

# Syllabus: ERS201 Environmental Policy, Politics and Governance

Fall 2020

## Territorial Acknowledgement

The School of Environment, Resources and Sustainability acknowledges that we live and work on the traditional territory of the Attawandaron (Neutral), Anishinaabeg and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometers on each side of the Grand River.

**Course Instructor:** Jennifer Clapp

**Announcements:** I will use the **Announcements** widget on the Course Home page during the term to communicate new or changing information regarding due dates, instructor absence, etc., as needed. You are expected to read the announcements on a regular basis. To ensure you are viewing the complete list of announcements, you may need to click Show All Announcements.

## Contact Us

Who and Why	Contact Details
<b>Instructor &amp;/or Teaching Assistant</b> <ul style="list-style-type: none"><li>• Course-related questions (e.g., course content, deadlines, assignments, etc.)</li><li>• Questions of a personal nature</li></ul>	<b>Instructor:</b> Jennifer Clapp, email: <a href="mailto:jclapp@uwaterloo.ca">jclapp@uwaterloo.ca</a> <b>TAs:</b> Richard Giles <a href="mailto:regiles@uwaterloo.ca">regiles@uwaterloo.ca</a> & Sophia Sanniti <a href="mailto:Sophia.sanniti@uwaterloo.ca">Sophia.sanniti@uwaterloo.ca</a> <b>Please email via LEARN</b> , rather than a regular email. This way we can keep better track of questions from students. (click the envelope icon at the top left of the LEARN page, and select 'email', and then enter the address and proceed).
<b>Technical Support</b> <ul style="list-style-type: none"><li>• Technical problems with Waterloo LEARN</li></ul>	<a href="mailto:learnhelp@uwaterloo.ca">learnhelp@uwaterloo.ca</a> Include your full name, WatIAM user ID, student number, and course name and number. Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time). <a href="#">LEARN Help Student Documentation</a>
<b>Student Resources</b>	<a href="#">Student Resources</a> <ul style="list-style-type: none"><li>• Academic advice</li><li>• Student success</li><li>• WatCards</li><li>• Library services and more</li></ul>

## **Calendar Course Description**

This course provides students with an introduction to processes of environmental policy, politics and governance. The roles of various actors, discourses and institutions involved in environmental policy-making and governance will be examined. These processes will be illustrated through an examination of a range of environmental issues from the local to the global level.

## **Detailed Description**

This course introduces students to environmental policy-making, politics and governance in a Canadian context. The first part of the course examines the features of the Canadian environmental policy landscape in historical context, including: the longstanding significance of natural resource exports to the economy, domestic political actors and dynamics, federal-provincial institutional and legal structures, environmental policy tools, engagement of Indigenous communities in environmental policy and competing worldviews on the environment. The second part of the course focuses on environmental outcomes and policy challenges in addressing them, including the impacts of environmental racism, the energy industry and climate change; water management and chemical and air pollution; and land use including, the clearing of land for agriculture and forestry and implications for wildlife. The final segment of the course focuses on Canada's engagement with the global and Arctic policy contexts. Throughout the course, we will refer to specific case studies that illustrate the distinctive and challenging nature of environmental policy-making, politics and governance in Canada. The course also emphasizes the importance of ideas, institutions, interests, inequality and power in environmental policy formation, implementation and effectiveness.

## **Learning Objectives**

The aim of this course is to provide students with an empirical foundation and conceptual framework for the practical analysis of policy, politics and governance of environmental issues in Canada.

By the end of this course, students should be able to:

- Demonstrate knowledge of the main environmental problems facing Canada today and the key forces that are driving those problems.
- Identify the key features of Canada's environmental policy context and explain the ways in which these features influence environmental outcomes and their governance.
- Identify the primary types of policy tools that have been employed to address environmental problems in Canada, and evaluate their relative strengths and weaknesses.
- Analyze and compare the political dynamics of key environmental problems in Canada.

## Grade Breakdown

Assignments	Weight (%)
Discussion posts (5 at 5% each – best 5 of 8)	25%
Mid-term Test	20%
Environmental Policy Analysis Essay	30%
Final Test	25%

**Discussion Posts** – You are to write a discussion post in 8 specified weeks of the term. Your discussion post grade will be determined by an evaluation of what you consider to be your best 5 of these 8 written discussion posts.

**Mid-term Test** – In Week 5, there will be a mid-term test based on material covered in the class in the first four weeks. Further details on the format of this test will be posted in LEARN by Week 3.

**Environmental Policy Analysis Essay** - You are to write an essay on an environmental policy issue and provide an analysis of that issue in relation to course material. You must choose among 8 specified topics for this essay. This paper should be approximately 1800-2000 words in length, not including the bibliography. This essay is due in Week 9.

**Final Test** – in Week 12 there will be a final test based on the material covered in the last 7 weeks of the course. Further details on the format of this test will be posted in LEARN by Week 7.

Full instructions on these different assignments is available on the LEARN website.

### About the Instructor

Jennifer Clapp is a Professor and Canada Research Chair in the School of Environment, Resources and Sustainability. You can read Jennifer's profile at this [link](#). Her expertise is in the area of global environmental politics, political economy of the environment, and global food security and sustainability.

### Materials and Resources

#### Required Textbook and Additional Readings

1. Andrea Olive, *The Canadian Environment in Political Context* (University of Toronto Press, 2019).
2. Additional articles - available electronically via LEARN – noted in the outline where assigned alongside textbook chapters.

For textbook ordering information, please contact the W Store | Course Materials + Supplies.

All additional readings will be posted in LEARN.

## **Schedule of Topics and Readings:**

**(NOTE: see the “Activities for this Week” files for each week for further details on all activities, including readings, for each week)**

### **Week 1 – (Sept. 8-13) – Introduction to the Course**

- Andrea Olive, Chapter 1, “The Canadian Environment”, pp. 3-28.

### **Week 2 – (Sept. 14-18) – The Canadian Political and Institutional Context**

- Andrea Olive, Chapter 2 “Canadian Politics and Institutions”, pp. 29-56.
- Andrea Olive, Chapter 3 “Making Policy in Canada”, pp. 57-82.

### **Week 3 – (Sept. 21-25) – Canada’s Resource Economy and Environmentalism in Historical Context**

- Andrea Olive, Chapter 4, “Canada’s Environmental History in Waves and Eras”, pp.83-107.
- Andrea Olive, Chapter 12, “The Canadian Environment in the Twenty-First Century”, pp.303-324.
- Michael Howlett and Nigel Kinney, “The Current (Post-Staples?) State of Canada’s Resource Industries”, in D. VanNijnatten (2016) *Canadian Environmental Policy and Politics*, pp.38-56.

### **Week 4 – (Sept. 28-Oct. 2) – Diversity in Environmental Worldviews and Ways of Knowing**

- Bill Hopwood, Mary Mellor, and Geoff O'Brien. "Sustainable development: mapping different approaches." *Sustainable development* 13, No.1 (2005), pp. 38-52.
- Ashish Kothari, Federico Demaria, and Alberto Acosta, “Buen Vivir, Degrowth and Ecological Swaraj: Alternatives to Sustainable Development and the Green Economy,” *Development* 57, no. 3 (2014), pp.362–75.
- Jayalaxshmi Mistry and Andrea Berardi, “Bridging Indigenous and Scientific Knowledge,” *Science* 352, no. 6291 (2016), pp. 1274–75. (brief article).

### **Week 5 – (Oct. 5-9) – TEST – worth 20% (see information under “Assignments and Evaluation” tab)**

### **READING WEEK (Oct. 12-16)**

## **Week 6 – (Oct. 19-23) – Environmental Racism in Canada and the Quest for Environmental Justice**

- Ingrid Waldron, “Re-Thinking Waste: Mapping Racial Geographies of Violence on the Colonial Landscape,” *Environmental Sociology* 4, no. 1 (2018), pp.36–53.
- Deborah McGregor, “Mino-Mnaamodzawin: Achieving Indigenous Environmental Justice in Canada,” *Environment and Society* 9, no. 1 (2018), pp. 7-21.
- Louise Montgomery. “Covid-19 and Environmental Racism”, *The Ecologist* (2020), <https://theecologist.org/2020/may/29/covid-19-and-environmental-racism> (brief article).

## **Week 7 – (Oct. 26-30) – Governing Air & Water**

- Andrea Olive, Chapter 6 “Water”, pp. 135-159.
- Andrea Olive, Chapter 7, “Air and Chemical Pollution”, pp. 163-188.
- Colin Graf. “New study in Aamjiwnaang finds residents may face higher health risks caused by toxic substance in air”, *Anishinabek News* (2020): <https://anishinabeknews.ca/2020/01/13/new-study-in-aamjiwnaang-finds-residents-may-face-higher-health-risks-caused-by-toxic-substance-in-air/> (brief article).
- Shelby Gilson, “‘My Ears Keep Ringing All the Time’: Mercury Poisoning Among Grassy Narrows First Nation”, *Pulitzer Center* (2019). <https://pulitzercenter.org/reporting/my-ears-keep-ringing-all-time-mercury-poisoning-among-grassy-narrows-first-nation> (brief article).

## **Week 8 – (Nov.2-6) –The Political Economy of Canada’s Energy & Climate Change Policies**

- Andrea Olive, Chapter 9 “Energy Policy and Climate Change”, pp. 221-248.
- Angela Carter “Policy pathways to carbon entrenchment: responses to the climate crisis in Canada’s petro-provinces.” *Studies in Political Economy*, 99(2), (2018), pp. 151-174.
- Melina Laboucan-Massimo, “Awaiting Justice: The Ceaseless Struggle of the Lubicon Cree”, in J. Khan et al. *A Line in the Tar Sands* (2014), pp. 113-117.
- Ainslie Cruickshank. “Trans Mountain, Coastal Gas Link, Keystone XL: Where Things Stand with Canada’s Pipeline Projects”, *The Narwhal* (2020): <https://thenarwhal.ca/trans-mountain-coastal-gaslink-keystone-xl-canada-pipeline-projects/> (brief article).

## **Week 9 – (Nov. 9-13) – Environmental Policy Analysis Essay (due at Nov. 13 @ 5pm) – worth 30% (see instructions under “Assignments and Evaluation” tab)**

## **Week 10 – (Nov. 16-20) – Governing Land Use Change and Species at Risk**

- Andrea Olive, Chapter 5 “The Conservation of Species at Risk”, pp. 111-133.
- Andrea Olive, Chapter 8, “The Politics of Land: From Agriculture to Forests to Cities”, pp. 189-219.
- Leticia Ama Deawuo, “We Cannot Talk About Food without Talking About Racism” *SeedChange* (2020): <https://weseedchange.org/words-from-seedchange-chair-we-cannot-talk-about-food-without-talking-about-racism/> (brief article).
- Sarah Cox, “Canada’s Reindeer ‘at Risk of Extinction’”, *The Narwhal* (2020) <https://thenarwhal.ca/canadas-reindeer-at-risk-of-extinction/> (brief article).

## **Week 11 – (Nov. 23-27) – Canada in Global Environmental Politics**

- Andrea Olive, Chapter 10 “Politics and Policy in the North and Far North”, pp. 249-278.
- Andrea Olive, Chapter 11 “The Canadian Environment in Global Context”, pp. 279-302.
- Peter J. Stoett, “Substantive but Inconsistent: Canada’s Role in Global Environmental Governance, 1968–2017,” *Canadian Foreign Policy Journal* 24, no. 3 (2018), pp.316–28.

## **Week 12 – (Nov. 30-Dec.4) – Final Test – worth 25% (see information under “Assignments and Evaluation” tab)**

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### **Resources and Policies**

#### **Library Resources**

[Library COVID-19: Updates on library services and operations.](#)

#### **University Policies**

**Academic integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check the [Office of Academic Integrity](#) for more information.]

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

**Discipline:** A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check the [Office of Academic Integrity](#) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the

undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

**Appeals:** A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals](#).

**Note for students with disabilities:** [AccessAbility Services](#), located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

**Turnitin.com:** Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

## **Coronavirus Information**

### [Coronavirus Information for Students](#)

This resource provides updated information on COVID-19 and guidance for accommodations due to COVID-19.

## **Mental Health Support**

All of us need a support system. We encourage you to seek out mental health supports when they are needed. Please reach out to [Campus Wellness and Counselling Services](#).

We understand that these circumstances can be troubling, and you may need to speak with someone for emotional support. [Good2Talk](#) is a post-secondary student helpline based in Ontario, Canada that is available to all students.

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