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 mindset 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.

Course delivery and attendance
Because of the nature of the material covered in class, class participation is highly recommended.

Grading Scheme

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Percentage (%)</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>20</td>
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<tr>
<td>Assignment 2</td>
<td>20</td>
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<td>Assignment 3</td>
<td>20</td>
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<tr>
<td>Term project</td>
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<td>Final exam</td>
<td>20</td>
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Course policy on late assignments
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.

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.

Students may not use artificial intelligence tools for taking tests or completing major course assignments. Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants, for the purpose of completing assignments in this course. Representing as one’s own an idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.

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

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Story exchange prompts</th>
<th>Tutorials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept 5</td>
<td>Introduction</td>
<td>What activities or objects are meaningful to you in your day-to-day life?</td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td>Sept 12</td>
<td>The sustainability mindset and SDGs</td>
<td>How do you find your way around all the choices you have to make everyday?</td>
<td>Term-assignment prep tutorial</td>
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<tr>
<td>3</td>
<td>Sept 19</td>
<td>What your food ate</td>
<td>Hype and false claims about whole grains.</td>
<td>Culinaria bread making</td>
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<tr>
<td>4</td>
<td>Sept 26</td>
<td>Brain changer Assignment 1 due</td>
<td>Ultra-processed foods and their impact mental health</td>
<td>Culinaria or Indigenous garden</td>
</tr>
<tr>
<td>5</td>
<td>Oct 3</td>
<td>The business of botanicals</td>
<td>Knowledge and ethics in the use of medicinal plants</td>
<td>Culinaria</td>
</tr>
<tr>
<td>6</td>
<td>Oct 10</td>
<td><strong>Reading Week</strong></td>
<td></td>
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<tr>
<td>7</td>
<td>Oct 17</td>
<td>The fabric of civilization Assignment 2 due</td>
<td>What’s the longest surviving piece of clothing you own?</td>
<td>Mending workshop</td>
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<tr>
<td>8</td>
<td>Oct 24</td>
<td>Women’s work in textiles, Guest lecture</td>
<td>Who do you know who knits or makes clothing?</td>
<td>Spinning workshop</td>
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<tr>
<td>9</td>
<td>Oct 31</td>
<td>Environmental impact of fast fashion</td>
<td>What do you look for in the purchase of a garment?</td>
<td>Weaving workshop</td>
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<tr>
<td>10</td>
<td>Nov 7</td>
<td>A walk around campus Assignment 3 due</td>
<td></td>
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<tr>
<td>11</td>
<td>Nov 14</td>
<td>Living on Indigenous land</td>
<td>What is the history of the land you come from and how do you relate to this history?</td>
<td>Facilitated walk</td>
</tr>
<tr>
<td>12</td>
<td>Nov 21</td>
<td>Belonging now and into the future</td>
<td>We are going to build a neighborhood center at the heart of UTSC. Neighborhoods need</td>
<td>Imagination workshop</td>
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<td>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?</td>
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<tr>
<td>13</td>
<td>Nov 28</td>
<td>Term project presentations Term projects due</td>
<td></td>
<td>None</td>
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Assessments

Term project: inspiring sustainability through embodied, affective and creative means

Due November 28, 11:59 pm (Eastern Time): 20%

Choose one among the three following choices for a term project:

1. Design a sustainability walk around campus that connects ecosystems, the built environment, and sustainability issues. Think about this walk as an educational tool for undergraduate students to learn about what sustainability means using the Sustainable Development Goals (SDGs) as your guide on what to focus on in your walk. Talk to people in the Sustainability Office, the Campus farm, the Healthy Campus initiative as well as faculty members and student groups involved in sustainability initiatives about what UTSC is doing about sustainability. Create a video of your walk, take photos, make images and write text to guide the walk using ArcGIS Storymap to share it more broadly with future incoming students. For the StoryMap, you will get instructions from a UTSC librarian. For inspiration, read article Artful and sensory sustainability science: exploring novel methodological perspectives. By Harald Heinrichs and Sacha Kagan.

2. Design a textile that embodies the “colors of our campus” and which highlights sustainability and storytelling through local textile-making. The textile ought to provoke thinking about sustainability and evoke principles of sustainability explained in the first lecture of the class and it can consist of a useful and/or symbolic object (e.g., rug, napkin, blanket, apparel, accessory, doll, tapestry, etc--these are a few ideas, please don’t be limited by them, let your creativity drive your design). The textile can be made from foraged materials (natural dye plants, plants, sticks, stones, waste), your own materials (old clothing, yarn, tools), or from materials obtainable from Klenk’s lab (wool and textile making equipment). Students who wish to learn new techniques (knitting, spinning, weaving, crochet, tapestry, embroidery) can do so as part of this project as long as they write about how the MAKING of a textile through one of these techniques enables thinking and learning about sustainability, documenting each step through video and text descriptions, in addition to creating at least the beginning of a textile that represents the “colors of our campus” (it does not have to be a finished object). For students who already have textile making skills, your design can be as creative as you want and your explanation of your textile will focus on the way in which the textile embodies “colors of our campus” and tells a story that inspires sustainability thinking and learning. Talk to people in the Sustainability Office, the Campus farm, the Indigenous garden as well as faculty members and student groups involved in land-based learning what UTSC is doing about changing the way in which we learn about sustainability and the land. For inspiration, read and listen to the Textile Museum of Canada’s programing on Fashion, Sustainability & Design: https://textilemuseum.ca/social-being/fashion-sustainability-design/.

3. Design a game about sustainable foods at UTSC. The game must be inclusive of different cultures and dietary preferences and inspire thinking about foods that are healthy for bodies,
minds and the land. Think about this game as something to be given to incoming UTSC students to learn about urban agriculture in Toronto and UTSC, sustainable food initiatives on and off campus, and personal empowerment towards food choices and trade-offs. Ask people in the Sustainability Office, the Campus farm, the Healthy Campus initiative as well as faculty members and student groups involved in food and urban agriculture about what UTSC is doing about sustainable food culture and choices. Produce a game that includes food choices, information about what is sustainable foods, and where to go to learn more about sustainable foods at UTSC. See article: Skinny as a Bird: Design fiction as a vehicle for reflecting on food futures by Marie Hebrok and Henry Mainsah

For each project, please complete the following phases and create a journal that documents (everything!) the process for each phase (taking pictures of what you do, the more the better, of your notes, brainstorming sessions, include research you have done and readings you have made, of things and people and places that inform your work, reflecting learning tools)

**Phase 1:** Empathizing: observing, listening, and reflecting to understand the needs (talk to people as indicated for each project, search for what is done at UTSC, reflect on your own experience)

**Phase 2:** Defining: analyzing, diagnosing, and identifying the needs that you will focus on (single out what you want to focus your project on, since a walk, a textile and a game cannot serve all needs and topics associated with sustainability)

**Phase 3:** Ideating: generating, brainstorming, and refining potential design ideas (come up with a few ideas about where to go on the campus walk and what to look for; how and what your textile will be made/of; game ideas. Get feedback on these ideas before the next step)

**Phase 4:** Prototyping: create and produce your walk, textile, game.

Each design project will each require about 10 to 12 hours of team design work outside of the class meetings. Each week your team will be required to attend a meeting with your instructor, either at the end of the lecture or during office hours, to discuss your progress and show your process journal. The instructor will also host weekly online Project Consulting and Problem-Solving sessions during office hours. These sessions will also be recorded and available to view later if you cannot attend the live session.

Your team will present your term project during the last lecture: teams that have designed a walk will lead the walk with the class; teams that have made a textile will demonstrate how it was made and explain how the textile gives meaning to “the colors of our campus”; teams who made the game(s) made will get the class to play the game and they will explain how this game is meant to inspires sustainable food thinking and action. Teams will be graded on each task in terms of the quality and depth of thinking in tasks 1-3, the creativity of your design project in task 4 and on your presentation of your project. The process journal is a requirement but will not be graded.

**Assignment 1:** Prepare and eat a meal with at least one Ontario seasonal ingredient
Fall 2023

Due September 26, 11:59 pm (Eastern Time): 20%

• Find a recipe you have never tried before that includes vegetables and/or fruit in addition to spices or herbs, a protein and a starch.
• The recipe has to include at least three vegetables or fruits that are currently in season in Ontario.
• Complete the following steps
  o Take pictures (or have someone take pictures) of you preparing this meal. There should be a picture of you doing the following steps:
    ▪ 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 (i.e., any prep work involved)
    ▪ Putting ingredients together including but not restricted to cooking them, roasting, frying or other tasks involved in assembling all the ingredients into a meal
    ▪ Eating the meal
    ▪ Include the recipe and the photos of you preparing and eating the meal in your assignment. (2 pages)
  o Explain what made you choose this recipe, what vegetables or fruits are currently in season in Ontario, and where the other ingredients for the recipe come from. (1-2 paragraphs) (Cite your sources)
  o Describe the nutrients that one of your Ontario seasonal ingredient contains (for more information about nutrients, see https://www.canada.ca/en/health-canada/services/understanding-food-labels/nutrition-facts-tables.html) (1 paragraph) (Cite your sources)
  o Describe what is the role of the nutrients in the Ontario ingredient described in step 3 on your body (See the following chapter to get information about nutrients and their function https://openoregon.pressbooks.pub/nutritionscience/chapter/1c-classification-of-nutrients/) (1 paragraph) (Cite your sources)
  o Describe how you felt before the meal, how hungry you were, whether you were satiated after eating the meal, and how you felt after the meal. For more information see https://intermountainhealthcare.org/ckr-ext/Dcmnt?ncid=522597201(1 paragraph)
• Your report should be 5-6 pages long, double spaced, font size 12 (no title page): 2 pages for recipe and pictures, 3-4 pages for answers to questions.
• Cite references in a consistent format.
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Assignment 2: Tell me about your favorite garment (recently purchased or obtained)

Due October 17, 11:59 pm (Eastern Time): 20%

- Take a photo of your favorite “new” garment (new is a relative term, it may be new to you or recently purchased, but if have not purchased or obtained clothing recently, choose one of your garments.) NOTE: the garment you choose must have a label that tells you where it is from and what it is made out of. (1/2 page max)

- Complete the following steps:
  1. Explain why this is your favorite “new” garment. In your answer, consider: what qualities about the garment appeal to you? How does it feel on your skin? How would you describe the style of the garment? Is the garment currently fashionable? (1 paragraph)
  2. Describe what materials your garment is made from. In your answer, consider:
     - Paragraph 1: What are the materials man-made or natural? How are the materials made or grown? How did these materials come to be used in making clothing? (Cite your sources)
     - Paragraph 2: What do we know about the environmental impacts of making these materials into clothing (e.g., water use, environmental pollution, micro-plastics, energy used, carbon emissions and any other environmental impact you can find out about the materials used in making your garment) (Cite your sources)
  3. Describe who made your garment. To do this, search for information about the company that sold the garment and where they manufacture their garments. Describe what is known about the working conditions garment workers in the country where you garment was made and whether the brand of your garment provides transparent information about wages, labour conditions and protections, sustainability practices. You can find more information about over 200 fashion brands in the Fashion Transparency Index 2021 available here: https://www.fashionrevolution.org/resources/free-downloads/. (Cite your sources) (2 paragraphs)
  4. Read the most recent Fashion Revolution consumer survey and describe what are the three most surprising results of this survey for you. (1 paragraph) https://www.fashionrevolution.org/resources/consumer-survey/
  5. Complete the following consumer survey (the results of the survey will be aggregated and discussed in class- your answers will remain confidential)

- Your report should be 5 pages long, double spaced font size 12 (no title page)
- Cite references in a consistent format
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Assignment 3: Belonging to this place: an exercise in observing and reflecting on your experience of the UTSC campus

Due November 7, 11:59 pm (Eastern Time): 20%

Think of a typical day for you at the UTSC campus.

1. Describe how you use the campus:
   a. What are the landmarks you see as you walk to where you need to go on campus? Describe these landmarks as if you were an interpreter in a guided walk.
   b. What trees or natural areas do you see as you walk to where you need to go on campus?
      i. Do you ever spend time in natural spaces on campus? If so, explain what you get out of spending time in these spaces. If not, explain why not?
      ii. What is your favorite tree on campus? Tell me what species it is, what it looks like and where it is from.
   c. What building(s) or classroom(s) do you enjoy spending time learning in?
      i. Explain why.
      ii. How old is the building? Who designed it? How does it compare to other buildings on campus? You can find out about the history of UTSC here: https://www.utsc.utoronto.ca/aboutus/utsc-history
   d. What building(s) or place(s) do you enjoy spending time relaxing in?
      i. Explain what relaxing means to you
      ii. Explain why this/these spaces enable(s) you to relax.
   e. What building(s) or place(s) do you enjoy spending time socializing in?
      i. Explain what socializing means to you
      ii. Explain why this/these space(s) enables you to socialize.
   f. What food courts and foods do you enjoy eating at UTSC?
      i. What is it about this food court and food that you like?
      ii. If you do not like any of the food courts and food available on campus, explain what you would prefer as food offerings on campus.
   g. What events or extra-curricular activities have you participated in at UTSC?
      i. Why have you or have you not participated in such events?
      ii. Are there events or extra-curricular activities you would like to see on campus that have not been offered yet during your time at UTSC?

2. To what extent does the UTSC campus makes you feel you belong here?
   a. Explain whether and why the campus enables (or not) a feeling of strong attachment for you.
   b. If the campus does not make you feel you belong here, what would you need to see or do on campus to feel you belong?
   c. What are the most meaningful or memorable experiences you have had at UTSC?

3. Imagine yourself in 5 years:
   a. Where would you like to be living?
   b. How is your experience at UTSC related to where you would like to be living in 5 years?
   c. Imagine yourself five years from now telling a friend about your time at UTSC. How would you describe your time at UTSC?
d. What if your time at UTSC was the most incredible and rewarding experience you can imagine having. Describe this ‘best ever’ experience as if you were telling your friend about it.

4. To what extent do you feel you know the people who live in Scarborough, that is the people who are not UTSC student/staff/faculty and who live around the campus?
   a. Can you give an example of when you have seen or interacted on campus with someone who is not a UTSC student/staff/faculty and who lives in the Scarborough community?
      i. How did this interaction affect you?
   b. If you have never seen or interacted with someone on campus who is not a UTSC student/staff/faculty and who lives in the Scarborough community, explain why this has not happened.
      i. Is it something you would like to experience? If so why, if not, why not?

5. In your own words, without reference to any formal definition, explain what does ‘sustainable education’ mean to you?
   a. Now read about the SDG Goal 4 and compare and contrast what sustainable education means to you with the Goal 4 targets: https://www.un.org/sustainabledevelopment/education/
   b. Explain whether and how your education at UTSC corresponds to what ‘sustainable education’ in light of your reading on SDG Goal 4.

Your report should be 8-10 pages long, double spaced font size 12 (no title page). Each response to the numbered questions should be at least 1-2 pages long, this includes responses to sub-questions (e.i., your response to question 1. a-f should be a least 1 page long.)

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