

**Carleton University  
Fall 2026  
Department of English**

**EACH 2000: Arts-based Intro to Environmental and Climate Humanities**

*Drawing on a range of disciplinary perspectives, students will engage with arts-based material depicting climate change and environmental topics, as well as develop research and communication strategies.*

**Prerequisites: second-year standing.**

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Office Hours: by appointment**

Our work is situated in gratitude for the past, present, and future Algonquin Anishinaabe custodians of the land on which we live, study, and observe. We pay our respects to the Elders and uphold the understanding that land sovereignty in this territory was never ceded.

**Course description:**

This course will offer an arts-based introduction to the environmental and climate humanities (EACH) through a knowledge biodiversity lens (engaging both Western and Indigenous ways of knowing). We will focus on selected EACH subtopics which include the following: urban naturalist practices; multispecies studies; blue humanities studies (focused on water); Rights of Nature campaigns; energy/petro humanities; decolonial environmental knowledge and practice (through an Indigenous lens); environmental & climate justice; global and local climate action; climate emotions (climate doom, climate apathy, climate hope); and Future Imaginings. This course emphasizes experiential learning with outdoor classes in the urban natural environment, including a taste of nature journaling practice, as well as attendance at outside-of-class learning with the Carleton Climate Commons Noons for Now teach-ins, public talks, films, or art exhibits (TBC) with at least one event response reflection. Finally, the class foregrounds a research-informed final creative project through engagement with the Book Arts lab on zine-making, linocut designs, typewriter lettering, and Risograph and other printing. This blends research, writing, design, formatting, and effective multi-media communication skills with the creative energy of making.

In class, we will be especially attentive to the creative forms through which ideas related to the environment and climate change are represented. We will consider who has the means to represent the environment and climate change and through what media; what language, images, tropes, and narratives are used and why this is important; and what emotions are evoked and to what effect. Overall, we will discuss the link between creating, communicating, reading, seeing, reflecting, and acting to ask what role the artistic humanities—literature, theatre, culture, and film—can play in our response to, and action on, environmental issues and climate change today.

## Learning Outcomes:

Our course work will involve honing strengths and strategies at the center of humanities practices: writing, critical analysis, close reading, and thoughtful reflection. Students will also have the chance to practice interdisciplinary research, writing and thinking both in the works we study and in the work that we do. Because EACH 2000 is an interdisciplinary classroom, this will invite all of us to apply our experiences and knowledge to our discussions with the aspiration for collaboratively learning together.

## Assignments:

- **Locational story map and two paragraphs:** conveys the local community significance of a natural urban or rural space near where you live: (post in discussion forum on Brightspace): **10%**
- **Small Group Outdoor Learning/Reading Response Circle** (3-5 students) – three times a semester, 3 small group meetings followed by 3 group-led discussion board posts: **(10 marks each: 30%)**: details of roles, responsibilities, and rubric will be provided.
- **Participation Response:** Strong attendance record plus responses with brief questions and reflections to 2 classmates locational maps, and 2 discussion board posts: **(10%)**
- **Experiential Learning/Event Response Reflection: 10%**
- **Final research-informed, public facing, arts-based projects:** zines (mini-magazine), short video, podcast episode, photographic essay: **5% proposal/ 25% final project** (detailed instructions to follow)
- **Final Self and Course Reflection: 10%**

## Course Readings

### Three Texts for Purchase: available at Black Squirrel

- **Claire Walker Leslie. *The Curious Nature Guide* (\$19.99) – (an introduction to urban naturalist fieldwork)**
- **Rita Wong/Cindy Mochizuki. *Perpetual* (\$18.99) (blue humanities and decolonial environmental justice)**
- **Yvette Nolan. *The Unplugging* (\$16.95) (Indigenous apocalypse and Indigenous futurisms)**

### Other Course Reading/Viewing Materials:

- **Documentary Film:** I Am the Magpie River (rights of nature): video online
- **Stop Motion Animation Film Shorts:** Amanda Strong (Metis) with Leanne Simpson (Anishinaabe): “Biidaaban: The Dawn Comes”
- Amanda Strong with Richard Van Camp (Dene), “Inkwo: For When the Starving Return” (Indigenous Futurisms): videos online
- **Documentary Musical Play:** Tar Sands Songbook: video online

- **Creative Essay:** Warren Cariou (Metis) – “Tar Hands: A Messy Manifesto”: available on Brightspace
- **Paintings:** “Water is Life,” Christi Belcourt (Métis) & Isaac Murdoch (visual images and video available online)
- **Documentary Play:** *The Chemical Valley Project* (Environmental Justice): video on Brightspace
- **Graphic Novel:** *Because IPCC* (available as online PDF)
- **Performance Poetry:** Pacific Islander and Inuit Greenlander poets, Kathy Jetnil Kijiner and Aka Niviana, “Rise: From One Island to Another” (video available on-line)