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), Anishinaabeg, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land granted to the Six Nations that includes ten kilometres on each side of the Grand River.

Winter 2022

Course

Course Code: SDS 260R
Course Title: Ecology, Society and Justice: Social Development and the Environment
Class Times/Location: January: Virtual Classroom (on Learn); later (?): REN 2102

Instructor

Instructor: Robert Case
Office: REN1604
Email: racase@uwaterloo.ca
Office Phone: 519-884-4404 x28683
Office Hours: Mondays & Wednesdays, 2:30-3:30 (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>Participation:</th>
<th>10% of final mark</th>
<th>ongoing from Week 2: mark assigned at end of term</th>
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</thead>
<tbody>
<tr>
<td>General class discussion</td>
<td></td>
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<tr>
<td>Discussion group participation</td>
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<tr>
<td>Counter Institution case study:</td>
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</tr>
<tr>
<td>Part 1: Basic description of case study</td>
<td>10% of final mark</td>
<td>Week 4 (Jan. 27)</td>
</tr>
<tr>
<td>Part 2: Case study poster presentations</td>
<td>20% of final mark</td>
<td>Week 11 (Mar. 24)</td>
</tr>
<tr>
<td>Concept review:</td>
<td>20% of final mark</td>
<td>Week 7 (Feb. 17)</td>
</tr>
<tr>
<td>Manifesto</td>
<td>25% of final mark</td>
<td>Week 12 (Mar. 31)</td>
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</table>

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

The participation mark has two components:

*General class discussions* (15% of participation mark). The expectation is that students will come to class prepared to discussion of the "required learnings", having read the associated recommended readings and/or consulted other sources or media on the topic. Each student should come to class with at least one excerpt/quotation or concept from your reading/research to contribute to the discussion. Raising questions about the meaning/significance of something you have read is as valuable, as a contribution to the discussion, as is the sharing of an idea or explanation you find compelling.

*Discussion groups* (10% of participation 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), which will meet during class each week. The idea is for group members to get to know each other's case studies, and to use the discussion groups to (1) critically explore the week's theory or themes in relation to the most relevant case studies in your discussion group and (2) help each other to develop and deepen your case studies by asking questions, sharing ideas, and giving feedback.

*How your participation will be assessed*

Participation will be assessed using a combination of attendance and both self-evaluation and instructor evaluation of participation in class. 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.

Due date: Participation evaluation forms are due (upload to dropbox) April 4, 2022

Assessment 2 – "Counter-institution" Case Study/Critique (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. 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 concept of "counter-institutions" -- what it is that makes an organization or initiative a "counter-institution" -- will be discussed in depth in class.

Case study topics are to be chosen by Week 4 (or sooner) and will be used in the discussion groups (above) to explore, illustrate and critique concepts of social ecology over the course of the semester. The culmination of the Case Study assignment is a poster presentation (described below). Students are encouraged to bring their case study topics into class discussion to illustrate concepts, to test out ideas about them, and get peer feedback to bring into the presentations.

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; Jan. 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(s) 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.

**Due date:** Presentation topics will be shared in class on **January 27, 2022**
Poster presentations will be shared in class on **March 24, 2022**

**Assessment 3 – Concept Review** (20% of final mark)

At mid-term (Week 7; Feb. 17), following the reading week, each student will submit a summary and critique (maximum 1,250 words) of one core course concept, selected from the list below.

This is not a research assignment. You are not required or expected to search out sources that are not already in the list of recommended and additional) resources (though you are free to do so if it helps you). The objective of this assignment is to get you to dig in to one of the core concepts of social ecology, and to play around with the ideas presented in it.

Drawing on two or three of the articles or chapters from the reading list, in conjunction with insights you pick up in class discussions, summarize your chosen concept, critique it if you have an alternative viewpoint, and identify questions or challenges that are raised for you by the author(s)'s position. Use the discussion questions provided in the list below to guide your summary and analysis.

You are not expected to cover all permutations and nuances of your chosen topic. The objective, rather, is to demonstrate your understanding of the concept by distilling (and critiquing) some of the central ideas. Expectations for reviews of concepts already discussed in class will be higher than for reviews of readings not yet discussed.

- **Concepts of nature:** How do the dominant understandings in western culture of "nature" and our relationship to/with it contribute to ecological destruction? What does Bookchin mean by "First", "Second" and "Free" nature, and how do these concepts seek to challenge and contradict dominant attitudes?
- **Hierarchy:** What, according to social ecologists, is the relationship between hierarchy and ecological destruction? What does patriarchy, white supremacy or other forms of oppressive have to do with environmental destruction?
- **Property:** How does private exclusionary property lead to ecological collapse? What are some alternatives (e.g., the commons, usufruct, etc.) and how do they differ from dominant forms of property ownership?
- **Scarcity and abundance:** Is nature stingy, in social ecological thinking, or is nature abundant? Where does scarcity come from, if not from nature? What is the relationship between scarcity and capitalism? (Consider bringing in concepts like the economic accumulation vs. redistribution, and the irreducible minimum).
• *Democracy vs. statecraft*: What is the difference between democracy/politics and statecraft? How does statecraft support institutions and practices that contribute to climate change and environmental destruction (vs. a moral economy and social justice)? How does libertarian municipalism contradict/challenge conventional politics, and how is this supposed to lead to an ecological society?

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

**Due date**: before class on **February 17, 2022**.

**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 encouraged, 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 **March 31, 2022**.

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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>
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</table>
| 1 Jan 6 | Course Introduction and Overview:  
  ➢ Course syllabus and overview of activities  
  ➢ Intro to key concepts |

<table>
<thead>
<tr>
<th>Readings/Sources</th>
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<tbody>
<tr>
<td>Course Syllabus</td>
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<tr>
<td>In class: Film: Interviews with Murray Bookchin</td>
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<td>Date</td>
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<td>2 Jan 13</td>
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**Recommended**

- "Some principles of the commons." Peter Linebaugh (2010), for Counterpunch.org

**Feb. 19-27:** READING WEEK

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required learnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Democracy for ecology</td>
<td>- exploration of the implications for social/environmental wellbeing of how we organize ourselves politically</td>
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<tr>
<td></td>
<td></td>
<td>- intro to direct democracy at the municipal level and the idea of municipal confederalism</td>
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</tbody>
</table>

**Recommended**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required learnings</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Mar 16</td>
<td>Social ecology and environmentalism</td>
<td>What trends or short-coming(s) in environmental movements was Bookchin responding to in developing his ideas of social ecology?</td>
<td>&quot;Citizens' responses to the plight of the earth&quot; (pp. 58-72). Chapter 2, in D. Roussopolous (2018), Political Ecology. Montreal, PQ: Black Rose Books.</td>
</tr>
<tr>
<td>11 Mar 23</td>
<td>Counter-institutions presentations</td>
<td>What is the difference between &quot;politics&quot; and &quot;statecraft&quot;, according to Biehl &amp; Bookchin?</td>
<td>No readings</td>
</tr>
</tbody>
</table>

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 Winter 2022, the established examination period is April 8-26. The schedule will be available early in the winter. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: Final Examination Schedule 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

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 UWaterloo Academic Integrity webpage (https://uwaterloo.ca/academic-integrity/) and the Arts Academic Integrity webpage (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. [Check the Office of Academic Integrity (https://uwaterloo.ca/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 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/policies-procedures-guidelines/policy-71). For typical penalties check Guidelines for the Assessment of Penalties (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 their 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.

**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 they have a ground for an appeal should refer to Policy 72, Student Appeals.

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

**Accommodation 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.

**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.

Contingency Planning

Inclement Weather
In the event of a short-term campus closure or the cancellation of an in-person class due to snow or inclement weather, online and remote classes will not be affected.

 Interruption or Cancellation of In-Person Classes
In the event of a pandemic-related interruption of in-person classes, including a 'pivot' to remote learning, your Instructor will post details in LEARN. Please check the Announcements section of the course homepage in LEARN for updates.

 Interruption or Cancellation of In-Person Examinations
In the event of a pandemic-related interruption of in-person exams, your Instructor will post details in LEARN. Please check the Announcements section of the course homepage in LEARN for updates.

Absence Due to Influenza-like Illness or Required Self-Isolation
If you need to be absent due to influenza-like illness or due to mandatory self-isolation, please complete an Illness Self Declaration. The form is available in the Personal Information section of Quest. Accommodations may be made for students who have completed an Illness Self Declaration without the need for a medical note.

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 ext. 32655
• MATES: one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) 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
• **Empower Me**: Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
• 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 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

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

You may contact Melissa Knox, Renison’s external anti-harassment and anti-discrimination officer, by email (mnknox@uwaterloo.ca) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.