

Conrad Grebel University College
University of Waterloo
PACS 310-001: Peace and Environment
Fall 2021

Land Acknowledgement

It is particularly relevant at the beginning of this course to acknowledge Indigenous peoples' presence and land rights, to recognize how we benefit from living on this land and to reflect on our responsibilities, in the spirit of building just peace.

Whose traditional territories do you live on? What does this mean for you? If you do not yet know, I encourage you to do some research and find out.

For those of us in Waterloo Region:

We acknowledge that we live and work on the traditional territory of the Attawandaron (Neutral), Anishinaabeg, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Contact Information

Announcements

I will use the **Announcements** widget on the Course Home page during the term to communicate new or changing information regarding due dates, instructor absence, etc., as needed. You are expected to read the announcements on a regular basis.

To ensure you are viewing the complete list of announcements, you may need to click Show All Announcements.

Discussions

I have provided a general **Discussion Forum** for class-wide discussions and an **Ask the Instructor** discussion forum. Use the Ask the Instructor Forum when you have a question that may benefit the whole class. Also, check this forum to see if your question has already been answered before emailing me.

Say hello to the class by posting in the **Introduce Yourself** discussion forum. Discussions can be accessed from the Course Home page by clicking Connect and then Discussions on the course navigation bar.

Contact Us

Who and Why	Contact Details
<p>Instructor</p> <ul style="list-style-type: none"> • Course-related questions (e.g., course content, deadlines, assignments, etc.) • Questions of a personal nature 	<p>Post your course-related questions to the Ask the Instructor discussion topic*. This allows other students to benefit from your question as well.</p> <p>Questions of a personal nature can be directed to your instructor.</p> <p>Instructor: Dr. Jennifer Ball jennifer.ball@uwaterloo.ca</p> <p>I will check email and the Ask the Instructor discussion topic* frequently and will make every effort to reply to your questions within 48 hours, Monday to Friday. When emailing me, please indicate the course code in the subject line.</p> <p>*Discussion topics can be accessed by clicking Connect and then Discussions on the course navigation bar above.</p>
<p>Technical Support</p> <ul style="list-style-type: none"> • Technical problems with Waterloo LEARN 	<p>learnhelp@uwaterloo.ca</p> <p>Include your full name, WatIAM user ID, student number, and course name and number.</p> <p>Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).</p> <p>LEARN Help Student Documentation</p>
<p>Student Resources</p>	<p>Student Resources</p> <ul style="list-style-type: none"> • Academic advice • Student success • WatCards • Library services and more

Course Description and Learning Outcomes

Course Description

This course uses the lens of peace ecology to explore the natural environment as a potential source of both conflict and peacebuilding in local, national, and international contexts. It calls into question the dominant Western worldview with its focus on separation and reductionism and then dares to imagine a more holistic worldview that recognizes and values interconnectedness, relationship, and balance (or dynamic stability). In this course, we examine both the gravity of the global environmental crisis and the inspiration of the growing grassroots movement toward resilience and change.

Related to this, we also explore both the devastation of Nature and its capacity to heal and inspire us. Through direct engagement with the natural environment, we investigate our personal relationship to Nature and how this influences our motivation and involvement in caring for and protecting it.

Learning Outcomes

By the end of this course, students should be able to:

- Articulate an understanding of the critical issues of the global environmental crisis
- Critically analyze the relationship of the environment to both conflict and peacebuilding
- Identify specific community peacebuilding responses locally, nationally, and internationally
- Reflect on and actively deepen their relationship with Nature
- Develop a practical skill for sustainable living and investigate its connections to peace and justice
- Co-create a holistic learning community

Grade Breakdown

The following table represents the grade breakdown of this course.

Activities and Assignments	Weight (%)	Due Date
Introduce Yourself & a Value	Included in Discussion Forums	Monday, Sept. 13, 11:59pm
Check-in Circle	Ungraded	Weekly – Thursday, 11am-12:30 EST
Awakening the Dreamer Online Workshop & Reflections	20%	Monday, Sept. 27, 11:59pm
Discussion Forums	20%	Weekly - by Friday & Monday

Activities and Assignments	Weight (%)	Due Date
Sit-Spot Reflective Journal	30%	Weekly - by Monday, 11:59pm
Sustainable Living Skill Development	30%	Skill Choice – Oct. 10, 11:59pm Journal - Monday, Dec. 6 Integration Paper – Thursday, Dec. 9 Feedback – Monday, Dec. 13

Your Instructor

[See Profile](#)

Course Schedule

IMPORTANT: ALL TIMES EASTERN - Please see the University Policies section of your Syllabus for details.

Week	Date	Topic	Readings	Activities	Assignments	Due Date
1	Sept. 8–13	-Introductions - Approach to Course - Circle Process - Review Course Outline	Ball et al., Ch. 3	- View Video: Circle - Check-in Circle (Thurs 11am-12:30 EST)	Discussion Forum: Introduce Yourself & a Value	Mon, Sept. 13, at 11:59 PM
2	Sept. 14–20	Trauma Resilience - personal and planetary		- View Video - Dr. Ball (Rationale for this topic) - Listen to/View:	- Discussion Forum - Sit Spot Journal 1	Mon, Sept. 20, at 11:59 PM

Week	Date	Topic	Readings	Activities	Assignments	Due Date
				<p>1- Podcast - COVID-19 and Trauma Resilience Strategies with Katie Mansfield (44min) - Explore other Resource Links</p> <p>2 - Webinar - How to talk to your students about stress & trauma - by Dr. Mays Imad (33min) (start at 15:25-end at 53:51)</p> <p>- Check-in Circle (Thurs 11am-12:30 EST)</p>		
3	Sept. 21–27	Overarching Worldviews & Peace	Amster - Introduction & Ch. 1 Galtung article Berry – Ch. 2 & 10	<p>-View Presentation - Dr. Ball</p> <p>View Videos:</p> <p>- The Power of Story - Drew Dellinger – All life is interrelated – “...need to build a movement connecting ecology, social justice, and cosmology using the power of dream, story, art, and action.”</p> <p>- The Animal Communicator -</p>	<p>- Discussion Forum</p> <p>- Sit Spot Journal 2</p> <p>- ‘Awakening the Dreamer’ Online Workshop & Reflective Paper</p>	Mon, Sept. 27, at 11:59 PM

Week	Date	Topic	Readings	Activities	Assignments	Due Date
				Anna Breytenbach - Animal intelligence & communication - Plant/Tree intelligence – Dr. Suzanne Simard - Two Ted Talks: <ul style="list-style-type: none"> • The Networked Beauty of Forests • How Trees Talk to Each Other - Check-in Circle (Thurs 11am-12:30 EST)		
4	Sept. 28–Oct. 4	Pandemics: Covid-19 & Racial Inequalities	Lepp, E. - "Are We Really All in this Together?" - Fears & Mufson - "Liberal, progressive - and racist? The Sierra Club faces its white supremacist history"	View Videos: - Jane Goodall & Covid-19 - VeRONAka (an Indigenous perspective) - "Covid on the Breadline" - "Corona Virus: Canada's migrant farm workers face fatal COVID-19 outbreaks, alleged"	- Discussion Forum - Sit Spot Journal 3	Mon, Oct. 4, at 11:59 PM

Week	Date	Topic	Readings	Activities	Assignments	Due Date
			<p>Bowens, N.</p> <p>- "Brown Girl Farming"</p>	<p>mistreatment" (2 videos clips)</p> <p>- "On Being the Rare Bird: Colouring the Conservation Conversation Outside the Lines of Perception and Policy" - Wege Speaker Dr. J. Drew Lanham, 2018 (1:16) (start at 3:05 - 51:40 – the Q&A also has valuable info if you have time to listen)</p> <p>- Additional shorter videos:</p> <ul style="list-style-type: none"> • Ode 2 Birding While Black by Drew Lanham (2013) (5:11) • Bird-Watching While Black: A Wildlife Ecologist Shares His Tips (2016) (2:10) • Behind the 		

Week	Date	Topic	Readings	Activities	Assignments	Due Date
				Binoculars - With Drew Lanham (2015) (3:45) <ul style="list-style-type: none"> • Birding while Brown (Jason Ward) (2019) (7:09) - Check-in Circle (Thurs 11am-12:30 EST)		
5	Oct. 5–10	Human-Soil Connection: Land, Food & Well-being	Amster – Ch. 2	- Presentation - Ruth Knight - "From Dominance to Collaboration: Transforming Our Relationship to Nature" View Videos: - The Soil Story - Our relationship to food - Theo Wiederkehr - Check-in Circle (Thurs 11am-12:30 EST)	- Discussion Forum - Sit Spot Journal 4 - Sustainable Living Skill - Submit Choice	Sun, Oct. 10, 11:59 pm
	October 11–17	READING WEEK				

Week	Date	Topic	Readings	Activities	Assignments	Due Date
6	Oct. 18–25	Reciprocity, Resilience, Regeneration: It's all about Relationship	Amster – Ch. 3	<ul style="list-style-type: none"> - View Presentation by Tim Alamenciak View Videos: <ul style="list-style-type: none"> - Virtual field-trip to the Ignatius Jesuit Centre (Guelph) - Old Growth Forest - Check-in Circle (Thurs 11am-12:30 EST) 	<ul style="list-style-type: none"> - Discussion Forum - Sit Spot Journal 5 	Sun, Oct. 25 at 11:59 PM
7	Oct. 26–Nov. 1	Sustainable Living : Role of Community & Radical Empathy	Amster - Ch. 4 Mancini - Ch. 1 & 10 The Working Centre's "Resources for Students"	<ul style="list-style-type: none"> - Check-in Circle (Thurs 11am-12:30 EST) 	<ul style="list-style-type: none"> - Discussion Forum - Sit Spot Journal 6 	Mon, Nov. 1 at 11:59 PM
8	Nov. 2–8	Climate Change & Community Resilience	Amster – Ch.5 Monbiot - Ch. 9 Hopkins – Ch. 2 & 4 Tedesco - OpEd	<ul style="list-style-type: none"> View Video: <ul style="list-style-type: none"> - Transition Guelph Explore Transition Network website - Check-in Circle (Thurs 11am-12:30 EST) 	<ul style="list-style-type: none"> - Discussion Forum - Sit Spot Journal 7 	Mon, Nov. 9, at 11:59 PM
9	Nov. 9–15	Resource Extraction	Amster – Ch.5	<ul style="list-style-type: none"> -View Videos: <ul style="list-style-type: none"> • The Eagle 	<ul style="list-style-type: none"> - Discussion Forum 	Mon, Nov. 15, at

Week	Date	Topic	Readings	Activities	Assignments	Due Date
			Wennmann, A. - article	and The Condor (57 min) <ul style="list-style-type: none"> • In Defense of Life (30 min) • To Wisconsin with Love (44 min) • From Wisconsin With Love - People of Harvest (53 min) 	- Sit Spot Journal 8	11:59 PM
10	Nov. 16–22	Water Justice	Amster – Ch.7 Isla, A. – article McGregor, D. – article Radin et al. – article	- View Video: Rob Case - Wellington Water Watchers - "Why for-profit water bottling is a problem & what we can do about it" (57:50) View Videos: - Berta Caceres , 2015 Goldman Environmental Prize winner; her murder - Excerpt - "What the Bleep do we know?"	- Discussion Forum - Sit Spot Journal 9	Mon, Nov. 22, at 11:59 PM

Week	Date	Topic	Readings	Activities	Assignments	Due Date
				- Check-in Circle (Thurs 11am-12:30 EST)		
11	Nov. 23–29	Spirituality	Amster – Ch.8 Vaughan-Lee– Ch. 15, 20 ' Dancing for Unity ' by Tanya Taljaard:	-Video - Dancing Resilience - Video - ' We came to dance ' - Check-in Circle (Thurs 11am-12:30 EST)	- Discussion Forum - Sit Spot Journal Entry 10	Mon, Nov. 29, at 11:59 PM
12	Nov. 30-Dec. 6	Our Roles & Sense of Agency/ Course Evaluations	Amster – Conclusion Wheatley & Frieze (2 readings)	View Videos: - Deborah Frieze – Two Loops: How Systems Change (6:48) & Networking for Resilience (8:51) - Case Studies - <ul style="list-style-type: none"> • Mexico-CACITA (8:22) • South Africa (4:30) • USA– Zingerman's (4:06) - Joanna Macy - The Spiral of the Work (7:25 - start at 1:16)	- Discussion Forum -Sustainable Living Skill Project	Mon, Dec. 6 at 11:59 PM

Week	Date	Topic	Readings	Activities	Assignments	Due Date
				<ul style="list-style-type: none"> - Wangari Mathai: Hummingbird & the fire (2:00) - Drew Dellinger - What Can I Do? (1:40) - Check-in Circle (Thurs 11am-12:30 EST) 		
	Dec. 7–13	Final Assessment Period No Exam - Discussion & Feedback on Sustainable Living Skill Project - due Dec. 13				

Weekly Circle

When on campus, I hold every class in Circle. This is because Circle, as a process, embodies many of the core themes of this course such as interconnectedness, community building, and prioritizing relationships. (See Readings for Week 1)

During these challenging times, with social distancing requirements, I believe community building to be especially important. Thus, each Thursday, we will co-create a space for informal connecting. I encourage all of you to join if you can, as this will make a significant difference to your overall learning experience and will help mitigate the sense of isolation that can happen with remote learning.

So every **Thursday from 11am-12:30 (EST)**, I will host a **Check-in Circle on Zoom**. This is voluntary. It will be an opportunity to respond to a question such as, 'What is a high and a low for you this week?'.

To join - click on the Zoom link under the Announcements on the main page OR click on the link in the Table of Contents menu on LEARN.

Format:

I will begin with an Opening inspirational reading. We will then go around the Circle and verbally pass a virtual Talking Piece. I invite you to bring an object that is meaningful for you to hold as your Talking Piece if you want, but this is not essential. When the Talking Piece comes to you, you are welcome to

share or you can verbally pass to the next person on the List of Sharing that I will post in the chatbox. There is never an obligation to speak in Circle; you may want to come and just be present and listen sometimes. Generally, we will have time for one round of sharing, although this may depend on how many of us show up. I will then close our Circle with another inspirational reading.

Whether you've ever experienced Circle before or not, this is a wonderful opportunity to learn how possible it is to build a sense of community online.

Attendance:

Attendance at Circle is not marked as this is voluntary and will not be recorded. **If you attend 5 of these, you can skip one discussion post, and if you attend 8 or more, you can skip two discussion posts.** There will be 11 Circles.

In Circle, there is never an obligation to speak so attendance does not mean you have to speak. It will however be important that we all have our screens on so that, even if someone doesn't speak, we are able to experience their presence as contribution to the whole.

Course Assignments

1. Awakening the Dreamer (20%)

'Awaken the Dreamer' is a 2-hour free online workshop by the Pachamama Alliance, an organization "dedicated to bringing forth an environmentally sustainable, spiritually fulfilling, socially just human presence on this planet". This workshop provides a comprehensive overview of the current environmental crisis, as well as responses being taken by ordinary citizens.

Register for the workshop and complete the two-hour workshop online (See link below). Throughout the workshop, there are opportunities for personal reflection. Fill out these sections and then cut and paste your responses into a Word document. (Download the template before starting the workshop.)

Your assignment must be submitted online to the **Awakening the Dreamer Workshop Dropbox** by Monday, Sept. 27th at 11:59pm.

This assignment will be 20% of your final grade.

Your paper will be evaluated for: completion of all the sections, clarity, and level of reflection.

2. Discussion Posts (20%)

As this is a seminar course, discussions - and the co-creation of knowledge - are a key part of the learning process. Normally, I use the Circle process to facilitate discussions that invite us to bring our whole selves to the conversation - body, emotion, spiritual/meaning making, as well as our mind. While

it is difficult to replicate Circle in an asynchronous discussion, I do want to encourage you to integrate all of yourself and all of your ways of knowing and learning into these discussions. As such, your stories of personal experience are as welcome as your intellectual knowledge.

Another important principle of Circle is that each person is invited to speak their truth but not assume that it is the truth for others. As such, this Discussion forum is not about debate. It is about offering your insights, ideas, experience, and questions as a gift to the whole. Responses to another person's offering need to be in the spirit of responding to their gift. You do not have to agree in order to acknowledge their offering, but you might consider how you respond. We are all invited to take from the discussion what feels relevant for each of us at the time and to leave that which doesn't feel relevant; perhaps another person has found it meaningful for them. In this way, we respect the gifts of the different perspectives and contributions that each of us bring. In this way, we learn to listen deeply to many different perspectives and to learn from each other.

You have been divided into 2 groups of about 15. Group membership can be viewed by clicking **Connect** and then **Groups**.

Instructions

For each week, I expect you to contribute **two posts**. You may begin a thread or build on others' ideas and respond to their posts. Please try to make your **first post by Friday and your second by Monday**. This will facilitate more of a back and forth discussion, as opposed to everyone posting late in the week. Groups are free to discuss as much as they like. However, this is the minimum participation expected.

Please review this resource: [Student Guidelines for Communicating in Online, Professional Contexts](#).

You may attach a voice recording if this is easier or preferable.

You are also welcome to add attachments or images to your discussion posts (eg. photo of your Sit Spot).

Posts:

Your initial post needs to be a minimum of 300 words, and your subsequent post a minimum of 150 words.

Each week you will respond to these general questions:

- From the readings/videos/presentations, what have you learned this week?
- How does this relate to your story/life experience and/or your ongoing learning?
- What questions do they raise for you that you'd like to explore further?

Show evidence of how you are working with the course content by referring to specific concepts or points in readings, integrating quotes, references, etc. Refer to at least two sources of course content.

Your additional response(s) do not need to be long. Be sure your response adds to the overall discussion. For example, you may compare and contrast your viewpoints, pose a thought-provoking question as part of your response, and/or share a relevant story or example.

Each week, I will grade your discussion posts out of 3, taking into consideration: timing of posts (Friday & Monday deadlines), word length, integration of two or more sources from that week's content, general use of the guiding prompts, quality of response.

The Discussion Forum will be 20% of your final grade.

3. Sit Spot

The idea of a 'Sit Spot' draws on the work of Jon Young (Founder of the '8 Shields Mentoring Model', global leader in Deep Nature Connection). It is considered a core practice for connecting with Nature. This assignment is an opportunity to become more familiar, even intimate, with Nature by getting to know this specific spot. While usually done daily, we will adapt it to a weekly practice.

Instructions

- Find a specific special place in Nature where you feel safe and comfortable to sit for a period of time without a lot of human distraction (e.g. by a river, in a park, near a ditch or ravine). Choose a place where there will be lots to experience over 12 weeks.
- Return to this same place once a week (possibly at the same time or try different times; early morning or evening often mean more activity in Nature). You will sit silently in your Sit Spot (without any electronic devices - your phone off) for a minimum of 20 minutes, gradually increasing your time as you feel comfortable.
- Consider what it takes to build a relationship with another person and apply this to building a relationship with all that is present in this natural space. If at any time you want to take anything from this space, consider asking before you take it and offering a gift (e.g. your thanks) in return, thereby cultivating reciprocity in your relationship.
- While in your Sit Spot, use all of your 6 senses (seeing, hearing, smelling, tasting, touching, intuiting) to become familiar, get to know, build a relationship with this particular space in Nature. What do you see? hear? smell? taste? feel? intuit/sense? Be specific. **This is not about you simply experiencing your senses; it is about you actively using your senses to learn and explore. Be proactive.**
- What are your impressions and reflections? In your reflections, integrate learning from the course – themes, ideas – with your particular experience.

Deliverables

- Immediately following your time in your Sit Spot, journal your 6 sense observations and impressions/reflections.
- **Please use the journal template provided on LEARN.**
- Each entry will be at least 300 words but may be longer. **(Please include your word count.)**
- You may use point form for the 6 senses but write your reflections in full. (If using point form for the senses, still provide some description - eg. what type/colour of ducks do you see and what are they doing, not just that you saw ducks)
- In addition to writing, feel free to use other forms of creative expression such as drawing, poetry, etc.
- **Sit Spot 10 Final Reflection (handed in Wk 11)** – Do your usual Senses section. For your Reflection, read back over the previous 9 entries and reflect on your journey of building a relationship with this area of Nature over these 10 weeks. What have you learned?
 - about Nature?
 - about yourself?
 - about this relationship?
 - about the process of building such a relationship? its impact?
 - What themes have emerged from your entries?
 - How has this experience changed for you over the course of the term?
 - How does this experience relate to other learning you've done in this course?

This **Final Reflection** should be a **minimum of 500 words** but may be longer. Show me the integration of your learning.

Be sure to use appropriate referencing (APA or Chicago styles) when referring back to course readings or videos.

*If you decide to handwrite your journal, please type it up for submission. If you include any drawing or creative expression, you may scan/take a photo of your entry to submit via the Dropbox.

How Your Assignment Will Be Graded

This assignment will 30% of your final grade.

Be sure to use the template provided to write up your Sit Spots each week.

Your Sit Spots will be graded out of 12 each week, using the following breakdown:

- Senses section - out of 7

- Reflection section - out of 5

Your final Sit Spot submission, with the longer integrative Reflection, will be graded as follows:

- Senses section - out of 7

- Reflection section - out of 20

4. Skills Assignment

Throughout this course you will be learning about our impact as humans on the environment and thus on the life of our home, the Earth. There is a growing awareness of our need to live in more sustainable ways and you will hear from several people who make sustainable living their priority. In the first few weeks, you will meet Theo, whose family is focused on sustainably growing and preserving their own food. They are intentionally many different learning skills to do this - skills they weren't taught in school or by their families.

When Covid-19 hit, many North Americans experienced for the first time in their life, food shortages and the inconvenience of not being able to just go out and buy whatever they wanted. Interruptions in industries and transportation systems has meant changes in availability of goods and services. This is leading to some significant shifts in behaviour, with many people planting gardens they never had before, others preserving foods, and yet others cooking/baking at home instead of ordering out, to name a few. Prior to this time, there has been a growing awareness among some of the need for 're-tooling' or learning skills that our grandparents or great grandparents would have needed and known but which modernization has bred out of our mainstream lives. These skills are essential for more sustainable living.

Your final assignment is an opportunity for you to learn a practical skill and use it to create something. Consider this an adventure! This skill must be directly related to living in more sustainable ways. (See some examples in the section below). **Whatever skill you decide needs to be approved by your instructor first.** Start early in thinking about this, as you will need to **decide on your skill by the mid-term break**. I expect you to learn a skill you do not already have. I also expect the process and final deliverable to be significant (e.g. if learning to make fire, learn more than one way). This is a learning process so perfection is not the goal; imperfections are part of the learning and you will have opportunity to document these as part of your process. It's my hope that this can be a fun experience!

****Note** - It is best not to leave this assignment to the last two weeks of term. Give yourself the time you need to actually be able to enjoy it and learn from this experience.

Instructions & Deliverables

There are **4 parts & 4 deliverables** to this assignment:

- a) **Sustainable Living Skill Choice** - Identify a life skill related to sustainable living that you do not already know how to do and that you would like to learn. Learning this skill must lead to a significant end product(s). Take some time to imagine and explore before deciding. A great resource for skill ideas is [the Foxfire series of books](#)
- A few examples of some relevant skills:
 - Preserving Food – canning, drying, etc.
 - Identifying, collecting herbs & making a tincture
 - Knitting/crocheting/sewing
 - Leather work
 - Making Soap/Shampoo/Body Lotion/Face cream/Toothpaste
 - Starting a fire without matches or a lighter
 - Building
 - Basket-making
 - Weaving

Submit your responses to the following questions **by October 10th** via the Dropbox:

- What specific skill(s) will you learn and why?
- How will you go about learning this skill? From a person/book/online?
- What will be the end product?

I will provide feedback over the Thanksgiving Reading Week.

Feel free to contact me if you want to discuss any of your ideas beforehand.

- b) **Journal of Skill Development** - Document your **PROCESS** of learning this skill and creating the end product(s). Also document evidence of the **PRODUCT(S)** you created or that resulted from your learning process. This will take the form of a journal using a combination of photos and text (a max of 1000 words of text) or short narrated video compilation (no longer than 5min – with appropriate organization and editing).
- c) **Reflection & Integration Paper** - Write a paper (1250-2000 words – approx. 5-8 pgs) that reflects on your experience and integrates learning from the course this term. Use both your head and your heart; make connections between your inner and outer experiences in this process. This paper will focus on the many choices you needed to make and the impacts of these choices. Use the following questions as guides for your reflections and writing:
- Where did the raw materials come from? Where were they sourced? How? Who was involved?
 - What was needed to transform these raw materials into the end product? (eg. energy from a stove or solar energy? etc.)
 - As you were learning and creating your end product, what **CHOICES** did you need to make and what were the **IMPACTS** of your choices?
 - Was there special equipment needed?
 - Is cost a factor? Availability of the materials?
 - Did it need to be done in a particular place?
 - By creating this, does it offset buying something else?

- If there was waste, where does it go? Recycled or not? Are there recycling facilities where you are? If not, what are your choices?
- How do you feel throughout this process? How do your feelings evolve and change over time? Any fear of not doing it right? Insecurities/anxieties? Excitement/anticipation?
- How does this process relate to the issues of justice and peace related to Nature and the Environment? **(This question is important.)**

Be sure to use appropriate referencing (APA or Chicago styles) when referring to any course readings or other sources, particularly for the last question.

You may submit deliverables b) and c) at any point in the term. Otherwise, the due date **for b) is Dec. 6th and for c) is Dec. 9th** via the appropriate Dropboxes.

- d) **Skills Sharing & Feedback** – After this learning adventure, it's important that we get to share some of what each of us has learned and created! As such, you will post to the **Skills Sharing & Feedback Discussion Forum** by **December 6th**. Please share 1-3 photos and a brief description of your process of learning, as well as key insights related to issues of justice and peace. Then, please read at least **TWO** of your classmates' submissions and provide substantive **feedback by December 13th**. If you see that a classmate's post has already received two responses, please give feedback to another person's post so that everyone receives some feedback on their post.

See the assignment description on LEARN for how the different parts of this assignment will be graded.

This assignment is 30% of your course mark.

See the rubric in the assignment description on LEARN.

Materials and Resources

Textbook

Required

Amster, Randall. (2015). *Peace Ecology*. Boulder, CO: Paradigm Publishers.

(This is also available as an e-book through the Conrad Grebel Library E-Reserves)

Course Reserves

Course Reserves can be accessed using the Library Resources widget on the Course Home page.

- Ball, Jennifer, Wayne Caldwell, and Kay Pranis. (2010). "An Overview of the Circle Process," in *Doing Democracy with Circles: Engaging Communities in Public Planning*. St. Paul, MN: Living Justice Press.
- Berry, Thomas. (1988). *The Dream of the Earth*. San Francisco: Sierra Club Books. (Ch. 2 & 10)
- Galtung, Johan. (Aug., 1990). Cultural Violence. *Journal of Peace Research*, Vol. 27, No. 3, pp. 291-305.
- Hopkins, Rob. (2011). *The Transition Companion: Making Your Community More Resilient in Uncertain Times*. Cambridge: Green Books. (Ch. 2 & 4)
- Isla, Ana. (2013). "The Guardians of Conga Lagoons: Defending Land, Water and Freedom in Peru," in *Canadian Women Studies: Women and Water*. Toronto: Inanna Publications and Education Inc., 30 (2,3), 25-40.
- Mancini, Joe and Stephanie Mancini. (2015). *Transition to Common Work: Building Community at The Working Centre*. Waterloo, ON: Wilfred Laurier University Press. (Ch. 1 & 10)
- McGregor, Deborah. (2013). "Indigenous Women, Water Justice and *Zaagidowin* (Love)," in *Canadian Women Studies: Women and Water*. Toronto: Inanna Publications and Education Inc., 30 (2,3), 71-78.
- Monbiot, George. (2007). *Heat: How to Stop the Planet from Burning*. Cambridge, Mass: South End Press. (Ch. 9)
- Radin, D., G. Hayssen, M. Emoto, T. Kizu. (2006). "Double-Blind Test of the Effects of Distant Intention on Water Crystal Formation," *EXPLORE: The Journal of Science and Healing*. 2 (5), 408-411.
- Vaughan-Lee, Llewellyn (Ed.). (2013). *Spiritual Ecology: The Cry of the Earth*. Point Reyes, CA: The Golden Sufi Centre. (Ch. 15 & 20)
- Wennmann, A. (2011). "Breaking the Conflict Trap? Addressing the Resource Curse in Peace Processes," *Global Governance*, 17, pp. 265-279. (E-Reserve)

Supplementary Resources

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Related Websites

- [Joanna Macy and Her Work](#) (The Great Turning; Work That Reconnects; Engaged Buddhism; Deep Ecology, Deep Time; Living Systems; Nuclear Guardianship).
- [Margaret Wheatley](#)
- [The Pachamama Alliance](#)
- Animal Communicator – [Anna Breytenbach](#)
- [Sacred Water Circle](#)
- [Divest Waterloo](#)
- [TreeSisters](#)
- Tree Intelligence - Tree Researcher - [Suzanne Simard, UBC – TED Talk 2014](#)
 - [Suzanne Simard, TED Talk 2016](#)
- [Plant Intelligence](#)
- [BBC How Plants Communicate and Think](#)
- [Forest Bathing – Shinrin Yoku](#)
- [Ontario Centres of Excellence](#)
- [Sustainable Waterloo Region](#)
- [Ministry of Environment and Climate Change](#)
- [Ontario Ministry of Environment and Climate Change](#)
- [Saint Paul's Greenhouse](#)
- [Waterloo Sustainability Office](#)
- [Climate Action Waterloo Region](#)
- Climate Change – [350.org](#)
- [Green Awakening Network](#)
- [Toronto Climate Action Network](#)
- [UW Interdisciplinary Centre on Climate Change](#)
- [Eco-Business](#)
- [Environmental Defence](#)
- [Social Good Stuff](#)

- [B Corporations](#)
- [Social Innovation Generation](#)

Resources

[Library COVID-19: Updates on library services and operations.](#)

Course Policies

Late Policy: Deadlines are important, as they keep us all on track and help us be productive. I recognize that there are times when unexpected challenges can arise and make meeting a deadline difficult. In such instances, I expect you to take initiative and email me prior to the due date if you feel you have reason to need an extension on an assignment. Any written assignment handed in late, without prior communication with me, will be subject to a deduction of 5% per day for the first week, 10% per day thereafter.

University Policies

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check the [Office of Academic Integrity](#) for more information.]

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check the [Office of Academic Integrity](#) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Note for students with disabilities: [AccessAbility Services](#), located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Coronavirus Information

COVID-19 INFORMATION

This resource provides updated information on COVID-19 as related to the university.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

On Campus

Due to COVID-19 and campus closures, services are available only online or by phone.

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information.