PLAN 340

Canadian Environmental Policy and Politics

Fall 2018

Instructor:
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COURSE OUTLINE

Calendar Description
Consideration of the intersection between key ecological themes and recent policy developments. Investigation of current issues in environmental science and politics. Development of critical skills for assessing, framing and conveying information essential to planning, managing and developing policy for environmental stewardship.

Course Objectives:
1. Learn the principles and concepts of Canadian environmental policy and how they relate to planning;
2. Understand the breadth of policy tools used to tackle sustainability in communities, their origins, strengths, and weaknesses;
3. Apply cutting edge policy analysis tools relevant to planning; and
4. Enhance practical and transferable skills, such as case study research and critical thinking.

Learning Modes:
The course has been designed to strike a balance between understanding theory and demonstrating applications of relevant methods or tools. The theory-based portion of lectures will provide an in-depth overview of relevant concepts and ideas and how they apply to planning and sustainability. The demonstration-based portion of lectures will introduce a method or tool and then guide students through an applied exercise associated with the method or tool. All classes will be interactive, and students are expected to come prepared to discuss, interpret and critique the assigned readings as well as undertake critical applied work. The course will draw from a wide range of interdisciplinary literature.

SCHEDULES

Class Meetings
The lectures will be held every Tuesday and Thursday from 11:30 am to 12:50 pm in room EV2 2002.

Scheduled Office Hours or Consulting
Office hours will be held every Tuesday from 2:30 pm to 3:30 pm in room EV3 3308.
# Sequence of Course Topics

Students are responsible for all of the topics listed below. There may be minor adjustments from time to time in sequence and date.

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Lecture</th>
<th>Readings</th>
<th>Assignments due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to course</td>
<td>Sept 6</td>
<td>No assigned readings</td>
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<tr>
<td>Week 2</td>
<td>Who controls 'the environment' in Canada?</td>
<td>Sept 11</td>
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<td>Sept 13</td>
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<tr>
<td>Week 3</td>
<td>Indigenous rights and the legacy of colonialism</td>
<td>Sept 18</td>
<td>(Zurba 2014)</td>
<td>届</td>
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<td></td>
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<td>Sept 20</td>
<td>(McLeod et al. 2015)</td>
<td>届</td>
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<tr>
<td>Week 4</td>
<td>Contemporary issue 1: Carbon and climate change</td>
<td>Sept 25</td>
<td>(Yamazaki 2017)</td>
<td>届</td>
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<td></td>
<td></td>
<td>Sept 27</td>
<td>(Murray and Rivers 2015)</td>
<td>届</td>
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<td>Week 5</td>
<td>Contemporary issue 2: Oil sands and pipelines</td>
<td>Oct 2</td>
<td>(Rayner et al. 2017)</td>
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<td></td>
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<td>Oct 4</td>
<td>(Axsen 2014)</td>
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<td></td>
<td>Synthesis paper 1</td>
<td>届</td>
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<td>Week 6</td>
<td>No class (Fall Break)</td>
<td>Oct 9</td>
<td>No assigned readings</td>
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<td></td>
<td>Group Project Time</td>
<td>Oct 11</td>
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<td>届</td>
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<td>Week 7</td>
<td>Contemporary issue 3: Biodiversity and habitat</td>
<td>Oct 16</td>
<td>(Olive 2016)</td>
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<td></td>
<td></td>
<td>Oct 18</td>
<td>(Olive 2014)</td>
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<tr>
<td>Week 8</td>
<td>Environmental problems and problemsheds</td>
<td>Oct 23</td>
<td>(Mollinga et al. 2007)</td>
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<td>Oct 25</td>
<td>No assigned readings</td>
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<tr>
<td>Week 9</td>
<td>Policy design and change</td>
<td>Oct 30</td>
<td>(Howlett 2014)</td>
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<td>Nov 1</td>
<td>(Howlett 2015)</td>
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<td>Week 10</td>
<td>Canada in the world: Why must environmental</td>
<td>Nov 6</td>
<td>(Lenschow et al. 2016)</td>
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<td>policy cross borders?</td>
<td>Nov 8</td>
<td>(Keohane and Victor 2016)</td>
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<td>Synthesis paper 2</td>
<td>届</td>
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<td>Week 11</td>
<td>The future of environmental policy in Canada</td>
<td>Nov 13</td>
<td>No assigned readings</td>
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<td>Nov 15</td>
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<td>Week 12</td>
<td>Group presentations</td>
<td>Nov 20</td>
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<td>Nov 22</td>
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<td>Week 13</td>
<td>Group presentations</td>
<td>Nov 27</td>
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<td>Nov 29</td>
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Student Evaluation

Students will be evaluated based on the assignments and activities outlined below. To obtain a passing grade in the course, students are expected to achieve a pass in each graded course component. When determining a student's final grade in the course, the professor will examine the record of each individual student's achievement; the final grade may be adjusted to take into account the component passing requirement, extenuating and compassionate circumstances and the student's general pattern of achievement in the course.

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10 %</td>
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<tr>
<td>Synthesis papers (10 % each X 2 papers)</td>
<td>20 %</td>
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<tr>
<td>In class exercise</td>
<td>10 %</td>
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<tr>
<td>Group paper proposal</td>
<td>10 %</td>
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<tr>
<td>Group paper draft</td>
<td>15 %</td>
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<tr>
<td>Group paper final</td>
<td>25 %</td>
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<tr>
<td>Group paper presentation</td>
<td>10 %</td>
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<tr>
<td>TOTAL</td>
<td>100 %</td>
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Participation

We will spend the opening of every class discussing the readings for each week. Students are expected to lead and participate in these discussions. Additionally, we will spend time during each class completing applied exercises. Students must partake in these exercises in class. Participation will be documented throughout the semester and a grade will be provided at the end. Grades will be determined based on attendance, attention during class (i.e., no phones), staying up-to-date on the readings, being able to effectively discuss readings in class or ask meaningful questions about the readings, and partaking in the exercises. If you will not be able to attend a class, please let me know in advance.

Synthesis papers

Students will be required to individually complete two Synthesis Papers, which summarize and integrate insights from the course readings. Synthesis Papers will critically engage with the course readings and allow the student to discuss their views and interpretations of the materials. Each Synthesis Paper will be approximately 2,000 to 2,500 words and should answer the following questions for EACH reading within their scope:

1. What are the main points or arguments made by the authors?
2. Which points or arguments are clear? Which require further justification? And why?
3. How can the ideas, concepts or methods be applied to planning?

Synthesis Paper 1 will cover the following readings: Zurba 2014; McLeod et al. 2015; Yamazaki 2017; Murray and Rivers 2015; Rayner et al. 2017; Axsen 2014


Synthesis Papers should be submitted via dropbox on the course Learn site by 5:00 pm on October 4 and November 8.
Group paper: In-depth case study

For the term project, students will work in small groups to apply the concepts and tools learned in the course. Each group will identify and choose a case study to focus on, which embodies a contemporary environmental issue or problem in Canada. Students must find adequate secondary data or literature to support their case studies. Students will analyze the data, conduct background literature reviews, and write about the case study.

The assignment is broken into four parts. The first part involves preparing a Case Study Proposal (due October 16 by 5 pm), which details why the case was chosen, which issues will be explored, the data or literature used, and the policies or program tools demonstrated or applied to the case. Students will hand in an electronic version of their proposal via Dropbox on the course Learn site (1-2 pages; 500 to 1,000 words). Next, students will prepare a draft of their paper, which will be submitted via LEARN on October 20. The draft paper will provide the main structure of the paper and outline the main arguments in 4-5 pages (2,000 to 2,500 words). Point form is acceptable for the draft paper.

The third part involves preparing a Final Case Study Paper (due November 20 by 5 pm) (10-12 pages; 5,000 to 6,000 words exclusive of figures and charts). The final papers should be submitted via Dropbox on the course Learn site. Generally, the paper should answer the following questions regarding the case study:

1. An introduction – why is this case study important? What is the main environmental problem/issue?
2. Background and history – why did this problem/issue emerge? How has Canadian policy evolved in light of this problem/issue?
3. Analys and interpretation – how could policy be improved? And how might improvements occur (i.e., who will lead the changes)?
4. Implications – how do the findings inform planning and policy?

The fourth part involves delivering a Final Case Study Presentation (20 minutes) to the class and lead a discussion in relation to the case study (10 minutes). The presentations will occur from November 20 to November 29. The presentations should cover the same information as the final paper. More details on how these will be evaluated will be provided in class.

In class exercise

On November 13 and 15, there will be an in class exercise about the future of environmental policy in Canada. Students will work in small groups and will be walked through a structured participatory scenario planning exercise to produce a **500 to 1,000 word Vision for Canada's Environmental Future**. More details will be provided in class.

Requirements, Grade Penalties and Special Considerations:

Readability and Clarity: Students are expected to present well organized, and properly written work. Penalties of up to 25% may be applied in cases where readability and/or clarity are inadequate.

Computer Use: Assignments must be completed by using a computer. Assignments may not be accepted or penalties assessed if a computer is not used.

Lateness penalty: all assignments are due on the date set by the professor. The first day an assignment is late brings a 5% penalty. An additional 5% penalty is assessed for each additional late day. A student's assignment more than 4 days business days late will not be accepted and a grade of zero will be recorded for that assignment.
Requests for exemptions or compassionate considerations: are to be discussed with the professor in advance or as soon as possible.

### Course Readings

*All readings are available for free electronically from the University of Waterloo’s library.*

**Required readings**


Faculty of Environment Course Statements

♦ Intellectual Property:
Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student’s educational experience. However, sharing this intellectual property without the intellectual property owner’s permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

♦ Unclaimed assignments:
Assignments which are not picked up by students must be retained for one year after last use (i.e., after the end of the term in which the work was submitted or after the resolution of any grade revision request or appeal), unless students are notified that they will be retained for a shorter period of time. Instructors who do not wish to retain unclaimed assignments for one year may dispose of them sooner provided they include notification of this practice on the course outline.

♦ Research Ethics: Please also note that the ‘University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Director, Office of Human Research and Animal Care (Office). The ethics review and clearance processes are intended to ensure that projects comply with the Office’s Guidelines for Research with Human Participants (Guidelines) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.). If the development of your research proposal consists of research that involves humans as participants, the please contact the course instructor for guidance and see https://uwaterloo.ca/research/office-research-ethics
♦ Academic Integrity:
To provide appropriate guidance to students, all course outlines in the Faculty of Environment must address academic integrity and reference the web documents for Policy #71. The statement below is recommended for inclusion in the Course Outline. In addition, instructors are encouraged to discuss academic integrity during course meetings.

Consequences of Academic Offences:
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. The University’s guiding principles on academic integrity can be found here: http://uwaterloo.ca/academicintegrity/ ENV students are strongly encouraged to review the material provided by the university’s Academic Integrity office specifically for students: http://uwaterloo.ca/academicintegrity/Students/index.html Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Student who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also visit this webpage: https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71 Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance: https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70

♦ 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.

♦ Mental Health: The University of Waterloo, the Faculty of Environment and our Departments consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. Please note that help is available. Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services http://www.uwaterloo.ca/counselling-services is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.
♦ **Religious Observances**: Student needs to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

♦ **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, [www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm). When in doubt please contact your Undergraduate Advisor for details.

♦ **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) [www.adm.uwaterloo.ca/infosec/Policies/policy72.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm)

♦ **Turnitin**: Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all materials and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course. **Note**: students must be given a reasonable option if they do not want to have their assignment screened by Turnitin®. See: [https://uwaterloo.ca/academic-integrity/guidelines-instructors](http://https://uwaterloo.ca/academic-integrity/guidelines-instructors) for more information.

♦ For further information on UW’s Turnitin guidelines, see: [http://uwaterloo.ca/academic-integrity/home/guidelines-instructors](http://uwaterloo.ca/academic-integrity/home/guidelines-instructors)

♦ **LEARN**: Users can login to LEARN via: [http://learn.uwaterloo.ca/](http://learn.uwaterloo.ca/) use your WatIAM/Quest username and password

Relevant University Policies:
Policy 71 – Student Discipline
Policy 73 – Intellectual Property Rights