Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Fall 2018

Course

Course Code: SDS 260R
Course Title: Ecology, Society and Justice: Social Development and the Environment
Class Times/Location: Thursdays, 11:30-2:20; REN 2107

Instructor

Instructor: Robert Case
Office: REN1604
Email: racase@uwaterloo.ca
Office Phone: 519-884-4404 x28683
Office Hours: Thursdays, 10:30-11:20 (or by appointment)

Course Description

This course introduces students to the basic theory and concepts of social ecology, an interdisciplinary approach to understanding and investigating the interrelationship of social development and environmental sustainability. In this course students will be introduced to influential environmental philosophies (including deep ecology, bioregionalism, and ecofeminism), will critically examine the implications of environmentalism for human society, and will explore ideas for community action and the construction of social institutions that reflect both a social and an ecological ethic.

Course Objectives

In this course, student will...
1. gain an understanding of how social development is ultimately linked to the environment (and vice versa)
2. gain an understanding of fundamentals of social ecology
3. learn about major environmental philosophies and critiques of them
4. be introduced to practical examples of social ecological initiatives and social institutions, and gain ideas for the practical application of social ecology principles

**Required texts**

Articles and book chapters as posted in LEARN (see weekly schedule)

**Course Requirements and Assessment**

Evaluation will be based on the following four items:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>25% of final mark</td>
<td>ongoing from Week 2: mark assigned at end of term</td>
</tr>
<tr>
<td>Case study:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 1: Basic description of case study</td>
<td>10% of final mark</td>
<td>Week 4 (Sep. 27)</td>
</tr>
<tr>
<td>Part 2: Case study poster presentations</td>
<td>20% of final mark</td>
<td>Week 11 (Nov. 22)</td>
</tr>
<tr>
<td>Chapter/article review:</td>
<td>20% of final mark</td>
<td>Week 7 (Oct. 25)</td>
</tr>
<tr>
<td>Manifesto</td>
<td>25% of final mark</td>
<td>Week 12 (Nov. 29)</td>
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</table>

**Assessment 1 – Participation: Discussion Groups** (25% of final mark)

The objective of this activity is to facilitate the integration of case-study development with theory and course readings. Students will be randomly assigned to small discussion groups (4-6 people) for the 12 weeks of the course. Discussion groups will meet in class each week, following a short lecture/class discussion, to critically explore the week's theory or themes in relation to their case studies.

Participation will be assessed using a combination of self-evaluation and instructor evaluation. Students will be asked to submit a short (half-page) attendance/participation self-evaluation form, stating the score (out of 25) they believe they deserve and their rationale for this mark. These forms will be weighed against the instructor’s assessment of the student’s attendance and participation. Significant differences in assessments (3 points of out 20 or more) will be discussed by student and professor before the assignment of a final mark. In the case of the smaller difference, the average of the two assessments or the instructor’s assessment, whichever is higher, will be the final participation mark.

**Assessment 2 – Case Study of Praxis** (30% of final mark)

Students work in pairs (or 3s) to develop a case study of a "counter-institution": a contemporary social or environmental issue or conflict, project or initiative, institution, or social movement that seeks to undermine, overcome and replace an oppressive status quo. which they will use to explore, illustrate and critique concepts of social ecology over the course of the semester. A list of sample topics will be provided via LEARN, but students are encouraged to use case studies they are familiar with and passionate about.
The objectives of this assignment are for students
- to deepen their understandings and critiques of the ideas and principles of social ecology by applying them to real-life case examples,
- to begin shifting their thinking from theory and critique into action, and
- to gain practice in presenting research outputs and academic ideas.

The assignment has two components:

Part 1 (10%): early in the semester, groups select and introduce their case studies to the class (Week 4, Sep. 27), briefly describing the case study, identifying where they anticipate finding intersections in it with social ecology, and outlining their plan for further exploration of the initiative or issue being explored. Each pair/group of students will be allotted 10 minutes to introduce their case studies to the class, followed by 5 minutes of discussion where other students (and the instructor) can ask questions, challenge assumptions or make suggestions.

These case studies will be used as a basis for discussion and analysis as we work through the concepts and principles introduced each week.

Part 2 (20%): Week 11's class will be dedicated to poster presentations of the case studies. In their pairs or groups, students will work together to create a display highlighting key characteristics of their case study and key insights in relation to the theory and praxis of social ecology. Students will be invited to visit each others' displays, and those hosting the display will be expected to elaborate on their poster presentation, filling in details about the case study, critiquing it using principles of social ecology, and engaging classmates in a discussion of how social ecological concepts could be applied.

The instructor will circulate through the presentations one-by-one. Students will be asked to submit feedback on each of the presentations they experience. This feedback will be used to inform the mark given by the instructor.

**Assessment 3 – Article of Chapter Review** (20% of final mark)
At mid-term (Week 7, Nov. 22)), each student will submit a critique (maximum 1,250 words) of one or two of the articles or chapters from the reading list, summarizing core concepts or critiques covered, imagining the implications of the core concepts or critiques for real life, and identifying questions or challenges raised by the author's position. Expectations for reviews of readings already discussed in class will be higher than for reviews of readings not yet discussed.

Chapter reviews should be submitted via the dropbox. MSWord or rich text format preferred.

**Due date:** before class on **October 25, 2018**.

**Assessment 4 – Manifesto** (25% of final mark)
As a culminating assignment, each student will be required to create and submit a manifesto – a written statement of their beliefs, their vision for a socially just and ecologically sustainable society, and general steps for getting there. The manifesto must draw on and integrate theory and
ideas from the course readings and discussions. The manifesto can affirm, supplement, challenge or even contradict course content and materials, but it must demonstrate an understanding of and ability to critically engage with the ideas and theories of social ecology.

Manifestos can be submitted individually (1,250-1,750 words), in pairs (1,750-2,250 words), or in groups of 3 (2,250-3,250). Alternative forms of submission (e.g., video, theatre, graphic novel, etc.) are possible, but must be negotiated with the course instructor by Week 10 at the latest.

Manifestos should be submitted via the dropbox. MSWord or rich text format preferred.

**Due date:** before class on **November 29, 2018.**

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**POSTING OF FINAL GRADES AT RENISON**

It is Renison College policy **NOT** to post final grades at any time throughout the academic term in an effort to protect student privacy. Grades will **NOT** be reported over the phone by the main office or the Registrar’s office.

Final grades will be available on your grade reports, which are sent out approximately three weeks after the last day of exams.

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**Syllabus: Lecture Schedule and Readings**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings/Sources</th>
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</thead>
</table>
| 1 Sep 6 | **Course Introduction & Overview:**  
- Course syllabus and overview of activities  
- Intro to key concepts | Course Syllabus |
| 2 Sep 13 | **Introduction to social ecology**  
- Overview of key concepts  
**Required learnings:**  
- What are the defining concepts of Murray Bookchin's Social Ecology? | **Recommended**  
[Communalism, A Liberatory Alternative](#)  
**Alternative**  
<table>
<thead>
<tr>
<th>3 Sep 20</th>
<th>Social ecology and environmental thought</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit helps to define social ecology in comparison with other prominent environmental philosophies.</td>
<td></td>
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<tr>
<td><strong>Required learnings:</strong></td>
<td></td>
</tr>
<tr>
<td>• How does social ecology differ from other environmentalisms?</td>
<td></td>
</tr>
<tr>
<td>• What does social ecology add to environmental theory?</td>
<td></td>
</tr>
<tr>
<td>• What is First vs. Second vs. Free Nature, and what is the significance of this conceptualization?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>4 Sep 27</th>
<th>Hierarchy, equality and the environment</th>
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</thead>
<tbody>
<tr>
<td>• overview of Bookchin's understanding of the emergence of hierarchy</td>
<td></td>
</tr>
<tr>
<td><strong>Required learnings:</strong></td>
<td></td>
</tr>
<tr>
<td>• According to Murray Bookchin, what is the relationship between ecological destruction and human domination of other humans?</td>
<td></td>
</tr>
<tr>
<td>• Why is this an important concept for social ecologists?</td>
<td></td>
</tr>
<tr>
<td><em>Case study</em> topics are due for sharing in this class</td>
<td></td>
</tr>
</tbody>
</table>

| Recommended |

| Alternative |

| Additional resources |
| *On Bookchin’s Social Ecology and its Contributions to Social Movements* |
| Bookchin’s First and Second Nature |

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</table>

| Recommended |

| Alternative |

<p>| Additional resources |
| Murray Bookchin: <em>Human domination over nature, the mentality &amp; it's social roots</em> (YouTube, 6:08) |</p>
<table>
<thead>
<tr>
<th>5 Oct 4</th>
<th><strong>Post-scarcity society and the environment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>An exploration of the root causes of scarcity, examining the question of whether the condition post-scarcity can be achieved within the limits of the natural environment</td>
</tr>
</tbody>
</table>

**Required learnings:**
- What causes scarcity in our modern world, according to social ecologists like Murray Bookchin
- What is the optimistic/hopeful aspect of the idea that we live in a era of post-scarcity society?

**Recommended**

**Additional resources**

<table>
<thead>
<tr>
<th>6 Oct 18</th>
<th><strong>Property and the commons</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Private property and its relationship to environmental and social wellbeing</td>
</tr>
</tbody>
</table>

**Required learnings:**
- What is the commons, and what is its relationship to capitalism?
- What does Garret Hardin identify as the root cause of the "tragedy of the commons"?
- What principles of the commons, according to Linebaugh, does Hardin ignore or dismiss?

**Recommended**

**Additional resources**
- [OnTheCommons.org](http://OnTheCommons.org)

<table>
<thead>
<tr>
<th>7 Oct 25</th>
<th><strong>Moral economy</strong></th>
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<tbody>
<tr>
<td></td>
<td>Capitalism and social-ecological justice</td>
</tr>
</tbody>
</table>

**Required learnings:**
- What is capitalism? What is meant by "moral economy"?
- What is meant by these terms:
  - usufruct
  - the irreducible minimum

**Recommended**
### Chapter/article review is due before class

**Alternative**


**Additional resources**


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<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Text</th>
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</table>
| 8 Nov 1 | Decentralism and localism | The idea that just and sustainable community is facilitated by strengthening of autonomy and self-reliance at the community level.  
**Required learnings:**  
- What problem(s) does decentralization overcome?  
- How does "resilience thinking" reflect principles of social ecology? In what ways does it differ?  

**Recommended**  
"A reinvigorated cause" (p. 2, editorial) and "Rebuilding our cities" (Jonathan Korsár, pp. 6-10). In (2009), Decentralization: the lost cause of the ecology movement. *Communalism, A Social Ecology Journal*, December.  

| 9 Nov 8 | Participatory democracy | Exploration of the implications for social/environmental wellbeing of how we organize ourselves politically  
**Required learnings:**  
- What is the difference between "politics" and "statecraft", according to Biehl & Bookchin?  
  - Who or what does "statecraft" work for?  
  - Who should "politics" work for?  

**Recommended**  
**Alternative**  
**Additional resources**  
### 10 Nov 15

**Social ecology and environmental social work**

**Required learnings:**
- What is "environmental social work"?
- How well does it reflect the critiques, principles and concepts of social ecology?
- Can social ecological principles be applied through a profession like social work?

**Recommended**

**Alternative**

### 11 Nov 22

**Counter-institutions**

An examination of "counter-institutions" -- institutions created at the community or regional level to displace and overcome the problems of hierarchy, socially and ethically disembedded economies, and authoritarian governance, etc.

**Required learnings**
- What are some examples of effective counter-institutions?
- What do they do well, from a social ecological perspective?
- Where do they fall short?

**Recommended**

No readings

"Case study" poster presentations are due this class

### 12 Nov 29

**Utopia**

Visions of utopia, drawing on ideas, examples, and principles of social ecology

**Required imaginings**
- What is your vision for a social-ecological utopia?

**Recommended**

TBA

"Manifestos" are due before this class

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**Late Work**
A penalty of 3% per day will be deducted from the mark on assignments handed in late. Extensions will be considered in extenuating circumstances, and accommodations will be made for students unable to complete their assignments for reasons of illness or unforeseen circumstance.

**Information on Plagiarism Detection**
No plagiarism detection software will be used for this course
**Electronic Device Policy**
Students may have and use electronic devices in class at their discretion. Please ensure all ringers and notifications are on silent before coming to class. Heavy users are asked to be mindful of those beside and behind them and to manage their use (and where they sit in the classroom) to minimize distraction to others. The professor reserves the right to limit or withdraw an individual's use of electronic devices in the classroom if they become disruptive that or any other student's learning.

*Audio or video recording of lectures and other class activities is not permitted without the consent of the professor.*

**Attendance Policy**
Attendance will be taken each week, and will be counted as part of the participation mark.

**Final Examination Policy**
For **Fall 2018**, the established examination period is **December 6-21, 2018**. The schedule will be available in October. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: [https://uwaterloo.ca/registrar/final-examinations](https://uwaterloo.ca/registrar/final-examinations))

**Accommodation for Illness or Unforeseen Circumstances:**
The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See [http://www.registrar.uwaterloo.ca/students/accom_illness.html](http://www.registrar.uwaterloo.ca/students/accom_illness.html)

**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. See the UWWaterloo Academic Integrity webpage ([https://uwaterloo.ca/academic-integrity/](https://uwaterloo.ca/academic-integrity/)) and the Arts Academic Integrity webpage ([https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour)) for more information.

**Discipline:** Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. 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 professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines-assessment-penalties).
Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory  Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4 (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70). When in doubt, please be certain to contact the department’s administrative assistant, who will provide further assistance.

**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 are grounds. Students who believe they have grounds for an appeal should refer to Policy 72, Student Appeals (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

**Academic Integrity website (Arts):** http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

**Academic Integrity Office (uWaterloo):** http://uwaterloo.ca/academic-integrity/

**Accommodation for Students with Disabilities:**

**Note for Students with Disabilities:** The AccessAbility Services office, located on the first floor of the Needles Hall extension (NH 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 the AAS office at the beginning of each academic term.

**Intellectual Property.** Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.
Mental Health Support
All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

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: 519-749-433 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 at 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

A respectful living and learning environment for all

1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.

2. Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to Renison University College policy.

3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions.