

Fall 2022

**University of Toronto Scarborough**  
**Department of Physical and Environmental Sciences**  
**Land ESTB03**  
**Tuesday 1-4 pm BV264**

Instructor: Dr. Nicole Klenk, [nicole.klenk@utoronto.ca](mailto:nicole.klenk@utoronto.ca)

TA: Miriam Castillo Orozco

Office hours: Wednesday 10am – 12 pm

**Course Description**

When someone says the word “land” what does it make you think about? Perhaps you think of land use such as forestry, mining or agriculture; or of landforms such as a coast, an island or a mountain; or you might think of your favorite landscapes such as woodlands, savannas, or prairies; perhaps you think about Indigenous peoples’ land rights; perhaps you think about the clay, sand and soil beneath your feet; or maybe you think about real estate; you could also be thinking about the history of the places you have lived in or visited; maybe you think about planning zones and urbanization; perhaps the word “land” evokes ideas of homeland, security, conflict; perhaps you think of the sounds, smells, and textures you’ve experienced while taking a walk on your favorite bit of land; maybe the “land” is what you mold into a piece of pottery or what you try to capture in your landscape photography; you might even taste the land in your smoothie; or perhaps when you hear the word “land” you don’t think anything, you just feel a sense of peace, calm, and contentment?

Now imagine yourself attending a landscape management planning meeting involving decision-makers, stakeholders, and rightholders (e.g., Indigenous communities) who may have different understandings of what is “land” and who disagree on how a particular bit of land ought to be named, related to, planned, regulated and owned. Imagine you an environmental studies expert and you are asked to reconcile different conceptions of “land” to enable a shared vision for the landscape management planning process. How will you approach the different knowledges, experiences, and values that give meaning to the word “land”? What if some of these understandings of “land” are irreconcilable? How would you integrate different ways of understanding “land” knowing that doing so is likely to affect different groups of people differently. How would you go about including equity, Indigenous land rights, gender, economic impacts, political risks and ethics in your approach? This scenario is typical in environmental decision-making and sustainable development. This is the “big picture” context for this course.

However, to develop sustainability thinking skills to approach a situation like the one described above, we will start with a focus on things and places you are familiar with. We will explore how your everyday activities, the objects you use on a regular basis and the place you call home are connected to the land, and through iterative in-depth conversations and readings in addition to formal lectures, we will expand the scope of your individual and our collective sustainability thinking skills. To guide us along this path, we will use the sustainability midset principles: ecoliteracy, interconnectedness, reflection, self-awareness, purpose, empathy, long-term thinking, and ecosystems-based and place-based learning, curiosity and creativity.

### Course Objectives

In this course you will be introduced to many conceptions of what is “land” from the perspective of everyday practices and objects. You will put sustainability thinking in practice by engaging in class workshops and conversations, by reading different kinds of texts and by doing hands-on assignments. You will learn to understand how different conceptions of “land” relate to core sustainable development issues and practices: equity, extraction, care, conflict, environmental perception, power, resource, technology, distribution, rights, economy, earth, planet, food, water, energy, biodiversity, textiles.

### Required Textbooks

Catherine Hernandez. 2017. *Scarborough*. Available online at the University of Toronto library.

### Course delivery and attendance

Because of the nature of the material covered in class, class participation is highly recommended. Students are required to do readings before class and come prepared discuss readings in class.

### Grading Scheme

Assessments	Percentage (%)
Assignment 1 Due October 18	20
Assignment 2 Due November 15	20
Assignment 3 Due November 29	20
Weekly responses to readings (For lectures 2-11, grade based on the best 6 /10 responses)	20
Final exam	20

### Course policy on late assignments

No due dates will be extended unless discussed with and agreed upon by the TA. Penalty for late assignments will be 2% of the assignment mark per day late, including weekends. Late assignments will be accepted only for one week after the due dates. Assignments submitted later will not be reviewed and assessed.

Weekly responses to readings are due by 1 pm EST on Tuesdays (Lectures 2-11) and will be used for the class discussion. Responses to readings submitted after this deadline will not be reviewed and assessed.

The only exemption from these penalties will be for work that is late for health reasons, provided

that students submit the proper documentation by way of the Absence Declaration Tool on ACORN.

### **A Note on Marking:**

Feel free to contact me at any time to discuss the requirements of this course. If you are unhappy with the mark you received on an assignment, please email me and the TA with a written response to the comments on your assignment.

### **Handing in Your Assignment:**

The assignments must be uploaded as Word documents on Quercus at the due date.

Please follow the University of Toronto procedure to be completed in order to be considered for academic accommodation for any course work such as missed tests or late assignments.

### **Academic Integrity**

The University treats cases of cheating and plagiarism very seriously. The University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential offences in papers and assignments include using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment. On tests and exams cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

Please avoid academic dishonesty, have confidence in your own ability to learn and grow academically by doing your own thinking and writing!

### **Accessibility**

Students with diverse learning styles and needs are welcome in this course! In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. I will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course.

Enquiries are confidential. The UTSC AccessAbility Services staff (located in SW302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560 or [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca)

### **Communicating With You**

The best way to communicate with me is during office hours. However, I also respond to student emails within two business days (Monday-Friday) and within business hours (9am-5pm). From time-to-time I will send email messages to the class to notify you of changes in schedule and opportunities that you may want to take advantage of. **I can only send messages to your U of T e-mail address.** If you use another account (gmail, hotmail, yahoo, etc.) make sure that your U of T email is sent to your alternate email account. Similarly if you want to communicate with

me, please send the message from your U of T address as I will not respond to emails from other email accounts.

### Lecture schedule

Week	Date	Topic	Story exchange prompts	Readings
1	Sept 6	Introduction	What activities or objects are meaningful to you in your day-to-day life?	None
2	Sept 13	The sustainability mindset and SDGs	How do you find your way around all the choices you have to make everyday?	Chapter(s) from Martin Mulligan 2018; Rob Hopkins 2019
3	Sept 20	What your food ate	What's the best bread you ever tasted?	Chapter(s) from Montgomery and Biklé 2022; Eli Rogosa 2016
4	Sept 27	Brain changer	What do you like to eat when you've got lots of work to do?	Chapter(s) from Felice Jacka 2019; Fred Provenza 2018; Wendell Berry 2017
	Oct 4	The business of botanicals <i>Materials and Meaning exchange</i>	Why do you use (or not use) medicinal herbs to be healthy?	Chapter(s) from Courtney White 2014; Xun Niu; Nick Kary 2020
5	Oct 11	<b>Reading Week</b>		
6	Oct 18	The fabric of civilization <i>Assignment 1 due</i>	What's the longest surviving piece of clothing you own?	Chapter(s) from Virginia Postrel 2020;
7	Oct 25	Women's work <i>Weaving workshop</i>	Who made your favorite piece of clothing, where and with what materials?	Elizabeth Wayland Barber 1994; Rebecca Burgess and Courtney White 2019
8	Nov 1	The golden thread of landfills	What do you look for in the purchase of a garment?	Kassia St Clair 2018; Dana Thomas 2019
9	Nov 8	UTSC A walk around campus <i>Assignment 2 due</i>		
10	Nov 15	Living on Indigenous land	What have you inherited from the history of the land that you call home?	Chapter(s) from Nathalie Kermeol and Isabel Altamirano-Jiménez 2016; Robing Wall Kimmerer 2013; Tuck and Yang 2012
11	Nov 22	Belonging now and into the future	We are going to build a neighborhood center at the heart of UTSC. Neighborhoods need different things: food, governance, education, innovation, enterprise, celebration, arts and culture. What would you like to see happen in this neighborhood center under these headings?	Chapter(s) from bell hooks 2009; Simon Winchester 2021
12	Nov 29	UTSC Sustainability Garden: planting meaningful materials for sustainability thinking <i>Assignment 3 due</i>	What does your garden look like and how does your design and the selection of plants invite visitors to engage in sustainability thinking?	None

## Assessments

### Weekly responses to readings

Due Tuesdays 1pm (Eastern Time): 2%

Complete the following tasks for each of the weekly readings:

- Take a picture of something in your day-to-day life, of an object, a place, a person (anything) inspired by the reading. Describe what the picture is about and explain how this picture connects to the reading. Include both the picture and your explanation in a single page, single spaced font size 12 per reading (no title page)
  - Grading will be based on the depth of thought in the choice of image and explanation as well as the quality and clarity of the writing.
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### Assignment 1: Prepare and eat a meal with a least one Ontario seasonal ingredient

Due October 18, 11:59 pm (Eastern Time): 20%

Complete the following tasks for each of the weekly readings:

- Find a recipe you have never tried before from a culture not your own.
- The recipe has to include at least one vegetable or fruit that is currently in season in Ontario.
- Take pictures (or have someone take pictures) of you preparing this meal. There should be a picture of you doing the following steps:
  1. Preparing ingredients (including but not restricted to cutting veggies or fruits, measuring ingredients such as grains or pulse, mixing a marinade to pour over your protein, etc)
  2. Putting ingredients together (including but not restricted to cooking them, assembling the meal)
  3. Eating the meal

Please format your assignment as follows:

- Include the recipe and the photos of you preparing and eating the meal.
- Explain the choice of the recipe, what choices of vegetables or fruits are currently in season in Ontario, describe what it was like to prepare and eat the meal (including but not restricted to describing whether you learned a new cooking technique, what challenges you faced, any mistakes you made, whether you enjoyed the preparation and the eating of the meal).
- Maximum 15 pages double spaced font size 12 (no title page)

**Assignment 2: Tell me about your favorite garment**

Due November 15, 11:59 pm (Eastern Time): 20%

In progress...

Please format your assignment as follows:

- Maximum 12 pages double spaced font size 12 (no title page, excluding references cited)
  - Cite references in a consistent format
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**Assignment 3: UTSC Sustainability garden design**

Due November 29, 11:59 pm (Eastern Time): 20%

In progress