



<b>COURSE TITLE</b>	Foundations of Environmental and Sustainability Education
<b>Instructor</b>	Connie Russell, PhD
<b>Office Hours</b>	Meetings by appointment (in person in BL 1026, by phone at 807.343.8049, or via Skype)
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### CALENDAR DESCRIPTION

The history of environmental and sustainability education (ESE) within Canadian and international contexts and emerging trends and issues in the field will be examined. Investigations will provide students with an understanding of the breadth and depth of environmental and sustainability education, its underlying assumptions, as well as key debates in the field.

### COURSE OBJECTIVES AND LEARNING OUTCOMES

In this course, it is intended that you will:

- Take control of your own learning and personalize a course of study that is authentic and aids your own professional and personal growth. (In the first week and throughout the course, we will discuss your own objectives for the course and the questions or issues you would like to pursue. What are you hoping to learn and do in this course, and beyond?)
- Participate actively, listen fully, and be open to learning with and from peers so that we can create a learning environment in which we can all safely contribute insights from our professional and personal experiences.
- Challenge yourself as a learner and an educator, within the course itself and beyond.
- Ponder the myriad ways humans relate to the natural world and the role education plays, or could play, in fostering particular human/nature relationships.
- Develop an understanding of the breadth and depth of ESE.
- Critically examine underlying assumptions of ESE, including diverse and contested positions on human/nature relationships, anthropocentrism, schooling, learning, the intersections of social and environmental justice, and the influence of race, class, gender, sexuality, ability, size, and species on ESE theories, practices, and research.
- Identify which approaches to ESE environmental education resonate most strongly with your own beliefs, values, and contexts, and why.
- Articulate a personal and/or professional vision for your own future that could contribute to a world where all humans, all life, and the land flourish.

### COURSE READINGS

In order to ensure a diversity of perspectives, we will use readings by many different authors as well as videos and other media (see the detailed schedule that begins on page 3). These will be made available to you on D2L as PDF documents or they can be accessed via the URLs/links provided in this outline. Many students report that printing out and marking up readings aids their recall and reflection and ultimately deepens their understanding. However you go about it, I urge you to make a significant investment in the readings in order to make the most of the course. Incorporating insights from the readings into class activities and assignments will make both of these richer. Further, I also encourage you to “read the world” (as Paulo Freire suggested) by paying attention to what it is telling you about the environment, human/nature relationships, and ESE. I also encourage you to think and feel through the ways in which nature matters in your own life. These additional “readings” will help ground your inquiries and our class discussions.

### OVERVIEW OF ASSIGNMENTS

1. Environmental Autobiography	10%	January 11
2. Reading Responses	30%	Weekly
3. Online Contributions	30%	Weekly
4. Final Assignment	30%	April 4 (proposal due February 22)

\* Detailed description of assignments begins on page 7

## APPROACH TO ONLINE LEARNING

This is an asynchronous web-based course using Lakehead's D2L system. Like you, I will be juggling various responsibilities each day, but will try to respond to queries as soon as I am available, ideally within 24-48 hours. Please note that generally I will *not* be online in the evenings or on weekends. I am also available to meet with you on the phone or by Skype; email me if you would like to set up an appointment.

As the instructor, I take inspiration from critical pedagogy and see my role as a facilitator rather than a "sage on the stage." While I have substantial expertise of my own to share given I have been working in the field for 25 years, I recognize that you too have much to offer given your own unique experiences and academic, professional, and personal backgrounds. As such, I do not intend to dominate discussions but will comment in response to online postings where appropriate, just as I do in face-to-face classroom discussions. Further, this is a graduate course and I expect you to be self-directed learners.

Weekly engagement is absolutely required. Participation is about your contributions to the social and intellectual dynamic of the group. To make the most of online discussions, it is key that you:

- listen attentively and fully;
- practice compassion and kindness and be honest and authentic;
- respect diversity so that we can identify both common ground and differences, uncover contradictions, and illuminate separate truths in different positions;
- be patient since separate and diverse truths can take time to emerge;
- take ownership, that is, speak for yourself, out of your own experiences, not what you perceive of others;
- be open to new ideas and to exploring one's own beliefs and values;
- cultivate generosity and encouragement, not competitiveness.

Just as in a traditional face-to-face class of adult learners, we are all responsible for the learning environment that we create for ourselves and for each other. Treat others respectfully and articulate yourself in a way that is engaged and passionate but not obnoxious, insulting, or dominating. The foundational standard is to behave in a professional and civil manner. If you are in doubt, do not post it! As the instructor, I reserve the right to remove any postings I deem inappropriate, unprofessional, or otherwise distracting from the course. Below are a few key rules taken from Virginia Shea's book, *Netiquette* (1997, Albion Books):

- Rule 1: Remember the human.
- Rule 2: Adhere to the same standards of behaviour online that you follow in real life.
- Rule 6: Share expert knowledge.
- Rule 7: Help keep flame wars under control.
- Rule 10: Be forgiving of other people's mistakes.

## TIME MANAGEMENT

The course week runs from Monday morning until Friday noon. Consequently, the Environmental Autobiography, Reading Responses, and your first weekly Online Contribution are each due by 10:00 am on Mondays. Each week will open on Saturday for those who wish to submit in advance and will close each Friday at noon.

In my experience, a typical week in an on-campus graduate course involves us spending 3 hours together in a classroom and you devoting 7-10 hours to reading and to completing assignments. Given the nature of asynchronous online learning, it can be tempting to procrastinate and devote insufficient time to a course or, conversely, to allow an online course to gobble up too much of your time. To avoid either extreme, I advise planning each week to involve approximately 7 hours of offline preparation (i.e., completing readings and weekly assignments) and 3 hours of online activity (i.e., posting and reading and responding to others' posts) spread over the Monday to Friday. (The final paper will require additional time.) To make this course manageable for everyone, I also urge you to focus on the **quality** rather than the **quantity** of your posts.

Deadlines are an unavoidable part of being a professional and this course is no exception. Please avoid any inclination to procrastinate. The Environmental Autobiography, Reading Responses, and Online Contributions will **not** be accepted late because these are required for active participation in course discussions and doing so would give procrastinators an unfair advantage. If there are genuine reasons why the Final Assignment cannot be submitted on the due date, please email me well before the due date; there will be a penalty of 5% per day except in exceptional circumstances. **The last date to drop the course is March 4.** By then, you should have a good sense of how you are faring in the course.

## WEEKLY SCHEDULE

**WEEK ONE (JANUARY 4-8): INTRODUCTION***Watch:*

- David Attenborough, "Wonderful World" <https://www.youtube.com/watch?v=B8WHKRzkCOY>
- Smithsonian Institute, "What is the Anthropocene and Why Does it Matter?" <http://www.smithsonianmag.com/science-nature/video-what-anthropocene-and-why-does-it-matter-180957493/?no-ist>
- Naomi Klein, "Guardian Docs: This Changes Everything" <https://www.youtube.com/watch?v=Rqw99rJYq8Q>
- Paul Hawken, "Blessed Unrest" <https://www.youtube.com/watch?v=iW8BytVil54>
- Louis Schwartzberg, "What's Possible: The UN Climate Summit Opening Film" <http://www.earthday.org/whatspossible>

*Read:*

- This syllabus! 😊
- Anon. (1992). *Treaty on Environmental Education for Sustainable Societies and Global Responsibility*. An NGO Alternate Treaty, Global Forum, Rio de Janeiro, June 1-15.

**Reminder: Environmental Autobiography and First Reading Response due January 11, 10:00 am**

**WEEK TWO (JANUARY 11-15): ROOTS***Watch:*

- Annie Leonard, "The Story of Stuff" <http://storyofstuff.org/movies/story-of-stuff/>

*Read:*

- Orr, D. (1991). What is education for? *In Context: A Quarterly of Humane Sustainable Culture*.
- McElroy, M. (1997). Paradigms lost and the myths we teach our children. *Green Teacher*, 53, 6-10.
- Oakley, J. (2009). *Unpacking the human-animal divide: An analysis of anthropocentrism*. Unpublished manuscript, Faculty of Education, Lakehead University.

**WEEK THREE (JANUARY 18-22): EMOTIONS***Watch:*

- Rachel Carson & Zen Pencils, "The Importance of Maintaining a Sense of Wonder and Excitement" <http://www.filmsforaction.org/articles/the-importance-of-instilling-children-with-a-sense-of-wonder-and-excitement/>
- Shane Koyczan, "Shoulders" <https://www.youtube.com/watch?v=An4a-NjilY>

*Read:*

- Norgaard, K. M. (2006). "People want to protect themselves a little bit": Emotions, denial, and social movement nonparticipation. *Sociological inquiry*, 76(3), 372-396.
- Martusewicz, R. A. (2014). Letting our hearts break: On facing the "hidden wound" of human supremacy. *Canadian Journal of Environmental Education*, 19, 31-46.
- Kelsey, E., & Armstrong, C. (2012). Finding hope in a world of environmental catastrophe. In A. Wals & P. Corcoran (Eds.), *Learning for sustainability in times of accelerating change* (pp. 187-200). Wageningen, Netherlands: Wageningen Academic Publishing. [Type in the title of the chapter to access for free via google books.]

**WEEK FOUR (JANUARY 25-29): EXPERIENCE***Read:*

- Orr, D. (1996). Virtual nature. *Conservation Biology*, 10(1), 8-9.
- Bell, A. (1997). Natural history from a learner's perspective. *Canadian Journal of Environmental Education*, 2, 132-144.
- Russell, C. (1999). Problematizing nature experience in environmental education: The interrelationship of experience and story. *Journal of Experiential Education*, 22(3), 123-128, 137.

**WEEK FIVE (FEBRUARY 1-5): SCHOOLING***Watch:*

- Ken Robinson, "Changing Education Paradigms" <https://www.youtube.com/watch?v=zDZFcDGpL4U>
- Zoe Weil, "The World Becomes What You Teach" <https://www.youtube.com/watch?v=t5HEV96dluY>

*Read:*

- Russell, C.L., Bell, A.C., & Fawcett, L. (2000). Navigating the waters of Canadian environmental education. In T. Goldstein & D. Selby (Eds.), *Weaving connections: Educating for peace, social and environmental justice* (pp.196-217). Toronto: Sumach Press.
- Steen, S. (2003). Bastions of mechanism, castles built on sand: A critique of schooling from an ecological perspective. *Canadian Journal of Environmental Education*, 8, 191-203.
- Lousley, C. (1999). (De)politicizing the environment club: Environmental discourses and the culture of schooling. *Environmental Education Research*, 5(3), 293-304.

**WEEK SIX (FEBRUARY 8-12): OTHER ANIMALS***Watch:*

- Zoe Weil, "Extending Our Circle of Compassion" <https://www.youtube.com/watch?v=R-W3xi2jMYI>

*Read:*

- Fawcett, L. (2002). Children's wild animal stories: Questioning inter-species bonds. *Canadian Journal of Environmental Education*, 7(2), 125-139.
- Oakley, J. (2009). Under the knife: Animal dissection as a contested school science activity. *Journal for Activist Science and Technology Education*, 1(2), 59-67.
- Lloro-Bidart, T. & Russell, C. (in press). Learning science in aquariums and on whalewatching boats: The hidden curriculum of the deployment of other animals. In M. Mueller, D. J. Tippins, & A. J. Stewart (Eds.), *Animals and science education*. New York: Springer.

**READING WEEK FEBRUARY 15-19: NO CLASS****WEEK SEVEN (FEBRUARY 22-26): DECOLONIZING AND INDIGENIZING ESE***Watch:*

- Indigenous Rising, "Our Message for COP21" <https://www.youtube.com/watch?v=6QifxfcTolc>

*Read:*

- Kapryka, J. & Dockstator, M. (2012). Indigenous knowledges and western knowledges in environmental education: Acknowledging the tensions for the benefits of a "two-worlds" approach. *Canadian Journal of Environmental Education*, 17, 97-112.
- Lowan-Trudeau, G. (2015). Three-eyed seeing? Considering Indigenous ecological knowledge in culturally complex pedagogical settings. *Alberta Science Education Journal*, 44(1), 32-37.
- Root, E. (2011). This land is our land? This land is your land: The decolonizing journeys of White outdoor environmental educators. *Canadian Journal of Environmental Education*, 15, 103-119.

**WEEK EIGHT (FEBRUARY 29-MARCH 4): ENVIRONMENTAL JUSTICE***Watch:*

- Van Jones, "The Economic Injustice of Plastic" [http://www.ted.com/talks/van\\_jones\\_the\\_economic\\_injustice\\_of\\_plastic?language=en](http://www.ted.com/talks/van_jones_the_economic_injustice_of_plastic?language=en)

*Read:*

- Haluza Delay, R. (2013). Environmental justice and environmental education research. In R. Stevenson, M. Brody, J. Dillon, &

- A. Wals (Eds.), *International handbook on environmental education research*. (pp. 394-403). AERA/Routledge.
- Dyment, J. E. (2005). "There's only so much money hot dog sales can bring in": The intersection of green school grounds and socio-economic status. *Children's Geographies*, 3(3), 307-323.

### WEEK NINE (MARCH 7-11): FEMINISM & QUEER PEDAGOGY

*Watch:*

- Pachama Alliance, "Climate Change: What's Gender Got to Do With It?" <https://www.youtube.com/watch?v=0e3t5etctCQ>
- Julia Mason, "An Ecofeminist Perspective": <https://www.youtube.com/watch?v=2NQbMVyPzRg>

*Read:*

- Gough, A. (2013). Researching differently: Generating a gender agenda for research in environmental education. In R. Stevenson, M. Brody, J. Dillon, & A. Wals (Eds.), *International handbook of research on environmental education*. New York: Routledge.
- Russell, C.L, Sarick, T. & Kennelly, J. (2002). Queering environmental education. *Canadian Journal of Environmental Education*, 7, 54-66.

### WEEK TEN (MARCH 14-18): EMBODIMENT

*Read:*

- Newbery, L. (2003). Will any/body carry that canoe? A geography of the body, ability, and gender. *Canadian Journal of Environmental Education*, 8, 204-216.
- Russell, C., Cameron, E., Socha, T., & McNinch, H. (2013). "Fatties cause global warming": Fat pedagogy and environmental education. *Canadian Journal of Environmental Education*, 18, 27-45.
- Riggs Stapleton, S. (2015). Food, identity, and environmental education. *Canadian Journal of Environmental Education*, 20.

*Watch (Optional):*

- Russell, C. (October 2015). *Intersectionality and Environmental and Sustainability Education: Connecting the Dots Between Sexism, Sizeism, and Speciesism*. For Talking Sustainability Speaker Series, Sustainability Education Policy Network and Sustainability Education Research Institute, University of Saskatchewan, Saskatoon, Canada. <https://www.youtube.com/watch?v=d6Cr8T7Dp8I>

### WEEK ELEVEN (MARCH 21-24): ACTION

*Watch:*

- Prince Ea, "Dear Future Generations" <https://www.youtube.com/watch?v=eRLJscAlk1M>
- Annie Leonard, "The Story of Change": <http://storyofstuff.org/movies/story-of-change/>

*Read:*

- Hammond, W.F. (1996). Educating for action: A framework for thinking about the place of action in environmental education. *Green Teacher*, 50, 6-14.
- Niblett, B. (in review). Facilitating activist education: Social and environmental justice in classroom practice to promote achievement, equity, and wellbeing. Submitted to *What Works: Research into Practice* Monograph Series. Toronto, ON: Ontario Ministry of Education Literacy and Numeracy Secretariat.
- Jensen, D. (2009). Forget shorter showers. *Orion Magazine*, 15.
- Lowan-Trudeau, G. (2015). Teaching the tension: Indigenous land rights, activism, and education in Canada. *Education Canada*, 55(1), 44-47.

### WEEK TWELVE (MARCH 29-APRIL 1): COURSE REVIEW & SHARING HIGHLIGHTS OF FINAL ASSIGNMENTS

## EVALUATION

In general, evaluations in this course will be based on depth of engagement with the course questions, readings, and discussions, lucidity of thought, intellectual curiosity, scholarly generosity, self-reflexiveness, critical and creative thinking, and quality of writing. Here is how I interpret letter grades when assessing MEd work:

	<b>Letter Grade</b>	<b>Percent Range</b>
<i>Exceptional Work:</i> Demonstrates exceptional comprehension, exceptional depth of inquiry and originality of thought, deep self-reflexivity, and exceptional critical and creative thinking. Always makes highly insightful and thought-provoking connections to contemporary and/or historical events and to ideas beyond the course. Writing or representation is of such quality that it is nearing readiness for publication in peer-reviewed academic journals.	A+	90-100
<i>Outstanding Work:</i> Demonstrates outstanding comprehension and significant depth of inquiry. Consistently applies a very high level of critical scrutiny to texts and discussions and offers highly original and creative insights. Demonstrates outstanding self-reflexivity and critically evaluates one's own thinking and learning processes. Consistently makes highly insightful and thought-provoking connections to contemporary and/or historical events and to ideas beyond the course. Consistently excellent writing/representation.	A	85-89
<i>Excellent Work:</i> Demonstrates excellent comprehension and significant depth of inquiry. Consistently applies a high level of critical scrutiny to texts and discussions and offers original and often creative insights. Demonstrates a strong degree of personal engagement and critically evaluates one's own thinking and learning processes. Consistently makes insightful connections to contemporary and/or historical events and to ideas beyond the course. Consistently excellent writing/representation.	A-	80-84
<i>Very Good Work:</i> Demonstrates solid comprehension and very good depth of inquiry. Frequently applies a high level of critical scrutiny to course readings and discussions and offers thoughtful insights. Frequently makes insightful connections to contemporary and/or historical events and to ideas beyond the course. Solid evidence of critical reflection, questioning, and creativity. Very good writing/representation.	B+	77-79
<i>Satisfactory Work:</i> Demonstrates solid comprehension of course readings and shows sufficient depth of inquiry. Regularly applies critical scrutiny to course readings and discussions and offers thoughtful insights. Regularly makes insightful connections to contemporary and/or historical events and to ideas beyond the course. Good evidence of critical reflection, questioning, and creativity. Good writing/representation.	B	74-76
<i>Just Satisfactory Work:</i> Demonstrates good comprehension of course readings and shows sufficient depth of inquiry. Applies sufficient critical scrutiny to course readings and discussions and offers some thoughtful insights. Occasionally makes insightful connections to contemporary and/or historical events and to ideas beyond the course. Good evidence of critical reflection, questioning, and creativity. Satisfactory writing/representation.	B-	70-73
<i>Unsatisfactory Work:</i> Demonstrates spotty comprehension of course readings. Shows limited depth of inquiry. Applies minimal critical scrutiny to course readings and discussions. Articulates few original or critical insights. Makes basic connections to contemporary and/or historical events. Some evidence of going beyond the assigned readings. Some evidence of critical reflection and questioning. Writing/representation unclear or not at the level required for MEd-level work.	C+ or lower	Below 70

## DETAILED DESCRIPTION OF ASSIGNMENTS

### 1. ENVIRONMENTAL AUTOBIOGRAPHY

Due Monday, January 11 by 10:00 am

10%

Describe the journey that led to you taking this course. Were there significant experiences in childhood or adulthood that fostered your desire to learn about or be involved in environmental and sustainability education? If so, when and where did they occur? Were they “facilitated” by an adult educator/leader/mentor or were the experiences more casual? Are there particular spaces or a plant or animal that stands out in your memory as being important? If so, how did the relationship with that particular place or being influence who you are today? Remember, “environment” is a broad term and does not necessarily mean wilderness. Remember, too, that positive, negative, and contradictory experiences can all have profound impacts. This assignment helps me to get acquainted with each of you as well as offers me a glimpse of where we, as a class, may be starting. I also hope that this activity provides you with an opportunity to reflect on your own personal environmental and educational experiences from which to ground your inquiries in this course. **Maximum length: 1000 words.** Images or other forms of representation are welcome too. Evaluation will be based particularly on quality of writing/representation, attention to detail, and depth of engagement.

### 2. READING RESPONSES (10)

Due each Monday in Weeks 2-11 by 10:00 am

30%

**Section One:** Summarize the overall gist of the week’s readings. First, what is the *ostensible meaning* of each reading? That is, what is the primary claim each author is making, and what courses of action are being suggested, either explicitly or implicitly? Are all the week’s authors communicating similar messages? Second, what are the *assumptions* underlying the authors’ arguments and/or what *theories* underpin their positions? Where in the readings are these most clearly revealed? **Maximum for this section: 250 words.**

**Section Two:** Is there something in the week’s readings that especially appealed to you, intrigued you, moved you, or annoyed you? How might have your *positionality* (e.g., your identity, context, academic or professional background) influenced this response, and why is that important? Do not comment on all the readings in this section nor on everything that drew your attention; rather, develop one thought in some depth. **Maximum for this section: 250 words.**

These weekly reading responses provide me with evidence that you have read and reflected on the readings, including how they connect (or not) to your own experiences. These responses also help ensure that everyone can actively participate in online discussion of the readings each week since they likely will inform some of your contributions. **Please respect the maximum total word length of 500 words. Doing so while still conveying something of substance is a challenging task, but honing your skill at being precise and concise in your writing is a highly worthwhile endeavour.** Evaluation will be based on quality of writing, depth of engagement, originality, and evidence of critical analysis and self-reflexivity.

You do not need to cite the particular week’s readings. If you make connections to other sources, please reference them following APA 6<sup>th</sup>.

### 3. ONLINE CONTRIBUTIONS

Due in Weeks 2-12, first posting by Monday at 10:00 am

30%

As noted on page 2, ongoing active participation is a requirement of this course. This means posting your own thoughts about the weekly topics, commenting on others’ ideas, and responding to questions about your own postings. Consider your time commitment to online discussions to be critical to your success as a learner as well as to the success of the course. You are expected to participate throughout the week; do not clump your postings all together on one day, especially at the end of the week! I anticipate that the bulk of our discussion will occur between Monday morning and Thursday evening, with Friday mornings mostly reserved for tying up any loose ends and preparing for the following week.

There will be whole group discussion each week of the readings and videos. **Your first posting to the main discussion must be posted by Monday at 10:00 am.** I recommend using your weekly Reading Response as the basis of your first posting each week and suggest you aim for **an initial posting of no more than 200 words.** Ensuing discussion will build on these initial postings and should focus not only on places of convergence but also divergence. You will be required to comment a minimum of 2 other times throughout the week in the main discussion; **additional posts should generally be no more than 50 words** and should go beyond what you submitted in your Reading Response. Be supportive of, and generous with, your colleagues, but not to the extent that you avoid pointing out flaws in their comments, arguments, understanding, research, and so on. Now is an ideal time to hone your skills at being “critical friends.”

In addition, each week I will also post one or more key questions or facilitate an activity to generate further discussion, often making use of smaller discussion groups that will then report back to the larger group. I will provide specific directions for you at the time of posting.

To ensure that this course does not become overwhelming for all of us, it is vital that you emphasize **quality** rather than **quantity** when posting. While it is relatively easy to post numerous, non-substantive comments (e.g., “I really like what Jane Doe said”), doing so will only generate tons of postings that we will all have to wade through and will not deepen our understanding. It is thus important that you make the effort to *only* post insightful, meaningful comments that move the discussion forward. Please ensure that you post **substantive** comments that demonstrate investment of thought, research, reflection, and critical analysis. For example, a meaningful post might:

- Clarify the ostensible meaning of course readings
- Suggest a different interpretation of the readings or videos
- Encourage perspective-taking by illustrating how others might react to the readings, videos, or a colleague’s response
- Pose a critical question
- Clarify the positionality of authors by identifying common ground and/or differences amongst authors
- Identify the assumptions and theoretical frameworks underlying each author’s arguments
- Provide concrete examples of theoretical ideas, perhaps grounded in your own professional or personal experience
- Identify possible implications (e.g., pedagogical, ethical, social, environmental) of particular ideas
- Make connections between issues being discussed
- Offer an intersectional analysis that makes clear the connections between relevant environmental and social justice issues
- Engage in intertextuality by suggesting other relevant readings that might help extend understanding of the issues
- Identify practical ways in which ideas from the course are currently being embodied (e.g., curriculum, teaching activities, pedagogical practices, films, art, websites, newspaper articles, activist projects, etc.) or propose your own creative suggestions for applying these ideas in formal or informal learning contexts

If you make connections to sources beyond the week’s readings, please reference them following APA 6<sup>th</sup>.

Evaluation of your online contributions will be based on both the **timeliness** and the **quality** of your postings. You will receive half your mark on or before February 22 and the remaining half at the end of the course.

#### 4. FINAL ASSIGNMENT

**Proposal Due Monday, February 22 by 10:00 am**

**Final Assignment due April 4 by 10:00 am**

**30%**

Choose **one** of the following assignments or propose something else. To help you make this decision, ponder what you would like to learn more about and how you want to demonstrate that learning.

**You must submit a maximum 200-word proposal of what you intend to do for your final assignment by Monday, February 22.** This proposal should include a description of the proposed work and list at least 5 relevant scholarly articles, books, or book chapters beyond the course readings that will inform your work.

##### ***Option 1: Academic Essay***

Focus on an area of environmental and sustainability education that particularly interests you. This may be an area that you would like to pursue in an MEd thesis or portfolio or it may be a topic that you wish to explore for scholarly, professional, or personal reasons. You will need to formulate a well-organized and articulated argument and draw from both the course readings and other scholarship to support your position. **Maximum length: 2500 words.**

##### ***Option 2: Natural History Journal and Reflection***

**First**, choose a plant or animal (non-human, non-domesticated) or specific natural area (e.g., backyard, river, field) and observe her/him/it at least twice per week over six weeks. Record your observations and insights in whatever way you see fit – prose, poetry, sketching, music – so long as it can be sent to me electronically. Try to use at least two different modes of expression, even if doing so moves you out of your comfort zone. The detail, intimacy, and sensory awareness you bring to this assignment will be critical. The point of this portion of the assignment is to encourage sustained engagement with the more-than-human world. **Second**, reflect on your experience of completing the journal and analyze the pedagogical, personal, and professional implications, making connections to both course readings and scholarship outside of the course (e.g., depending upon what you do in the journal, you could draw on scholarship on nature journaling, the pedagogical potential and pitfalls of natural history practice, the animal question in environmental education, place-based education, eco-art, disrupting anthropocentrism, etc.). **Maximum length: 1000 words for journal; 1500 words for critical reflection.**



**Option 3: Project, Curriculum, or Policy Review**

Conduct an analysis of an environmental and sustainability education project, program, or initiative in which you are currently involved or on which you can readily access information, a particular curriculum (e.g., Ontario Primary Social Studies, Grade 12 Interdisciplinary Studies), or policy document (e.g., Ontario's *Acting Today, Shaping Tomorrow*). Your analysis must be detailed, well-organized, both critical and generous, and draw from the course readings and other scholarship to support your conclusions. **Maximum length: 2500 words.**

**Option 4: Pitch An Idea**

If you have another suggestion for a final assignment that would be useful to you, pitch it to me. Make clear what learner outcomes would be met and how they would be demonstrated, and we'll go from there.

Whatever option you choose, please use APA 6<sup>th</sup> as your style guide and do not exceed the **maximum of 2500 words**; as with the Reading Responses, it is important to be precise and concise while saying something of substance. Evaluation will be based particularly on quality of writing, depth of engagement with course ideas, originality, demonstration of critical analysis and synthesis, and use of appropriate academic references both including and beyond course readings.

**ADDITIONAL RESOURCES**

The 6th edition of APA's *Publication Manual (2010)* is available in the library. Please note that some websites offer examples of APA style such as: <http://owl.english.purdue.edu/>

Plagiarism Tutorials available here: [Acadia University](#); [Indiana University](#)

Graduate Education Library Guide: <http://libguides.lakeheadu.ca/content.php?pid=348763>

An online tutorial on Library Search Skills is available on this page: <http://library.lakeheadu.ca/?pg=1057>

**LAKEHEAD UNIVERSITY POLICIES****INCOMPLETE STANDING** (University Regulation, V Standing)

Learners are responsible to review and become familiar with the regulations related to Incomplete Standing. Click [this link](#) and scroll down to **V Standing** to review the policy.

**ACADEMIC MISCONDUCT** (University Regulation, IX Academic Misconduct)

Learners are responsible to review and become familiar with the regulations related to Academic Misconduct. Click [this link](#) and scroll down to **IX Academic Misconduct** to review the policy.

**TIMELY FEEDBACK** (University Regulation, XII Timely Feedback)

Review the [regulations on timely feedback](#) by scrolling down to **XII Timely Feedback**, and ensure that you are familiar with the [academic withdrawal dates](#) for this course.