



Can you guess where this was taken?

Introduction to Environmental Studies

ENV 100

Fall term 2016
LEC 0101

School of the Environment
University of Toronto

Thursdays 3-5 pm
Medical Science Building
Room 2158

Course Description and Rationale

Ecological concerns have begun to permeate our collective consciousness. Acid rain, poisoned air, forest clear-cutting, ozone depletion, global climate change, toxic waste sites – the list goes on – all weigh heavily on our personal and intellectual lives. This course attempts to introduce students to both the scope and seriousness of present ecological concerns, as well as some core principles and concepts in the field of environmental studies.

We will do this in part by touching on some of the major writers and classic essays in the field. Class lectures will be supplemented by audiovisuals, guest lectures and class discussions. There are no tutorials, and there will be guest lecturers, so it is essential that students attend class faithfully.

Everything that occurs in class, including audiovisual presentations and guest lectures, constitutes material that may appear on the in-class test and the final exam. Not all lecture notes will be posted on Blackboard, so it is essential to attend class! Also, it is helpful to find someone you can borrow notes from if you miss a class.

What do you think?

Václav Havel, Czech playwright, essayist, poet, dissident and politician (he was the ninth and last president of Czechoslovakia, 1989-1992) 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?

Instructor

Simon Appolloni, Ph.D.
simon.appolloni@utoronto.ca

My Office and Hours

Room ES2104
Thursdays 5-6 pm

Teaching Assistants

Head TA

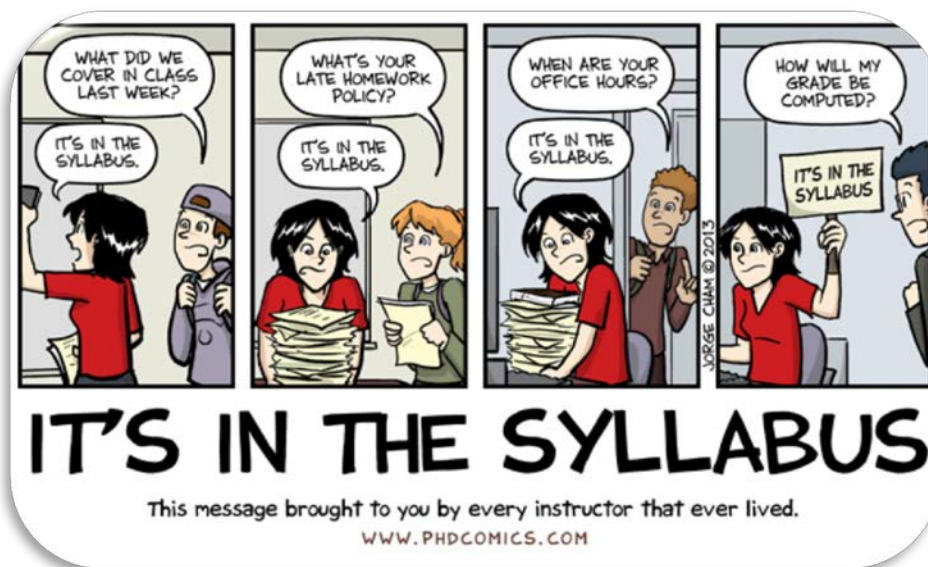
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Course Objectives

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

As a means of keeping costs down for students, all material will be made available at no cost to you through our library system linked via our Blackboard portal, or online. See outline below.

Blackboard

Students are responsible for having a valid, working UTORid and for gaining access to the course website on Blackboard (BB) (<http://portal.utoronto.ca/>). All documents and resources for the course will be accessible through the course website. Always check “Content” and “Announcements” for the latest updates to the course. You must use your **utoronto email address** to receive course information from the Blackboard website.



Course Evaluation

Reflection Paper	Oct. 14 (via Turnitin)	30%
Test (1.5 hours)	Oct. 27 (at Exam Centre)	30%
Final Exam	Dec. Exam Period	40%

Both the **test** and **exam** will include an essay component and a short answer, as well a multiple choice component which will be discussed in class. The test covers Weeks 1- 6. The exam covers all material.

The **reflection paper** (roughly 3 pages double-spaced, only digital version needed), will have you reflect and write upon one of three questions where you will relate course theory and content to an issue or theme in environmental studies. A separate sheet giving the questions and details about the assignment will be handed out in the third week of the course. You will be asked to hand in your work through Turnitin*. The work will be marked accordingly (weighted in ascending order):

Marking Criteria

The primary criteria used in evaluating the reflection paper are the following (in ascending order of importance):

1. **Mechanics:** Your work must be completely free of grammatical errors, spelling errors or major factual errors. References can be in any style but the same format must be used consistently and they must be accurate.
2. **Writing style:** Your work should be written in a clear and unambiguous style which assists, rather than impedes, communication with the reader.
3. **Structure:** Your writing should have a clear focus, provided by the reflection question, and a structure which logically flows from that focus.
4. **Precision and accuracy:** Precision means saying exactly and specifically what you mean, avoiding ambiguity and vague generalities. Accuracy refers to absence of major factual errors.
5. **Analysis:** Your analysis should display understanding of the topic and, based on that understanding, originality of thought.

*Students will normally be required to submit their course essays to **Turnitin.com** for a review of textual similarity and detection of possible plagiarism (procedures and codes for doing this will be passed on to students by email). In doing so, students will allow their essays to be included as source documents in the Turnitin.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 Turnitin.com service are described on the Turnitin.com web site. However, should students choose not to use the Turnitin.com service, they will be required to submit all rough work (all notes demonstrating original drafts). *Only submit a hard copy if you are NOT using the Turnitin.com service.*

Academic integrity

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.



Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. **Potential offences** include, but are not limited to:

In papers and assignments:

- Using someone else's **ideas** or **words** without appropriate acknowledgement
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks
 - (The above two bullets refer to **plagiarism**. If you are in doubt about how to avoid plagiarism, speak to your Head TA or instructor after you read: <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>)
- Submitting your own work in more than one course without the permission of the instructor (in a sense, a form of self-plagiarism as you are misrepresenting your *own* work)
- Making up sources or facts



- Including references to sources that you did not use
- Obtaining or providing unauthorized assistance on any assignment including:
 - working in groups on assignments that are supposed to be individual work
 - having someone rewrite or add material to your work while “editing”
 - Lending your work to a classmate who submits it as his/her own without your permission

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

Online Communication Policy

All communication amongst students, instructor and TAs will be conducted in a **respectful manner**. Please allow a full 48 hours for a response to any email, though I generally try to respond to emails within 24 hours.



For administrative questions concerning the course, please direct your inquiries to the Head TA. However, for best results, please direct ALL such course inquiries – those of a NON-personal nature – to the **course discussion board** on Portal BB, where Ms Levine will check in to answer questions at least once daily. Please also consider **visiting the discussion board weekly** to catch up on any tips or learn from Ms Levine’s answers to your colleagues’ questions. You can also feel free to answer your colleagues’ questions or add to that thread with additional questions of related concern. **For matters of a personal nature** (illness, emergency), rather than using the discussion board, do email Ms Levine. She will return your emails within 24 hours.

The best ways to contact me, the instructor, and to ask questions are in class and at scheduled office times. You can also arrange an appointment outside of my regular office hours. Emails should not be used as an alternative to meeting with the instructor during office hours. Emails to me or any of the TAs **should not be used to seek information that is readily available on the course syllabus or website** (refer to cartoon above!).

Use email as a professional tool of correspondence. Always place the **Course Name** and **Course 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. Emailing directly through the course’s Blackboard site will ensure reception.



Feedback

As part of the communication process AND the learning process, I welcome and actively encourage **your feedback on your comprehension of course lessons and/or content**. With 500 students, asking questions – and getting them answered fully – in class can be difficult. To make this communication/learning process easier, you are welcome, after class each week, to share with me your thoughts. Also, at times, after class I will solicit from you in writing on a separate piece of paper what you find is **not clear** and/or something that really **made you think, or surprised you**.

Accessibility

Students with diverse learning styles and needs are welcome in this course! In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach the Head TA and/or Accessibility Services at (416) 978 8060; accessibility.utoronto.ca.



Late Policy

No due dates will be extended. Penalty for late work will be 2% of the assignment mark per day late, including weekends. The only exemption from this penalty will be for work which is late for health reasons, if a University of Toronto Student Medical Certificate is provided or other personal reasons, with documentation provided from a College Registrar or Accessibility Services (see **documentation deemed “official” by the Faculty** below).

Missed Tests / Re-marking Policy – Timeline and Protocol

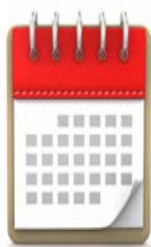


Make-ups for missed tests will be reserved only for reasons of illness or personal or medical emergency. The make-up tests will occur later in the term at the discretion of the Head TA.

Students should **contact the Head TA**, Ms Levine, as soon as possible to make the necessary arrangements. All requests must be accompanied by appropriate types of medical **documentation deemed “official” by the Faculty**: the **UofT Verification of Illness or Injury Form**, [available to students online](#); the **Student Health or Disability Related Certificate**; a **College Registrar’s Letter** (from a senior authorized staff member); an **Accessibility Services Letter**.

Letters should be submitted to the **Head TA no later than one week after returning to class**. If the student does not come forward with one week, the Head TA or the instructor may consider a request to extend the deadline, but is under no obligation to do so.

Should you wish your **test paper** to be **remarked** for a *miscalculation* of marks, please **see the Head TA**. For concerns about the **marking** of tests or reflection paper, please discuss the matter **first with the TA** who marked your work (look for her initials/name on your work). 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 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.



Important Dates

October 14	Reflection paper due
October 21	Examination timetable for F section code courses posted
October 27	Class test to be held at Exam Centre
November 7	Last day to drop F section code courses from academic record and GPA
December 9-20	Final Exam Period

ENV100 Course Outline (all readings found on BB, through our library system, or online)

<p>Week One (Sep. 15)</p>	<p>Why Study the environment?</p> <p>We will go over course requirements and goals and begin the semester by introducing dimensions of the term ‘Anthropocene’. We will also view part of the documentary “Rachel Carson’s Silent Spring.”</p> <p>Reading:</p> <ul style="list-style-type: none"> • Rachel Carson. “The Obligation to Endure,” from <i>Silent Spring</i>. New York: Mariner Book – Houghton Mifflin Company, 2002/1962, pp. 5-13. • Stephen Scharper. “Green Dreams: Religious Cosmologies and Environmental Commitments.” <i>For Earth’s Sake: Toward a Compassionate Ecology</i>. Edited by Simon Appolloni. Toronto: Novalis, 2013, pp. 35-40. <p>Suggested reading:</p> <ul style="list-style-type: none"> • Johan Rockström et al. “Planetary Boundaries: Exploring the Safe Operating Space for Humanity.” <i>Ecology and Society</i> 14, no.2 (2009): 1-32. Available at: http://www.ecologyandsociety.org/vol14/iss2/art32/.
<p>Week Two (Sep. 22)</p>	<p>Why are you here?</p> <p>Guest lecture for this class: Dr. Stephen Scharper, Associate Prof. School for the Environment</p> <p>Readings:</p> <ul style="list-style-type: none"> • David Orr. “What Is Education For?,” from <i>Earth in Mind: On Education, Environment, and the Human Prospect</i>. Washington, D.C.: Island Press, 2004, pp. 7-15. • Monty Hempel. “Ecoliteracy: Knowledge Is Not Enough,” from The Worldwatch Institute’s <i>State of the World 2014: Governing for Sustainability</i>. Washington: Island Press, 2014, pp. 41-52. <p>Suggested reading:</p> <ul style="list-style-type: none"> • Philip Deardon and Bruce Mitchell. Excerpt on climate change and pastoralists, pp. 331-332, in <i>Environmental Change and Challenge</i>. Toronto: Oxford University Press, 2016. • Stephen Scharper. “The Rise of Nature Deficit Disorder,” <i>Toronto Star</i>, Aug 11, 2007. Available at: https://www.thestar.com/news/2007/08/11/the_rise_of_nature_deficit_disorder.html
<p>Week Three (Sep. 29)</p>	<p>What stories are we telling?</p> <p>Readings:</p> <ul style="list-style-type: none"> • David Suzuki, with Amanda McConnell, Adrienne Mason. Chapter 1: “Homo Sapiens: Born of the Earth,” from <i>The Sacred Balance: Rediscovering Our Place in Nature</i> (updated and expanded). Toronto: Greystone Press, 2007, pp. 19-49. • Henry David Thoreau, “Walking,” (Part 1) from the online Thoreau Reader. <p>Suggested reading:</p> <ul style="list-style-type: none"> • Thomas L. Friedman. “Without Water, Revolution,” <i>The New York Times</i>, May 18, 2013, available at: http://www.nytimes.com/2013/05/19/opinion/sunday/friedman-without-water-revolution.html?pagewanted=all&r=0 and http://www.nytimes.com/2012/04/08/opinion/sunday/friedman-the-other-arab-spring.html • Philip Deardon and Bruce Mitchell. Excerpt on consumption, pp. 21-26, in <i>Environmental Change and Challenge</i>. Toronto: Oxford University Press, 2016.

<p>Week Four (Oct. 6)</p>	<p>What does it mean to be human in an interconnected reality (Part 1)?</p> <p>Readings:</p> <ul style="list-style-type: none"> · Aldo Leopold. "The Land Ethic," from <i>A Sand County Almanac</i>. New York: Balantine Books: 1966/1970, pp. 237-264. · Stephen Scharper. "The Gulf of Mexico Oil Spill: Would the Precautionary Principle Have Averted This Disaster?" in <i>For Earth's Sake: Toward a Compassionate Ecology</i>. Edited by Simon Appolloni. Toronto: Novalis, 2013, pp. 115-120. <p>Suggested reading:</p> <ul style="list-style-type: none"> · Philip Deardon and Bruce Mitchell. Excerpt on biotic pyramids, pp. 56-57, in <i>Environmental Change and Challenge</i> (same as above).
<p>Week Five (Oct. 13)</p>	<p>What does it mean to be human in an interconnected reality (Part 2)?</p> <p>Guest lecture for this class: Dr. Tim Leduc, Asst. Prof. Laurier (Brantford, Fac. of Social Work)</p> <p>Reading:</p> <ul style="list-style-type: none"> · Deborah McGregor. "Traditional Knowledge: Considerations for Protecting Water in Ontario." <i>The International Indigenous Policy Journal</i> 3, no. 3, 2012, pp. 1-21. · Tim B. Leduc. Introduction, "Oh Stranger," from <i>A Canadian Climate of Mind: Passages from Fur to Energy and Beyond</i>. Montreal and Kingston: McGill-Queen's University Press, 2016, pp. 3-18.
<p>(Oct. 14)</p>	<p>Reflection paper due by 11:59</p>
<p>Week Six (Oct. 20)</p>	<p>What should the role of science be in achieving environmental sustainability?</p> <p>Readings:</p> <ul style="list-style-type: none"> · Daniel Sarewitz. "Science and Environmental Policy: An Excess of Objectivity." In <i>Earth Matters: The Earth Sciences, Philosophy and the Claims of Community</i>, edited by Robert Frodeman. New Jersey: Prentice-Hall, 2000, pp. 79-98. · Vandana Shiva. "Monocultures of the Mind." <i>Trumpeter</i>, 10, no. 4 (1993): 1-11. Available at http://trumpeter.athabascau.ca/index.php/trumpet/article/view/358/563.
<p>Week Seven (Oct. 27)</p>	<p>Mid-term Test **Not in class – at Exam Centre 255 McCaul Street**</p>
<p>Week Eight (Nov. 3)</p>	<p>How are we to understand this planet we are a part of?</p> <p>Reading:</p> <ul style="list-style-type: none"> · James Lovelock. Introduction, <i>Gaia: A New Look at Life on Earth</i>. New York: Oxford University Press, 1979, pp. 1-11. <p>Suggested reading:</p> <ul style="list-style-type: none"> · Philip Deardon and Bruce Mitchell. Excerpt on the hydrological cycle, eutrophication, pp. 128,131, 134, 135-139, in <i>Environmental Change and Challenge</i> (same as above)

Week Nine
(Nov. 10)

Where did the *eco* in economics go?

Guest lecture for this class: **Dr. Peter Victor**, Professor of Economic, Faculty of Environmental Studies, York University

Readings:

- Peter Victor. "Questioning Economic Growth: Our Global Economy Must Operate within Planetary Limits to Promote Stability, Resilience and Wellbeing, Not Rising GDP." *Nature* 468, no. 7322 (November 18, 2010): 370-71.
- Stephen Scharper. "Born Again: Liberation Theology," *For Earth's Sake: Toward a Compassionate Ecology*. Edited by Simon Appolloni. Toronto: Novalis, 2013, pp. 83-84.

Week Ten
(Nov. 17)

What about the Other-than-human Animals?

Reading:

- Michael Fox. "Agriculture, Livestock, and Biotechnology: Values, Profits, and Ethics," in *A Communion of Subjects: Animals in Religion, Science and Ethics*, edited by Paul Waldau and Kimberley Patton. New York: Columbia University Press, 2006, pp. 556-567.
- Colin Jerolmack. "How Pigeons Became Rats: The Cultural-Spatial Logic of Problem Animals." *Social Problems* 55, no. 1 (2008): 72-94.

Week Eleven
(Nov. 24)

Shifting Standpoint: Eco-feminism

Readings:

- Vandana Shiva (in interview). "Thinking Eco-feminism." In *Talking Environment: Vandana Shiva in Conversation with Ramin Jahanbegloo*. New Delhi: Oxford University Press, 2013, pp. 46-66.
- Ramin Jahanbegloo. "Globalizing Dissent," (as introduction to the above), pp. xi-xvi.
- Stephen Scharper, "Poor Bear Burden of Environmental Hazards," *For Earth's Sake: Toward a Compassionate Ecology*. Edited by Simon Appolloni. Toronto: Novalis, 2013, pp. 41-43.

Week Twelve
(Dec. 1)

Conclusion: Final Wrap up and Exam Review

Readings:

- David Orr. "Slow Knowledge," *Conservation Biology* 10, No. 3 (Jun., 1996), pp. 699-702.
- Stephen Scharper. "On Sacrifice, Spirituality, and Silver Linings," *For Earth's Sake: Toward a Compassionate Ecology*. Edited by Simon Appolloni. Toronto: Novalis, 2013, pp. 172-174.

(Dec. 9-20)

Final Exam will fall sometime within this period.



<http://guardianlv.com/2014/05/california-drought-greatly-affecting-wildlife/>

Hey, some 'food' for thought: did you know that according to the IPCC's Fifth Assessment Report, "In presently dry regions, the frequency of droughts will likely increase by the end of the 21st century"? This photo was taken in California, where much of our food comes from. Almonds anyone?