Department of Sociology
University of Toronto – St. George

SOC493H1S
Special Topics in Sociology
Sociology of the Environment and Social Justice
Winter 2023

Time: Fridays, 10:10 AM – 12:00 PM
Class Location: FE 41 (see below for location details)
Instructor: Tyler Bateman
Email Address: tyler.bateman@mail.utoronto.ca
Office Hours: Fridays, 2 PM, or by appointment
Office Location: Office hours will be on Zoom
Course Web Site: https://q.utoronto.ca

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Location

FE 41 is in the Sociology Department building, at the intersection of Bloor and Spadina (SE corner). The sociology wing is on the West side of the building (the Spadina ave side). Room 41 is in the basement of the sociology wing.

Zoom, Quercus, and Discord

- This class has a Quercus site.
- The class has a Discord server.
- Zoom meetings (e.g., for office hours) will be used when possible because of COVID-19.

Zoom Link

SOC493 Zoom Meeting Room
https://utoronto.zoom.us/j/87598741765
Meeting ID: 875 9874 1765
Passcode: 327714

Discord link

These expire quite quickly, so I will have to share them with you on Quercus.

When joining the Discord server, please use your real name! If you already have Discord with another name, I have to ask you to make another one for clearer communication. Please make your name something like "tylerbateman" (use your name of course!), where it is just your first and last name. You could have some variations of that but please have some manner of having firstname-lastname.

Course Description

- This class is restricted to 4th-year sociology majors and specialists.
- Prerequisite: 1.0 SOC credit at the 300+ level
- 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.

Textbooks and Other Materials

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

COVID-19

If you are able, please wear an N95 or other mask to class. You may not be concerned about COVID risk, but there are *many* immunocompromised people on campus, and they deserve our respect. The Dalla Lana School of Public Health of the UofT has made many statements recently about how important mask wearing still is on campus. As much as it would be nice if it was, we are not in a post-pandemic state yet.

Evaluation Components

Type	Description	Due Date	Weight
Reading Notes	Submitting weekly reading notes and reflecting about their effectiveness	On-going, Thursdays 8 PM	2% each, 18% total
Class Participation*	Attendance and engagement in class	On-going	5%
Community Project	Research Contract	Wed. January 25th	7%
	Project Plan	Wed. February 1st	10%
	Project Update	Wed. March 15th	20%
	Project Presentation	Fri. March 31st	5%
	Research Deliverable to Community Partner	Fri. April 14th	35%

*Note on class participation: I do not expect you to speak in class to receive full grades here. I do expect you to attend class and be focused on our class, e.g., not browsing the internet nor answering emails during class time. It's perfectly fine if you'd prefer to stay quiet and write notes and thoughts! I strongly encourage you to at least turn off the internet during our class time, as our online habits often strongly pull us when we don't realize. Turning off the internet is one way to break that habit and focus on the class discussion.

You should receive at least one significant mark (15%) before the last day you can drop a course without academic penalty. The last day to drop classes is February 22nd, 2023. By that date, you will have received 17% of your community project grade and 5 weeks of reading assignment feedback (10% 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 Notes

Every week your reading assignment is to submit a copy of your reading notes. Every week, we will talk about reading strategies and what worked and what didn't work in your reading. Too often reading is not taught directly, and it is quite complex, especially when dealing with texts that relay multifaceted theses (as are commonly found in academia!).

For the readings below (the journal articles & book chapters) you should submit whatever is your current style of reading notes, with a short reflection (max 100 words), after you're finished them, on how effective you think the reading notes were for helping you understand the text.

Your notes for the readings should summarize the readings in some way. But the format you choose is up to you. You can have just a paragraph summarizing the text. You can have a bullet-point outline of the structure of the text and a title for each paragraph. You can make a concept map outlining the structure of the text and summarizing the different subsections of the article/chapter in a concept map. Or you can use whatever you currently do as your reading notes. You don't have to fit any mould that I suggest—the point of this is for you to reflect on what kind of reading notes are the most effective for you, when the goal is 1) understanding of the MAIN POINTS of the argument (i.e., not memorizing every last little detail, but remembering the structure of the argument and the main message); 2) having something you can quickly reference later that enables you to not have to go and track down the actual reading again while allowing you to quickly remember the main argument of the paper/chapter.

If you take notes by hand, then I'll ask you to submit a set of pictures or scan of the notes. This might sound a bit labour intensive but if you don't want to take electronic notes, you're going to eventually have to grapple with the problem of making them electronic, because it is extremely useful to have them all within a few clicks. Throughout graduate school I took notes by hand on paper, but then I have had to scan them. I use a scanning app on my phone.

For the "listen" and "watch" items, I suggest this: a summary of around 100 words. I don't want you to be spending too much time taking quotes from audio or video files or anything like that. A short summary will go a long way to you being able to remember what the audio or video file was about, without making the listening or watching way too labour-intensive. But if you want to take notes about those in some other way, you're free to do that. But please, don't spend too much time on these. This is what I suggest: you listen or watch, taking a few short notes if you want to as you watch/listen, but not necessarily. Then after it is over, you sit down, and you write a little bit about what you can remember, reaching about 100 words. I just want you to reflect a little after listening or watching—I do not need a proper summary. With your readings, I do want a good summary. But with these, I just want you to also have a moment of reflection after it is over, which research demonstrates is going to help you remember the audio or video much more effectively. But please, don't spend like 3 hours writing out quotes and re-watching the video or re-listening many times. Watch or listen once, then write about what you remember, and then call it.

When reading focus on the main thesis of these articles. You absolutely do not have to memorize every detail. Your notes should be about the **main argument** of each source, not on every little detail.

Please write on each of your reading note assignments whether you are comfortable with sharing your approach in class. We will talk at the start of each class about how the reading was, and I will highlight some of the strategies from those who said they'd be comfortable with sharing their notes.

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.
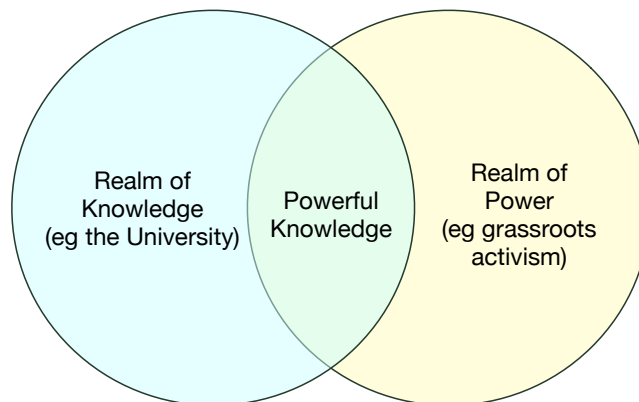
So in this class you are going to participate in the realm of power by providing powerful knowledge to organizations. This is not a class where you're (only) going to think inside the realm of knowledge (however useful or interesting that often is!).

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.

This kind of class needs months of planning in advance because of various bureaucratic issues. 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.

Your Tasks

The class will be split into two teams. One team will work with SCAN! – Seniors for Climate Action Now! (https://seniorsforclimateactionnow.org/) – and the other will work with Council of Canadians (https://canadians.org/). 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. Both of these organizations lobby governments in Canada to make changes that help the environment, advance social justice, and aid in the general wellbeing of people. SCAN! and Council of Canadians each have a research project they need help with. This class will have two teams, one for each organization, and you will join one of the teams. Your job will be to produce a research report for them. An example of such a report is that produced by the social scientist Gordon Laxer for Council of Canadians, which you can access at these links: (https://www.dropbox.com/s/wc506k270k5j6ws/Laxer%202021.pdf?dl=0) OR (https://canadians.org/resource/bigforeignoil/#report).

SCAN's question is how seniors feel about climate change and how SCAN could expand the number of seniors who engage in their organization. Their 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 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 is currently is wondering how organizations like theirs has been putting into practice the TRC calls to action that have to do with community organizations, and in general, how they are approaching Indigenous solidarity and decolonization. Your job, if you are part of this group, will be to review literature on the TRC calls to action and how they have been implemented, and to interview just-sustainability organization staff (not at Council of

Canadians) on how they have been thinking about the TRC calls to action and Indigenous solidarity and decolonization.

Within each team, it is up to you how to divide the work, but I will help you figure that out. If you prefer, you can do individual work within the team. Or, you can work on part of the project in pairs or other small sub-teams.

You will be graded in 4 stages
1. Research Contract
2. Project Plan
3. Project Update
4. Deliverable to Community Partner

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

Notes on group work

Group work is notoriously difficult to coordinate in undergraduate classes.

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. AUTHOR CONTRIBUTIONS: One trend in research is to say who did what in each project, called an "Author Contributions" section. This is an example (https://www.dropbox.com/s/a7h53ylohtsp2ul/Bateman%20and%20Nielsen%202020.pdf?dl=0) of a journal article I co-wrote where, at the end of the article, you can see initials of each author showing who did what. **You will do this**.
    a. This is what the Author Contributions part looked like for that article: "Author Contributions: Conceptualization, T.J.B. and S.E.N.; data curation, T.J.B.; formal analysis, T.J.B. and S.E.N.; funding acquisition, S.E.N.; investigation, T.J.B. and S.E.N.; methodology, T.J.B. and S.E.N.; project administration, T.J.B. and S.E.N.; resources, S.E.N.; software, T.J.B.; validation, T.J.B. and S.E.N.; visualization, T.J.B. and S.E.N.; writing—original draft preparation, T.J.B.; writing—review and editing, T.J.B. and S.E.N."
    b. Below I will describe how you do this for each sub-project.
2. 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.

3. Upon seeing the Author Contributions and Group Assessments, I will adjust grades within each group, so that those who put in more work will get higher grades.

4. **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.

If there are issues with any of this, we can discuss on Quercus, on Discord, or in class, to make sure that this works out in a fair way.

Keep this in mind: if this all goes very well, we can publish what you find out (in an academic journal and in other venues). I would be in the list of authors but I would be **last** author (since I did the initial conceptualization, contacting organizations, etc.). You could all choose the order of the authors, if you all want to take this to formal publication. This is something to discuss at the end of the class.

1. Research Contract (7%)

Each group—one for SCAN! and one for Council of Canadians—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. **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.

Template for the Author Contributions section for this:

Author Contributions
Summary:
Part 1: [Student Name] – [Title of section]
Part 2: [Student Name] – [Title of section]
Part 3: [Student Name] – [Title of section]
Part 4: [Student Name] – [Title of section]
Part 5: [Student Name] – [Title of section]
Part 6: [Student Name] – [Title of section]

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 actually 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.

Author Contributions
Executive Summary:
Part 1: [Student Name or Sub-Group] – [Title of section]
Part 2: [Student Name or Sub-Group] – [Title of section]
Etc.

3. Project Update (20%)

In this assignment, you will show me everything you have done so far toward completing the project. You will describe what has been accomplished, the challenges you are facing, and the work yet to be done.

At this point, you can, if you want, arrange the Author Contributions by section of the report, rather than the exact contributions of each student. You could use the following, or use some other list:

Author Contributions
Executive Summary:
Conceptualization (designing the study):
Literature Review:
Methodology (designing the data collection, curation, and analysis):
Data Collection (e.g., interviews) and Curation (e.g., transcription):
Data Analysis (e.g., coding):
Software (if any software is used to analyze the data, who used the software?):
Visualization (any graphs):
Writing – Original Draft Preparation:
Writing – Review and Editing:

4. Project Presentation (5%)

This is a low-stakes (5% of your grade) way to show the other group what you have been working on. It will be given on the last day of class, two weeks before the due date for the final research report. So this is also another project update, 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 two weeks of the project.

Not everyone has to be up at the front presenting. Like usual in this project, you can divide the work so that you focus on your strengths.

Author Contributions
PowerPoint Presentation Slides:
In-Person Presenting:
Visualizations in the Presentation Slides (e.g., graphs, photos):

5. Deliverable to the Community Partner/Final Research Report (35%)

In this assignment, you will create a professional report that we will submit to the organizations. This is an example of a report produced for Council of Canadians: (https://www.dropbox.com/s/wc506k270k5j6ws/Laxer%202021.pdf?dl=0) OR (https://canadians.org/resource/bigforeignoil/#report).

The final research report must have an executive summary giving a concise answer to the overall question. Think of this as part 3 of the Research Contract, in the sense that you're describing how the different parts of the project link together into a single organized answer (or set of answers) to the research question from the community partner.

The following is the first draft of your Author Contributions section of the final report. You can edit this as you see fit for your specific project.

Author Contributions
Executive Summary:
Conceptualization (designing the study):
Literature Review:
Methodology (designing the data collection, curation, and analysis):
Data Collection (e.g., interviews) and Curation (e.g., transcription):
Data Analysis (e.g., coding):
Software (if any software is used to analyze the data, who used the software?):
Visualization (any graphs):
Writing – Original Draft Preparation:
Writing – Review and Editing:

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, and we can also chat about these things before or after class on any given day.

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.

Schedule

NOTE: See the last two pages for a short version of the schedule. This main schedule is long because it has some of the rationales for why I'm asking you to read things, to help you focus your reading.

Week 1 – Introduction – 13 January 2023

Academic Methods Topic

Reading Notes

Week 2 – Defining Justice, Social Justice, Futures and the Common Good – 20 January 2023

Assignments Due

Thursday at 8 PM: Reading notes assignment Week 2 [1st reading notes assignment]

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.
- https://en.wikipedia.org/wiki/Global_North_and_Global_South

Take notes for the rest:

1. Selections: Bell, Michael, Isaac Sohn Leslie, Laura Hanson Schlachter, and Loka L. Ashwood. 2021. "Chapter 2: Health and Justice." Pages 53–83 in *An Invitation to Environmental Sociology*. Thousand Oaks, CA: Sage.
- I have highlighted sections of this that you should read. I have left the rest of the chapter in case you want the surrounding context of the highlighted part.
- This reading takes you through a few definitions of "justice", by talking about Rawls, Sen, and the Precautionary Principle.

2. Tuck, Eve, Marcia McKenzie, and Kate McCoy. 2014. "Land Education: Indigenous, Post-Colonial, and Decolonizing Perspectives on Place and Environmental Education Research." *Environmental Education* Research 20(1):1–23. doi: 10.1080/13504622.2013.877708.
- In this class we're going to talk and think about what the future can look like. But it is important to think about the distinction between settler and Indigenous futurity. This

article sets the context for that. We can talk about different kinds of people who could be called "settlers", as there are many differences among them, but if we just talk about settler futurity we are starting out from the point of injustice toward Indigenous peoples.

3. CBC. 2021. "How the Black Lives Matter Movement Redefines 'Common Good.'" Canadian Broadcasting Corporation. https://www.cbc.ca/radio/ideas/how-the-black-lives-matter-movement-redefines-common-good-1.5976575

4. Romero, 2019. Presidential Address. American Sociological Association Annual Meetings. <mark>1 hour.</mark>
- https://vimeo.com/357879172
- Go to 1 H 2 Minutes and 30 Seconds for the intro and talk
- This doesn't define social justice but it shows you that there is a tradition in US sociology that tries to make sociology matter for social justice, and I think it is important that you see that much sociology can be used in the service of social justice.
- Here are some descriptions of Mary Romero and her work, if you want to learn a bit about her first (not required):
  - https://www.asanet.org/about/governance-and-leadership/council/presidents/mary-romero
  - https://en.wikipedia.org/wiki/Mary_Romero

Not required reading, but we will talk about this in class: Preface and first 7 pages of Brown, Peter C., Henry L. Roediger, and Mark A. McDaniel. 2014. *Make It Stick: The Science of Successful Learning.* Cambridge, MA, USA and London, UK: The Belknap Press of Harvard University Press.

Week 3 – Defining Environmental-Friendliness – 27 January 2022

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.

Due Thursday, 8 PM: Reading notes assignment Week 3 [2nd reading notes assignment]

Wednesday January 25th, by 11:59 PM: Research Contract (7%)

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). One of these is the Two-Row Wampum Belt Covenant, which will also be discussed in Week 7.

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. What is community organizing? You can see many examples of that in the Wangari Maathai film, assigned for this week. Community organizing means building community, educating, changing things through direct action, and creating spaces of direct democracy. You will see all of these actions in the film.

Listen

There is no "listen" for this week.

Watch

3. Todd, Zoe. 2021. "Listening to Fish: Indigenous sovereignty and freshwater fish conservation in north/western Canada." Simon Fraser University. <mark>1 hour, 27 minutes</mark>. https://www.youtube.com/watch?v=hUhUdqGHWvs

- This is an important complement to Reid et al. (2021). There is Two-Eyed seeing, but it is important to understand that concept as a Mi'kmaq concept, meaning the Indigenous

"eye" in the concept is a Mi'kmaq cosmology. Todd demonstrates, through a painting, that there are many Indigenous ontologies, and it is important to keep this in mind.

4. Dater, Alan, and Lisa Merton. 2008. "Taking Root: The Vision of Wangari Maathai." Marlboro Productions (1 hour, 21 minutes).
- https://www.kanopy.com/en/utoronto/watch/video/216519
- This film has been licensed by the UofT specifically for our class. So you need to log into Kanopy with a UofT account.
- Maathai's tree planting initiatives in Kenya started with energy and agricultural needs of local women, but became far more than that. She was an amazing community organizer and did much more for local women than simply provide them with resources—she helped to build community. But in terms of the trees, they provide fuel and prevent erosion. So this is one vision of taking care of nature in a way where it is directly related to human needs and well-being. The film shows you how countries of the Global South often have their culture destroyed by colonialism, and how the replacement of that culture with capitalist exploitation becomes a major force to be reckoned with for those trying to recover Indigenous practices and take care of the environment. Maathai did an enormous amount in Kenya, but was supported by the international environmental movement and the UN, which mattered when the government tried to shut her down and put her in prison (as you can read in her memoir, *Unbowed*). So local AND broader organizing are important. As you can likely guess, these delicate relationships that have been forged between people and nature are now jeopardized by climate change (especially drought). These are some of the people put at risk from climate injustices. Sometimes the story's a bit too pro-capitalist democracy (as if that society solves the problems) but I think she would be the first to point out that capitalism is inherently authoritarian. This film shows you a model of community organizing based on direct democracy at the local level, the kind of thing that Pellow (week 5) highly values.

Academic Methods Topics

Growth Mindset vs. Fixed Mindset: Research demonstrates that people improve at things they try to improve at: the level of achievement you attain by virtue of your genetics can be increased through effort. In academia you can improve your grades, for example, rather than academia revealing some fixed way you are.

Plagiarism

Week 4 – Defining Happiness and Mental Health – 3 February 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. So what does a sociology of happiness/well-being look like, when thinking about the links between the environment and social justice? We will start to answer those questions here, but this is a big topic. What we will focus on is the critique

of "happiness" as it is often discussed in media and the idea of "social happiness", the idea that happiness is partly determined by social forces. But we will also have a broader discussion of this question of what a sociology of just-sustainable happiness looks like, including how thinking about this can be part of our well-being instead of being depressing and stressful.

Due Thursday, 8 PM: Reading notes assignment Week 4 [3rd reading notes assignment]

Wednesday, February 1st, by 11:59 PM: Project Plan

Read

1. Introduction of: Ahmed, Sara. 2010. The Promise of Happiness. Durham, NC: Duke University Press.
- This is a critique of happiness—more specifically, a critique of the idea of happiness and how it is often used in public discourse.
- Note here that when we talk about happiness in our class, we are talking about happiness as a social achievement, rather than something individuals have to perform. Ahmed critically dismantles the idea of happiness on the individual and interpersonal level, but in this class we are focusing on how well being or happiness is created as a social achievement. But it is still important to read Ahmed's critique and to think about how this matters for designing societies characterized by greater levels of well-being, and it is important to be critical about different concepts that we might use to describe "well-being", the "good life", etc., such as "happiness".

2. Lamont, Michèle. 2018. "Addressing Recognition Gaps: Destigmatization and the Reduction of Inequality." American Sociological Review 83(3):419–44. doi: 10.1177/0003122418773775.
- What I want you to realize here is that not all happiness/mental health issues can be changed with changes in individual behaviour (like exercising, meditation, etc.). Some feelings of worth (like whether you feel like you "belong" and "have value" in the country you are living in) are out of people's individual control, at least to a degree. There are social processes that matter, such as the processes around "recognition" and "cultural membership" that Lamont here describes, that are socially produced. So mental health isn't all in individuals' control. That means mental health is partly achieved by working together in communities to push public discourse.

Listen

There are two videos, one of which is long, so 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>.

- https://www.youtube.com/watch?v=zadqi8Pn0O0
- The point of this is for you to see some of the background of how Ahmed thinks about happiness and to see some of her other ideas, such as those about complaint.

4. Lamont, Michèle. 2017. "Presidential Address: Addressing Recognition Gaps." Montreal, QC: American Sociological Association. <mark>1 hour 13 minutes</mark>.

- https://vimeo.com/230762647
- The major point of getting you to watch this is to also help you understand how culture is part of mental wellbeing—when people are stigmatized, or conversely, when they feel like they belong and have value for the country they live in, it really affects well-being but it isn't something individuals can change by themselves. There are cultural aspects to mental wellbeing.
- There is a problem with the lecture. The idea implicitly related here that recognition is what Indigenous peoples need will be challenged in later weeks of our class— Lamont means the land acknowledgment (which was a surprise for many in the audience, who were mostly from the US) to be part of recognition, and she mentions Indigenous peoples a few times as in need of recognition. But as you will see in Week 7, recognition of this sort has been thrown out as the way forward for Indigenous peoples in Canada, at least by some Indigenous academics.

Academic Methods Topic

Self-Compassion: The point here is that even though you can learn to get better at academia and other things (growth mindset) it is important to be kind to yourself and not to push yourself too hard.

Week 5 – Environmental Justice – 10 February 2023

Assignments Due

Due Thursday, 8 PM: Reading notes assignment Week 5 [4th reading notes assignment]

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 and a bit of the history of environmental justice scholarship.

2. Gripper, Ashley. 2020. "We Don't Farm Because It's Trendy; We Farm as Resistance, for Healing and Sovereignty." *Environmental Health Sciences*. Accessed 1 Nov 2022 (https://www.ehn.org/black-farming-food-sovereignty-2645479216.html).

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.

5. Waldron, Ingrid. 2020. "Environmental Justice in Mi'kmaq & African Nova Scotian Communities | Ingrid Waldron." TEDx. Accessed 1 Nov 2022 (https://www.youtube.com/watch?v=itRiNmo3hq8).

Academic Methods Topic

Writing Analytically

Week 6 – Just Sustainability – 17 February 2023

Assignments Due

Due Thursday, 8 PM: Reading notes assignment Week 6 [5th reading notes assignment]

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.

Listen

2. Just Sustainability, Episode 17A: Meeting Julian Agyeman
- https://just-sustainability.com/?p=323

Watch

3. Arnaquq-Baril, Alethea. 2016. *Angry Inuk.* National Film Board of Canada, Unikkaat Studios, and Eye Steel Film. 1.5 hours. (https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991107145447706196).
- 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.

5. 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). 5 minutes. You do have to watch this/it is assigned.

Academic Methods Topic

Time Management

Week 7 – 3 March 2023 – The intersection of social justice, environmental-friendliness, and well-being

Assignments Due

Due Thursday, 8 PM: Reading notes assignment Week 7 [6th reading notes assignment]

Read

1. Foreword and Introduction: Coulthard, Glen Sean. 2014. *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. Minneapolis: University of Minnesota Press.
- This continues the conversation especially from the happiness/mental health week. Lamont thinks that recognition goes a long way to providing feelings of well-being. Coulthard demonstrates that recognition is actually creating more land dispossession and less self-determination for Indigenous peoples. So while recognition can go a long way, when it gets into the politics of Indigenous land dispossession and self-determination, it undermines Indigenous peoples' capacities.

2. Read this second: 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 the forces Coulthard abhors—land dispossession and the loss of self-determination—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. Panel Discussion: Red Skin, White Masks | Rejecting the Colonial Politics of Recognition. <mark>2 hours.</mark>
- https://www.youtube.com/watch?v=RUoM_H2wnhU&t=4850s
- I'm sorry that the audio quality isn't great here. But you can see how this book comes to life here with different people talking about it and its implications.
- I know this is super long. I hope you can get comfortable with the idea of hanging out in this virtual room of ideas. I think it is critical that you spend some time with these ideas in a relaxed way, and I think this allows you to do that, while also seeing the inspiring people behind these ideas and those who want to carry them forward.

- Pay attention to when Coulthard says we need to "sink the ship". He is referring to the Two-Row Wampum belt, which you read about in Reid et al. 2021 (week 3).

Organizing your academic work

Week 8 – 10 March 2023 – Guest Seminar Discussion 1 – Jacqueline Scott

Guest seminar leader Jacqueline Scott (OISE, UofT) will lead the discussion on being Black outdoors and the perception of the wilderness in the Canadian imagination

The seminar will explore how race and space intersect in shaping the Black Canadian experience in outdoor recreation. The focus will be on camping in national parks.

Assignments Due

Due Thursday, 8 PM: Reading notes assignment Week 8 [7th reading notes assignment]

Read

1. Required: 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.

2. Choose one of these two (the abstracts are included below to help you choose which to read)
- Gauthier, Viviane Soa, Janelle Joseph, and Caroline Fusco. 2021. "Lessons From Critical Race Theory: Outdoor Experiential Education and Whiteness in Kinesiology." *Journal of Experiential Education* 44(4):409–25. doi: 10.1177/10538259211006739.
   - Abstract: Background: Outdoor experiential education (OEE) is often presented as a neutral and equitable curricular practice with positive learning outcomes. However, few studies have examined the experiences of racialized and queer White settler students or the representation of Whiteness in OEE curricular documents. Purpose: This article explores Whiteness, racialization, and Indigenous erasure in OEE as an undergraduate curricular practice at a Kinesiology program in a Canadian university. Methodology/ Approach: Using critical race theory, a critical discourse analysis of six types of documents used to advertise and organize the outdoor experiential courses was combined with five semi-structured interviews with undergraduate students. Findings/ Conclusions: This study demonstrates that students must negotiate Whiteness and settler colonialism to participate in OEE. Three main findings include the following: (a) The imagined student is wealthy and White, (b) students both assimilate to and resist codes of Whiteness, and (c) curricular documents and practices promote

==Eurocentricity and erase Indigeneity==. Implications: OEE presents an opportunity for students preparing to become workers and educators in sport and recreation to learn about Whiteness, racialization, and Indigeneity. Kinesiology program design can use student narratives to shift from supposedly neutral curricular documents and pedagogies to ones that expose and work toward dismantling Eurocentricity.

- Nxumalo, Fikile, and kihana miraya ross. 2019. "Envisioning Black Space in Environmental Education for Young Children." *Race Ethnicity and Education* 22(4):502–24. doi: 10.1080/13613324.2019.1592837.
    - Abstract: In this article, we bring attention to absences and deficit assumptions that continue to circulate in relation to environmental education for young Black children in North America. We focus our attention on tracing some of the ways in which racial innocence works to exclude and limit possibilities for young Black children's learning. Our analysis includes making visible connections between racialized discourses of childhood innocence, antiblackness in schooling, ongoing settler colonialism, and dominant forms of environmental education for young children. In seeking otherwise possibilities for Black childhoods in environmental education contexts, we turn to ==Black speculative fiction== as a creative and generative mode of imagining fugitive educational spaces for young Black children.

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).

Academic Methods Topic

None

Week 9 – 17 March 2023 – Guest Seminar Discussion 2 – Andrea Roman Alfaro

Guest seminar leader Andrea Roman Alfaro (Sociology, UofT) will lead the discussion on the intersection of the environment and social justice in the Global South, with a discussion of life in marginalized communities in Peru

Assignments Due

Due Thursday, 8 PM: Reading notes assignment [8th reading notes assignment]

Wednesday, March 15th, by 11:59 PM: Project Update

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.
- Stefanie Graeter is a friend of Andrea's and worked in the same neighbourhood as Andrea did. Stefanie tracked the lead poisoning in 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. This paper describes her project.

2. Quijano, Aníbal. 2000. "Coloniality of Power and Eurocentrism in Latin America." *International Sociology* 15(2):215–32.
- Quijano is one of the founding figures in scholarly work on post-colonial thought. He is Peruvian.

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).

Academic Methods Topic

None.

Week 10 – 24 March 2023 – Guest Lecture 3 – Paul Pritchard

Guest seminar leader Paul Pritchard (Sociology, UofT, Métis) will lead the discussion on Indigenous environmental justice

Assignments Due

Due Thursday, 8 PM: Reading notes assignment [9th reading notes assignment]

Read

1. McGregor, Deborah. 2018. "Mino-Mnaamodzawin." *Environment and Society* 9(1):7–24. doi: 10.3167/ares.2018.090102.

2. 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.

Listen

3. Below the Radar. 2021. "Climate Justice & Inequality: Decolonizing Climate Justice — with Khelsilem." Accessed 16 Dec 2022 (https://www.sfu.ca/vancity-office-community-engagement/below-the-radar-podcast/series/climate-justice-inequality/131-khelsilem.html).

Watch

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

Academic Methods Topic

None.

Week 11 – 31 March 2023 – Class Presentations of Research Reports

Each group will present on their research project — how it has gone, what you have learned, what you're struggling with, and what work still needs to get done. We will do our best to support one another! This is not meant as a major test, but rather as a forum where we can get together and talk about the research projects and help each other plan as we enter into the last two weeks of the projects. We may also meet with the community partners on this day and present to them what we have found so far.

April Due Dates

Friday, 14 April, by 11:59 PM: Research Deliverable to Community Partner

2-Page Schedule

Week 1 – Introduction – 13 January 2023
Week 2 – Defining Justice, Social Justice, Futures and the Common Good – 20 January 2023 ***Thursday by 8 PM: Weekly Reading Notes Assignment (2%)*** 1. The Global North and South: https://en.wikipedia.org/wiki/Global_North_and_Global_South 2. Bell et al. 2021 (ch. 2) (reading) 3. Tuck et al. 2014 (reading) 4. CBC 2021. https://www.cbc.ca/radio/ideas/how-the-black-lives-matter-movement-redefines-common-good-1.5976575 5. Romero 2019. (https://vimeo.com/357879172)
Week 3 –Defining Environmental-Friendliness – 27 January 2022 ***Wednesday January 25th, by 11:59 PM: Research Contract (7%)*** ***Thursday by 8 PM: Weekly Reading Notes Assignment (2%)*** 1. Reid et al. 2021 (reading) 2. Maniates 2001 (reading) 3. Todd 2021 (https://www.youtube.com/watch?v=hUhUdqGHWvs) 4. *Taking Root* (https://www.kanopy.com/en/utoronto/watch/video/216519)
Week 4 – Defining Happiness and Mental Health – 3 February 2023 ***Wednesday, February 1st, by 11:59 PM: Project Plan (10%)*** ***Thursday by 8 PM: Weekly Reading Notes Assignment (2%)*** 1. Ahmed 2010 (reading) 2. Lamont 2018 (reading) 3. UMBC 2019 (https://www.youtube.com/watch?v=zadqi8Pn0O0) 4. Lamont 2017 (https://vimeo.com/230762647)
Week 5 – Environmental Justice – 10 February 2023 ***Thursday by 8 PM: Weekly Reading Notes Assignment (2%)*** 1. Pellow 2018 (chapter 1) 2. Gripper 2020 (reading) 3. Agents of Change 2022 (https://agentsofchangeinej.org/podcast/ashley-gripper-on-growing-food-to-fight-systemic-oppression/) 4. DW Planet A 2021. (https://www.youtube.com/watch?v=pHRu0VV-Dbw) 5. Waldron 2020. (https://www.youtube.com/watch?v=itRiNmo3hq8).
Week 6 – Just Sustainability – 17 February 2023 ***Thursday by 8 PM: Weekly Reading Notes Assignment (2%)*** 1. Agyeman et al. 2003 (reading) 2. Just Sustainability, Episode 17A (https://just-sustainability.com/?p=323) 3. *Angry Inuk* (https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991107145447706196) 4. Global Institute of Sustainability and Innovation 2016. (https://www.youtube.com/watch?v=SQSF2lye5XM)

24 February 2023 – No Class – Reading Week

Week 7 – 3 March 2023 – The intersection of social justice, environmental-friendliness, and well-being

Thursday by 8 PM: Weekly Reading Notes Assignment (2%)

1. Coulthard 2014 (Foreward and Introduction)
2. Nightingale and Richmond 2022 (reading)
3. Panel Discussion: Red Skin, White Masks (https://www.youtube.com/watch?v=RUoM_H2wnhU&t=4850s)

Week 8 – 10 March 2023 – Guest Seminar Discussion 1 – Jacqueline Scott

Thursday by 8 PM: Weekly Reading Notes Assignment (2%)

1. Scott 2022 (reading)
2. **Choose** Gauthier et al. 2021 **OR** Nxumalo and ross 2019 (reading)
3. Buzzfeed. 2020. (https://www.youtube.com/watch?v=s4DJpAmigGo)

Week 9 – 17 March 2023 – Guest Seminar Discussion 2 – Andrea Roman Alfaro

Wednesday, March 15th, by 11:59 PM: Project Update (20%)

Thursday by 8 PM: Weekly Reading Notes Assignment (2%)

1. Graeter 2020 (reading)
2. Quijano 2000 (reading)
3. Sakellariadis and Burt 2021 (https://newbooksnetwork.com/political-violence-and-the-authoritarian-state-in-peru)
4. Graeter 2016 (https://vimeo.com/188917395)

Week 10 – 24 March 2023 – Guest Lecture 3 – Paul Pritchard

Thursday by 8 PM: Weekly Reading Notes Assignment (2%)

1. McGregor 2018
2. Simpson 2017 (Ch.5)
3. Below the Radar. 2021. (https://www.sfu.ca/vancity-office-community-engagement/below-the-radar-podcast/series/climate-justice-inequality/131-khelsilem.html)
4. *Fractured Land* (https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991105881437206196)

Week 11 – 31 March 2023 – Class Presentations of Research Reports

Class Presentation and Workshop (5%)

14 April 2023 – Final Reports Due (35%)