

Governance, Leadership and Ethics

Environmental Stewardship

1. Basic Course Information

Course Number	GLE 3001G [551]
Course Name	Special Topics in Governance - Environmental Stewardship
Course Pre/Anti-requisites	None
Instructors	Luis Patricio, M.A. in Urban Management (<i>course coordinator</i>) Andrea Butnari, Ph.D. in Biology, Environment & Sustainability
E-mails	lbritopa@uwo.ca (Luis) aboyer@uwo.ca (Andrea)
Scheduled class times	Tuesday 1:30pm – 3:30pm; Thursday 1:30pm-2:30pm EST
Office Hours	By appointment only

2. Course Description

Environmental stewardship is defined as the responsible use and protection of the environment, according to the Canadian Encyclopedia. Currently, we have the knowledge and the resources to become good environmental stewards to solve our global challenges.

A strong enough collective motivation is the one missing piece and has three requirements.

Integration, moving from a fragmented worldview where ecological preservation is seen as disconnected and even opposed to economic prosperity and social equality. **Cooperation**, bringing back in to balance our individual and collective needs. And **connection**, becoming aware of how our inner and outer worlds affect each other.

Those three requirements will be addressed using two main frameworks: the **United Nations Sustainable Development Goals (SDGs)** and **Urban Literacy**.

In 1987, the United Nations Brundtland Commission defined sustainability as “meeting the needs of the present without compromising the ability of future generations to meet their own needs.” This definition includes three dimensions: environmental, social and economic. Not only those three dimensions form an interdependent whole, but the environment underlies the other two. It sustains us, our enterprises and all other non-human beings. Without a healthy environment, there is no society and no economy.

Urban Literacy is the capacity to understand, shape and communicate urban experiences. Increasing our urban literacy is key to building a stronger relationship with our cities in order to make our cities a better place to live. This emerging approach drawing from several urban theories and practical applications focuses on experiential learning in public spaces that includes intellectual, physical and emotional capacities and operates on the individual and collective levels.

In this course, we will adopt an integrative framework to see Environmental Stewardship in relationship with social and economic aspects using the UN SDGs as a framework. Particularly in the most common human habitat (cities) that is responsible for the majority of the impact we have on our planet, with a focus on a scale that is the most conducive to generate motivation (local) since it holds the strongest social ties and deepest knowledge of our challenges. An Urban Literacy approach will be adopted to analyse local urban settings.

The course will be delivered through case studies, class discussions, personal reflections, group activities and community-based projects. Students will be encouraged to contribute to course content and delivery.

3. Course Learning Objectives

The overarching goal of this course is to better prepare students for the challenges in their professional careers and the future in general. This will be achieved through an integrated understanding of environmental stewardship in relation to our social and economic realities, examining the ways that cooperation and connection are crucial for environmental stewardship.

The specific learning objectives are to:

- Investigate the relationships between social, economic and environmental dimensions.
- Analyse the key requirements to implement collaboration, including a shared understanding of the problem and the goals, as well as a way to track progress.
- Understand how cities play a significant role in environmental stewardship and the interplay between global and local action.
- Learn about diverse initiatives that exemplify environmental stewardship and identify how they impact (positively or negatively) social and economic issues.
- Become familiar with the principles and main applications of the two guiding frameworks of this course UN SDGs and Urban Literacy.
- Explore ways in which universities around the world and in Canada are integrating sustainability into their teaching, research and engagement practices.
- Get involved in local initiatives to connect the theoretical learning to present day challenges.

4. Description of Class Methods

This course is co-taught between two instructors. Dr. Butnari will be teaching the first half of the course (weeks 1-6), and Prof. Patricio will be teaching the second half (weeks 7-12).

The course will consist of one two-hour class on Tuesdays and a one-hour class on Thursdays. Classes will follow both a lecture format and a seminar style format (students will analyze and discuss case studies and course readings as well as participate in other active learning strategies both in small and large group settings).

The synchronous lectures and discussions will be complemented by asynchronous online forum discussions, and independent work such as reading and report writing. The course will also feature a term project where small groups will create a research project in one of the themes explored during the course.

5. Textbooks and other required resources

Environmental Science for a Changing World (ESFACW), 4th edition by Susan Karr (Macmillan Learning).

*** Although this textbook is required, you are not required to purchase your own copy. Assigned readings will be available through the library website and accessible via OWL.

Options for Book Review

(choose one)

Agyeman, Julian. 2013. *Introducing Just Sustainabilities: Policy, Planning, and Practice*. Zed Books, London UK.

Eisenstein, Charles. 2021. *Sacred Economics: Money, Gift & Society in the Age of Transition (revised)*. North Atlantic Books, Berkeley.

Ellard, Colin. 2015. *Places of the Heart: The Psychogeography of Everyday Life*. Bellevue Literary Press, New York.

Howard, Ted; Kelly, Marjorie. 2019. *The Making of a Democratic Economy: How to Build Prosperity for the Many, Not the Few*. Berrett-Koehler Publishers, Oakland.

Kelly, Marjorie. 2012. *Owning Our Future: The Emerging Ownership Revolution*. Berrett-Koehler Publishers, Oakland.

Kimmerer, Robin Wall. 2015. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants*. Milkweed Editions, Minneapolis.

Koehn, Peter H.; Uitto, Juha I. 2017. *Universities and the Sustainable Development Future Evaluating Higher-Education Contributions to the 2030 Agenda*. Routledge, New York.

Nowak, Martin. 2012. *SuperCooperators: Altruism, Evolution, and Why We Need Each Other to Succeed*. Free Press, Toronto.

Raworth, Kate. 2017. *Doughnut Economics : Seven Ways to Think Like a 21st-century Economist*. Random House, London UK.

Sanders, Beth. 2020. *Nest City: How Citizens Serve Cities and Cities Serve Citizens*. Populus Community Planning Inc., Edmonton.

Wilkinson, Richard; Pickett, Kate. 2018. *The Inner Level: How More Equal Societies Reduce Stress, Restore Sanity and Improve Everyone's Well-Being*. Penguin Books Limited, London UK.

Course website

Please access course content through OWL: <https://owl.uwo.ca/portal>. Please follow the lesson plans and announcements on OWL on a regular basis. Lecture notes and other additional material will be placed on OWL in a timely fashion, available for downloading. You are encouraged to communicate with your peers through OWL “forums” and with your instructor via OWL messaging.

6. Evaluation Methods

Assessment Item	Weight
Participation <ul style="list-style-type: none">• Synchronous (during class)• Asynchronous	15% 10%
Assignments <ul style="list-style-type: none">• Book review• Blog post	20% 20%
Course Project <ul style="list-style-type: none">• Written report• Oral presentation	20% 15%

Participation (25%)

Participation is a fundamental part of the learning environment. Students are expected to be present at all in-person classes as well as be ready to participate actively in the online learning. Please read or watch the relevant class material ahead of time and prepare questions or comments. Each week, students will be expected to contribute to the online discussion forum as well. An individual participation grade will be awarded based on your participation during in-class and online activities (15% in-class and 10% online). When using technology to interact with peers (e.g. OWL “forums”, zoom chat) please treat everyone with respect. Derogatory and offensive language is not acceptable and will not be tolerated.

Assignments (75%)

There will be two individual assignments in this course and one group project.

Blog post (20%)

Students are asked to pick a topic from a prepared list and write a blog post (800-1200 words) on an environmental issue relevant to London. Describing the issue, its relevance, long-term impacts, what is currently being done, and what else is being proposed. The post should address one or more of the three requirements for successful environmental stewardship (integration, cooperation and connection). Each student will have to pick a different issue. Your finalized blog post might be published at www.sdgcities.ca

Book report (20%)

Students are asked to pick one of the books from the list identified in Section 5 and write a 6-page report (1500 words). The report should answer the following questions: how are the requirements (integration, cooperation, connection) of stewardship expressed in the book?; what have been the challenges and successes of the stewardship model offered by the author?; what are key take-aways and learnings from the book for would be stewards of the 21st century? Would you recommend the book to a friend interested in, but unfamiliar with, stewardship? Why or why not?

Course project (35%)

Students in small groups of 3-5 people will research a topic from a prepared list to help advance environmental stewardship in the community. Students will summarize what they have learned in a 2000-word written report as well as prepare a 10-minute TED-style talk. The talk [15%] will be given during the last week of classes and the written report [20%] will be due by the last day of the term.

SPECIAL INSTRUCTIONS, IF ANY

What to do if you fall sick:

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department.

UWO Policy on Accommodation for Medical Illness:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

Downloadable Student Medical Certificate (SMC):

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Additional Information:

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact

Services for Students with Disabilities (SSD) at 661-2111 x 82147 (<http://www.sdc.uwo.ca/>) for any specific question regarding an accommodation.

Social conduct is governed by the Code of Student Conduct approved by the Board of Governors of the University. This Code can be viewed at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/code_of_conduct.pdf

7. Class Schedule

For this schedule, **due dates are firm**. The schedule of lecture material may be subject to change due to unforeseen circumstances. The instructors reserve the right to change topics or introduce new topics if significant environmental issues should arise during the term or add articles to study. All posted articles can be found on OWL.

Week	Dates	Topics	Associated Readings	Assignment
1	Jan 11, 13	Introduction to course What is Environmental Stewardship? What is Environmental Science?	ESFACW: Ch 1.1 Bennett et al. 2018	
2	Jan 18, 20	Sustainable Development Goals: Climate Action	ESFACW: Ch 10.2	
3	Jan 25, 27	London's Climate Emergency	Mallapaty 2020	
4	Feb 1, 3	Sustainable Development Goals: Life on Land	ESFACW: Ch 3.2	
5	Feb 8, 10	Case Study: Bird-Friendly Practices Guest: Brendon Samuels	Online readings (OWL)	
6	Feb 15, 17	Ecosystem & Human Health: Connectedness Case Study: E. Coli & SARS Covid-19 & The Environment	Arya et al. 2009	Blog Post due Feb. 15
7	Feb 22, 24	READING WEEK		
8	Mar 1, 3	A Bird's Eye View: Environmental Stewardship, UN SDGs & Urban Literacy	Agyeman 2013: Ch 1 Wilkinson & Pickett 2018: Ch 8 Harman 2011	
9	Mar 8, 10	Applications of the Frameworks: We Care About What We Measure Guest: Beth Sanders	Sanders 2020: Ch 10 Raworth 2017: Ch 1	

10	Mar 15, 17	The Role of Cities: Local Governments & Networks	Sanders 2020: Ch 2 Patricio & Hansen 2021	Book Report due Mar. 15
11	Mar 22, 24	Who Are the Environmental Stewards: Whole-of-society approach	Odulaja & Halesth 2018 Pitter 2021	
12	Mar 29, 31	Sustainable Development in Academic Institutions and the Private Sector Guest: Jon Beale	Koehn & Uitto 2017: Ch 1 Kelly & Howard 2019: Ch 1	
13	Apr 5, 7	Student Presentations		Group Project Written Report due Apr 7