



COURSE TITLE	Environmental Philosophies in Education
Instructor	Connie Russell, PhD
Office Hours	Meetings by appointment (in person in BL 1026, by phone at 807.343.8049, or via Skype)
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CALENDAR DESCRIPTION

An examination of historical and contemporary environmental philosophies found primarily in Western traditions, including but not limited to animal rights, deep ecology, ecofeminism, environmental ethics, and environmental justice. The theoretical and practical implications of these for education will be explored.

COURSE OBJECTIVES AND LEARNING OUTCOMES

An exploration of environmental philosophies opens up questions about how we, as humans, relate to nature, the land, and other life, how we *should* relate to the more-than-human, and what visions we might hold and actions we might take for our common future on Earth.

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. 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.
- Develop a breadth and depth of understanding of the various ways in which various environmental philosophies have been taken up, or could be taken up, in education.
- Critically examine the underlying assumptions of various environmental philosophies, including diverse and contested positions on human/nature and human/animal relationships, the ways in which anthropocentrism intersects with racism, classism, sexism, heterosexism, ableism, and sizeism, and how these impact educational theories, practices, and research
- Identify those philosophies that 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 or, when a URL is listed, they can be accessed via that link.** 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 education and social justice. I also encourage you to think and feel through the ways in which these issues matter in your own life. These additional “readings” will help ground your inquiries and our class discussions.

OVERVIEW OF ASSIGNMENTS

1. Online Contributions	30%	Weekly
2. Critical Media Analysis	15%	May 16
3. Reflection Paper	15%	June 6
4. Final Assignment	40%	June 13 (proposal due May 24 at latest)

* 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 more than happy 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

This is an intense 6-week course (equivalent to a 12-week course but compressed). The workload thus will likely feel heavy. We will cover two themes each week. The first theme will be the focus from Monday morning until Wednesday at noon (with most discussion on Monday and Tuesday) and the second theme will be the focus from Thursday morning until Saturday noon (with most discussion on Thursday and Friday). Your first Online Contribution for each theme will be due by 10:00 am on Mondays and Thursdays. (Each week, the D2L forum will open on Saturday morning for those who wish to submit in advance and will close the following Saturday afternoon.)

In my experience, a typical week in an on-campus 12-week graduate course involves us spending 3 hours together in a classroom and you devoting 7-10 hours to reading and 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 you plan that each of our 6 weeks together will involve approximately 15 hours of offline preparation (i.e., completing readings and weekly assignments) and 6 hours of online activity (i.e., posting and reading and responding to others' posts) mostly spread over 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. (Please see page 7 for more detail on Online Contributions.)

Deadlines are an unavoidable part of being a professional and this course is no exception. Please avoid any inclination to procrastinate. The Online Contributions and Critical Media Analysis 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 May 27.** By then, you should have a sense of how you are faring in the course.

WEEKLY SCHEDULE

WEEK 1, PART 1 (MAY 2 - 4): INTRODUCTIONS TO COURSE AND EACH OTHER

Read:

- The **entire** syllabus - pay attention to details, please! ☺

WEEK 1, PART 2 (MAY 5 – 7): LANGUAGE AND STORIES

Read:

- Macfarlane, R. (2015). The word-hoard. *The Guardian*. <http://www.theguardian.com/books/2015/feb/27/robert-macfarlane-word-hoard-rewilding-landscape>
- Bell, A. & Russell, C. (1999). Life ties: Disrupting anthropocentrism in language arts education. In J. Robertson (Ed.), *Teaching for a tolerant world: Grades K-6. Essays and resources* (pp. 68-89). Urbana, IL: National Council of Teachers of English.
- King, T. (2003). Creation stories. *The truth about stories: A native narrative*. Toronto, ON: Anansi.
- MacEachren, Z. (1995). Why and how I tell stories. *Pathways: The Ontario Journal of Outdoor Education*, 7(5), 6-9. [entire issue is downloaded on D2L, scroll down to that article.]

WEEK 2, PART 1 (MAY 9 - 11): REMEMBERING

View:

- Roen Horn, *The Coolest Nature Video Ever* <http://www.filmsforaction.org/watch/the-coolest-nature-video-ever/>

Read:

- Jensen, D. (2013). Against forgetting. *Orion*. <http://www.derrickjensen.org/2013/07/against-forgetting/>
- Plumwood, V. (1999). Being prey. In D. Rothenberg & M. Ulvaeus (Eds.), *The new earth reader: The best of Terra Nova* (pp. 76-92). Cambridge: MIT Press.
- Weston, A. (2004). What if teaching went wild? *Canadian Journal of Environmental Education*, 9, 31-46.
- Jardine, D. (1998). Birding lessons and the teachings of cicadas. *Canadian Journal of Environmental Education*, 3, 92-99.

WEEK 2, PART 2 (MAY 12 - 14): INDIGENEITY/DECOLONIZATION

Read:

- Simpson, L. (2014). Land as pedagogy: Nishnaageg intelligence and rebellious transformation. *Decolonization: Indigeneity, Education and Society*, 3(3), 1-25.
- Lowan-Trudeau, G. (2015). Teaching the tension: Indigenous land rights, activism, and education in Canada. *Education Canada*, 55(1), 44-47.
- Scully, A. (2012). Decolonization, reinhabitation and reconciliation: Aboriginal and place-based education. *Canadian Journal of Environmental Education*, 17, 148-158. [note: entire issue of CJEE 17 is devoted to decolonizing and Indigenizing environmental education and available for free at cjee.lakeheadu.ca]
- Kazina, D., & Swayze, N. (2009). Bridging the gap: Integrating Indigenous knowledge and science in a non-formal environmental learning program. *Green Teacher*, 86, 25-28. [the entire issue, much of which is devoted to topic of Indigenous environmental education, is downloaded on D2L - scroll down to that article.]

WEEK 3, PART 1 (MAY 16-18): PLACE

Read:

- Fawcett, L. (2005). Bioregional teaching: How to climb, eat, fall, and learn from porcupines. In P. Tripp & L. Muzzin (Eds.), *Teaching as activism: Equity meets environmentalism* (pp. 269-280). Montreal: McGill-Queen's University Press.
- Radbourne, C. (2016). Acts of resistance: Decolonizing classroom practice through place-based education. In K. Winograd (Ed.), *Environmental education in times of environmental crises: Teaching children to be agents of change* (pp. 102-112). New York: Routledge.
- Blenkinsop, S. (2014). In search of the eco-teacher: Public school edition. *Canadian Journal of Environmental Education*, 19, 145-159.

View:

- Frances Krusekopf, *Nature Kindergarten*. <http://naturekindergarten.sd62.bc.ca/2015/12/tedx-talk/>

WEEK 3, PART 2 (MAY 19 - 21): CONSUMERISM AND CAPITALISM

View:

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

Read:

- Greenwood, D. (2010). Chocolate, place, and a pedagogy of consumer privilege. In J. Sandlin & P. McLaren (Eds.), *Critical pedagogies of consumption: Living and learning in the shadow of the "shopocalypse"* (pp. 193-200). New York: Routledge.
- Klein, N. (2013). *Dancing the world into being: A conversation with Idle No More's Leanne Simpson*. Yes Magazine. Retrieved from <http://www.yesmagazine.org/peace-justice/dancing-the-world-into-being-a-conversation-with-idle-no-more-leanne-simpson>
- Cho, R. (2015). Climate justice in the classroom. *Green Teacher*, 107, 21-24. [entire issue is downloaded on D2L, scroll down to that article.]
- Edgar, T. J. (2007). Growing a just society: Linking trade, human rights, and the environment. *Green Teacher*, 81, 29-35. [entire issue is downloaded on D2L, scroll down to that article.]

WEEK 4, PART 1 (MAY 23-25): ENVIRONMENTAL JUSTICE

Read:

- Covert, B. (2016). Race best predicts whether you live near pollution: Environmental racism extends far beyond Flint. *The Nation*. <http://www.thenation.com/article/race-best-predicts-whether-you-live-near-pollution/>
- Rivera, A. (2016). Fighting for environmental justice. In A. Russ et al, *Urban environmental education narratives* (pp.187-197). Washington, DC: North American Association for Environmental Education. [entire book is downloaded on D2L, scroll down to that article.]
- Brennan, B. (2014). Environmental crime on trial. *Rethinking Schools*, 28(3).
- Gonzales-Carillo, S. & Merson, M. (2013). Transparency of water: A workshop on math, water, and justice. *Rethinking Schools*, 27(3).
- Bigelow, B. (1998). The human lives behind the labels: The global sweatshop, Nike, and the race to the bottom. In W. Ayers, J.A. Hunt & T. Quinn (Eds.), *Teaching for Social Justice*. New York: Teachers College Press.

WEEK 4, PART 2 (MAY 26 - 28): ECOFEMINISM

Read:

- Fawcett, L. (2000). Ethical imagining: Ecofeminist possibilities and environmental learning. *Canadian Journal of Environmental Education*, 5, 134-149.
- Fahs, B. (2015). The weight of trash: Teaching sustainability and ecofeminism by asking undergraduates to carry around their own garbage. *Radical Teacher*, 102, 30-34.
- Russell, C., & Semenko, K. (2016). We take "cow" as a compliment: Fattening humane, environmental, and social justice education. In E. Cameron & C. Russell (Eds.), *The fat pedagogy reader: Challenging weight-based oppression through critical education* (pp. 211-220). New York: Peter Lang.

WEEK 5, PART 1 (MAY 30 – JUNE 1): OTHER ANIMALS

View:

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

Read:

- Timmerman, N., & Ostertag, J. (2011). Too many monkeys jumping in their heads: Animal lessons within young children's media. *Canadian Journal of Environmental Education*, 16, 59-75.
- Oakley, J. (in press). What can an animal liberation perspective contribute to environmental education? In C. Russell, J. Dillon, & M. Breunig (Eds.), *The environmental education reader*. New York: Peter Lang.
- Institute for Humane Education (n.d.). *Resource Center: Subject: Animal Protection*. <http://humaneeducation.org/blog/category/resources/> [Browse this website to seek two lesson plans, children's books, videos, or other resources that could be useful in your own educational context.]

WEEK 5, PART 2 (JUNE 2 - 4): LOSS, ANXIETY, AND DESPAIR

Watch:

- Francesco Fiorentini, *Is It Too Late to Unf*** the Planet?* <https://www.youtube.com/watch?v=NYU-f0OT3Nw>

Read:

- Worthly, K. (2013). Despair, courage, and hope in an age of environmental turmoil. *Psychology Today*. <https://www.psychologytoday.com/blog/the-green-mind/201311/despair-courage-hope-in-age-environmental-turmoil>
- Russell, J. (2016). "Everything has to die one day": Children's explorations of the meanings of death in human-animal-nature relationships. *Environmental Education Research*.
- 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.

WEEK 6, PART 1 (JUNE 6-8): HOPE AND HAPPINESS

View:

- 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/>

Read:

- Ojala, M. (2015). Hope in the face of climate change: Associations with environmental engagement and student perceptions of teachers' emotion communication style and future orientation. *Journal of Environmental Education*, 46(3), 133-148.
- Kelsey, E., & O'Brien, C. (2011). Sustainable happiness. *Green Teacher*, 93, 3-7. [entire issue is downloaded on D2L, scroll down to that article.]
- Macy, J. (2013). Hearing the call. *Resurgence & Ecologist*, 277, 34-37.

WEEK 6, PART 2 (JUNE 9-10): WRAP UP AND SHARING

Read:

- Jensen, D. (2016). When I dream of the planet in recovery. *Yes Magazine*. <http://www.yesmagazine.org/issues/life-after-oil/when-i-dream-of-the-planet-in-recovery-20160406>

Listen:

- Mary Oliver, *The Summer Day*. <https://www.youtube.com/watch?v=16CL6bKVbJQ>

EVALUATION

Alternative grading practices are encouraged in this course! Please ponder the alternatives below and let me know by May 9 if you would like to give one a try. Many MEd students have done so in the past to free themselves from the tyranny of “what did I get?” (I can provide readings on this topic if you would like.) Some possibilities include (but are not limited to):

- a) Comments only: I give you feedback via qualitative comments on your work with no grades recorded on your work to distract you from your learning. (I would let you know if I was giving you anything below B+ (75%) if you wanted.)
- b) Contracted grade: We agree on a grade you want to aim for. If you are out of close range of it, I return your work for improvement until you meet that grade (within limits because it is a short course and I won't have time to mark multiple iterations). If you struggle to meet your initial target, we would negotiate a new grade.
- c) Class mark: Since the success of the class depends on all members, you could choose as a group to have class members share the same grade (provided it is equitable and everyone contributes fully).

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:

	Letter Grade	Percentage Range
<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
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DETAILED DESCRIPTION OF ASSIGNMENTS

1. ONLINE CONTRIBUTIONS First Postings due by 10:00 am Mondays and Thursday each week (except 1st day) 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. We are covering contentious issues in this course and emotions can run high. **In all discussions, please 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."**

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 especially at the end of the discussion period. I anticipate that the bulk of our discussion will occur between Monday morning and Friday evening. Our discussions will be organized by reading and other assigned content (i.e., video, comic, poem). I expect you to read/listen/watch all content and thus to be able to jump into conversations in any thread. In the interests of keeping everyone's workload manageable, however, you can choose to hone in on threads that particularly interest you. You must post on at least two different **readings** on each theme, but are welcome to post on more as well as on the other content (videos, etc.) if desired. **Your initial posting should be no more than 200 words and precise, concise, and clear.** 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 at least 2 other times in each theme; **additional posts should generally be no more than 50 words.** Some weeks I will facilitate an additional thread to generate further discussion (e.g., sharing from critical media analysis and final assignments); I will provide specific directions when I post these.

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
- Encourage perspective-taking by illustrating how others might react to the readings 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

Evaluation of your online contributions will be based on both the **timeliness** and the **quality** of your postings. I will provide you with feedback at the halfway mark (i.e., at the end of Week 3) or earlier if I have serious concerns.

2. CRITICAL MEDIA ANALYSIS

Due May 16 by 10:00 am

15%

Pick a piece of fiction (e.g., book, short story, comic, zine), a movie, a documentary, a television series, a song, a piece of art, or an advertisement that shines light on our relationship with the natural world or other animals. Provide a brief description of the piece (max 50 words) then a critical analysis of the piece based on ideas from the course (max 350 words) and a brief discussion of how you could use the piece pedagogically (max 350 words). Indicate what age group and context you would use it in (e.g., elementary, secondary, or post-secondary students, visitors to a museum, park, zoo, members of a particular community, the public in an outreach campaign), your intended educational outcomes, and how you would facilitate learner engagement with the piece of media. Please write clearly and concisely (i.e., pack substance into those 750 words).

Evaluation will be based on evidence of critical analysis, creativity, demonstration of engagement, and quality of writing.

Maximum Total Length: 750 words.

Note: In Week 3, you will be invited to share a synopsis (max 250 words) with the group.

3. REFLECTION PAPER

Due June 6 by 10:00 am

15%

Pick two environmental philosophies discussed in this course and use them as a lens to analyze some of your own learning experiences (formal or informal). How do these philosophies help you understand your past or current relationship to the more-than-human world? How might these philosophies guide you personally or professionally in the future? Be specific and detailed. Feel free to include photographs or other forms of visual representation if desired. **Maximum length: 1000 words.**

4. FINAL ASSIGNMENT

Proposal due no later than May 24 at 10:00 am

Final Assignment due June 13 by 10:00 am

40%

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 May 24. 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 social justice 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: 3000 words.**

Option 2: Portfolio

Create a portfolio of 2-4 tasks related to course ideas, one of which must be a short paper. (A proposal of tasks and weighting must be submitted and approved by May 24.) Tasks might include some of the following (not an exhaustive list):

- one or two short academic papers about specific issues related to the course content (1500 words each) that draw on readings from the course and beyond the course.
- a paper suitable for publication in a teachers' journal such as *Green Teacher Education* (1000 words)
- a review of a book related to the course that would be suitable for publication in an academic or teachers' journal (500 words)
- a detailed description of a proposed workshop or teaching, including a theoretical and pedagogical rationale (500 words)
- a poem, a drawing, a comic strip, or other creative form of representation of a course idea

Total maximum length: 3000 words.

Option 3: Pitch Another 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 6th as your style guide and do not exceed the **maximum of 3000 words**; 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.