

CRITICAL THINKING ON THE ENVIRONMENT 2017
ENVR 4110
(Jan-April 2018)

COURSE CONTENT, GOAL, AND OBJECTIVES

“Critical Thinking” is the second of two conservation-oriented core courses offered by the Environmental Science and Studies Programme. In previous years, we combined an emphasis on local, experience-based knowledge and alternative strategies. Now I also give greater emphasis on globalization and some of the recent grassroots responses, as well as introduce some new topics, in particular environmental education. However, we will continue to recognize that many of the most promising strategies lie at the margins of science; indeed, some are explicitly anti-science.

This course is interdisciplinary in approach and, following my biases, will emphasise the importance of local, community-based viewpoints. However, there will be much flexibility for you to tailor the course to conform to your own needs and interests. The emphasis is on in-class work, and only 20% of the marks are exam-based. My teaching philosophy is that learning should be a participatory and creative process, rather than fact and memory-centred, and that students should take responsibility for what they create. Much of the course work will involve discussion and collaborative assignments. As many of these subject areas are value-laden and controversial, please respect the right of class members to voice opinions that may conflict with your own.

The goal of the course is to critically evaluate the real-world strategies that are being generated to mitigate the destruction of the environment, these ranging from local to global efforts.

The objectives of the course are for you to:

- i) encounter and critically evaluate many current real-world environmental issues;
- ii) examine factors that underlie and contribute to these issues;
- iii) continue to evaluate the political assumptions underlying much of the ostensibly objective, value-free, expert-based responses to these issues; and
- iv) become familiar with and evaluate collective and individualist approaches to social and environmental change.

GENERAL INFORMATION

Instructor: Asfia Gulrukh Kamal

Office: 302b Wallace

Phone: (w) 474-9316

E-mail: umkamal@myumanitoba.ca

Office Hours: open-door (email is generally the quickest)

TAs

Darcy McDougall: ummcd037@cc.umanitoba.ca

303 Wallace, 474-7949; meetings by arrangement

Naomi Calnitsky: Naomi.Calnitsky@umanitoba.ca

Lectures: Tues & Thurs, 11:30 - 12:45 p.m. (221 Wallace)

Labs: Thurs 2:30-5:30 p.m. (221 Wallace)

Assigned Readings

- posted electronically on UM Learn
 - please read them before class as they will provide background for the lectures/discussion

Textbook: (none)

Class Notes

- any class notes will be made available before each class

- briefing notes will be made available within your groups in class

Other

- late submissions will be penalised 5% per day (unless arrangements are made with the TAs)
- students should be familiar with the University's policy on academic dishonesty including plagiarism, cheating, and exam impersonation (see General Calendar)
- marking scheme is: A+ (≥ 90), A (80-89), B+ (75-79), B (70-74), C+ (65-69), C (60-64), D (50-59), F (0-49)

STRUCTURE OF COURSE

- lecture
- small group work
 - briefs
 - in-class reading assignments
- discussion
 - films
 - briefs and reflections
- tutorials: focus on assignments
 - occasional guest speakers
 - term assignments

MARK ALLOCATION

- Term assignment: (30%).
 - System analysis and intervention plan
 - Topics: **Jan 11**
 - Proposal (two-page) **Feb 15** (5%)
 - Oral presentation: Due in-class **Mar 29 and April 5** (5%)
 - Written summary (four-page) of activity and learning moments: Due **April 12 (email to appropriate TA)** (20%)
- Fieldtrip reflection (individual) (2*5=10%)
 - Note. present your completed briefs to your group in-person
 - Any exceptions, saving those that have been arranged with instructor ahead of time or accompanied by a physician's note, will receive a zero
 - Three-page critical reflection double spaced
- Critical reflections (individual) (2*10=20%)
 - Summary, critical insight, personal reflection
 - Max four pages (double-spaced)
 - Due dates: CR1: Feb 27; CR2: Mar 29; CR3: Apr 5
- Class participation and in class engagement (10%)
 - Instructor evaluation and engagement
 - Peer to peer evaluation and engagement
 - Self evaluation (**voluntary, submitted along with exam**)
- Final Exam (30%)
 - Take home
 - Hand out: **April 1**
 - Email return: **April 15**

DETAILED COURSE OUTLINE

DATE	TOPIC	READINGS
ENVIRONMENTAL EDUCATION		
Critical Reflection 1: Due Feb 27, 2018		
Jan 4	Intro: review and modify syllabus	
Jan 9	Why critical environmental thinking	Hofreiter et al. 2007
Jan 11	Socio-environmental system	Goodman, 1997 Chapin et al, 2011
Jan 16	Systems thinking and practice for action research.	Snowdon and Swinburn 2008
Jan 18	Community service learning and social change	Dharamsi et al. 2010
Jan 23	Environmental education: Conventions and alternatives	Schild, 2016.
Jan 25	Children, nature and education	Louv, 2005
Jan 30	Environmental careers – trends and hopes	Knowles, 2012; Eco Canada 2012
POLITICS OF CONSUMPTION		
Critical Reflection 2: Due Mar 29		
Feb 1	System thinking review: Systems of People and Nature	Westley, F. et al. 2002
Feb 6	Is this oil worth the price? Film: <i>One River, Many Relations</i>	Tyas and McLachlan, 2015
Feb 8	Tar Sands, a critical analysis; contaminant, diets, and health	McLachlan, 2014
Feb 13	Greening global consumption: Redefining politics and authority	Spaargaren, & Mol. 2008
Feb 15	Linking students with environmental justice research: Research in northern Manitoba Guest speaker students and community members	McLachlan et al. 2015
Feb 21-24	MID-TERM BREAK	
Feb 27	Meeting with Office of Sustainability <i>Guest: Leanne Shewchuk, UM-OS</i> Meet with TAs re. assignments	
POLITICS OF FOOD		
Critical Reflection 3: Apr 5		
Mar 1	Food Sovereignty	Kamal et al., 2015 Rudolph and McLachlan, 2013
Mar 6	Green consumerism: Fair trade coffee and chocolate	Rohrlich, 2015
Mar 8	Alternative agriculture and the corporate university	McLachlan, 2012
Mar 13	Eating local, organic, and vegetarian on the prairies: essential or myth?	Small-farm permaculture, 2016
Mar 15	Alternative consumption, alternative businesses. Walking tour: Bike Dump, Natural Cycle, Neechi Foods...	Field trip

Mar 20	Environmental Solutions <i>Film: The True Cost</i>	Field trip reflection due
Mar 22	Cities, urban decay and alternative futures Film: We are not ghosts	
Mar 27	From secession to confrontation within alternative food movement politics	Myers, & Sbicca. 2015
Mar 29	In class presentation	
Apr 5	In class presentation	

REFERENCES

*Alexander, S., and S. Ussher. 2012. The voluntary simplicity movement: A multi-national survey analysis in theoretical context. *Journal of Consumer Culture* 12: 66-86.

*Anon, 2015. Real Change; A New Plan for Canada's Environment and Economy
<https://www.liberal.ca/files/2015/08/A-new-plan-for-Canadas-environment-and-economy.pdf>

*CBC, 2014. Manitoba Hydro evicted from northern dam station. October 17, 2014.
<http://www.cbc.ca/news/canada/manitoba/manitoba-hydro-evicted-from-northern-dam-station-1.2803462>

Chapin, S. et al. (2011) "Earth stewardship: A strategy for socio-ecological transformation to reverse planetary degradation" *Journal of Environmental Studies and Sciences* 1(1):44-53.

*Dharamsi, S., Espinoza, N., Cramer, C., Amin, M., Bainbridge, L., and G. Poole. 2010. Nurturing social responsibility through community service-learning: Lessons learned from a pilot project. *Medical Teacher* 32: 905-911.

*Eco-Canada. 2012. Land Your Dream Green Job. Know What Employers Are Looking for.
<http://216.129.91.30:8080/eco3/publications/pdf/Land-Your-Dream-Green-Job-3July2012.pdf>

*Ecocide Alert, 2015. Critics slam fine print in newly released Trans-Pacific Partnership text.
<http://ecocidealert.com/?p=15353>

Goodman, M. (1997) "Systems Thinking: What, why, when, where, and how."
The Systems Thinker, 8(3):6-7.

*Hofreiter, T.D., Monroe, M.C., T.V. Stein. 2007. Teaching and evaluating critical thinking in an environmental context. *Applied Environmental Education and Communication* 6:149-157

***Imai, S., and N. Bolton. 2015. Canadian government does little to curb problems with Canadian mining companies in Latin America. *Aportes Magazine*.
http://ojen.ca/sites/ojen.ca/files/resources/Shin%20Imai_Article_0.pdf

*John, N.A. 2013. Sharing, collaborative consumption and Web 2.0. *MEDIA@LSE Working Paper*.
<http://www.lse.ac.uk/media@lse/research/mediaWorkingPapers/pdf/EWP26-FINAL.pdf>

*Kamal, Asfia Gulrukh, Rene Linklater, Shirley Thompson, Joseph Dipple, and Ithinto Mechisowin Committee. (2015). Recipe for Change: Reclamation of Indigenous Food Sovereignty in O-Pipon-Na-Piwin Cree Nation for Decolonization, Resource Sharing and Cultural Restoration. *Globalization* 12, (4), 1-17.

*Knowles, A. 2012. Employment in the environmental sector continues to grow. *Environmental Science and Engineering Magazine*, Summer. http://ese.dgtpub.com/2012/2012-08-31/pdf/employment_in_the_environmental_sector_continues_to_grow.pdf

*Louv, R. 2005. Last child in the woods: Saving our children from nature Deficit Disorder <http://richardlouv.com/books/last-child/excerpt/>

*McAllester, A. et al. 2016. McAllester et al, 2016 Brexit, Trump, Le Pen and the rise of the right: the anger goes global. <http://www.independent.co.uk/news/world/brexit-trump-le-pen-and-the-rise-of-the-right-a7443241.html>

*McCarthy, S., and J. Hunter. 2017. From Standing Rock to Trans Mountain, dissent is in the pipeline. *Globe and Mail*. Jan 5, 2017. <http://www.theglobeandmail.com/news/national/standing-rock-and-what-comes-next/article33280583/>

*McCormack, R. 2009. Obama's top economic aide sings the praises of the 'Wal-Mart economy. *Manufacturing and Technology News* (14) <http://www.manufacturingnews.com/news/09/0309/furman.html>

*McLachlan, et al. 2015. *Wa Ni Ska Tan*: Cross-regional research alliance on the implications of hydro development for environments and Indigenous communities in northern Canada. Executive Summary. SSHRC Proposal. October 4, 2015.

*McLachlan, S.M. 2014. One River, Many Relations: Environmental and Human Health Implications of the Athabasca Oil Sands for the Mikisew Cree First Nation and Athabasca Chipewyan First Nation in Northern Alberta. Phase Two Report, Prepared for Health Canada. January 31, 2014 (excerpts)

*McLachlan, S.M. 2012. Relative importance of agro-ecological and other alternative agricultural research in Canadian universities. Submission to UN Special Rapporteur on the Right to Food

*Minton, G. 2003. Eliminate plastic waste. *The Week: Green Column*, ESO http://www.eso.org.om/UserFiles/files/ESO_Eliminate_plastic_waste_En.pdf

Myers, & Sbicca. (2015). Bridging good food and good jobs: From secession to confrontation within alternative food movement politics. *Geoforum*, 61, 17-26.

*Rohrlich, J. 2015. Fair trade, free markets, and the bitter fight behind your morning cup of coffee. <https://news.vice.com/article/fair-trade-free-markets-and-the-bitter-fight-behind-your-morning-cup-of-coffee>

*Rudolph, K.R. and McLachlan, S.M., 2013. Seeking Indigenous food sovereignty: origins of and responses to the food crisis in northern Manitoba, Canada. *Local Environment* 18:1079-1098.

*Schild, R. 2016. Environmental citizenship: What can political theory contribute to environmental education practice? *Journal of Environmental Education* 47:19-34.

*Schwanen, D. 2015. Daniel Schwanen: TPP is a good deal for Canada. *Financial Post* Oct 5 2015. <http://business.financialpost.com/fp-comment/daniel-schwanen-tpp-is-a-good-deal-for-canada>

Spaargaren, & Mol. (2008). Greening global consumption: Redefining politics and authority. *Global Environmental Change*, 18(3), 350-359.

*Sheppard, K. 2013. Walmart's sustainability results don't match promises, report finds http://www.huffingtonpost.com/2013/11/13/walmart-sustainability_n_4263032.html

*Small Farm permaculture. 2016. Advantages and disadvantages of organic farming: Good things, barriers and environmental effects. http://www.small-farm-permaculture-and-sustainable-living.com/advantages_and_disadvantages_organic_farming.html

Snowdon, W. et al. (2008) "Problem and solution trees: A practical approach to identifying potential interventions to improve popular nutrition" *Health Promotion International* 23(4): 345-353.

*Tyas, M., and S.M. McLachlan. 2015. One river, many relations: The Oil Sands, environment, and Indigenous rights. A documentary film. www.oneriverthefilm.ca

*Westley, F. et al. (2002) "Why Systems of People and Nature and Not Just Ecological and Social Systems." In L. Gunderson and C.S. Holling (eds). *Panarchy: Understanding transformations in human and natural systems*. Washington, DC: Island Press.

ADDITIONAL INFORMATION

Academic Integrity:

- University of Manitoba has strict regulations for academic integrity. It is expected all students will abide by these principles and regulations. As a student it is your duty to act responsibly. More information can be found at: <http://umanitoba.ca/student/academicintegrity/president-message.html>
- Every student registered for this class must have taken an academic integrity tutorial available at: http://www.umanitoba.ca/student/resource/disability_services/files/ai/Plagiarism/

Writing Support for Students:

- University of Manitoba English Language Centre provides workshops and courses throughout the semester for students. For more information you can contact 520 University Centre.
- University of Manitoba's Learning Assistance Centre provides important information regarding academic writing. They also provide one-on-one tutoring to edit and review student papers.
- **Writing tutors** are available who work closely with students on their assignments. They work on both the Fort Garry and the Bannatyne campuses. They also provide online support.
- University of Manitoba has libraries that offer reference sources, access to online database and workshops on how to write references on a regular basis. For additional information on their resources and for the scheduling of any available workshops: <http://umanitoba.ca/libraries/>

Student Counselling and Career Centre

- University of Manitoba offers counselling at the individual and group level, which can be very helpful resources for students. For more information:
<http://umanitoba.ca/student/counselling/index.html>

Respectful Work and Learning Environment Policy

- Students and staff are expected to be familiar with and follow at University of Manitoba. For more information:
http://umanitoba.ca/admin/governance/governing_documents/community/566.html

Student Accessibility

- University of Manitoba provides special care for students with disabilities through student accessibility services. For more information:
<http://umanitoba.ca/student/saa/accessibility/about-us.html>