



School of the Environment  
UNIVERSITY OF TORONTO

**ENV 320H1S**  
**National Environmental Policy**  
**Winter 2025**

**In-Person Lectures: Fridays 1-4 PM (Classroom Location Provided on the Quercus Website)**

Friday, January 10- Friday, April 4, 2025

**As We are in the Winter Term, Please Pay Attention to Weather Watches Regarding Potential Campus Closures:**

<https://www.utoronto.ca/campus-status>

**Download the U of T Campus Safety App:**

<https://www.communitysafety.utoronto.ca/2020/09/16/campus-safety-app/>

**Course Format:** One 2-3-hour lecture per week. Students are required to do the required course readings and assignments outside of class in advance of the weekly lectures.

This course is organized by 12 weeks.

Over the course of each week, you are expected to do the weekly required readings in advance of our lecture times, participate in class activities, and complete assignments according to the due dates/deadlines.

**INSTRUCTOR: Donna Schatz (she/her)**

Feel free to address me by “Donna” for this class.

**Email:** [donna.schatz@utoronto.ca](mailto:donna.schatz@utoronto.ca)

**Please allow 24-48 business hours for response during regular business hours.**

**Please include the course code in the subject line of the email.**

**Office:**

**Office Hours:**

**After Class Office Hours Fridays from 3-4 pm Held the Classroom Location Provided on the Quercus Website, but Please Still Book Through 15 Minute Quercus Calendar Appointment Slots**

**You can find more about this at the end of this course outline or the “Office Hours” link under the “Home” Modules Area on the left-hand side of the Quercus course website.**

**TA: Joaquin Bardallo Bandera**

**Instructor Office Hour Appointments Require a 2-Step Process:**

- 1) **Choose a 15-minute maximum appointment slot**

**Please Follow These Instructions for How to Book an Office Hour Appointment:**

<https://utm.library.utoronto.ca/students/canvas/book-appointment>

These appointments slots are filled on a “first- come, first- served” basis.

It is best to plan ahead if you are requesting an office hour meeting before an assignment is due.

**Friday Office Hour Quercus Calendar Signup Deadline: That Friday at 3:00 pm**

Please put the time you signed up for your timeslot in your calendar or schedule so you remember it.

Please cancel your reservation in advance if you know that you cannot make the meeting so that another student can use it.

- 2) **Meet Face-To-Face In-Person in the Classroom Location Provided on the Quercus Website After Class For Office Hours**

**Course Website: On Quercus <https://q.utoronto.ca/>**

The syllabus will be posted on the Quercus course website along with weekly PowerPoint slides.

This course is scheduled as an in-person, classroom mode course.

Please note that the full lecture information for this class will NOT be posted.

The lectures will not be videorecorded.

Students are expected to attend lectures, take good notes in class, and review the course information on Quercus if they must miss one or two classes because of illness or extenuating circumstances.

**Please Note:**

Any small/ insignificant changes to this syllabus from the start date (perhaps weblinks that have changed for online videos, etc.) will be highlighted in Green. I will also provide further clarifications and guidance this way.

The most current version of the course information will always be posted to the Quercus website.

Every effort will be made to manage the course as stated. However, adjustments may be necessary at the discretion of the instructor. If so, students will be advised and alterations discussed in the class prior to implementation.

It is the responsibility of students to ensure that they understand the University's policies and procedures, in particular those relating to course management and academic integrity.

A list of relevant policies is included in this outline.

**Students are also responsible for paying attention to course information and announcements.****Name and Gender Pronoun Use in the Classroom**

Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honour your request to address you by the name(s) and pronoun(s) you use.

Please advise your instructor of your request early in the term if possible.

**Email Communication:****Students are responsible for paying attention to course information and announcements.**

Like all instructors, I teach many students over different course sections and, unfortunately, cannot answer student queries regarding information that is provided and announced through our website information, course syllabus, Power Point Slides, class sessions, etc.

**Please try to ask course questions in class** for efficiency and the benefit of the whole class.

**If you have a class concern, make an instructor office hour appointment.**

**This is a 1-hour time slot dedicated to student queries each week.**

**Private questions or circumstances should be discussed through office hour appointments with the course instructor.**

Email queries should be relatively short and require an answer of a few sentences only.

If you wish to discuss an issue in greater detail, please consider making an instructor office hour appointment for your queries as that is a 1-hour time slot dedicated to student queries each week.

If an email requires a significant explanation, the instructor may suggest the matter be discussed during scheduled office hours.

Certain topics, such as grades, will ONLY be discussed during office hours.

Students must book office hour appointments for substantial communications. Those will not be discussed over email.

**In short, please consult all of the course information provided to you before emailing the course instructor.**

**\*\*\*Please also note that emails MUST indicate the course code (ENV320) in the subject line to ensure that I note your message.**

**I teach different classes this semester with hundreds of students in total.**

**I do not have time to look up your information and cannot reply to emails that do not include this information in the subject line.**

If you do need to email the course instructor for regarding information that is NOT provided and announced through our website information, course syllabus, Power Point Slides, Lecture sessions, etc., please **indicate “ENV320” in the subject line along with keywords of your query.**

\*Please note that I can only respond to emails from your official University of Toronto email account.\*

Please do not label any of your emails to me “urgent”.

**If you do not receive an email response from your me, it is likely because:**

-You have not included your course code in the subject line of your email and professors do not have time to search for that information across multiple courses and students.

-The answer to your question has been provided to you through website information, the course syllabus, Power Point Slides, Lecture sessions, etc.

-It is possible to figure out your query independently based on the information you have been provided.

-Other email information or parameters outlined above have not been followed.

**The course instructor will generally respond to relevant student emails within 48 hours Monday to Friday between 9am- 5pm.**

**If you do not receive and email response from the course instructor, please check the email parameters provided above.**

**You always have the option to make an instructor office hour appointment on Fridays from 3-4 pm after class to discuss your queries in person.**

**That may be a good option for you.**

### **Other Email Information:**

Please regularly check your University of Toronto email during the week as it is the only way the instructor has to contact you for important things.

Please consider email correspondence to the instructor professional in nature.

Use formal structure and wording.

Emails should be properly addressed to me and be short, polite and to the point, but not be textmail-to-your friend type messages.

I expect proper grammar, sentences, and greetings and sign-offs in your messages, and you can expect the same from me. You may start your emails with “Dear Donna,” “Hello Donna,” or any other respectful variation, and can end using any similarly reasonable sign-off (“Sincerely,” “Best,” or “Regards”, etc.) followed by your name.

Email that is sloppy or unprofessional or which contains an answer that can be found in the course syllabus or website or other course information provided to you will not be answered.

Offensive or rude emails will not be answered. Instead, they will be forwarded to the appropriate authorities within the university and will result in university intervention.

### **Email Notifications:**

I encourage you to subscribe to email notifications for Quercus Course Announcements.

I will not make a lot of course announcements (maybe just a handful per semester & only when necessary).

Course Announcements do not automatically go to your email unless you set up notifications.

Please see <https://qstudents.utoronto.ca/notification-settings-on-the-quercus-system/> for more information.

## **Course Communication**

As we make our way through the course, you will see your instructor in weekly lectures and hear from me via PowerPoint Information, and occasional Course Announcements and your University of Toronto Email Address.

I will generally respond to emails within 48 hours Monday to Friday between 9am- 5pm.

**However, it is a student responsibility to pay attention to course announcements and course information.**

**Instructors do not have time to repeat such information in email exchanges.**

It is a good idea to regularly check your University of Toronto email address (a few times a week until your course grades are released) in addition to checking our Quercus course website.

## **Recognition of Traditional Indigenous Territory**

I wish to acknowledge the original stewards of the land on which Toronto Metropolitan University operates and which I occupy as a settler. I recognize the treaty rights and responsibilities stemming from the foundational 1764 Treaty of Niagara recorded in wampum and aim to incorporate treaty education into my curriculum and professional practice. Many Indigenous Nations have longstanding relationships with the territories upon which the campus is located that precede the establishment of the university. The area known as Tkaronto has been taken care of by the Anishinabek Nation, the Haudenosaunee Confederacy, the Huron-Wendat, and the current treaty holders, the Mississaugas of the Credit First Nation. This territory is part of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region. Today, this meeting place is the home to many First Nation, Inuit, and Métis communities and Indigenous people from across Turtle Island, along with settlers, immigrants, and refugees who have come here by choice, by force, or otherwise as a result of colonial and imperial processes. I offer this acknowledgement with gratitude and respect, as part of a larger practice of ongoing learning, reflection, and anti-racist practice which includes Indigenous solidarity. I am grateful to have the opportunity to work on this land and I welcome you to reflect on the history of the land, your relationship to it, and your opportunities to work, live, and learn here.

<https://indigenous.utoronto.ca/about/land-acknowledgement/>

## **ACADEMIC CALENDAR COURSE DESCRIPTION:**

Examines ways in which governments develop and implement policy to protect the environment within their borders. Primarily Canada, plus comparisons with other countries. The focus is upon the politics of environmental policy making, which is understood by examining the interests and powers of the relevant state and non-state actors.

**Prerequisite:** Completion of 8.0 credits including [ENV221H1](#)/[ENV222H1](#). Students who do not meet the prerequisites are encouraged to contact the Undergraduate Associate Director.

**Breadth Requirements:** Society and its Institutions (3)

## **EXTENDED COURSE DESCRIPTION:**

Where does Canada stand in terms of its environmental policies? What does environmental justice and sustainability entail? What is sound environmental policy given the urgency of the situation? The climate change crisis is at the forefront of world attention, and a good understanding of these issues demands an awareness of both international agreements and country-level approaches to environmental policy. ENV320H1S explores specific issues concerning environmental policy in Canada. Although the course focuses specifically on Canadian environmental policy, we also compare Canada's environmental policies in the global context.

The course is structured in three parts: *Part I* of the course, *Environmental Policy- Institutions, Actors, & Processes*, begins with a grounding of course themes and approaches. This includes an introduction to environmental policy in historical perspective, reflecting on long-standing Indigenous ecological approaches in the contested nation-state now known as Canada. We acknowledge issues of environmental racism and injustice at the outset and are introduced to Canadian political institutions and governance structures which shape environmental policy. We will find out in this part of the course that the structures of federalism and the framework concerning the federal-provincial division of powers poses many challenges to environmental policy-making in Canada.

Our second course section, *Part II: Various Environmental Issues & Case Studies*, involves an exploration of specific issues concerning biodiversity, species conservation, water, air and chemical pollution, and land use: forests, agriculture, and cities. We also explore the contentious issues concerning Canadian energy policy in the form of gas and oil.

Our final section of the course, *Part III: Looking Further –Northern Regions; International Contexts, & the Future of Environmental Policy*, analyzes environmental policy in Northern regions, the international policy framework and Canadian policy in comparative perspective, and concludes with an evaluation of recent policy initiatives, along with future policy potentials. I will also include a brief course review and wrap-up in our final class.

Climate change is the impetus for much of the environmental policy we will be exploring. Throughout the class, we will analyze government decision-making structures concerning these various environmental issues. This includes federalism in Canada and different levels of governance, jurisdictional challenges, and environmental policy potentials and opportunities.

### **STUDENT LEARNING OUTCOMES:**

Through engagement with course materials, class activities, and assignments, students of ENV320H1S will gain an understanding of basic concepts concerning environmental policy-making in Canada. They will also develop skills in discussion, analytic and critical reading, synthesis, research, and writing skills transferrable to other Social Science disciplines. Please note that this course is taught from a Social Science and Political Science perspective as it involves policy-making and analysis.

### **REQUIRED COURSE TEXTBOOK:**

**There is 1 required textbook for ENV320H1S.**

**We will be using the course textbook in its entirety & textbook content is required as a component of all of your assignments for the course:**

(Available as a Paperback or eBook)

Olive, Andrea. (2019). *The Canadian environment in political context*. (2<sup>nd</sup> ed.). University of Toronto Press.

There are a number of copies of this text available in the U of T libraries:

[https://librarysearch.library.utoronto.ca/permalink/01UTORONTO\\_INST/14bjeso/alma991106018116406196](https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106018116406196)

You can purchase the paperback or digital textbook through the U of T bookstore, directly through the publisher, or through various vendors.

Please note that the weblinks below are subject to change and are not the responsibility of the course instructor.

Students should carefully check the textbook information before purchase.

The course instructor is not responsible for students' textbooks.

**Please contact the vendor of your textbook (i.e. The U of T Bookstore or U of T Press) directly if you encounter any issues with your digital copy.**

**Unfortunately, technical issues regarding digital textbook access are out of the purview of the instructor and I am unable to help you with those issues.**



**To have the best textbook service possible, it is recommended you purchase it through the U of T Bookstore.**

University of Toronto Bookstore:

<https://www.uoftbookstore.com/adoption-search>

University of Toronto Press:

<https://utorontopress.com/9781487570354/the-canadian-environment-in-political-context-second-edition/>

**Other weekly readings (scholarly journal articles, book chapters from other texts, etc.) are available in the weekly reading list and online through the library on the course Quercus course website.**

**\*\*\*Please DOWNLOAD & READ the week- by -week readings and have them ready at your fingertips for our Friday classes.**

**You should READ & TAKE NOTES on the readings to the best of your ability before coming to our Friday classes.**

## **Keeping Up with News & Current Events:**

### **We will have an Environmental Politics of the Day Activity in our weekly classes.**

Given the importance of contemporary political developments to this course and environmental issues in general, it is helpful for students to keep current on news.

Reading a daily newspaper, listening to radio news such as CBC radio, or watching television news (online or in other formats) is strongly advised so as to keep up with current issues.

You may find it useful to read the Toronto Star (<https://www.thestar.com/>), the Globe and Mail (<https://www.theglobeandmail.com/>), the National Post (<https://nationalpost.com/>) the Huffington Post (<https://www.huffpost.com/news/topic/canada>), the Guardian (<https://www.theguardian.com/international>), BBC News (<https://www.bbc.com/news>), The New York Times (<https://www.nytimes.com/ca/>) or The Economist (<https://www.economist.com/>) on a daily basis.

**All of these newspapers are available in the U of T Library databases.**

Other relevant news websites may also be used.

- Policy Options is an online magazine that contains relevant, current environmental policy topics:  
<https://policyoptions.irpp.org/tag/climate-change/>
- The Weather Network has climate and policy features:  
<https://www.theweathernetwork.com/en/news/climate/solutions>
- CBC radio also has a weekly program about relevant and current Canadian political issues accessible by radio or internet:  
<https://www.cbc.ca/radio/thehouse>
- CBC radio has the weekly *What on Earth* show regarding climate change and climate solutions:  
<https://www.cbc.ca/listen/live-radio/1-429-what-on-earth>
- The Agenda on TVO covers many policy issues <https://www.tvo.org/theagenda>
- TVO also has current events and political news  
<https://www.tvo.org/current-affairs/tag/politics>
- The Narwhal investigates environmental issues  
<https://thenarwhal.ca/>

**BRIEF COURSE SCHEDULE & RELEVANT SESSIONAL DATES:**  
**(the more detailed weekly lecture schedule is on p.24 of this course outline)**

***Part I: Environmental Policy- Institutions, Actors, & Processes***

**Week 1:** January 10- Course Introduction & Overview

**Week 2:** January 17- An Introduction to Canadian Environmental Policy; The Canadian Jurisdictional Framework for Policy

**Assignment Instructions Release for:**

**Very Brief Environmental Policy Analysis Paper Proposal** (5%) Due Week 6 (Friday, February 14) at 12:00 pm

**& Final Environmental Policy Analysis Paper** (30%) Due Week 12 (Friday, April 4) at 12:00 pm

**Week 3:** January 24- Canadian Political Institutions & Environmental Policy-Making

**SCAVENGER HUNT (2%) DUE FRIDAY, JANUARY 24 AT 12:00 PM**

**In-Class Library Research Help Session with Margaret Wall**

**Week 4:** January 31- Canada's Environmental Policy History & Activism; Indigenous Ways of Knowing & Ecology; Environmental Racism & Injustice; Neoliberal Influences

***Part II: Various Environmental Issues & Case Studies***

**Week 5:** February 7- Biodiversity: Species at Risk Conservation & Marine Protected Areas

**QUIZ 1 (12%) DUE FRIDAY, FEBRUARY 7 AT 12:00 PM**

**Week 6:** February 14- Water Policy & Indigenous Activism

**ENVIRONMENTAL POLICY ANALYSIS PAPER PROPOSAL (5%) DUE WEEK 6 (FRIDAY, FEBRUARY 14) AT 12:00 PM**

**Reading Week: NO CLASS Friday, February 21**

**Week 7:** February 28- Air & Chemical Pollution; The Politics of Land: Agricultural Policy, Forest Policy, and Urban Land Policy; The Boreal Forest; Ontario's Greenbelt

**Week 8:** March 7- Energy Policy & Climate Change; Regulation & Conflict

**Monday, March 10- Last Date to Drop S Courses**

***Part III: Looking Further –Northern Regions; International Contexts, & the Future of Environmental Policy***

**Week 9:** March 14- Northern Communities and Environmental Health; Mining

**Week 10:** March 21- Canadian Environmental Policy in Comparative Perspective; The International Framework

**QUIZ 2 (16%) DUE FRIDAY, MARCH 21 AT 12:00 PM**

**Week 11:** March 28- Differential Impacts of Climate Change; Policy Alternatives

**Week 12:** April 4- Canadian Environmental Policy Present & Future; Course Wrapup & Conclusion

**FINAL ENVIRONMENTAL POLICY ANALYSIS PAPER (30%) DUE FRIDAY, APRIL 4 AT 12:00 PM**

**Handwritten, In-Person Final Exam (25%)**

**To Be Held During the Final Examination Period April 9-30, 2025**

## **EVALUATION/GRADING SCHEME**

All course assignments (aside from the Final Exam- 25%) are **due through Quercus course website submission on various Fridays at 12:00 pm before our weekly lecture.**

**All of the assignments for ENV320H1 are Individual/ Independent Assignments.**

**There are No Group Assignments for ENV320H1.**

Please note that full descriptions of each of the course assignments will be announced and discussed during class sessions at suitable times.

These are NOT short, timed assignments. You will have plenty of time over the course of a few days or weeks to prepare all course assignments.

This is a doable amount of time for the requirements, but good time management, academic reading and writing, and critical thinking skills are expected in this course.

Please note that grading is based on the actual quality of the work submitted, not on anticipated or potential quality or anything other than the assignment instructions and rubrics stipulate.

**Please note that students will not have the opportunity to “make up” for missed classes, missed assignments, or assignments that are poorly done to boost their grades. I will not be granting extensions for due dates. For this reason, you will want to keep up with the coursework requirements, your attendance and participation, complete your assignments on time, and put your best effort into all of the grading components for ENV320H1S as you go.**

**Students must adhere to the course dates, deadlines, and policies as outlined in this course syllabus.**

**End of term requests to “make up” for missed lectures, tutorials, and other assignments will not be allowed.**

**Note:** If an unexpected technical issue occurs with a university system (e.g., Quercus services, network outage) that affects availability or functionality, your instructor will post course announcements and communicate with you accordingly.

## **TECHNOLOGY REQUIREMENTS**

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, broken printers, 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.

## **Online Quizzes 30%**

**Scavenger Hunt (2%)** Due Week 3 (Friday, January 24) at 12:00 pm

There will be **no late submissions** of the Scavenger Hunt allowed as this assignment is designed to assist you in the first steps of familiarizing yourself with the Quercus course website and course requirements.

**&**

**2 Online Quizzes 28%** Due Weeks 5 & 10 at 12:00 pm

Online Quiz 1 (12%) reviews content from Weeks 2, 3, & 4 Due Week 5 (Friday, February 7 at 12:00 pm)

Online Quiz 2 (16%) reviews content from Weeks 5, 6, 7, 8, & 9 Due Week 10 (Friday, March 21 at 12:00 pm)

**Very Brief Environmental Policy Analysis Paper Proposal (5%)** Due Week 6 (Friday, February 14) at 12:00 pm

**Final Environmental Policy Analysis Paper (30%)** Due Week 11 (Friday, April 4) at 12:00 pm

Full Details of the Environmental Policy Analysis Paper will be released Week 2 (Friday, January 17).

I will provide a very detailed template, instructions, and grading rubric for what is required for the sections of this assignment.

You will do regular library research and follow the organization provided.

**Library Research Assistance will also be provided for this assignment.**

**In-Class Library Research Help Session with Margaret Wall: Friday, January 24**

Students will complete a critical analysis of a focused Canadian *environmental policy* topic.

**In short, this assignment task is broken down into 2 nested assignments:**

**Very Brief Environmental Policy Analysis Paper Proposal (5%)** Due Week 6 (Friday, February 14) at 12:00 pm

**&**

**Final Environmental Policy Analysis Paper (30%)** Due Week 11 (Friday, April 4) at 12:00 pm

**Late assignments**, for which no university-sanctioned extension has been granted, will be accepted with a 5% per 24-hour period penalty, every 24 hours, weekends inclusive. Assignments can be submitted up to a maximum 7 days late (with 35% penalty). Assignments will not be accepted more than 7 days late. Students will receive “0” on assignments submitted 7 days after the original due date and time.

**Handwritten, In-Person Final Exam (25%)**

**A Final Examination (25%) (Short Answer and Short Essay) Will be Scheduled by the Registrar.**

**It Will Held During the Final Examination Period April 9-30, 2025.**

**This is a closed book exam.**

**Participation in Weekly Lectures & Environmental Politics of the Day Activities 10%**  
(Ongoing)

Students should refer to the official U of T grading system for all grading performance descriptions:

<https://registrar.utoronto.ca/transcripts/transcript-grading-scales-notations/>

**Late Assignments/ Coursework Extensions**

Students are expected to complete all assignments within the time frames and by the dates indicated in this outline. Extensions for an assignment are only permitted for academic accommodation, illness, a medical or personal emergency, or religious observance and require timely email communication and Absences Declaration Policy documentation.

**Missed Tests**

Please note that students do not have an automatic right to a makeup test if missed. If you are absent for medical or other reasons, you must contact the course instructor right away and provide appropriate Absences Declaration Policy documentation. Permission to write a makeup test is contingent on the approval of the course instructor.

## **More Detailed Assignment Descriptions:**

### **There are no “short time frame assignments” for ENV320H1.**

These are NOT short, timed assignments. You will have plenty of time over the course of a few days or weeks to prepare all assignments.

### **Online Quizzes 30%**

#### **Scavenger Hunt (2%) Due Week 3 (Friday, January 24) at 12:00 pm**

The Scavenger Hunt is intended to help you get comfortable with navigating the course information. You will need to complete tasks and answer questions from the information contained in the introductory course information, course outline/ syllabus, and course website.

This quiz will have multiple choice, fill in the blank, matching, and/or true/false -type questions.

There will be **no late submissions** of the Scavenger Hunt allowed as this assignment is designed to assist you in the first steps of familiarizing yourself with the course website and requirements.

**&**

#### **2 Online Quizzes 28% Due Weeks 5 & 10 at 12:00 pm**

All quizzes will have multiple choice, fill in the blank, matching, and/or true/false-type questions.

Online Quiz 1 (12%) reviews content from Weeks 2, 3, & 4 Due Week 5 (Friday, February 7 at 12:00 pm)

Online Quiz 2 (16%) reviews content from Weeks 5, 6, 7, 8, & 9 Due Week 10 (Friday, March 21 at 12:00 pm)

#### **Late Quizzes**

Late Quizzes, for which no university-sanctioned extension has been granted, will be accepted with a 5% per 24-hour period penalty, every 24 hours, weekends inclusive.

Quizzes can be submitted up to a maximum 7 days late (with 35% penalty).

Quizzes will not be accepted more than 7 days late. Students will receive “0” on quizzes 7 days after the original due date and time.



**Exception:** There will be **no allowed late submissions** of the Scavenger Hunt (2%) Due Week 3 as this assignment is designed to assist you in the first steps of familiarizing yourself with the course website and requirements.

Online quizzes will normally be released at the end of lecture on Friday afternoons and will be due before the following Friday lecture at 12:00 pm. Students will have almost a full week to complete them.

Both of our quizzes will be similar in format.

They have roughly 20-30 multiple choice, fill in the blank, matching, and/or true/false-type questions.

Quiz content can be anything included in the required course readings on the syllabus, our lectures, PowerPoint Slide information, or class activities.

Students are meant to do the online quizzes on the course website at a time that is convenient for them: anytime between the quiz release and the due date (about 1 week).

It should not take students more than 30 or 40 minutes to complete if they are keeping up with their coursework and have good time management.

That said, there are no time limits on the quizzes.

They are “open book” quizzes in that you can minimize the window and look for the answers.

For this reason, it is recommended that you complete your quizzes on a desktop or laptop rather than a tablet or a mobile phone.

There are multiple computer labs for student so use on campus along with library laptop rentals: <https://onesearch.library.utoronto.ca/wifi-and-computers>

<https://onesearch.library.utoronto.ca/technology-loans>

Students do have the option of submitting late quizzes incurring penalties.

Late Quizzes, for which no university-sanctioned extension has been granted, will be accepted with a 5% per 24-hour period penalty, every 24 hours, weekends inclusive.

Quizzes can be submitted up to a maximum 7 days late (with 35% penalty).

Quizzes will not be accepted more than 7 days late. Students will receive “0” on quizzes 7 days after the original due date and time.

The online quizzes are automarked and students will immediately see their mark upon submission. However, the late penalties are manually deducted and will only appear after the course instructor applies them. Students who submit late quizzes will be able to see the revised grades on the grades area of the Quercus website after the late penalties are applied.

**Please note that our 2 class quizzes simply do not fit the basis of student accommodations.**

**There will not be any Academic Accommodations for the 2 Online Quizzes as they are open book quizzes, students have almost a full week to complete them, and they are not timed.**

If students wish to review Quiz answers, they will need to make an office hour appointment with the instructor so that I can share my screen with them on Zoom.

For Quizzes 1 & 2 students need to wait 7 days past the due date for such appointments because students have the option to submit up to one week late.

Please follow the office hour instructions in the syllabus or course website to make an office hour appointment to view your quizzes.

**Very Brief Environmental Policy Analysis Paper Proposal** (5%) Due Week 6 (Friday, February 14) at 12:00 pm

**Final Environmental Policy Analysis Paper** (30%) Due Week 11 (Friday, April 4) at 12:00 pm

Full Details of the Environmental Policy Analysis Paper will be released Week 2 (Friday, January 17).

I will provide a very detailed template, instructions, and a grading rubric for what is required for the sections of this assignment.

You will do regular library research and follow the organization provided.

**Library Research Assistance will also be provided for this assignment.**

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We will break this assignment task down into 2 nested assignments:

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**Final Environmental Policy Analysis Paper** (30%) Due Week 11 (Friday, April 4) at 12:00 pm

**Late assignments**, for which no university-sanctioned extension has been granted, will be accepted with a 5% per 24-hour period penalty, every 24 hours, weekends inclusive. Assignments can be submitted up to a maximum 7 days late (with 35% penalty). Assignments will not be accepted more than 7 days late. Students will receive “0” on assignments submitted 7 days after the original due date and time.

### **Handwritten, In-Person Final Exam (25%)**

**A Final Examination (25%) (Short Answer and Short Essay) Will be Scheduled by the Registrar.**

**It Will Held During the Final Examination Period April 9-30, 2025.**

**This is a closed book exam.**

The final exam covers all course materials covered in the term.

In preparation for your Final Exam (25%), you should keep up with your coursework: your required course readings, PowerPoint slide and lecture information, and class activities.

Your day- to- day preparation helps you to learn our course concepts and ideas.

### **Participation in Weekly Lectures & Environmental Politics of the Day Activities 10%** (Ongoing)

#### **Attendance**

It is expected that students attend and fully participate in all classes.

Try not to be late, leave early, or be absent. Classes will begin and end on time.

If you miss class time, you will be missing important information which will make it difficult for you to excel in this course.

Students are responsible for all information they miss during regularly scheduled classes.

Please review the Quercus information for a missed class.

You may also talk to a classmate regarding the contents of the class.

However, instructors do not have time to discuss the content of missed classes over email.

## Quality of Class Participation

This course requires your consistent, constructive, and scholarly participation.

Mere physical presence does not constitute quality participation. Active contributions include being prepared for class by having the course readings available, having completed all assigned readings before class begins, paying attention in class, careful, thoughtful and sensitive listening, and volunteering to speak and to ask and answer questions. Pay active attention during video clips and participate fully in the activities which go along with them. Please try to interact productively to create a classroom environment conducive to learning, to consistently strive to meet course objectives, and to demonstrate respect for your course instructor and the learning objectives of all members of the class.

It is often challenging for a diverse group of students to work together in a large classroom and to direct responses to what are often controversial political subject matters in constructive ways.

Please keep in mind that we have to maintain the mutual respect of our shared spaces every week.

Everyone has *different* experiences of what are often the *same* places and events and issues (based on where they are from, how they were raised, their gender orientation, race, socioeconomic background, sexual orientation, level of ability, and so forth). In this course it is important that we all be respectful of others and to be willing to see the world from others' perspectives.

Please come into the course with an open mind. The starting point for constructive discussions to take place in our class begins with an open mind and a commitment to reading and trying to understand the course materials. If you are not willing to put effort into reading and participating, if you are unwilling to engage in respectful class discussions, or you enjoy deliberately provoking others and causing controversy for its own sake, this is not the class for you.

Sharing personal experiences and feelings is relevant and welcome in classroom discussions as long as you are able to link these with the themes and concepts that we are thinking through and engaging with in the course.

“Off the cuff” personal opinions do not substitute for thoughtful contributions and evidence of your understanding of the ideas and arguments presented in the course materials. You must be able to discuss course materials knowledgeably and direct your comments and questions in such a manner.

**In this course you will be exposed to a variety of ideas, including some controversial ones.**

**You are expected to approach controversial topics intelligently, maturely, and with an open mind. Critical analysis of our course themes requires reading course materials carefully to develop informed analysis. Respect and sensitivity are necessary.**

## **COVID-19 Regulations for In-Person Learning**

Masks: We respect your choice.

Please respect your classmates' and instructor's health.

**Please do not attend class if you are sick.**

**Mask if you think you may be coming down with something.**

As many of you know, it's no fun being sick. 😞

Your instructor will be wearing a mask in lecture and will be using a portable microphone so you can hear me.

### **What To Do If You Cannot Make It To A Class:**

**Please do not come to our *ENV 320* class if you are feeling ill, are symptomatic, or have tested positive for COVID-19.**

It is anticipated that the Winter 2025 semester will have an increase in colds, flus, & COVID-19.

We will work through all of the things that may come up.

Please stay in direct contact with your course instructor regarding missed classes, and we will work through these situations, both flexibly and sensibly.

**It could be the case that you may have to miss 1 or 2 weeks of classroom sessions for extenuating reasons or illness.**

**You should review the lecture PowerPoint slides provided for you on the course website.**

**You have this "Grace Absence" option for 1 or 2 weeks of classroom sessions.**

**You are not required to email me for these Grace Absences.**

That said, please email your course instructor or make an office hour appointment if you need to miss more than 2 weeks of in-person/classroom learning for the remainder of the course.

As this is a scheduled classroom course, we are expected to be in the classroom for the most part.

Your participation and attendance grade will be based on the in-person, class sessions unless there are extenuating circumstances.

**Don't panic: We can work through any issues that come up.**

That said, lack of participation or lack of quality participation over more than two or multiple weeks will be noted and will result in a low participation and attendance mark.

Full and consistent weekly class participation is required to get a strong mark for this component.

**There is no Accommodations for missed classes.**

Missed classes beyond the grace absence policy will only be excused by Absences Declaration documentation verified at the time of the absence(s).

**In the case of extenuating circumstances for missed classes, students are required to submit Absences Declaration documentation.**

**Please refer to the official U of T grading system for all grading performance descriptions of this mark and all other course assignments:**

<https://registrar.utoronto.ca/transcripts/transcript-grading-scales-notations/>

### **Class Expectations:**

-Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. It is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom and the responsibility of all students to cooperate in that endeavor.

**-Rude and disruptive behaviour towards other students or the instructor will not be tolerated.**

-Please turn off all cell phones and devices and remove headphones before class.

**-\*\*\*Laptops are welcome, but are to be used for the purpose of coursework only and should not distract others.**

### **EQUITY STATEMENT**

The University of Toronto is committed to equity and respect for diversity. All members of this course should strive to create an atmosphere of mutual respect, which includes openness to new ideas and questioning of old ones. We need to be able to express ourselves respectfully, thoughtfully engage with each other, and respect one another's differences. As course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course. Discrimination, harassment, and hate speech will not be tolerated. I would also ask to be alerted if you witness any attempts to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. U of T does not condone discrimination or harassment against any persons or communities.

### **Please Remember:**

Let's try to make this a very positive course.

Let's make our time together on Fridays as enjoyable as possible.

**\*\*\*Laptops are welcome for the purpose of coursework.**

**This includes notetaking, in-class activities, and website navigation.**

The course will consist of lecture components, engaged class discussions, video clips, and activities, with each day centering on detailed discussion of the required course readings.

### **COURSE SCHEDULE:**

\*\* Students are responsible for all information covered in the readings, class lectures, and activities.

**\*\*\*Close reading and thorough and rigorous preparation of the required reading materials is imperative as our class discussions and activities will focus on them in detail.**

**Your assignments are also based on the course materials.**

This course requires a substantial amount of reading.

Strong reading and critical thinking skills are required for success in this class.

Try to read, take notes on, and understand the course materials to the best of your ability before coming to class on Fridays.

Bring any questions you have about the readings to the lectures.

\*\*\* Please note that to allow for detailed discussion of the readings (and to complete in-class activities), you **must** have access to the course readings for reference during our Friday classes.

**To do well in this course requires 100% reading effort. Do not expect to do well without such commitment.**

**Please Note: Donna Schatz holds the copyright in the works of all original materials used in this course and students registered in this course can use the materials for the purposes of this course but no other use is permitted, and there can be no sale or transfer or use of the work for any other purpose without explicit permission of Donna Schatz.**

## **WEEKLY LECTURE SCHEDULE:**

### ***Part I: Environmental Policy- Institutions, Actors, & Processes***

**WEEK 1- Friday, January 10:** Course Introduction & Overview

**Complete the Scavenger Hunt (2%) Due Week 3 (Friday, January 24) at 12:00 pm**

**Please read quickly or skim the following webpages:**

#### **\*ONLINE WEBPAGES**

The Weather Network. (2024). *Climate change and sustainability facts.*

<https://www.theweathernetwork.com/en/news/climate/facts>

It is very important that you **manage your time** this busy semester & that you know how to **take good lecture notes.**

**Please watch this 15 Minute Video. It is geared for online studies, but very helpful for classroom learning as well:**

Smart Student. (2021). *Manage your time effectively & get more done as an online college student.* [Video]. Youtube.

[https://www.youtube.com/watch?v=8QSizzU\\_xCU&ab\\_channel=SmartStudent](https://www.youtube.com/watch?v=8QSizzU_xCU&ab_channel=SmartStudent)

21-Minute Video:

Smart Student. (2021). *How to take smart notes in college (that actually help you learn!).* [Video]. Youtube.

[https://www.youtube.com/watch?v=1WD6cJCWMaE&ab\\_channel=SmartStudent](https://www.youtube.com/watch?v=1WD6cJCWMaE&ab_channel=SmartStudent)

However, please note that you are **Not Allowed to Record** class lectures which is one incorrect strategy this speaker outlines for online lecture note-taking.

As outlined in this course syllabus, lectures, whether in person or online, cannot be recorded without the instructor's permission.



Posting course materials or any recordings you may make to other websites without the express permission of the instructor will constitute copyright infringement.

**Please note that posting course materials to online websites such as Course Hero, One Class, etc. is not allowed.**

**Questions to Consider:**

1. What are the characteristics of the changing climate?
2. What are your strengths when it comes to time management and completion of course assignments? What are some areas you would like to improve?

**Complete the Scavenger Hunt (2%) Due Week 3- Friday, January 24 at 12:00 pm**

**WEEK 2- Friday, January 19:** An Introduction to Canadian Environmental Policy;

The Canadian Jurisdictional Framework for Policy

**Assignment Instructions Release for:**

**Very Brief Environmental Policy Analysis Paper Proposal** (5%) Due Week 6 (Friday, February 14) at 12:00 pm

**& Final Environmental Policy Analysis Paper** 30% Due Week 11 (Friday, April 4) at 12:00 pm

**\*TEXT: Chapter 1 The Canadian Environment pp. 3-28**

Olive, Andrea. (2019). *The Canadian environment in political context*. (2<sup>nd</sup> ed.). University of Toronto Press.

**&\*ONLINE WEBPAGES**

Fajzel, William & Galbraith, Eric. (2023, October 19). Collectively, we spend only 45 minutes daily on the activities that produce the most pollution. *The Conversation*.

<https://theconversation.com/collectively-we-spend-only-45-minutes-daily-on-the-activities-that-produce-the-most-pollution-207894>

**&\*ONLINE WEBPAGES**

Becklum, Penny. (2019). Federal and provincial jurisdiction to regulate environmental issues. *Library of Parliament*.

[https://lop.parl.ca/sites/PublicWebsite/default/en\\_CA/ResearchPublications/201386E](https://lop.parl.ca/sites/PublicWebsite/default/en_CA/ResearchPublications/201386E)

**Complete the Scavenger Hunt (2%) Due Week 3- Friday, January 24 at 12:00 pm**

**WEEK 3- Friday, January 24: Canadian Political Institutions & Environmental Policy-Making  
SCAVENGER HUNT (2%) DUE FRIDAY, JANUARY 24 AT 12:00 PM**

**Today: In-Class Library Research Help Session with Margaret Wall**

**\*TEXT: Chapter 2 Canadian Politics and Institutions pp. 29-55**

**&**

**\*TEXT: Chapter 3 Making Policy in Canada pp. 57-82**

Olive, Andrea. (2019). *The Canadian environment in political context*. (2<sup>nd</sup> ed.). University of Toronto Press.

**& Please Watch the Following 3 Videos Concerning APA In-Text Citations which will be required for your Very Brief Environmental Policy Analysis Paper Proposal (5%) Due Week 6 (Friday, February 14) at 12:00 pm**

**& Final Environmental Policy Analysis Paper (30%) Due Week 11 (Friday, April 4) at 12:00 pm**

(2 Minute Video)

libraryncsu. (2014). Citation: A (very) brief introduction.

<https://www.youtube.com/watch?v=IMhMuVvXCVw>

(8 Minute Video)

Taylor, David. (2017). *APA in-text citations made easy*. [Video]. Youtube.

<https://www.youtube.com/watch?v=LbyJdMz-Ato>

Take notes as you watch this video.

**Answer:**

What is Mistake #1?

What is Mistake #2?

What is Mistake #3?

Which mistakes do you make?

What did you learn from this video?

What do you have questions about?

Bring your questions to our Friday class.

**&**

(11 Minute Video)

Smart Student. (2020). Paraphrasing: the basic steps, tips & tricks [Video]. Youtube.

<https://www.youtube.com/watch?v=1hPJMoM2C-Y>

Take notes as you watch this video.

**Answer:**

What are the 3 top common paraphrasing mistakes?

Which ones do you make?

What did you learn from this video?

Be prepared to discuss in-text APA citation style in our class sessions.

**Work on Environmental Policy Analysis Paper Proposal (5%) due Week 6 (Friday, February 14) at 12:00 pm**

**WEEK 4- Friday, January 31:** Canada's Environmental Policy History & Activism; Indigenous Ways of Knowing & Ecology; Environmental Racism & Injustice; Neoliberal Influences

**\*TEXT: Chapter 4 Canada's Environmental History in Waves and Eras pp. 83-107**

Olive, Andrea. (2019). *The Canadian environment in political context*. (2<sup>nd</sup> ed.). University of Toronto Press.

**&\*ONLINE WEBPAGES**

Starblanket, Gina. (2023, January 26). Saskatchewan does have a constitution: It's called treaty. *Policy Options*.

<https://policyoptions.irpp.org/magazines/january-2023/saskatchewan-constitution-treaty/>

**&\* U OF T LIBRARY JOURNAL ARTICLE**

McGregor, Deborah. (2018). *Mino-Mnaamodzawin*: Achieving Indigenous environmental justice in Canada. *Environment and Society* 9(1), 7-24.

<https://doi.org/10.3167/ares.2018.090102>

[https://librarysearch.library.utoronto.ca/permalink/01UTORONTO\\_INST/fedca1/cdi\\_gale\\_incontextgauss\\_KPI\\_A557313047](https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_gale_incontextgauss_KPI_A557313047)

**&\*ONLINE WEBPAGES**

Waldron, Ingrid. (2024). Environmental racism in Canada. *The Canadian Encyclopedia*.

<https://www.thecanadianencyclopedia.ca/en/article/environmental-racism-in-canada>

**&\* U OF T LIBRARY MAGAZINE ARTICLE**

Waldron, Ingrid. (2022). Pipelines and protests: Legacies of struggle and resistance in the fight against environmental racism in Canada. *The Brown Journal of World Affairs*, 28, 1-19.

<http://myaccess.library.utoronto.ca/login?qurl=https%3A%2F%2Fwww.proquest.com%2Fmagazines%2Fpipelines-protests-legacies-struggle-resistance%2Fdocview%2F2705027693%2Fse-2%3Faccountid%3D14771>

**Part of 81-Minute Film:**

Page, Elliot, & Daniel, Ian. (2019). *There's something in the water*. [Film]. Two Weeks Notice LLC.

[https://librarysearch.library.utoronto.ca/permalink/01UTORONTO\\_INST/14bjeso/alma991107034555006196](https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991107034555006196)

**Complete Quiz 1 (12%) Due Week 5- Friday, February 7 at 12:00 pm**

**Work on Environmental Policy Analysis Paper Proposal (5%) due Week 6 (Friday, February 14) at 12:00 pm**

## ***Part II: Various Environmental Issues & Case Studies***

**WEEK 5- Friday, February 7:** Biodiversity: Species at Risk Conservation & Marine Protected Areas

**QUIZ 1 (12%) DUE FRIDAY, FEBRUARY 7 AT 12:00 PM**

**\*TEXT: Chapter 5 The Conservation of Species at Risk pp. 111-133**

Olive, Andrea. (2019). *The Canadian environment in political context*. (2<sup>nd</sup> ed.). University of Toronto Press.

### **&\* OPEN SOURCE JOURNAL ARTICLE**

Bethlenfalvy, Allegra & Olive, Andrea (2021). Recent amendments to the *Endangered Species Act* and an uncertain future for species at risk: A case study of Ontario's Niagara Region. *Facets* 6(1).

<https://www.facetsjournal.com/doi/10.1139/facets-2020-0074>

### **&\*ONLINE WEBPAGES**

Ecojustice. (2023, March 7). *Big win for the planet as ExxonMobil relinquishes oil and gas permits in critical marine habitat*.

<https://ecojustice.ca/news/big-win-for-b-c-marine-environment-as-exxonmobil-relinquishes-oil-and-gas-permits-in-critical-marine-habitat/>

### **&\* OPEN SOURCE JOURNAL ARTICLE**

**Please Skim the Following Source as a Different Example of a Policy Analysis Paper Structure & Policy Recommendation Examples in Preparation for your Final Policy Analysis Paper.**

**Please note that it is unlikely that you will be doing an analysis of such a specific act or piece of legislation, but a more general environmental policy topic area.**

Turcotte, A., Kermany, N., Foster, S., Proctor, C. A., Gilmour, S. M., Doria, M., Sebes, J.,

Whitton, J., Cooke, S. J., & Bennett, J. R. (2021). Fixing the Canadian Species at Risk Act : identifying major issues and recommendations for increasing accountability and efficiency. *Facets*, 6(1), 1474–1494.

[https://librarysearch.library.utoronto.ca/permalink/01UTORONTO\\_INST/fedca1/cdi\\_unp\\_aywall\\_primary\\_10\\_1139\\_facets\\_2020\\_0064](https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_unp_aywall_primary_10_1139_facets_2020_0064)

**Work on Environmental Policy Analysis Paper Proposal (5%) due Week 6 (Friday, February 14) at 12:00 pm**

**WEEK 6- Friday, February 14:** Water Policy & Indigenous Activism

**ENVIRONMENTAL POLICY ANALYSIS PAPER PROPOSAL (5%) DUE WEEK 6 (FRIDAY, FEBRUARY 14) AT 12:00 PM**

**\*TEXT: Chapter 6 Water pp. 135-161**

Olive, Andrea. (2019). *The Canadian environment in political context*. (2<sup>nd</sup> ed.).

University of Toronto Press.

**&\*ONLINE WEBPAGES**

Ho-Tassone, Elaine & Miller, Richelle. (2021, March 18). Indigenous youth are playing a key role in solving urgent water issues. *The Conversation*.

<https://theconversation.com/indigenous-youth-are-playing-a-key-role-in-solving-urgent-water-issues-157251>

**&\*ONLINE WEBPAGES**

Acquisto, Stella, Bruno, Jessica, & Bond, Meredith. (2022, September 1). Indigenous community, water advocates, moving ahead on drinking water solutions. *City News Everywhere*.

<https://toronto.citynews.ca/2022/08/31/water-advocate-autumn-peltier-six-nations/#:~:text=Indigenous%20community%2C%20water%20advocates%2C%20moving%20ahead%20on%20drinking%20water%20solutions,-Share&text=Water%20rights%20advocate%20Autumn%20Peltier,innovative%20program%20addressing%20the%20problem.>

**Work on Final Environmental Policy Analysis Paper (30%) due Friday, April 4 at 12:00 pm.**

**Please Note: There is no Lecture Friday, February 21 because of Reading Week which runs from Monday, February 17 – Friday, February 21.**

**Office Hours on Friday, February 21 are also cancelled during Reading Week.**

**WEEK 7- Friday, February 28:** Air & Chemical Pollution; The Politics of Land: Agricultural Policy, Forest Policy, and Urban Land Policy; The Boreal Forest; Ontario's Greenbelt

**\*TEXT: Chapter 7 Air and Chemical Pollution pp. 163-188**

**& \*TEXT: Chapter 8 The Politics and Policy of Land: Forests, Agriculture, & Cities pp. 189-219**

Olive, Andrea. (2019). *The Canadian environment in political context*. (2<sup>nd</sup> ed.). University of Toronto Press.

**& \*U of T LIBRARY SCANNED BOOK CHAPTER**

**This course readings will be available in the “Library Reading List” tab on the left of the Quercus course home page:**

Polanyi, Michael F.D. (2024). Chapter 7- Protect and extract: The Trudeau government's conflicted legacy on nature and conservation. In *The Trudeau record: Promise v. performance* (pp. 119-129). James Lorimer & Company Ltd.

**&\*ONLINE WEBPAGES**

***Please note that these proposed changes have now been reversed by the Ontario government. That said, this is a good piece which highlights the biodiversity of the protected Greenbelt in Ontario:***

Loog, Kathryn. (2023, August 30). Global biodiversity: Why the proposed changes to Ontario's Greenbelt matter. *The Conversation*.  
<https://theconversation.com/global-biodiversity-why-the-proposed-changes-to-ontarios-greenbelt-matter-211719>

**Work on Final Environmental Policy Analysis Paper (30%) due Friday, April 4 at 12:00 pm**

**WEEK 8- Friday, March 7:** Energy Policy & Climate Change; Regulation & Conflict

**\*TEXT: Chapter 9 Energy Policy and Climate Change pp. 221-247**

Olive, Andrea. (2019). *The Canadian environment in political context*. (2<sup>nd</sup> ed.). University of Toronto Press.

**& \*U of T LIBRARY SCANNED BOOK CHAPTER**

**This course readings will be available in the “Library Reading List” tab on the left of the Quercus course home page:**

Mertins-Kirkwood, Hadrian. (2024). Chapter 5- Green schemes, fossil dreams: The Trudeau government’s inconclusive climate legacy. In *The Trudeau record: Promise v. performance* (pp. 91-103). James Lorimer & Company Ltd.

**&\*ONLINE WEBPAGES**

Parsons, Robert. (2024, November 6). Neither effective nor fair: it’s time to replace the federal carbon tax. *Policy Options*.

<https://policyoptions.irpp.org/magazines/november-2024/federal-carbon-tax-replace/>

**&\*ONLINE WEBPAGES**

Van Rythoven, Eric. (2024, May 23). A Conservative government may axe the carbon tax but may then have to bring it back. *Policy Options*.

<https://policyoptions.irpp.org/magazines/may-2024/conservative-carbon-tax/>

**&\* U OF T LIBRARY EBOOK CHAPTER**

Macdonald, Douglas. (2020). Chapter 2- Energy and climate- change intergovernmental relations. In *Carbon province, hydro province: the challenge of Canadian energy and climate federalism* (pp. 35-62). University of Toronto Press.

[https://librarysearch.library.utoronto.ca/permalink/01UTORONTO\\_INST/14bjeso/alma991105912442906196](https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991105912442906196)

**&\*ONLINE WEBPAGES**

A SHARED Future Research Team. (2019, September 26). “Decolonizing” clean energy policy in Canada. *Yellowhead Institute*.

<https://yellowheadinstitute.org/2019/09/26/decolonizing-clean-energy-policy-in-canada/>

**&\*ONLINE WEBPAGES**

Pham, Ha. (2024, December 10). How to cut through the divisions hampering climate action. *Policy Options*.

<https://policyoptions.irpp.org/magazines/december-2024/climate-action-obstacles/>

**Work on Final Environmental Policy Analysis Paper (30%) due Friday, April 4 at 12:00 pm.**

**Monday, March 10- Last Date to Drop S Courses**

***Part III: Looking Further –Northern Regions; International Contexts, & the Future of Environmental Policy***

**WEEK 9- Friday, March 14:** Northern Communities and Environmental Health; Mining

**\*TEXT: Chapter 10 Politics and Policy in the North and Far North pp. 251-278**

Olive, Andrea. (2019). *The Canadian environment in political context*. (2<sup>nd</sup> ed.). University of Toronto Press.

**&\*ONLINE WEBPAGES**

Moon, Twila A., Druckenmiller, Matthew L. & Thoman, Rick. (2024, December 10).

Arctic has changed dramatically in just a couple of decades- 2024 report card shows worrying trends in snow, ice, wildfire and more. *The Conversation*.

<https://theconversation.com/arctic-has-changed-dramatically-in-just-a-couple-of-decades-2024-report-card-shows-worrying-trends-in-snow-ice-wildfire-and-more-237738>

**&\*ONLINE WEBPAGES**

Steyn, Elizabeth. (2024, February 27). The importance of critical minerals should not condone their extraction at all costs. *The Conversation*.

<https://theconversation.com/the-importance-of-critical-minerals-should-not-condone-their-extraction-at-all-costs-220833>

**&\*ONLINE WEBPAGES**

Trethewey, Laura. (2024, September 30). Inside the fight for the Ring of Fire. *Maclean's*.

<https://macleans.ca/society/environment/ring-of-fire-ontario/>

<http://myaccess.library.utoronto.ca/login?qurl=https%3A%2F%2Fwww.proquest.com%2Fmagazines%2Fnorthern-front%2Fdocview%2F3098266414%2Fse-2%3Faccountid%3D14771>

**Complete Quiz 2 (16%) Due Day 10- Friday, March 21 at 12:00 pm**

**Work on Final Environmental Policy Analysis Paper (30%) due Friday, April 4 at 12:00 pm.**



**WEEK 10- Friday, March 21:** Canadian Environmental Policy in Comparative Perspective;  
The International Framework

**QUIZ 2 (16%) DUE FRIDAY, MARCH 21 AT 12:00 PM**

**\*TEXT: Chapter 11 The Canadian Environment in a Global Context pp. 279-302**

Olive, Andrea. (2019). *The Canadian environment in political context*. (2<sup>nd</sup> ed.). University of Toronto Press.

**&\* OPEN SOURCE EBOOK CHAPTER**

Rabe, Barry & Smith, Hannah. (2023). Climate governance and federalism in the US. In A. Fenna, J. Setzer, & S. Jodoin (Eds.), *Climate governance and federalism: A forum of federations comparative policy analysis* (pp. 306-327). Cambridge: Cambridge University Press.

<https://www.cambridge.org/core/books/climate-governance-and-federalism/climate-governance-and-federalism-in-the-united-states/417655B7137190E73DE038DFA8981372>

**\* ONLINE JOURNAL ARTICLE**

Scott, Dayna. (2018). Federalism, the environment and the Charter in Canada. *Osgoode Digital Commons*.

[https://digitalcommons.osgoode.yorku.ca/cgi/viewcontent.cgi?article=3682&context=scholarly\\_works](https://digitalcommons.osgoode.yorku.ca/cgi/viewcontent.cgi?article=3682&context=scholarly_works)

**&\*ONLINE WEBPAGES**

Chen, Kuan Wei & Asgarian, Hoda. (2024, May 20). Climate change is a human rights issue. *The Conversation*.

<https://theconversation.com/climate-change-is-a-human-rights-issue-228156>

**Complete Final Environmental Policy Analysis Paper (30%) due Friday, April 4 at 12:00 pm**

**WEEK 11- Friday, March 28:** Differential Impacts of Climate Change; Policy Alternatives

**\* U OF T LIBRARY JOURNAL ARTICLE**

Jodoin, S., Ananthamoorthy, N., & Lofts, K. (2020). A disability rights approach to climate

governance. *Ecology Law Quarterly*, 47(1), 73–116.

[https://librarysearch.library.utoronto.ca/permalink/01UTORONTO\\_INST/fedca1/cdi\\_proquest\\_journals\\_2581541493](https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_proquest_journals_2581541493)

**&\*ONLINE WEBPAGES**

Haq, Gary. (2023, August 14). Why older people are some of the worst affected by

climate change. *The Conversation*.

<https://theconversation.com/why-older-people-are-some-of-those-worst-affected-by-climate-change-210847>

**&\*ONLINE WEBPAGES**

Tsai, Daniel & Zumbansen, Peer. (2023, August 20). A new approach to environmental,

social and governance policies is needed before it is too late. *The Conversation*.

<https://theconversation.com/a-new-approach-to-environmental-social-and-governance-policies-is-needed-before-its-too-late-211473>

**&\*ONLINE WEBPAGES**

Lowitt, Kristen & Levkoe, Charles Z. (2023, April 30). Basic income could help create a

more just and sustainable food system. *The Conversation*.

<https://theconversation.com/basic-income-could-help-create-a-more-just-and-sustainable-food-system-204452>

**WEEK 12- Friday, April 4:** Canadian Environmental Policy Present & Future; Course Wrapup & Conclusion

**FINAL ENVIRONMENTAL POLICY ANALYSIS PAPER (30%) DUE FRIDAY, APRIL 4 AT 12:00 PM**

**\*TEXT: Chapter 12 The Canadian Environment in the Twenty-First Century pp. 303-324**

Olive, Andrea. (2019). *The Canadian environment in political context*. (2<sup>nd</sup> ed.). University of Toronto Press.

**&\* OPEN SOURCE EBOOK CHAPTER**

Harrison, Kathryn. (2023). Climate governance and federalism in Canada. In A. Fenna, J. Setzer, & S. Jodoin (Eds.), *Climate governance and federalism: A forum of federations comparative policy analysis* (pp. 64-85). Cambridge: Cambridge University Press.

<https://www.cambridge.org/core/books/climate-governance-and-federalism/climate-governance-and-federalism-in-canada/66553220B3455333312D2BD4F1D8F388>

**&\*ONLINE WEBPAGES**

Shallard, Maria & Wale, Janna. (2023, September 30). Canada can't reconcile climate change without reconciling with Indigenous Peoples and the Land. *Canadian Climate Institute*.

<https://climateinstitute.ca/canada-cant-reconcile-climate-change-without-reconciling-with-indigenous-peoples-and-the-land/#:~:text=Including%20Indigenous%20worldview%2C%20expertise%2C%20and,%2C%20respect%2C%20and%20reciprocal%20relationships>

**Handwritten, In-Person Final Exam (25%)**

**A Final Examination (25%) (Short Answer and Short Essay) Will be Scheduled by the Registrar.**

**It Will Held During the Final Examination Period April 9-30, 2025.**

**This is a closed book exam.**

## ARTIFICIAL INTELLIGENCE

The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT, Gemini, Claude, Microsoft Copilot and other AI writing or coding assistants, is prohibited.

Representing as one's own an idea, or expression of an idea, that was AI-generated is considered an academic offense in this course.

Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT, Gemini, Claude, Microsoft Copilot and other AI writing and coding assistants, for the purpose of completing assignments in this course.

This course policy is designed to promote your learning and intellectual development and to help you reach the course learning outcomes.

## ACADEMIC INTEGRITY

The University of Toronto is committed to the free and open exchange of ideas, and to the values of independent inquiry. Academic integrity is fundamental to our university community's intellectual life. What does it mean to act with academic integrity? U of T supports the International Centre for Academic Integrity's [definition of academic integrity](#) as acting in all academic matters with honesty, trust, fairness, respect, responsibility, and courage. For an Indigenous perspective on these values, you might also like to [read more about the Seven Grandfathers approaches to academic integrity](#).

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's [Code of Behaviour on Academic Matters](#) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes working in groups on assignments that are supposed to be individual work).

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 (but not limited to) doctor's notes.
- Falsifying institutional documents or grades.

All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code of Behaviour on Academic Matters*. 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, you are expected to seek out additional information from me or other available campus resources like the University's [Writing Centres](#) or the [Centre for Learning Strategy Support](#).

## **USE OF TURNITIN (PLAGIARISM DETECTION TOOL)**

Turnitin is integrated in Quercus through the Submit Assignment button.

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>).

Please Also Consult:

- "How Not to Plagiarize" at <https://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/#:~:text=Always%20write%20down%20the%20author,draft%3A%20that's%20asking%20for%20trouble>
- "How can I cite properly?" at <https://sidneysmithcommons.artsci.utoronto.ca/how-can-i-cite-properly/>

- Helpful U of T Research Guides at <https://guides.library.utoronto.ca/biccitations>

You can also consult one of the Writing Centres on campus

<http://www.writing.utoronto.ca/writing-centres>

## **COPYRIGHT**

If a student wishes to copy or reproduce lecture presentations, course notes or other similar materials provided by instructors, they must obtain the instructor's written consent beforehand. Otherwise, all such reproduction is an infringement of copyright and is absolutely prohibited.

More information regarding this is available here:

<https://oneseach.library.utoronto.ca/copyright/copyright-video-modules>

Lectures and course materials prepared by the instructor are considered by the university to be an instructor's intellectual property covered by the *Copyright Act*, RSC 1985, c C-42. These materials are made available to you for your own study purposes, and cannot be shared outside of the class or "published" in any way. Lectures, whether in person or online, cannot be recorded without the instructor's permission. Posting course materials or any recordings you may make to other websites without the express permission of the instructor will constitute copyright infringement.

**Please note that posting course materials to online websites such as Course Hero, One Class, etc. is not allowed.**

**Do not share any course materials or course communications without the explicit permission of the instructor.**

All reproduction or posting of course content in any form is considered an infringement of copyright and intellectual property and is also prohibited.

This is for two reasons. The first one is privacy: the objective is to allow for a free flow of opinion and information—of reflection and thought experiments from both the instructor and the students asking questions and voicing opinions.

Our classrooms must be safe environments for reflection and thought experiment and reproducing information impedes those conditions.

Secondly, the lectures are copyrighted by the instructor. Failure to comply with this copyright warning may result in action in compliance with any and all university regulations and/or federal and provincial laws.

## **Other Important Information:**

### **ACCESSIBILITY NEEDS**

Students with diverse learning styles and needs are welcome in this course. 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 in the semester.

The University is committed to developing an accessible learning environment that provides reasonable accommodations to enable students with disabilities to meet the essential academic requirements of the University's course and programs. Please be aware of the Vice-Provost's [academic accommodation policies and resources page](#).

### ***Accommodations for Students with Disabilities or Medical Conditions***

If you need or desire an accommodation for a disability or medical condition, please inform the instructor/s so we can accommodate your needs to facilitate participation and/or use resources available to us, such as Services for Students with Disabilities and Adaptive Technology to facilitate learning. If assistance is required, we will treat that information as private and confidential. We strongly encourage you to register immediately with Accessibility Services <http://www.accessibility.utoronto.ca>.

This information will be held in confidence and communicated to instructors with your consent, as needed.

## **Campus Resources and Support:**

**Please reach out as soon as possible and make an office hour appointment if you are experiencing difficulties.**

**This is a 1-hour time slot dedicated to student queries each week.**

**There are campus supports to help you, but timely communication is crucial.**

**Informing your instructor about your challenges at the end of the course will not work in your favour.**

## ADDITIONAL RESOURCES FOR STUDENTS

### Academics

- [Accessibility Services](#)
- [College Registrar](#)
- [School of the Environment Undergraduate Office](#) (for ENV support)
- [Writing Centres](#)
- [Academic Integrity](#)
- [Library Resources](#), including writing, research, and workshops
- [Centre for Learning Strategy Support](#)

### Health & Wellness

- [Student Life Office](#)
- [Health & Wellness](#)
- [Feeling Distressed?](#)
- [Student Mental Health Resource](#)
- [Sexual & Gender Diversity Office](#)

### Recognized Study Group (RSG) Announcement:

RSGs are peer-led study groups of up to 8 students enrolled in the same A&S course.

Volunteering to be an RSG Leader is a great way to:

- Meet classmates and make friends in this course
- Gain new leadership and group-facilitation skills
- Increase your understanding of course material
- Prepare for test and exams
- Boost your resume
- Earn a Co-Curricular Record (CCR) credit

Find more information, visit: [uoft.me/rsgs](http://uoft.me/rsgs) or @sidneysmithcommons

[https://www.youtube.com/watch?v=MWBPWJCjF\\_s&ab\\_channel=Arts%26Science-UniversityofToronto](https://www.youtube.com/watch?v=MWBPWJCjF_s&ab_channel=Arts%26Science-UniversityofToronto)



## **MORE SERVICES and SUPPORT**

First Nations House <https://studentlife.utoronto.ca/department/first-nations-house/>

Centre for International Experience <https://internationalexperience.utoronto.ca/>

Religious Accommodations: [https://www.viceprovoststudents.utoronto.ca/student-resources/rights-responsibilities/accommodation-religious/#section\\_1](https://www.viceprovoststudents.utoronto.ca/student-resources/rights-responsibilities/accommodation-religious/#section_1)

Positive Space (LGBTQ+ resources): <http://positivespace.utoronto.ca>

Single user & accessible washrooms: <https://sgdo.utoronto.ca/resource-category/washrooms/>

Full Library Service through <https://onereach.library.utoronto.ca/>

There is a “Library Resources” Tab on our Quercus Homepage

Resources Library Research Help through <https://onereach.library.utoronto.ca/research-help>

Information for Quercus Support <https://qstudents.utoronto.ca/>

Good2Talk

Contact: 1-866-925-5454; [www.good2talk.ca/](http://www.good2talk.ca/)

This is a free, confidential helpline providing professional counselling and information and referrals for mental health, addictions and well-being to post-secondary students in Ontario, 24/7/365.

U of T Telus Health Student Support provides 24-hour support by phone

1-844-451-9700.

<https://mentalhealth.utoronto.ca/telus-health-student-support/>

Gerstein Crisis Centre

Gerstein Crisis Centre 24/7 Distress Line at 416-929-5200

<https://gersteincentre.org/>

If you are experiencing an emotional crisis and need immediate assistance, please contact the Gerstein Crisis Centre

## **Office Hour Information**

**If you have a class concern, make an instructor office hour appointment.**

**This is a 1-hour time slot dedicated to student queries each week.**

**This information is also available at the “Office Hours” link under the Modules area on the left-hand side of the course website.**

## **Friday After Class Office Hours 3-4 pm Held in the Classroom Location Provided on the Quercus Website**

**Booked Through 15 Minute Quercus Calendar Appointment Slots.**

**\*\*\* Please Note That Office Hour Appointments Require a 2-Step Process:**

- 1) Choose a 15-minute maximum appointment slot**

**Please Follow These Instructions for How to Book an Office Hour Appointment:**

<https://utm.library.utoronto.ca/students/canvas/book-appointment>

These appointments slots are filled on a “first- come, first- served” basis.

It is best to plan ahead if you are requesting an office hour meeting before an assignment is due.

**Friday Office Hour Quercus Calendar Signup Deadline: That Friday at 3:00 pm.**

**Please put the time you signed up for your timeslot in your calendar or schedule so you remember it.**

**Please cancel your reservation in advance if you know that you cannot make the meeting so that another student can use it.**

- 2) Meet Face-To-Face In-Person After Class from 3-4 pm in the Classroom Location Provided on the Quercus Website.**

*Good luck in ENV320H1S!*