

Faculty of Education  
York University

**EDUC 3700**  
**Educating for a Sustainable Future:**  
**A Multidisciplinary Approach**

**Winter 2025 | Section M**

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Course Director: Benjamin J. Kapron  
Email: kapronbe@yorku.ca  
Office Hours: By Appointment

**Course Information**

Class Time: Tuesday, 11:30 am – 2:30 pm  
Location: McLaughlin College (MC) 050A

**Course Description**

The course will provide students with theoretical background knowledge related to the concept of sustainability and the practice of education for sustainable development (ESD). The course will build on each student's engagement with their discipline (e.g., science, history, geography, language arts, math etc.) and demonstrate how that knowledge can contribute to an interdisciplinary approach to education for sustainability. The course will offer strategies for teaching often controversial environmental, social, cultural and economic issues central to the concept of sustainability, such as globalization, indigeneity, coloniality, poverty, racism, violence, gender equity, clean air and water, resource conservation, and climate change. Students will take up sustainability resource materials and critically engage Ontario curriculum documents for sustainability related commitments, points of departure, and elisions. Along with texts that outline the ethical contexts of sustainability in education, national and international policy statements, programs, curriculum documents and various support materials will also be examined. Students will be supported to think together about how to infuse social, economic, and environmental issues into their classroom practice and professional comportment in ways that emphasize locally relevant and culturally appropriate knowledges, skills, values, and perspectives as they relate to local and national sustainability goals. The course will also consider critical commentaries on ESD and review the major debates and controversies in the field.

Agenda 21 of the United Nations Declaration asserts that Education for Sustainable Development is the responsibility of the non-formal, informal, and formal educational sectors. This course focuses on the challenge of reorienting formal education (K - 12) to address sustainability in ways that also educate for reconciliation with Indigenous peoples in Canada—pursuant to the Truth and Reconciliation Commission of Canada's calls to Action, especially as regards their reference to the United Nations Declaration on the Rights of Indigenous Peoples as the "framework for reconciliation" for "federal, provincial, territorial, and municipal governments" in Canada' (TRC CtA 43) in 'equal respect' for Aboriginal and Euro- Canadian knowledge systems (TRC, 2015, p. 21).

## Course Learning Objectives:

### UUDLES:

1. Ethical Stance
  - An awareness of the transformative and disruptive power of learning;
  - An awareness of the limits of knowledge and personal responsibility;
  - The ability to express their commitment to students' wellbeing and learning through the positive influence, professional judgment, integrity, and empathy;
  - A commitment to diversity, inclusion, understanding, acceptance and social responsibility in dialogue with local, national, and global communities.
2. Curriculum
  - An understanding of ways of knowing and how knowledge is made, learned, and used;
  - The capacity to engage meaningfully with questions of curriculum, perspective, and the dynamics of learning;
  - The ability to recognize the values embedded in educational trends and discourses;
  - The capacity to work with disciplinary and interdisciplinary knowledge;
  - Critical engagement with Ontario curriculum and policy documents;
  - The ability to locate and organize resources for teaching that are distinguished by the range of perspectives they represent, their relevance to the developmental needs of learners, and their relation to learners' histories and interests;
  - A critical understanding of the dynamics of gender, race, ethnicity, class, sexuality, culture, ability/disability, and structures of privilege in knowing and learning;
  - The capacity to theorize learning in complex terms.
3. Pedagogy
  - a repertoire of teaching practices that are responsive to the needs of diverse learners;
  - effective individual and collaborative planning strategies;
  - a wide range of assessment and evaluation methods;
  - interdisciplinary curriculum applications;
  - the ability to articulate curricular and pedagogical intent to students.
4. Autonomy
  - a sound understanding of the relations among knowledge, curriculum, pedagogy, ethics and professional practice;
  - the ability to observe, discern, critique, assess and act accordingly;
  - an understanding of the importance of reading widely and engaging with perspectives on education that extend one's understanding;
  - the ability to articulate curricular and pedagogical intent, orientations, and ethical stance to professional colleagues.
5. Worldliness
  - An understanding of local and global considerations of how community is made in classrooms;
  - An awareness of the range of cultures within a school;
  - An awareness of community-based organizations, their advocacy and educational missions;
  - A knowledge of a wide range of cultural concerns and cultural differences;
  - A sense of a child's or an adolescent's everyday life in community;

- An ability to create curricular study focused on questions of community and culture;
- An interest in sensitizing the self to cultural and community perspectives in terms of history and present preoccupations;
- A conceptual and critical understanding of the dynamics that allow or constrain friendship, affection, and belonging such as race, class, sex, gender, disability, nation, generation, popular culture, language, and home;
- The ability to create curricular study focused on questions of environmental sustainability;
- The ability to articulate curricular, pedagogical intent, and ethical stance to parents, caregivers, community members and a broader public.

### Course Organization

The course meets in-person on Tuesdays, 11:30 am – 2:30 pm, in room 050A of McLaughlin College (MC 050A) on York University’s Keele campus.

The course is largely designed in a seminar format that tasks groups of students with leading discussion and activities pertaining to the weekly theme and readings (see Seminar Activities assignment for more details).

This version of the course is being guided by the Haudenosaunee Thanksgiving Address.

Each week of the course will open with a reading of relevant passages from the Haudenosaunee Thanksgiving Address, followed by an opportunity for students to share insights on the weekly topic arising from their reflective journaling. An assigned group of students will then lead the class in discussion and activities pertaining to the weekly theme and readings (again, see Seminar Activities assignment for more details). Following the student-led activities, there will be large or small group discussion pertaining to the weekly theme and readings.

The course director will facilitate and oversee the student-led activities and seminar discussions, and will lecture to provide supplemental material, as needed.

### Evaluation

The final grade for the course will be based on the following items, weighted as indicated:

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|--|--|--|
| <b>1. Attendance and Participation</b>   |  |  |
| Due: ongoing throughout semester   |  | Worth 10% of Final Grade   |
| <b>2. Seminar Activities</b>   |  |  |
| Due: Variable – in class on assigned week  |  | Worth 30% of Final Grade, in total   |
| A) In-Class Seminar Activities   |  | Worth 10% of Final Grade   |
| B) Lesson Plan   |  | Worth 10% of Final Grade   |
| C) Explanation & Reflection  |  | Worth 10% of Final Grade   |
| <b>3. Reflective Journaling</b>  |  |  |
| Due: Weekly, starting January 21st<br>Before Class   |  | Worth 30% of Final Grade, in total<br>8 weekly submissions<br>Each submission is worth 3.75% |
| You do not need to submit an entry for the week<br>that you are leading seminar activities |  |  |

#### 4. Sustainable Education Lesson Plan

Due: April 15  
End of Day

Worth 30% of Final Grade, in total

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|-----------------------------|--------------------------|
| A) Lesson Plan              | Worth 10% of Final Grade |
| B) Lesson Materials         | Worth 10% of Final Grade |
| C) Explanation & Reflection | Worth 10% of Final Grade |

\*Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

#### Assignments

##### 1. Attendance and Participation (10%)

Attendance and Participation grades will be earned by regularly attending seminar meetings, actively engaging in student-led seminar activities and seminar discussions, and completing tasks and assignments outside of the classroom that are required for satisfactory participation in seminar discussion.

Missing an occasional seminar meeting or missing seminar meetings for valid, documented reasons will not reduce your Attendance and Participation grade. Please speak with the course director if you have questions or concerns regarding attendance and/or participation.

##### 2. Seminar Activities (30%)

For weeks 3-11 of the course, a group of students will prepare a learning activity based on the theme and readings of that week, which they will lead the rest of the class through. The idea is to engage with that week's theme and with discussions happening in the class in a creative, active, and pedagogically-effective way. Think about: what is good pedagogy? How do you engage students? Address the week's theme in a way that is meaningful and accessible to students. While we are all university students, feel free to plan activities that may be more effective at reaching other education levels and, explicitly or not, asking students to approach the activities in different ways.

Preferably, your lesson will include clear "Minds On," "Action," and "Consolidation" portions.

If you want to, you may choose to introduce the readings for the week, but your activity should not be a 'presentation' of the readings; you should not be lecturing on the contents of the required readings.

Otherwise, groups are free to plan activities however they wish. Have fun with it! Student-led activities are expected to take approximately half (~80 minutes) of class time. Feel free to divide labour as your group sees fit – you may have ~2 members of your group plan and lead the "Minds On" portion; another ~2 students plan and lead the "Action" portion; and a third ~2 students plan and lead the "Consolidation" portion, for example, though ensure that there is cohesion across the three portions.

Some things to keep in mind:

- Students may have different accessibility needs and accommodations.
- We are a class of ~30 students, so smaller group activities *may* be better than trying to involve everyone collectively (not to discourage you from doing activities with the whole group, but just be mindful of how many students we are).

- Expect to do activities inside. We may be able to go outside for some activities—though not off-site from York’s Keele campus.

Students who are not leading the seminar activities for the week are expected to actively participate in the planned activities in a collegial fashion. Participation will count towards your “Attendance and Participation” grade.

The in-class seminar activities (A) themselves are worth 10% of your grade. Along with leading the seminar activities, you must submit:

**B) Lesson Plan (10%)**

Due: Preferably end-of-day on the day that you lead seminar activities. If you need some additional time, that can be accommodated.

**AS A GROUP**, complete and submit a full, detailed lesson plan. A template lesson plan is provided on eClass.

1-2 pages is an entirely acceptable length for a lesson plan, but feel welcome to create a longer lesson plan if you need to.

Examples of Lesson Plans are available here: <https://schoolweb.tdsb.on.ca/toes/Resources/Get-Outside-Lessons>

Click on the calendar or the links at the bottom of the page (some links may be broken, but others should work) to access example lesson plans, which you can use to help complete your own lesson plan.

**C) Explanation and Reflection (10%)**

Due: End-of-day on the Tuesday, following when you lead seminar activities. (i.e. 1 week after you lead seminar activities)

**INDIVIDUALLY, each group member** must submit a detailed, written explanation that outlines:

- the focus of your lesson. What aspect of the environment or environmental issue are you looking at? (i.e. for the week focused on Water, are you aiming to teach students about the Great Lakes? Or the water cycle? Or issues of ocean acidification? Or are you getting students to reflect on their relationship to the rain? Or...?) Why are you choosing to look at that aspect of the environment or environmental issue?
- how your lesson fits into broader discussions surrounding sustainability, ecological, and/or environmental education. Does your lesson aim to teach students *about* some aspect of the environmental or environmental issue? Is your lesson focused on sustainability? If so, how are you defining sustainability? Does your lesson address any of the UN Sustainable Development Goals specifically? Or, are you approaching environmental education in a different way, such as looking to the importance of developing relationships with the more-than-human world. Why have you chosen to approach sustainability, ecological, and/or environmental education in this way?
- anything that you would do differently if you were teaching this lesson again. What worked? What did not?
- any other information that you would like to provide.

Your reflection should be approximately 2-pages, double-spaced. Feel welcome to write a longer reflection than that, if you need to.

Your reflection and explanation should include full, accurate, and proper in-text citations and a Works Cited. You are welcome to use any reference style of your choice. I recommend using the Purdue Online Writing Lab (OWL Purdue) resources if you need assistance with formatting your citations (Google “OWL Purdue APA,” “OWL Purdue MLA,” etc.).

### **3. Reflective Journaling** (30% total; 8 submissions; 3.75% per submission)

Starting with Week 3 of the course, students are tasked with taking ~30-60 minutes (outside of class time) to reflect on the week’s theme and ‘record’ their reflection in some fashion. The purpose of this activity is to encourage students to think about and develop their own understandings and relationships with the place(s) where they live, study, work, etc.

Students might choose to find a specific place (preferably outside) that they visit and return to for each of their journals, or may choose to visit different places relevant to the different week’s themes, such as somewhere along a waterbody for the week focused on ‘Water,’ going outside at night for the week focused on ‘Celestial Bodies,’ etc.

The medium of students’ “journals” is open-ended. For example, students might choose to write a reflection about the week’s topic or record their experience in another form of writing (poetry, memoir, etc.); students might choose to paint, sketch, draw, or otherwise ‘journal’ via a visual medium; or students might choose to speak aloud and to record the audio and/or video of their reflection. Students are not required to use the same medium for all of their entries – feel free to write a reflection for one, a poem for another, and paint for another, for example. Submissions should be original (do not just submit photographs or poetry that you find online), though you can use personal materials from outside of or prior to the course. i.e. if you would like to include photographs from a past vacation, that is fine.

Optimally, students will complete their journaling *after* they have read the required readings for the week, to provide them with different ideas on how to approach the week’s topic.

Journals will be submitted before the start of class, every Tuesday, starting in Week 3 of the course (January 21st) and ending in Week 11 of the course (March 25th). Students **do not** need to submit a journal for the week that they are leading Seminar Activities. i.e. if you are leading seminar activities for the week focused on ‘Water,’ you do not need to submit a journal entry related to ‘Water.’

Journals will be graded largely as complete or incomplete. I will read/look at/listen to your journal submissions to ensure that they are on-topic, but I will not be grading the content of your journal entries.

Students will be asked if they wish to share anything from their journaling, towards the start of each class; however, sharing from your journal is completely voluntary and will not benefit or reduce your grade.

### **4. Sustainable Education Lesson Plan** (30%)

**Individually**, you will develop a full, detailed lesson that you *could* teach to students, pertaining to sustainability, ecological, and/or environmental education. You will *not* have the opportunity to actually teach your lesson during our class time.

You can use the course readings and other materials, in-class student-led seminar activities, any previous teaching experience, and other resources to *help* you with developing your lesson, but your lesson or activity must be something **original**, that you create yourself.

Your approach to sustainability, ecological, and/or environmental education is up to you, and you can focus your lesson on any topic relevant to these areas of education. You can develop a lesson related to a topic that we have discussed in class or an idea that you arrive at yourself. Feel welcome to tailor your lesson so that it is relevant to you—you can relate your lesson to one of your teachables, to a specific grade level, or to particular parts of the Ontario curriculum, but you are not required to.

Ideally, you will attend to an environmental topic, concept, or idea that is underdeveloped and/or approach teaching about an environmental topic, concept, idea, or issue in a novel or innovative way. Try to avoid well-trod teachings about taking care of the environment, such as avoiding littering, recycling more, or the importance of renewable energy. Instead, reflect on what a “sustainable future” might look like to you and how, as an educator, you might play a role in achieving that sustainable future. You do not need to cite or engage with them, but you might want to consider some of the ideas raised in our “Thinking With Land” readings: how might we re-think and re-develop our relationships with the more-than-human world? What beings are commonly attended to in Environmental and Sustainable Education? What beings are commonly overlooked and how might you better attend to them? How does embodiment both allow us to learn about the more-than-human world in different ways and limit how we might approach the more-than-human world?

Your submission should include three parts:

**A) Lesson Plan (10%)**

Complete and submit a full, detailed lesson plan. A template lesson plan is provided on eClass.

1-2 pages is an entirely acceptable length for a lesson plan, but feel welcome to create a longer lesson plan if you need to.

Examples of Lesson Plans are available here: <https://schoolweb.tdsb.on.ca/toes/Resources/Get-Outside-Lessons>

Click on the calendar or the links at the bottom of the page (some links may be broken, but others should work) to access example lesson plans, which you can use to help complete your own lesson plan.

**B) Lesson Materials (10%)**

If your lesson requires any specific materials, such as handouts or worksheets, create and include them as part of your submission.

If you would lecture or otherwise ‘teach’ specific information as part of your lesson, develop and submit notes related that information. You do not need to provide a script of your lecture, but I want to know what you would discuss.

If your lesson involves students (individually or collectively) creating some piece of artwork, create a sample version and include (a picture of) it as part of your submission.

You do not need to submit evidence of common materials such as tape, markers, scissors, paints, etc.

### **C) Explanation and Reflection (10%)**

Provide a detailed, written explanation that outlines:

- the focus of your lesson. What aspect of the environment or environmental issue are you looking at? Why are you choosing to look at that aspect of the environment or environmental issue?
- how your lesson fits into broader discussions surrounding sustainability, ecological, and/or environmental education. Does your lesson aim to teach students *about* some aspect of the environmental or environmental issue? Is your lesson focused on sustainability? If so, how are you defining sustainability? Does your lesson address any of the UN Sustainable Development Goals specifically? Or, are you approaching environmental education in a different way, such as looking to the importance of developing relationships with the more-than-human world. Why have you chosen to approach sustainability, ecological, and/or environmental education in this way?
- any other information that you would like to provide.

Your reflection should be approximately 2-pages, double-spaced. Feel welcome to write a longer reflection than that, if you need to.

Your reflection and explanation should include full, accurate, and proper in-text citations and a Works Cited. You are welcome to use any reference style of your choice. I recommend using the Purdue Online Writing Lab (OWL Purdue) resources if you need assistance with formatting your citations (Google "OWL Purdue APA," "OWL Purdue MLA," etc.).

**Grading:** The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.registrar.yorku.ca/2010-2011/academic/index.htm>)

**Assignment Submission:** Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be submitted on the class eClass page.

**Lateness Penalty:** Assignments received later than the due date will be penalized 5% per day that the assignment is late. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor's letter).

**Accommodations:** York recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The university encourages students with disabilities to register with Student Accessibility Services to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA). Please let us know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed.

## Course Schedule

\*This course schedule is guided by the Haudenosaunee Thanksgiving Address, specifically adapted from the versions included in:

Alfred, T. (2009). *Wasáse: Indigenous pathways of action and freedom*. University of Toronto Press.

Earth to Tables Legacies. (n.d.). *The Thanksgiving Address*. [earthtotables.org/essays/the-thanksgiving-address/](http://earthtotables.org/essays/the-thanksgiving-address/)

<p><b>Week 1</b> Jan. 7</p>	<p>Each day, when there is an important matter at hand, we must give thanks. We will give thanks for all he has created and prepared for us here on the earth and in the sky. This is called the matter before all else. So let it be in our minds.</p> <p>We gather together and see that the cycle of life continues. As human beings, we have been given the responsibility to live in balance and harmony with each other and with all of creation. So now, we bring our minds together as one as we give greetings and thanks to each other as People. Now our minds are one.</p> <p><b>Readings</b> <i>Supplemental / Optional</i> – Readings on Indigenous and Treaty History of Toronto <i>A Treaty Guide for Torontonians</i> by the Talking Treaties Collective - <a href="http://talkingtreaties.ca/">talkingtreaties.ca/</a></p> <ol style="list-style-type: none"> <li>1. Peoples of this Land. <a href="http://talkingtreaties.ca/peoples-of-this-land">talkingtreaties.ca/peoples-of-this-land</a></li> <li>2. Treaty of Niagara: Pontiac’s War &amp; The Royal Proclamation. <a href="http://talkingtreaties.ca/treaties-of-torontonians/treaty-of-niagara/pontiac-war">talkingtreaties.ca/treaties-of-torontonians/treaty-of-niagara/pontiac-war</a></li> <li>3. The 1764 Treaty of Niagara. <a href="http://talkingtreaties.ca/treaties-for-torontonians/treaty-of-niagara/1764">talkingtreaties.ca/treaties-for-torontonians/treaty-of-niagara/1764</a></li> <li>4. The Toronto Purchase of 1787. <a href="http://talkingtreaties.ca/treaties-for-torontonians/toronto-purchase/1787">talkingtreaties.ca/treaties-for-torontonians/toronto-purchase/1787</a></li> <li>5. The Toronto Purchase Confirmation, 1805. <a href="http://talkingtreaties.ca/treaties-for-torontonians/toronto-purchase/confirmation-1805">talkingtreaties.ca/treaties-for-torontonians/toronto-purchase/confirmation-1805</a></li> <li>6. The 2010 Toronto Purchase Specific Claim. <a href="http://talkingtreaties.ca/treaties-for-torontonians/toronto-purchase/2010-settlement">talkingtreaties.ca/treaties-for-torontonians/toronto-purchase/2010-settlement</a></li> </ol>
<p><b>Week 2</b> Jan. 14</p>	<p><b>Earth:</b> We are thankful for our mother, the earth, for she gives us all that we need for life. She sustains and supports us as our feet move upon her. We are joyful in knowing that she continues to care for us as she has from the beginning of time. To our Mother, we send greetings and thanks. Now our minds are one.</p> <p><b>Readings</b> <i>Teaching With Land:</i> “Finding a Place of One’s Own: Reflections on Teaching in and with Place” by Lesley P. Curthoys - <a href="https://cjee.lakeheadu.ca/article/view/626">https://cjee.lakeheadu.ca/article/view/626</a></p> <p><i>Supplemental / Optional</i> United Nations Sustainable Development Goals - <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a> United Nations ‘Myth Busting’ claims about Climate Change - <a href="https://www.un.org/en/climatechange/science/mythbusters">https://www.un.org/en/climatechange/science/mythbusters</a> World Wide Fund for Nature (WWF) Executive Summary of 2024 Living Planet Report - <a href="https://wwflpr.awsassets.panda.org/downloads/2024-lpr-executive-summary.pdf">https://wwflpr.awsassets.panda.org/downloads/2024-lpr-executive-summary.pdf</a></p>
<p><b>Week 3</b> Jan. 21</p>	<p><b>Earth (cont.) - Soil, Rock, and Stone:</b> We are thankful for our mother, the earth, for she gives us all that we need for life. She sustains and supports us as our feet move upon her. We are joyful in knowing that she continues to care for us as she has from the beginning of</p>

	<p>time. To our Mother, we send greetings and thanks. Now our minds are one.</p> <p><b>Readings</b> <u>Teaching With Land</u> “Wisdom from Lichen: The Ecology of Anti-oppressive Environmental Education” by Sarah Urquhart - <a href="https://cjee.lakeheadu.ca/article/view/1832">https://cjee.lakeheadu.ca/article/view/1832</a></p> <p><u>Thinking With Land</u> “Soilkin: Relational Exercises with Soil and Stones” by Alexandra Regan Toland - <a href="https://doi.org/10.1215/22011919-10746023">https://doi.org/10.1215/22011919-10746023</a></p>
<p><b>Week 4</b> Jan. 28</p>	<p><b>Water:</b> We give thanks to the waters for quenching our thirst and providing us with strength. Water is life, and we are thankful for its purity. We know its power in many forms—waterfalls and rain, mists and streams, rivers and oceans. With one mind, we send greetings and thanks to the spirit of the Water. Now our minds are one.</p> <p>We turn our minds to all of the fish of the world. They cleanse and purify the waters of life, and they offer themselves to us as food. So we turn now to the Fish and send our greetings and thanks. Now our minds are one.</p> <p><b>Readings</b> <u>Teaching With Land</u> “Canoeing the Murray River (Australia) as Environmental Education: A Tale of Two Rivers” by Alistair Stewart - <a href="https://cjee.lakeheadu.ca/article/view/202">https://cjee.lakeheadu.ca/article/view/202</a></p> <p><u>Thinking With Land</u> “Traditional Knowledge: Considerations for Protecting Water in Ontario” by Deborah McGregor – <a href="https://ojs.lib.uwo.ca/index.php/iipj/article/view/7385">https://ojs.lib.uwo.ca/index.php/iipj/article/view/7385</a></p>
<p><b>Week 5</b> Feb. 4</p>	<p><b>Plants:</b> Now we turn our minds to the many kinds of life-sustaining plant life in the fields and forests. The earth is covered with plants growing and working many wonders. With our minds gathered together, we give thanks and look forward to seeing Plant Life continue in all its diversity for many generations to come. Now our minds are one.</p> <p>We now turn our thoughts to the trees. The earth has many families of beautiful trees, each with their own instructions and duties. Some trees provide us with shelter and shade, others with fruit and the other useful things we need to survive. Trees are symbols of peace, strength, and a reverence for life for peoples all over the world. With one mind, we greet and give thanks to the Trees. Now our minds are one.</p> <p><b>Readings</b> <u>Teaching With Land</u> “Animism, Creativity, and a Tree: Shifting into Nature Connection through Attention to Subtle Energies and Contemplative Art Practice” by Michelle Flowers, Lisa Lipsett, and M. J. Barrett - <a href="https://cjee.lakeheadu.ca/article/view/1301">https://cjee.lakeheadu.ca/article/view/1301</a></p> <p><u>Thinking With Land</u> “Arboreal Imaginaries: An Introduction to the Shared Cultures of Trees and Humans” by Solvejg Nitzke and Helga G. Braunbeck – <a href="https://www.tandfonline.com/doi/full/10.1080/14688417.2021.2072633">https://www.tandfonline.com/doi/full/10.1080/14688417.2021.2072633</a></p>

<p><b>Week 6</b></p> <p>Feb. 11</p>	<p><b>Food Plants &amp; Medicines:</b> With one mind, we turn to offer special thanks to all of the food plants. Since the beginning of time, the grains, vegetables, beans, and berries have helped people survive. We honour all of the Food Plants together as one and send them greetings and thanks.</p> <p>Now our minds are one.</p> <p>Now we turn to the medicines of the natural world. From the beginning, they have taken away our sickness. We are grateful they are always waiting to heal us. And we are happy there are special people among us who hold knowledge of the healing plants. With one mind, we send greetings and thanks to the Medicines and to the Medicine Keepers.</p> <p>Now our minds are one.</p> <p><b>Readings</b></p> <p><u>Teaching With Land</u>  “Advancing the Boundaries of Urban Environmental Education through the Food Justice Movement” by Katie Lynn Crosley - <a href="https://cjee.lakeheadu.ca/article/view/1257">https://cjee.lakeheadu.ca/article/view/1257</a></p> <p><u>Thinking With Land</u>  “Sitting in a Circle” by Robin Wall Kimmerer; pages 223-240 of the book <i>Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants</i> –  <a href="https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/j50f41/cdi_askewsholts_vle_books_9781571318718">https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/j50f41/cdi_askewsholts_vle_books_9781571318718</a></p> <p>*Access via York Library</p>
<p><b>Feb. 18 – Reading Week – No Class</b></p>	
<p><b>Week 7</b></p> <p>Feb. 25</p>	<p><b>Animals:</b> We gather our minds together to send greetings and thanks to all the animal life in the world. We honour their wisdom and their strength. Animals have many lessons to teach us human beings, and they offer themselves to us as sustenance. We coexist with them where we live and in the forests and mountains. We are glad that the Animals are still here, and we hope that it will always be so.</p> <p>Now our minds are one.</p> <p>We put our minds together as one and thank all the birds who fly about in the sky. Their beautiful songs each day remind us to enjoy and appreciate life. To all the Birds—from the smallest to the largest—we send our joyful greetings and thanks.</p> <p>Now our minds are one.</p> <p><b>Readings</b></p> <p><u>Teaching With Land</u>  “What Weston’s Spider and My Shorebirds Might Mean for Bateson’s Mind: Some Educational Wanderings in Interspecies Curricula” by Ramsey Affifi - <a href="https://cjee.lakeheadu.ca/article/view/949">https://cjee.lakeheadu.ca/article/view/949</a></p> <p><u>Thinking With Land</u>  “Environmental Ethics as Environmental Etiquette: Toward an Ethics-Based Epistemology” by Jim Cheney and Anthony Weston –  <a href="https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/j50f41/cdi_proquest_miscellaneous_14512190">https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/j50f41/cdi_proquest_miscellaneous_14512190</a></p> <p>*Access via York Library</p>

	<p><u>Supplemental / Optional</u>          “‘Invasive’ Species Discourse in Ontario Elementary and Secondary Curricula: A Critical and Decolonial Analysis” by Marleine Gelineau, Connie Russell, and Lisa Korteweg - <a href="https://cjee.lakeheadu.ca/article/view/1842">https://cjee.lakeheadu.ca/article/view/1842</a></p>
<p><b>Week 8</b> Mar. 4</p>	<p><b>Animals (cont.) – Insects and other ‘Bugs’:</b> We bring our minds together as one and give thanks to the many kinds of insects. He has created many different types of insects on the earth. They are connected to the beautification of the earth, so that things may come along peacefully.          Now our minds are one.</p> <p><b>Readings</b>  <u>Teaching With Land</u>          “Insect and Human Flourishing in Early Childhood Education: Learning and Crawling Together” by Elizabeth Y. S. Boileau and Constance Russell; pages 1323-1338 of the book <i>Research Handbook on Childhoodnature</i> - <a href="https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/j50f41/cdi_springer_books_10_1007_978_3_319_67286_1_65">https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/j50f41/cdi_springer_books_10_1007_978_3_319_67286_1_65</a>          *Access via York Library</p> <p><u>Thinking With Land</u>          “In Search of Lost Snails: Storying Unknown Extinctions” by Thom Van Dooren - <a href="https://doi.org/10.1215/22011919-9481451">https://doi.org/10.1215/22011919-9481451</a></p>
<p><b>Week 9</b> Mar. 11</p>	<p><b>Weather:</b> We are thankful for the powers we know as the Four Winds. We hear their voices in the moving air as they refresh us and purify the air we breathe. From the Four Directions they bring the change of seasons and messages. The Four Winds give us strength. With one mind, we send our greetings and thanks to the Four Winds.          Now our minds are one.</p> <p>Now we turn to the west and our grandfathers, the thunder beings. With their voices lightning and thunder, they bring the water that renews all life. We bring our minds together as one to send greetings and thanks to our grandfathers, the Thunderers.          Now our minds are one.</p> <p><b>Readings</b>  <u>Teaching With Land</u>          “Weather bodies: Experimenting with dance improvisation in environmental education in the early years” by Jo Pollitt, Mindy Blaise, and Tonya Rooney - <a href="https://www.tandfonline.com/doi/full/10.1080/13504622.2021.1926434">https://www.tandfonline.com/doi/full/10.1080/13504622.2021.1926434</a></p> <p><u>Thinking With Land</u>          “Footprints through the weather-world: walking, breathing, knowing” by Tim Ingold - <a href="https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/j50f41/cdi_proquest_miscellaneous_743047187">https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/j50f41/cdi_proquest_miscellaneous_743047187</a></p>
<p><b>Week 10</b> Mar. 18</p>	<p><b>Celestial Bodies:</b> We now send greetings and thanks to our eldest brother, the sun. Each and every day he travels the sky from the east to the west, bringing with him the light of a new day. He is the source of all fires and of all life. With one mind, we send greetings and thanks to our brother, the Sun.          Now our minds are one.</p> <p>We now put our minds together and give thanks to our oldest grandmother, the moon, who lights the night sky and governs the movement of the ocean tides. Her strength and wisdom are inside and around all women. By her changing face we mark the changing seasons, and</p>

	<p>it is the moon who watches over the arrival of children here on earth. With one mind, we send greetings and thanks to our grandmother, the Moon. Now our minds are one.</p> <p>We give thanks to the stars who are spread across the sky like bright sparks. We see them in the night, helping the moon to light the darkness and bringing dew to the fields and gardens. When we travel at night, they guide our way. With our minds gathered together as one, we send greetings and thanks to all of the Stars. Now our minds are one.</p> <p><b>Readings</b>  <u>Teaching With Land</u>          “In Defense of Wild Night” by Kimberly M. Dill - <a href="https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/j50f41/cdi_proquest_journals_2669239935">https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/j50f41/cdi_proquest_journals_2669239935</a>          *Access via York Library</p> <p><u>Thinking With Land</u>          “Astroenvironmentalism as SF: Bordering (and Ordering) Otherworldly Ecologies” by Alessandra Marino - <a href="https://doi.org/10.1215/22011919-10216140">https://doi.org/10.1215/22011919-10216140</a></p>
<p><b>Week 11</b> Mar. 25</p>	<p><b>Mystery:</b> We gather our minds to greet and thank all the enlightened teachers who have come to inspire and help the people throughout the ages. When we forget the Original Teachings and how to live in harmony, they remind us of the way we were instructed to live as people. With one mind, we send greetings and thanks to these caring Teachers. Now our minds are one.</p> <p>Now we turn our thoughts to the Creator and to the life-force of the universe. We send greetings and thanks for all the gifts of creation. Everything we need to live a good life is here in our natural world. For all of the love that is still around us, we gather our minds together as one and send our choicest words of greetings and thanks for the power of love, life, and of creation. Now our minds are one.</p> <p><b>Readings</b>  <u>Teaching With Land</u>          “Renewing Awe in the Urban Experience: Historic Changes in Land-Based Education” by Timothy B. Leduc - <a href="https://cjee.lakeheadu.ca/article/view/1386">https://cjee.lakeheadu.ca/article/view/1386</a></p> <p><u>Thinking With Land</u>          “The Haudenosaunee Imagination and the Ecology of the Sacred” by Joe Sheridan and Roronhiakewen “He Clears the Sky” Dan Longboat - <a href="https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/j50f41/cdi_proquest_miscellaneous_61610587">https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/j50f41/cdi_proquest_miscellaneous_61610587</a>          *Access via York Library</p>
<p><b>Week 12</b> Apr 1</p>	<p>We have now arrived at the place where we end our words. In thanking and acknowledging all of the things we have named, we did not intend to leave anything out. If something was forgotten, we leave it to each of you to send such greetings as we have spoken, and to offer gratitude in your own way. <i>Onen enska neiokwanikonra.</i> Now our minds are one.</p>

### **Important Course Information for Students**

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) –

<http://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012.pdf>

- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

### **Other Important Policies and Information**

- Students are expected to attend classes in the format that the course is scheduled.
- If students require accommodations, they make arrangements with the Student Accessibility Services office <https://accessibility.students.yorku.ca> in advance. Once an accommodation letter is generated, they must share the letter with the Course Director directly.
- All York University students must abide by the Code of Student Rights and Responsibilities <http://oscr.students.yorku.ca/student-conduct>
- Students in the Bachelor of Education (BEd) program are Associate Members of the Ontario College of Teachers (OCT) and must abide by the OCT Standards of Practice <https://www.oct.ca/public/professional-standards/standards-of-practice> and Ethical Standards <https://www.oct.ca/public/professional-standards/ethical-standards>