ENV221H1F: Multidisciplinary Perspectives on the Environment
Fall 2024

Last Updated: September 4, 2024

The course is offered in-person, meaning lectures, tutorials, and tests will be in person unless the public health situation changes.

Time: Thursdays, 1:00 – 3:00 pm

Location: TBA

Tutorials: Four tutorials are scheduled through the term: week of Sep 23, Oct 21, Nov 4, Nov 18.

Instructor: Karen Ing, ES2098, 416-978-4863; karen.ing@utoronto.ca

Office Hours: by appointment, and usually available after lectures

Teaching Assistants:
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Course website: Quercus (https://q.utoronto.ca)

Required Text:
There is no textbook or hard copy reader for this course. Course readings have been drawn from a variety of online sources and links will be posted and updated on the course webpage.

Course Evaluation

Climate Change Assignment	Oct 27	15%
Environmental Health Paper	Dec 1	20%
Midterm	Oct 17	20%
Final Exam	Dec exam period	35%
Tutorial Attendance & Participation		10%

Course Subject
This course addresses the causes and nature of current environmental problems from several interrelated perspectives, including: the scientific analysis of particular ecological challenges; factors such as jurisdiction and lobbying which influence the ways in which governments and non-state actors are confronting those concerns; relevant ethical issues respecting the rights of humans and other species, and the major ideas (assumptions, values and norms) which influence our approaches to those problems.

An appreciation and recognition of the complex of disciplines needed to address current environmental problems and the linkages and communication required from practitioners within these disciplines are the primary focus of this course. We will explore these linkages through the use of two case studies: **climate change and environmental health**.

Course Format

The course begins with an examination of the contribution various disciplinary perspectives bring to the study of the environment. Two current issues are then examined as case studies. Each case study will be approached from a variety of disciplinary perspectives: the physical nature of the issue; the action addressing the issue by governments and others; and the cultural, ethical and philosophical dimensions of the issue.

The case studies are intended to help students gain a deeper understanding of the specific issues addressed in the course and to appreciate the broader ideas and frameworks that underlie these issues. It is also hoped that students, through this approach, will gain a fuller sense of the interdisciplinary nature of environmental studies.

Educational objectives

ENV221H is meant to provide an introductory foundation for all students interested in studying the environment. The purpose of this course is twofold:
1. to give students introductory knowledge concerning specific issues in environmental science, thought and policy; and
2. to promote greater appreciation and understanding of the relationships and linkages within the interdisciplinary field of environmental studies.

The course objective is to introduce students to approaches and information from the fields of environmental sciences, policy and ethics and to introduce the ways in which these and other areas of expertise are being woven together to create the emerging interdisciplinary field of environmental studies.

It is expected that students who complete this course will be able to do the following in an introductory manner:

1. describe the complex interdisciplinary nature of the field of environmental studies, and discuss the challenges and opportunities inherent in interdisciplinary work;
2. understand some basic aspects of environmental science, environmental philosophy and environmental policy as presented in class;
3. discuss the nature of two specific environmental problems facing contemporary society (climate change and environmental health) using scientific, philosophical and political science frameworks;
4. provide analysis of environmental problems (for example, those listed above) that integrates scientific, philosophical and environmental policy perspectives into an interdisciplinary view of both the problems and possible solutions.

Tutorials

Mastering and integrating complex knowledge from many disciplines, as students are being asked to do in this course, is very challenging. The tutorials are intended as a forum in which students will work to further their understanding of the links among the varied disciplinary material presented in this course. In addition, the tutorial is the place where students will begin to develop their own integrated analysis of the issues at hand, in preparation for the written assignments.

There are four tutorials scheduled throughout the term: week of Sep 23, Oct 21, Nov 4, Nov 18. For each tutorial, students are expected to attend **prepared with a short-written submission that need to be submitted electronically before the beginning of the tutorial.** The submissions are generally 250-500 word responses to a guide question. Details of the tutorial submissions will be posted approximately 2 weeks before each tutorial.

Note: Readings have been chosen to be electronically accessible. The reading list will be updated periodically on the course homepage on Quercus as the course progresses.

Date	Lecture Topic and Readings	Tut
Sept 5	**1. Course Introduction** Orr, David W. 2004. Chapter 1. What is education for? P. 7-15. IN Earth In Mind: On Education, Environment, and the Human Prospect. Island Press. Washington. http://www.context.org/iclib/ic27/orr/ **2. Environmental Science** Climate Science Investigations. No Date. The Nature of Science. (complete the full module ~ 10-pages pdf) http://www.ces.fau.edu/nasa/introduction/nature-science.php Recommended but not required: Understanding Science. 2022. University of California Museum of Paleontology. Last Retrieved 26 Aug 2024 <http://www.understandingscience.org>. https://undsci.berkeley.edu/article/0_0_0/howscienceworks_02 Kennedy, Brian, Alec Tyson and Cary Funk. February 15, 2022. Americans' Trust in Scientists, Other Groups Declines. Pew Research Center. https://www.pewresearch.org/science/2022/02/15/americans-trust-in-scientists-other-groups-declines/	

Sept 12	1. **Environmental Science (cont'd)**	
	2. **Environmental Ethics**	
	Internet Encyclopedia of Philosophy. Environmental Ethics http://www.iep.utm.edu/envi-eth/	
	Recommended but not required: Bardon, Adrian. 2020, June 25. Coronavirus responses highlight how humans are hardwired to dismiss facts that don't fit their worldview. The Conservation. https://theconversation.com/coronavirus-responses-highlight-how-humans-are-hardwired-to-dismiss-facts-that-dont-fit-their-worldview-141335	
Sept 19	1. **Environmental Ethics (cont'd)**	
	2. **Environmental Policy**	
	Winpenny, J.T. 1990. **Introduction: National Environmental Policies: The Scope for Government Intervention**. Journal of International Development: Vol 2 (4), October 1990. Pp.441-448. https://onlinelibrary.wiley.com/doi/pdf/10.1002/jid.3380020401	
	Recommended but not required: Treasury Board of Canada. 2007. Assessing, Selecting, and Implementing Instruments for Government Action. https://wiki.gccollab.ca/Assessing,_Selecting,_and_Implementing_Instruments_for_Government_Action	
Sep 26	1. **Environmental Policy (cont'd)**	1
	2. **Environmental Economics**	
	Stephen Polasky, Catherine L. Kling, Simon A. Levin, Stephen R. Carpenter, Gretchen C. Daily, Paul R. Ehrlich, Geoffrey M. Heal, and Jane Lubchenco. 2019. Role of economics in analyzing the environment and sustainable development. Proceedings of the National Academy of Sciences of the United States (PNAS). March 19, 2019 116 (12) 5233-5238; https://doi.org/10.1073/pnas.1901616116 https://www.pnas.org/content/116/12/5233	

	V.K. Smith. 2001. Environmental Economics. International Encyclopedia of the Social and Behavioral Sciences. P. 4611-4617. https://doi.org/10.1016/B0-08-043076-7/02314-7	
Oct 3	**Climate Change - Science**	
Oct 10	**Climate Change - Policy**	
Oct 17	**Midterm**	
Oct 24	**Climate Change - Ethics**	2
Oct 31	**Fall Reading Week – No Class**	
Nov 7	**Environmental Health – Science**	3
Nov 14	**Environmental Health – Policy**	
Nov 21	**Environmental Health Ethics**	4
Nov 28	**Final Thoughts**	

Important Dates

Sept16[th] – last day to enrol in F and Y section code courses

Oct 28-Nov 1 – Fall Reading Week, no classes

Nov 4th – Last day to cancel F section code courses from academic record and GPA

Dec 2nd – classes end;

Dec 3rd - Last day to add or remove a CR/NCR option in Fall F courses

Dec 6-23 – final exams

COURSE POLICIES

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. UofT does not condone discrimination or harassment against any persons or communities.

Technology Requirements

Lectures and tutorials will be in-person, but we may be using Zoom on occasion for online teaching & learning in this course. Lecture and tutorials will not be recorded except under extenuating circumstances, but lecture slides will be posted.

This course requires the use of computers, and of course sometimes things can go wrong when using them. You are responsible for ensuring that you maintain regular backup copies of your files, use antivirus software (if using your own computer), and schedule enough time when completing an assignment to allow for delays due to technical difficulties. Computer viruses, crashed hard drives, lost or corrupted files, incompatible file formats, and similar mishaps are common issues when using technology, and are not acceptable grounds for a deadline extension.

Lectures/Copyright
Course materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor.

Use of AI
In this course, you may use generative artificial intelligence (AI) tools such as ChatGPT as learning aids and to help complete assignments. Generative AI may produce content which is incorrect or misleading, or inconsistent with the expectations of this course. These tools may even provide citations to sources that don't exist—and submitting work with false citations is an academic offense.

Generative AI is not required to complete any aspect of this course, and we caution you to not rely entirely on these tools to complete your coursework. Instead, we recommend treating generative AI as a supplementary tool only for exploration or drafting content. Ultimately, you (and not any AI tool) are responsible for your own learning in this course, and for all the work you submit for credit. It is your responsibility to critically evaluate the content generated, and to regularly assess your own learning independent of generative AI tools. Overreliance on generative AI may give you a false sense of how much you've actually learned, which can lead to poor performance on the midterm test or final exam, in later courses, or in future work or studies after graduation.

Tutorials
The short written assignment associated with each tutorial should be submitted online prior to the start of tutorial and cannot be submitted without accompanying tutorial attendance, without explicit permission from your TA or instructor.

The only exception will be for cases of illness which need to be declared using the Absence Declaration tool on ACORN.

Tests
For students who miss the midterm on October 17, 2024, the head TA or instructor must be notified within 48 hours and a completed Absence Declaration on ACORN must be presented within a week before any special consideration (such as a deferred test) will be considered.

Note students may submit **one absence declaration per academic term**. If additional absences occur within the term, students may need to contact their College Registrar or submit a UofT Verification of Illness Form. More detailed information on the absence declaration guidelines and eligibility can be found at:

https://www.artsci.utoronto.ca/current/academics/student-absences

The final exam will be administered and scheduled by the Faculty during the final exam period between Dec 6-23. Students will need to contact their college registrars if they need to make alternate arrangements.

Graded Material
Any disputes or questions on graded material must be brought to the attention of the TA or instructor within 2 weeks of return or posting, otherwise will be considered final.

Submission of assignments:

We will be using a plagiarism detection program within the online assignment function in Quercus for submission of the written assignments in this course. Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq).

If a student does not wish to submit to the online plagiarism tool, the student MUST advise the head TA immediately as alternate arrangements for screening the assignment must be arranged.

To avoid late penalties, assignments must be submitted to the Quercus Assignment function before **midnight on the posted due date.**

When submitting your assignment on Quercus, the file should be saved in a single file, with an extension of .doc, .docx, .rtf, or .pdf.

In formatting your assignment it should:
- Include the following information on the front page: the assignment title (feel free to be creative, but representative), the course title and number, the instructor's name, the TA's name, your name and student number
- Be 1.5 or double spaced, using 12 point font, in black ink with 1" (2.5cm) margins; and include page numbers

Late penalties

The late penalty on all assignments will be 2.5% of the assignment grade per day late, including weekends and will only be waived with the Absence Declaration Tool on ACORN.

Note students may submit **one absence declaration per academic term**. If additional absences occur within the term, students may need to contact their College Registrar or submit a UofT Verification of Illness Form. More detailed information on the absence declaration guidelines and eligibility can be found at:

https://www.artsci.utoronto.ca/current/academics/student-absences

Please note the declaration must cover the period of time you missed, e.g. the week before the assignment/essay is due, etc.

Assignments will NOT be accepted one week past the due date even if accompanied by an absence declaration form unless prior approval has been obtained from the course instructor or head TA.

Academic Integrity

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (http://www.governingcouncil.utoronto.ca/policies/behaveac.htm). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:
- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.

- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including
  - working in groups on assignments that are supposed to be individual work,
  - having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:
- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:
- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the U of T Writing Website. If you are experiencing personal challenges that are having an impact on your academic work, please speak to your instructor or TA or seek the advice of your college registrar.

See also the handout "How Not to Plagiarize," Margaret Proctor, 2009, available online at
http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize

ACCESSIBILITY NEEDS
The University of Toronto is committed to accessibility: if you require accommodations for a disability, or have any other accessibility concerns about the course, please contact Accessibility Services as soon as possible.

disability.services@utoronto.ca or *http://studentlife.utoronto.ca/accessibility* .

ADDITIONAL SERVICES and SUPPORT
The following are some important links to help you with academic and/or technical service and support

- General student services and resources at Student Life
- Full library service through University of Toronto Libraries
- Resources on conducting online research through University Libraries Research
- Resources on academic support from the Academic Success Centre
- Learner support at the Writing Centre
- Information for Technical Support/Quercus Support