SOC493H1F
New Topics in Sociology
Sociology of the Environment and Social Justice
Fall 2023

Instructor: Tyler Bateman
Course Web Site: https://q.utoronto.ca

Course Description
- This class is restricted to 4th-year sociology majors and specialists.
- Prerequisite: 1.0 SOC credit at the 300+ level. Students without this requirement will be removed without notice.
- Distribution Requirement: Social Science
- Breadth Requirement: Society and its Institutions (3)
- For more information on restrictions and requirements, consult the Departmental website: http://sociology.utoronto.ca/st-george-campus/courses-3/new-topics-in-sociology/

Detailed Course Description
This course addresses the ways that social justice (social action aimed at creating more social equality or fairness) and environmental-friendliness (social action beneficial for the environment) relate to each other. The course will examine under what conditions social justice and environmental-friendliness can come about simultaneously. Students will learn about different definitions of social justice and environmental-friendliness, followed by different theories and empirical studies assessing how they relate to each other. The course also examines the potential for spaces where social justice and environmental-friendliness can come about with mental health and broader well-being.

Learning Outcomes
By the end of this course, students should be able to:
1. Imagine alternative social structures as they relate to the environment and social justice;
2. Attest to the debates that exist in defining important terms for imagining just-sustainable futures;
3. Apply theories about just-sustainability and environmental justice to analyze a research challenge faced by a community partner;
4. Understand the kinds of research needs held by community organizations working on just-sustainability;

5. Describe a variety of options for reading methods and understand which reading methods are most effective;
6. Understand the elements of a qualitative research study and how they are brought together into a deliverable usable by community organizations.

Textbooks and Other Materials

The course materials are posted on Quercus. There is nothing to buy for the class.

Evaluation Components

Type	Description	Due Date	Weight
Reading Notes	Submitting weekly reading notes and reflecting about their effectiveness	On-going, Mondays, 3 PM	2% each, 18% total
Class Participation*	Attendance and engagement in class	On-going	5%
Community Project	Research Contract	Fri. Sept 22, 11:59 PM	6%
	Project Plan	Fri. Sept 29, 11:59 PM	10%
	Project Updates	Mon. Oct 16, 3 PM Mon. Oct 30, 3 PM Mon. Nov 13, 3 PM	6%
	Project Presentation (practice one week, present to partners the next week)	Mon. Nov 27th Mon. Dec 4th	10%
	Submission of All Materials but the Final Report	Fri. Dec 8, 11:59 PM	15%
	Final Report Submission	Fri. Dec 22, 11:59 PM	30%

*Please refer to the below section on "participation" to understand how your participation grade will be evaluated.

You should receive at least one significant mark (10%) before the last day you can drop a course without academic penalty. The last day to drop classes is Nov 6th, 2023. By that date, you will have received 17% of your community project grade (with comments) and 7 weeks of reading assignment feedback (14% of your grade).

Please note that Grades in Quercus gives early access to preliminary grades; it does not represent your official final marks. For final grades log on to ACORN.

Academic Methods

In class, we will talk about different methods for doing well in academia. In most things, it is the methods you use rather than some kind of natural-born talent that determines whether you succeed or not (Dweck 2008). We will talk about that fact, and also about learning, reading, and other topics that I hope you can carry into your other classes and future work.

Dweck, Carol S. 2008. *Mindset: The New Psychology of Success*. New York: Ballantine Books.

Assignments

1. Reading/Listen/Watch Notes

For every class, your assignment is to submit a copy of your reading/listen/watch notes. "Listen" and "watch" refer to course material that are either audio or video files. Each class, we will talk about reading strategies and what worked and what didn't work in your reading (and listening and watching, but focusing on reading). On each assignment, you will indicate whether you are comfortable with sharing your approach to note-taking in class (your preference for whether to share your notes or not is not graded, it is up to you whether you'd like to share).

Do not use ChatGPT or any other automation software for the reading/listen/watch notes: I have caught students doing that, and they received a 0% on their reading note assignments and a lower letter grade as a result. The point of these assignments is not to show how well you can manipulate ChatGPT—the point, rather, is to develop your reading skills.

More detailed instructions for the reading/listen/watch notes are on Quercus, under "Assignments", on the submission page for each assignment.

### 2. Powerful Knowledge for Just Sustainability Organizations

Introduction

Academia is often a place where "advancing knowledge" is the objective. But research can also be used to push powerful institutions to make important changes. There are many problems with the current world and many groups working on solutions to those problems.

This class is going to involve leveraging the resources of academia, and your skills and energy, to help organizations that are trying to create a more socially-just, environmentally-friendly, and mentally healthy world. Organizations have research needs and many are under-resourced. The organizations we will work with in this class are, in various ways, trying to leverage power to make important changes in society. To put that in context, many organizations that are responsible for creating social injustice, environmental problems, and mental distress also hire

researchers, yet they often have more resources to do so (e.g., the oil industry and its ties to organizations like the CATO Institute and the Heartland Institute). The struggle for power is also a struggle for knowledge.

So, there is the realm of "advancing knowledge", which the university often ends up being. But there is also the realm of power—e.g., lobbying and politics. Finally, there is the knowledge that is used in power struggles, what we could call "power-knowledge" or "powerful knowledge". This class is going to be about creating some of this powerful knowledge, by asking community organizations that attempt to foster greater social justice, environmental-friendliness, and well-being what research they need and providing that research.
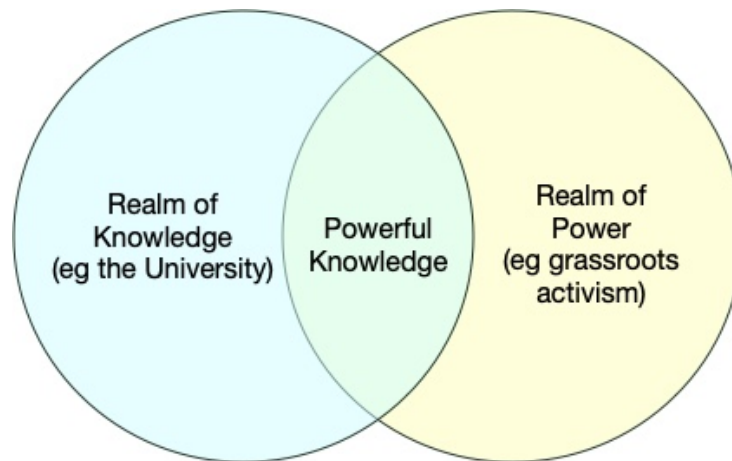
So in this class you are going to participate in the realm of power by providing powerful knowledge to organizations. This is not a class where you're (only) going to think inside the realm of knowledge (however useful or interesting that often is!).

Before this class started, I worked with the Experiential Learning and Outreach Support Office of the Faculty of Arts and Science to select the organizations we will work with in this class. The Experiential Learning and Outreach Support Office and I asked these organizations about their research needs.

I hope the following partnerships and power-knowledge projects are of interest to you. Working with a community partner on a research project, and being one of the authors of a report delivered to the organization, is something that you can put on your resume. It will also develop research and writing skills which will, I hope, be useful in your future career. I also hope this shows you that what we learn about in this class has practical meaning in the society you live in. This class will also develop your community organizing skills—you will be focusing on the research part of community organizing, but I hope working with these organizations helps you imagine how you can continue to contribute to community organizing in the future. I see community organizing as *the* way to make progress on just-sustainability and decolonization.

This class has three projects. The first is with SCAN! – Seniors for Climate Action Now! (https://seniorsforclimateactionnow.org/); the second is with both Council of Canadians (https://canadians.org/) and Grandmother's Voice (https://www.grandmothersvoice.com/), and the final project is with the High Park Nature Centre (https://highparknaturecentre.com/). SCAN! started in 2020 yet has quickly grown to be the largest network of seniors pushing for climate action in Canada. Council of Canadians is a large grassroots organization working on a variety of campaigns, such as a campaign on facilitating the just transition in Canada. The High Park Nature Centre is an organization that connects people with nature. Each of the three organizations have a research project they need help with.

You will choose one of the projects to be primarily affiliated with. Those who are primarily affiliated with a project are the ones who write the final report for that project and present about it. But you will likely contribute to at least two, and perhaps all three, of the projects. For example, one task in this class is to interview your grandparents, and other older adults in your lives, about how they feel about climate change and climate change action. Anyone in the class who has grandparents in Canada who would like to be interviewed would ideally be involved in this part of the SCAN project. So that is an example of how the projects will have some overlap.

So we will produce three reports, one for each project. We are essentially research consultants working for these organizations this term.

This is the second time this class has run. The first time, students produced research reports for the participating organizations (at that time, only Council of Canadians and SCAN). I spent about 35 hours editing each report, which resulted in 100-page or so long reports for each organization (you can see these here: https://www.tylerjamesbateman.com/publications.html). In this second class, we WONT be producing those long reports. Instead, your final report will involve two elements:
  1. A policy brief
  2. A video

Policy briefs are very short documents used by governments and organizations like the United Nations about policy actions. There are MANY sources on the internet about how to write policy briefs (e.g., https://idrc-crdi.ca/en/funding/resources-idrc-grantees/how-write-policy-brief), and we will also discuss this in class.

The basic version of the video is a video-recorded presentation. So you just use Zoom to take a video of your shared screen of a presentation. This will NOT be exactly the same as the presentation you give to the partners, because you will be producing it for a general audience. But if you are skilled with audiovisual editing, you can make the video something more. But keep in mind that the goal is to give the community partners knowledge that they can use in their organizations. If they are of high enough quality, I will be sharing these videos with the

participating organizations, and they will likely put them up on their websites. You can remain anonymous if you like, in these videos.

The Organizations' Research Questions

SCAN's has three research questions: 1) What mobilizes seniors to get involved in climate action, and political action more generally? 2) What are the most effective ways to frame climate change in the media? 3) How can SCAN increase its membership, in terms of making the organization more welcoming to black, Indigenous, and people of colour, people from lower class backgrounds, and people from a wide range of occupational groups? SCAN's members are mostly activists, white, and middle class, so they are trying to figure out what they could do to expand their membership beyond this narrow range of seniors. Your job will be to review literature about how seniors get involved in climate change and other environmental activism and to interview older adults (i.e., seniors) in your social networks about how they feel about climate change and what they would think about joining organizations such as SCAN! If they don't feel like they could join such organizations, what holds them back? We want to know what facilitates and what creates roadblocks for seniors engaging in climate action organizations.

Council of Canadians and Grandmother's Voice are wondering how community organizations in Canada have been engaging in reconciliation and decolonization. Our job is to review literature on decolonization and reconciliation, how these have been implemented in Canada, and to interview community organization staff (not at Council of Canadians nor Grandmother's Voice) on how they have been thinking about decolonization and reconciliation in their organizations.

The High Park Nature Centre (HPNC) is wondering what about their programming is most impactful for program participants. The HPNC designs a great deal of programming that tries to encourage people to connect with nature in a more ecological way (e.g., understanding a bee as an important part of an ecosystem rather than something to scream at and run away from). But they do not know which parts of their programming matter most for people who are deeply connected with nature. So this project involves interviewing people at the organization about what matters most to them about their engagement with the HPNC. The HPNC wants to know which parts of their programming matter most for people in their transition to having a deeper connection with nature.

Within each project, it is up to you how to divide the work, but I will help you figure that out.

You will be graded in 5 stages
1. Research Contract
2. Project Plan
3. Project Updates
4. Formal Presentation
5. Submission of All Materials but the Final Report

6. Final Report Submission

Each of these stages will have an executive summary, summarizing what is contained within it.

Notes on group work

I want us to avoid two common problems with undergraduate group work:
1. One student putting in a lot of work because they need high grades and still not getting a high grade when another team member does not follow through. If you are a student who needs high grades for graduate school or a professional school, I want to ensure that if you put in the work, you get those high grades.
2. One or two students in each group doing most of the work.

There are my solutions to these problems:
1. GROUP ASSESSMENT: At the end of term, each group member will carry out a Group Assessment, giving each group member a grade out of 5 to indicate who put in sufficient effort into the project. I hope this doesn't create undue animosity in the group, it is just to make sure that if someone (or multiple group members) does/do not put in the work for the class, they are not carried by one group member, nor a few group members.
2. Upon seeing the Group Assessments, I will adjust grades within each group, so that those who put in more work will get higher grades.
3. **If you all put in really amazing work and the group assessments demonstrate that the group worked well, you'll all receive the same (high) grade**.

So, in general, please make sure that you do your best to move these projects forward. It matters not only for your grade, but also for the community partners who need this information.

And even though I say all of this, it is very likely that at least one student is going to be unresponsive to their group. Please, if you feel like you are becoming that person, reach out to me and we will work it out.

1. Research Contract (6%)

Each group must determine who will work on which elements of the project. The Research Contract is where you explicitly describe who will be working on which elements of the project. So the teams for each project will be broken up into sub-teams – see the instructions for the research contract on Quercus. **This can change as you develop the project!** It is just a preliminary assessment of who will be working on what, but it could be that you follow this plan through to the end. So the Research Contract will be a description of each student's role in the team. This is ONE document. I expect each student to write the part of the document pertaining to their own work.

You submit this assignment by sharing a Microsoft Word document through a OneDrive link.

2. Project Plan (10%)

Each group will also submit ONE project plan. Each student or sub-group will describe a biweekly (or weekly) plan for the part of the project they are going to work on. For example, if you're doing the biweekly version, you will describe what tasks you aim to complete in the first 2 weeks of February, the last 2 weeks of February, the first 2 weeks of March, the last 2 weeks of March, and the first 2 weeks of April. You don't have to fit this schedule perfectly, but you do need to at least estimate what tasks need to be completed and the timeline for completing them. This is a typical process for research projects—putting your research ideas into a timeline.

Each group must compile the different parts into an overall project plan. The group must collaborate on an executive summary that will be given at the start of the compiled project plan, which will describe the different parts and how they will fit together. Think of the executive summary as the second part of the Research Contract.

You submit this assignment by sharing a Microsoft Word or Excel document through a OneDrive link.

3. Project Updates (6%; 2% each)

I need to know how your group is progressing over the term. We will have these low-stakes check-ins where the group will update me and the rest of the class on what has been achieved, what remains to be done, what challenges have come up, and what your plan is for the next few weeks.

Each sub-team should prepare a 5–10 minute update and be prepared to update the class on what they have been doing. It doesn't have to be a PowerPoint.

These are graded, but they are pass/fail – if you are genuinely and consistently working on your projects, you will pass.
You submit your project updates as a 100-300 word update in a Microsoft Word OneDrive link.

During the first of these updates, you will have to give me your

4. Project Presentations (10%)

As a continuation of the project updates, but a professional presentation, this is a way to show the community partner what you have found over the semester. We will have a practice presentation one week (without the partners) and then a presentation with the partners the next week. Each presentation will be 5% of your final grade – but these will be graded on a pass/fail basis. Essentially, these are other project updates, where you will describe what

you've accomplished, the challenges you're facing, and work yet to be done. We will all try to give helpful advice as you plan for the last few weeks of the project.

Not everyone has to present. Like usual in this project, you can divide the work so that you focus on your strengths.

You submit your PowerPoint presentation through a OneDrive link.

5. Submission of All Materials but the Final Report (15%)

Here you will submit the following, so that you can have two weeks for the final reports:

Assignment Title	How it is submitted	Who must submit this	Amount of Grade
Interview Transcripts	OneDrive Folder	Anyone who cleans up an interview transcript should submit the interviews that they cleaned up	2.50%
Literature Review	OneDrive Microsoft Word Doc Link	One person per project	2.50%
Data Analysis Document	OneDrive Microsoft Word Doc Link	One person per project	2.50%
Interview Guide	OneDrive Microsoft Word Doc Link	One person per project	2.50%
Demographic Survey Table	OneDrive Microsoft Excel Link	One person per project	2.50%
Final Presentation	OneDrive PowerPoint Link	One person per project	2.50%

6. Final Report Submission (30%)

This is the only part of the community project that is graded on a 100-point scale. (I.e., it is not pass/fail like the other elements). Please try to polish these assignments as much as you can, since they will ideally be sent to the community organizations. The policy brief will be sent, but I may need to edit before sending. I won't be able to edit the video, so it must be of high quality if it is to be sent to the organizations.

Policy briefs are 2-4 pages long (single spaced), with a title, author names, and date. The video should be anywhere in the range of 5–20 minutes long.

At this stage, you must submit the following:

Assignment Title	How it is submitted	Who must submit this	Amount of Grade
Policy Brief	OneDrive Microsoft Word Link	One person per project	12.5%
Video	My Media Link (downloadable)	One person per project	12.5%
Group Assessment	Quercus	Every student	2.50%
Statement of Data Security	Quercus	Every student	2.50%

Participation (5%)

Your participation grade is based on 4 things:

1. Your engagement in the Mentimeter each class (I will put up participation questions and your participation will be automatically recorded)
2. Your use of Discord for coordinating with your group
3. The group assessments at the end of term

Discord is not an optional part of this class. We need a place where the groups can organize meetings and discuss the project, and Discord is where we will do that. Discord is very user-friendly. Please take the time to set it up and log onto our class server.

In Discord, each group will have a channel where you can set up meetings and discuss all aspects of the project. You being a part of the Discord channel for your group is a key part of your participation grade.

I do not expect you to speak in class to receive full grades on participation – that being said, I do want to hear from every one of you in class. But if you are just uncomfortable with speaking in class, you **do not** have to.

I do expect you to attend class, respond to the Mentimeter, and, during class, be focused on our class—**not browsing the internet, going on social media, nor answering emails during class time**. You doing those things is very distracting for your peers. Please respect your peers and stay focused.

Bonus Mark: Teach me something!

There is a 1% bonus mark in the class for teaching me something about the cultural activities you are enmeshed in, about nature, or about something else! The reason for this is that knowing about all of the interesting cultural producers in your lives and other things relevant to you help me make better teaching examples and just helps me to be more educated about life in general, something that is important for all sociologists! Biographical details about yourself wouldn't count, but say your ancestors are a group that has a particular history of migrating across the world that I didn't know about—e.g., I recently learned about the Roma people's migration from India to Europe, which I did not know about before—then that would count.

There is a template for this that I will share on the course website.

Plagiarism

A good rule with plagiarism is that if you have 3 or more words copy and pasted from someone else, you need quotes. **I will distribute an anti-plagiarism guide** and we will talk about it. It is particularly important to avoid plagiarism in this class because your work will be used in a report that will be distributed to a community partner.

Community Guidelines

The following agreements will help us relate to each other better and establish common ground for interactions. We are all bounded by these guidelines (this includes the instructor). Thus, if you feel these guidelines have been disrespected or not held, please message me to address the issue and improve our class. Thanks to my colleague Andrea Roman Alfaro for many of the items in the following list.

Respect: Mutual respect is critical for learning and teaching. Respect others' identities, silence, emotions, and needs.

Curiosity: Approach others and yourself with a curious, non-judgmental attitude. Ask yourself: why am I reacting to what this person is saying in this way? What emotions are arising? What do I need to feel better?

Active listening: When others speak or express their opinions, please play close attention to what they say with empathy.

Compassion: Learning can be uncomfortable. We will feel challenged by the course materials and others' comments. We will always make mistakes. Treat yourself with love and kindness when making mistakes, getting feedback, or feeling uncomfortable. We are all imperfect beings. Please extend compassion to yourself and others.

Safety and no-harm: Sometimes, our intent doesn't match the impact of our actions. We all make mistakes, and we are learning. However, this doesn't mean we cannot or shouldn't take responsibility for our actions. Be responsible for what you say and do. Admit responsibility and actively engage in repairing any harm you may have caused. We are here to support each other in that process.

Accountability: This class is a safe space. As such, we should guarantee that we all feel safe and acknowledged. Conflict is normal in human relations. However, conflict doesn't have to lead to harm and violence. As such, we will not tolerate any aggression, harm, or violence in this class.

Trauma-informed learning: Students are recovering from traumas and so may find material triggering beyond the typical discomfort associated with learning. I try to announce when content might include such triggers with "content warnings," but I'm imperfect, and I can't predict all of them. Feel free to step away from sessions if necessary or speak to me if you have any concerns. If you are currently experiencing trauma, I encourage you to access the university's mental health resources.

Scholarly Attitude: In this class, I hope you will adopt what has been called the Scholarly Attitude (thanks to Andrew Lindner and Clayton Childress for this idea). This class does evaluate "participation" as a part of students' course grades. But what we're looking for isn't only "participation" - how much you do or don't talk, sit up or fall asleep, attend class or skip class. Instead, we hope to see students adopt a "scholarly attitude." Having a "scholarly attitude" involves developing intellectual curiosity and a genuine engagement with the ideas presented in the course. Students with a scholarly attitude take the role of the student seriously and demonstrate their commitment to academic pursuits by actively engaging in the material, reflecting deeply on the readings, raising thoughtful questions and comments in class, may bring unsolicited materials to share that are directly relevant to the topics being covered, and connect the course to their life experience. Students who lack a scholarly attitude passively complete the readings and responses, occasionally or frequently engage in other activities during lecture (playing with phones, texting, daydreaming, playing video games, etc.), and are primarily concerned with obtaining a particular grade in the course. I of course understand that grades are important for scholarships and getting into many degree programs. But I hope to

some extent you will develop a scholarly attitude that goes beyond those extrinsic rewards. You could also see the scholarly attitude as a means for those extrinsic rewards, because this kind of scholarly attitude will probably help you get higher grades (as long as you also apply good learning strategies—we will talk about such strategies in the class).

Late Policy

Students who are late in submitting an assignment for medical reasons need to email the instructor, and also declare their absence on the system (ACORN).
(NOTE: Because of Covid-19, students do NOT need to submit the usual documentation, i.e., medical notes or the Verification of Illness forms).

Students who are late in submitting an assignment for other reasons, such as family or other personal reasons, should request their College Registrar to email the instructor.

Ouriginal

Sometimes, students will be required to submit their assignments 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).

For some of your assignments, we will be using the software Ouriginal. It uses text matching technology as a method to uphold the University's high academic integrity standards to detect any potential plagiarism. Ouriginal is integrated into Quercus. For the assignments set up to use Ouriginal, the software will review your paper when you upload it to Quercus. To learn more about Ouriginal's privacy policy please review its Privacy Policy.

Students not wishing their assignment to be submitted through Ouriginal will not be assessed unless a student instead provides, along with their work, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own.

Accessibility Services

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit http://studentlife.utoronto.ca/as as soon as possible.

Schedule

Class 1 – Introduction – 11 September 2023

Academic Methods Topic

Reading Notes

Class 2 – What is Justice? The Transformative Justice Lens – 18 September 2023

Assignments Due

Due Monday Sept 18 at 3 PM: Reading notes assignment 1/9

Due Friday Sept 22 at 11:59 PM: Research Contract (7%)

Read

You do not need to take notes for this, but read it:
- You do not have to read every line, just read enough so that you understand what is meant by Global North and Global South. You may already know what the "Global South" and "Global North" are, but in case you do not, I will be assuming this knowledge, so please just read this over.
- Access: https://en.wikipedia.org/wiki/Global_North_and_Global_South

Take notes for the rest:

1. Mingus, Mia. 2019. "Transformative Justice: A Brief Description." *Leaving Evidence*. Accessed 17 July 2023 (https://leavingevidence.wordpress.com/).

Listen

2. Paradigm shift with Ayandastood. "Moving toward Ugliness Ft. Mia Mingus".

Watch

3. Barnard Center for Research on Women. 2020. "What is transformative Justice?" Accessed 17 July 2023 (https://www.youtube.com/watch?v=U-_BOFz5TXo).

4. Academic Methods Topic: **Learning**. Abdall, Ali. "How to Learn Anything Faster." (https://www.youtube.com/watch?v=unityETmypk).

Class 3 – Defining Environmental-Friendliness – 25 September 2023

What people are doing when they are "taking care" of the environment has many names. Some include: biodiversity conservation, biodiversity preservation, "protection" of the environment, "environmental stewardship", "sustainability" (and its offshoots like "sustainable development"), and "environmental-friendliness". Indigenous ways of thinking about this include ideas such as "buen vivir", "right relations", and "Mino-Mnaamodzawin". We cannot cover all of the nuances here, but this discussion will be about different ways of conceptualizing acts of taking care of the environment.

Assignments Due

Due Monday at 3 PM: Reading notes assignment 2/9

Due Friday, 29 Sept, 11:59 PM: Project Plan (10%)

Read

1. Reid, Andrea J., Lauren E. Eckert, John-Francis Lane, Nathan Young, Scott G. Hinch, Chris T. Darimont, Steven J. Cooke, Natalie C. Ban, and Albert Marshall. 2021. "'Two-Eyed Seeing': An Indigenous Framework to Transform Fisheries Research and Management." *Fish and Fisheries* 22(2):243–61. doi: 10.1111/faf.12516.
- This article is not directly about any of the exact terms that could be used to describe "taking care of nature". Instead, it takes a step back to address an issue that must be addressed prior to even defining different concepts: the division between Western European-influenced concepts and those of Indigenous peoples. In the case of the fisheries discussed in the article, the Canadian government has its definitions of what it means to take care of the environment, while the Indigenous land stewards have their own definitions. The article describes four "Indigenous conceptual frameworks for promoting knowledge coexistence" (Reid et al. 2021:250).
- Access: https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_proquest_journals_2493286169

2. Maniates, Michael F. 2001. "Individualization: Plant a Tree, Buy a Bike, Save the World?" *Global Environmental Politics* 1(3):31–52.
- Basically this says: individualistic "environmentally-friendly" solutions like buying different lightbulbs aren't going to solve environmental problems. Instead, what environmental-friendliness really means is community organizing that powers institutional change. Community organizing means building community, educating, changing things through direct action, and creating spaces of direct democracy.
- Access: https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_crossref_primary_10_1162_152638001316881395

Listen

There is no "listen" for this week.

3. Academic Methods Topic: **Growth Mindset**. Abdall, Ali. 2022. The Mindset Shift that Changed My Life (https://www.youtube.com/watch?v=L11WCsRqrIg).

4. Research Methods Topic: **Literature Search Method**.

Class 4 – Defining Happiness and Mental Health – 2 October 2023

Part of the point of including well-being/happiness/mental health in this class is that environmental and social justice scholarship and activism can often be depressing. There are enormous barriers to break down to reach a more environmentally-friendly, socially-just, mentally-healthy, and anticolonial society. So what does a happy/pleasurable/mentally-healthy path to that better society look like? There are many answers to that question, but the one we will focus on is pleasure activism. You will also hear Sara Ahmed talk a bit about happiness.

Assignments Due

Due Monday 3 PM: Reading notes assignment Week 3/9

Read

1. brown, adrienne maree. 2019. *Pleasure Activism: The Politics of Feeling Good*. Chico, CA: AK Press.
- The chapters you should read have been uploaded to Quercus. Please use the PDF on Quercus, because it includes a content warning.
- Key concepts
    - Imagination Battle
    - Transformative Justice
    - Pleasure Activism
    - Somatics
- One part of "happiness" or "well-being" is pleasure. As we talked about in class 2, "moving toward ugliness" is also important (Mia Mingus). But moving toward pleasure is, as well. In our consumerist society, often people get pleasure in very consumerist ways. You pay some capitalist to create pleasure. But if we are thinking about making the societies we live in more environmentally-friendly, more socially-just, and part of a decolonized social system, how can we make efforts toward social change similarly pleasurable? How can we focus activism on the pleasurable, so that it isn't a choice between painful activism vs. pleasurable consumerism? This book investigates how we can focus on pleasure as a starting point for widely regenerative activism. In brown's

words, "These pages are a space to ask shameless questions, to love what we love and explore why we love it, to increase the pleasure we feel when we are doing things that are good for the species and the planet, to cultivate our interest in radical love and pleasure, and to nourish the orgasmic yes in each of us."

2. Research Methods Topic: Ethics.

Listen

No "listen" this week.

Watch

3. UMBC. 2019. "Sara Ahmed: Dresher Conversations." University of Maryland, Baltimore County. Accessed 1 Nov 2022 (https://www.youtube.com/watch?v=zadqi8Pn0O0 & t=728s). <mark>19 minutes</mark>.
● Access: https://www.youtube.com/watch?v=zadqi8Pn0O0
● Part of moving toward happiness, well-being, or pleasure is complaint, counterintuitively! Ahmed describes how happiness is sometimes used by powerful people to quash the feelings of people who are marginalized in a society, so we have to be careful when talking about the importance of "happiness". She also describes how important complaint is, and how to think about the importance of complaint. Complaining, or being a "killjoy", is actually an important part of creating well-being.

4. adrienne maree brown: pleasure activism
● Access: https://www.youtube.com/watch?v=ISKEnvcRmMs

Class 5 – Environmental Justice – 16 October 2023

Assignments Due

Due Monday 3 PM: Reading notes assignment Week 4/9

Monday 3 PM: Project Update 1 (5%)

Read

1. CHAPTER 1 in Pellow, David N. 2018. *What Is Critical Environmental Justice?* Cambridge, UK: Polity Press.
● The intention here is that you should be able to think with the "four pillars of CEJ" by the end of reading and reflecting about this.
● This also gives you some of the basic history of the environmental justice movement in the US and a bit of the history of environmental justice scholarship.

- This book is considered one of the major current statements on environmental justice.

2. Research Methods Topic: **Interviews**. Lareau, Annette. 2021. "Chapter 4: What to do before and after the interview", in *Listening to People*, Chicago University Press.

Listen

3. Agents of Change. 2022. "Ashley Gripper on Growing Food to Fight Systemic Oppression." Columbia University. Accessed 1 Nov 2022 (https://agentsofchangeinej.org/podcast/ashley-gripper-on-growing-food-to-fight-systemic-oppression/).

Watch

4. DW Planet A. 2021. "This Is Just How Unfair Climate Change Is." Deutsche Welle. Accessed 1 Nov 2022 (https://www.youtube.com/watch?v=pHRu0VV-Dbw).
- This video, by a German news organization that reports on world news, does a good job at discussing **international climate justice**. Environmental justice or injustice can happen in a single country. But it also happens between countries. Just like some people are exposed to more toxins or have access to fewer parks, countries as a whole are more or less advantaged environmentally because of power relations.

Class 6 – Just Sustainability – 23 October 2023

This class will be held at the High Park Nature Centre (highparknaturecentre.com; 375 Colborne Lodge Dr, Toronto, ON M6R 2Z3)! The class will be from 3:30 PM to 4:30 PM, to account for travel time. There is a TTC Subway stop at a 5 minute walk from the nature centre (High Park Station). This class, we will take time to connect with the land and learn about one of the partner organizations first-hand. We may do some planting of native species, for example. We will not go that far from the centre, and the centre has an indoor space (if there is a thunderstorm or something) and also has bathrooms. If you cannot attend for an accessibility-related reason, please reach out to me and we will arrange something else where you can connect with land and reflect on that. If you can attend, please wear clothing that can get dirty, or bring a change of clothes/shoes. Since my office hours are Mondays 5-6 PM, they will be happening outside this week! If you need an office hour in this week and can't make it to the nature centre, we can arrange a Zoom call later in the week.

Assignments Due

Due Monday 3 PM: Reading notes assignment Week 5/9

Read

1. Agyeman, Julian, Robert D. Bullard, and Bob Evans. 2003. "Joined-up Thinking: Bringing Together Sustainability, Environmental Justice and Equity." Pp. 1–16 in *Just Sustainabilities: Development in an Unequal World*, edited by J. Agyeman, R. D. Bullard, and B. Evans. Cambridge, MA: MIT Press.

2. Research Methods Topic: **Interviews**. Lareau, Annette. 2021. "Chapter 5: How to Conduct a Good Interview", in *Listening to People*, Chicago University Press.

Listen

No listen this week.

Watch

3. Arnaquq-Baril, Alethea. 2016. *Angry Inuk.* National Film Board of Canada, Unikkaat Studios, and Eye Steel Film. <mark>1.5 hours</mark>. (https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma9911 07145447706196).
- This film links with the course theme by demonstrating how an environmentally sustainable economy (in terms of sustainable use of seals via hunting) depends on social justice internationally, and that there are many problems of translation, especially when local communities (and especially Indigenous peoples among local communities) are not included in deliberations about laws.
- Access (when you follow the link to the National Film Board of Canada website, make sure you just click the "play" button – do not click the option to "buy" – you have free access): https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991107145447706196

4. Global Institute of Sustainability and Innovation. 2016. "'Inequality and Environmental Degradation: An Undeniable Link' by Julian Agyeman." Arizona State University. Accessed 1 Nov 2022 (https://www.youtube.com/watch?v=SQSF2lye5XM). <mark>5 minutes.</mark>

Class 7 – 30 October 2023 – The intersection of social justice, environmental-friendliness, and well-being

Midterm Checkin with Council of Canadians.

Assignments Due

Due Monday 3 PM: Reading notes assignment Week 6/9

Monday 3 PM: Project Update 2 (5%)

Read

1. Simpson, Audra. "Chapter One: Indigenous Interruptions Mohawk Nationhood, Citizenship, and the State," in *Mohawk Interruptus*, Duke University Press.
- Access: https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991107145447706196

2. Nightingale, Elana, and Chantelle Richmond. 2022. "Reclaiming Land, Identity and Mental Wellness in Biigtigong Nishnaabeg Territory." *International Journal of Environmental Research and Public Health* 19(12):7285. doi: 10.3390/ijerph19127285.
- This is meant as an example of what it means for Indigenous mental health when land dispossession and the loss of self-determination (two of the key issues Simpson talks about) are reversed, that is, when land is repossessed and self-determination is enabled.

Listen

There is no listen this week because the "watch" is long

Watch

3. IndigenousGovernance. 2013. "IGOV Indigenous Speaker Series - Dr. Audra Simpson's *Mohawk Interruptus*." (https://www.youtube.com/watch?v=FWzXHqGfH3U). 1H 33 min.

4. Academic Methods Topic: **Self-Compassion**. Xie, Weiyang. 2018. "Dare to Rewire Your Brain for Self-Compassion". (https://www.youtube.com/watch?v=eiEMVA8AIJw). If you're interested to know more, a lot of the early literature on self-compassion is summarized in the book *Self-Compassion* by Kristin Neff.
- Sometimes in academia, we tacitly teach people to be unkind to themselves. Being kind to yourself is one of the most important skills you can learn. Xie, Neff, and others describe how self-compassion is both important for well-being/happiness/pleasure and for success. But more important than success is that being kind to yourself and compassionate with yourself when you are in emotional pain is one of the most important routes to well-being.

6 November 2023 – No Class – Reading Week

Class 8 – 13 November 2023 – Black Canadian Experiences in Outdoor Recreation

The seminar will be led by Jacqueline Scott, from OISE. The seminar will explore how race and space intersect in shaping Black Canadian experiences in outdoor recreation. The focus will be on camping in national parks.

Due Monday 3 PM: Reading notes assignment Week 7/9

Monday 3 PM: Project Update 3 (5%)

Read

1. Scott, Jacqueline L. 2022. "Black Youth on Skis: Race in the Canadian Snow." Pp. 235–56 in *Unfamiliar Landscapes: Young People and Diverse Outdoor Experiences*, edited by T. A. Smith, H. Pitt, and R. A. Dunkley. Cham, CH: Springer International Publishing.
  - Access: https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991107180631706196

2. Research Methods: **Qualitative Data Analysis**. Lareau, Annette. 2021. "Chapter 8: Data Analysis," in *Listening to People*, Chicago University Press.

Listen

No listen this week.

Watch

3. Buzzfeed. 2020. "Black People Go Camping For The First Time." Buzzfeed. Accessed 1 Nov 2022 (https://www.youtube.com/watch?v=s4DJpAmigGo).

4. CTV and Zwena Gray. 2023. "Black representation in outdoor recreation" (https://www.youtube.com/watch?v=jMA7ZT60JE).

Class 9 – 20 November 2023 – Just Sustainability in Latin America

This discussion part of this class will be led by Andrea Roman Alfaro, a PhD candidate at the Department of Sociology at the University of Toronto, who has done an ethnographic study with the people in Puerto Nuevo (which is in Callao, Peru). She will describe how the environment, social justice, and well-being are interlinked in Puerto Nuevo.

Assignments Due

Due Monday 3 PM: Reading notes assignment 8/9

Read

1. Graeter, Stefanie. 2020. "Infrastructural Incorporations: Toxic Storage, Corporate Indemnity, and Ethical Deferral in Peru's Neoextractive Era." *American Anthropologist* 122(1):21–36. doi: 10.1111/aman.13367.
- Graeter tracked the lead poisoning of a coastal shantytown called Puerto Nuevo to its sources in Peruvian mines. She went to the mines, and travelled the routes of the lead, finding out how the environmental justice socially formed.
- Access: https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_proquest_journals_2373986299

2. Research Methods: **Writing a qualitative study**. Lareau, Annette. 2021. "Chapter 9: Writing," in *Listening to People*, Chicago University Press.

Listen

3. Sakellariadis, John, and Jo-Marie Burt. 2021. "Political Violence and the Authoritarian State in Peru." New Books Network. Accessed 1 Nov 2022 (https://newbooksnetwork.com/political-violence-and-the-authoritarian-state-in-peru).
- This is not directly about the environment, but sets the context for you understanding Peru as Andrea will describe it in the seminar. It gives much of the recent history of Peru.

Watch

4. Graeter, Stefanie. 2016. "La Zona de Plomo." Produced by Stefanie Graeter. Accessed 1 Nov 2022 (https://vimeo.com/188917395).

Class 10 – 27 November 2023 – Indigenous Environmental Justice

Assignments Due

Due Monday 3 PM: Reading notes assignment 9/9

Monday 3 PM: Practice Presentations (5%)

Read

1. Simpson, Leanne Betasamosake. 2017. "Nishnaabeg Anticapitalism." Pp. 71–82 in *As We Have Always Done: Indigenous Freedom through Radical Resistance*. Minneapolis, MN: University of Minnesota Press.
- Access: https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106696574006196

2. Research Methods: **Giving an Academic Presentation**. Bateman, Tyler. "Presentations." Will be uploaded to Quercus.

Listen

3. Below the Radar. 2021. "Climate Justice & Inequality: Decolonizing Climate Justice — with Khelsilem." Accessed 16 Dec 2022.

Watch

4. Gillis, Damien and Fiona Rayher. 2016. Fractured Land.
(https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991105881437206196)

Class 11 – 4 December 2023 – Class Presentations of Research Reports

Monday 3 PM: Presentations to Community Partners (5%)

Class 12 – 7 December 2023 – Final Group Meeting and Debrief of Presentations

Here we will have a final meeting where we will debrief from the community presentations and have a final meeting to prepare for the last two weeks.

December Due Dates

 8 December 2023: Submission of All Materials but the Final Report (15%)
22 December 2023: Final Report Submission (20%)