced onto others—other people, other places—by a renewed commitment to certain forms of production, and what role technology plays in these processes. We consider how efforts to control nature, contain uncertainty, and even address environmental damage, come with costs that are always borne somewhere, by someone.*

#### Readings:

- Baker, Janelle, Paulla Ebron, Rosa Ficek, Karen Ho, Renya Ramirez, Zoe Todd, Anna Tsing, and Sarah E. Vaughn. 2020. The Snarled Lines of Justice, *Orion Magazine*, <https://orionmagazine.org/article/the-snarled-lines-of-justice/>
- Wapner, Paul. 2020. Chapter 1 Brave New Wild and Chapter 2 Wild Modernity. Pp. 1-16 and 17-37 in *Is Wildness Over?*, Polity Press.



- LeBaron, Genevieve, and Peter Dauvergne. 2013. The Social Cost of Environmental Solutions. *New Political Economy*, 18(3): 410-430.

### PART III: RESILIENCE, REST, AND JUSTICE

#### Week 7. Oct 25 – Lying fallow: Recovery in an overburdened world

*Is rest the opposite of work? Are rest and work intertwined?* This week, we look at ideas of recovery and of lying fallow, considering how these are entangled with production, generation, and creation.

##### Readings:

- Cúagilákv (Housty, Jess). 2021 (Dec 14). Winter Is for Regeneration. The Garden's — and Yours, Too. *The Tyee*, <https://thetyee.ca/Culture/2021/12/14/Winter-Regeneration-Garden-Yours-Too/>
- Raygorodetsky, Gleb. 2016 (March 8). These Farmers Slash and Burn Forests—But in a Good Way. *National Geographic*, <https://www.nationalgeographic.com/news/2016/03/160303-thailand-farmers-slash-and-burn-forests-climate-environment/#close>
- Solnit, Rebecca. 2006. Open Door. Pp. 3-26 in *A Field Guide to Getting Lost*, Penguin Books.

#### Week 8. Nov 1 – Efficiency vs. redundancy? [reflection paper #2 due]

*Is efficiency a virtue?* This week we interrogate the concept of “efficiency,” considering how the push to reduce the balance of inputs to outputs sometimes saves materials, but often creates environmental harm. We consider the popular appeal to “lean in” to work as a feminist response to ongoing gender gaps in industrialized/capitalist labour forces. We address how attempts to both (paradoxically) minimize and enable labour can reinforce social and environmental inequality and injustice.

##### Readings:

- Princen, Thomas. 2003. Principles for sustainability: From cooperation and efficiency to sufficiency. *Global Environmental Politics*, 3(1): 33-50.
- Owen, David. 2010 (December 12). The Efficiency Dilemma. *The New Yorker*, <https://www.newyorker.com/magazine/2010/12/20/the-efficiency-dilemma>
- Brooks, Rosa. 2014. Recline, Don't Lean In. *Washington Post*, <https://www.washingtonpost.com/blogs/she-the-people/wp/2014/02/25/recline-dont-lean-in-why-i-hate-sheryl-sandberg/>

### READING WEEK – NO CLASS – NOV 8

#### Week 9. Nov 15 – The commodification of leisure and wellness

*Are bubble baths enough?* This week, we turn to questions of ethics of care, and especially the labour involved in caregiving and caretaking relationships. The focus on self-care as a response to overburdened lives has meant, for many, a turn to consumerism; we consider instead how networks, communities, and wonder might provide paths to wellness in challenging times.

##### Readings:

- Rose, Deborah Bird. 2017. Shimmer: When All You Love is Being Trashed. Pp. G51-G61 in *Arts of Living on a Damaged Planet*, Anna Tsing, Heather Swanson, Elaine Gan, and Nils Bubandt, eds., University of Minnesota Press.
- Kisner, Jordan. 2017 (March 14). The Politics of Conspicuous Displays of Self-Care, *The New Yorker*, <https://www.newyorker.com/culture/culture-desk/the-politics-of-selfcare>

## PART IV: REFUSAL AND RECIPROCITY: A NEW WAY FORWARD?

### Week 10. Nov 22 – Jobs vs environment? Just transitions

*What is a just transition?* This week, we consider the “jobs versus environment” debate, and—drawing on themes discussed in previous weeks—consider the relationships between workers, the environment, and economic systems. We consider how different labour alliances might support and catalyze change, and what different forms of political economy might mean for labour in the future.

#### Readings:

- Sainato, Michael. 2019 (Aug 12). ‘Coal is over’: The miners rooting for the Green New Deal. *The Guardian*, <https://www.theguardian.com/environment/2019/aug/12/west-virginia-appalachia-miners-green-new-deal>
- Watch the short video on Iron and Earth: <https://www.ironandearth.org/> (2:27min)
- Uzzell, David, and Räthzel, Nora. 2013. “Mending the breach between labour and nature: a case for environmental labour studies,” pp.1-12, in *Trade Unions in the Green Economy: Working for the environment*, Räthzel, Nora, and Uzzell, David (eds.). Routledge.
- Cassidy, John. 2020 (February 3). Can We Have Prosperity without Growth? *The New Yorker*, <https://www.newyorker.com/magazine/2020/02/10/can-we-have-prosperity-without-growth>

### Week 11. Nov 29 – Live to work or work to live?

*A four-day weekend?* We turn this week to both the pressures for overwork—specifically conditions of social and economic precarity—as well as strategies to change social systems of wage-labour work, and what changing these conditions might mean for the environment and our communities. We return to readings from early in the term to re-investigate their ideas of refusal, autonomy, and control.

#### Readings:

- McCallum, Jamie, interviewed by Meagan Day. 2020 (September). “We Shouldn’t Have to Work So Damn Much”, *Jacobin Magazine*, [https://jacobinmag.com/2020/09/overwork-overtime-workfare-unions-socialism?utm\\_source=Jacobin](https://jacobinmag.com/2020/09/overwork-overtime-workfare-unions-socialism?utm_source=Jacobin)
- Tolentino, Jia. 2019 (April 22). What It Takes to Put Your Phone Away. *The New Yorker*, <https://www.newyorker.com/magazine/2019/04/29/what-it-takes-to-put-your-phone-away>
- Maniates, Michael. 2010. Struggling with Sacrifice: Take Back Your Time and Right2Vacation.org. Chapter 13, pp. 293-312, in *The Environmental Politics of Sacrifice*, Michael Maniates and John M. Meyer, eds., MIT Press.

**Week 12. Dec 6 – Creating a new path: Scholarly and creative work for the future [*final project due*]**

In our final week of class, we'll spend our time sharing the work we've co-created to deepen our collective understanding of the relationships between work, life, security, precarity, equity, and the environment.

*Readings:*

- This week, you'll be asked to share some of your anthology work and read some of the materials chosen by your classmates for our collection. Readings tbd.