

ERS 201: Environmental Policy, Politics and Governance
Fall 2018 Course Outline

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.

Instructor: Prof. Jennifer Clapp

Office: EV2 – 2041; email jclapp AT uwaterloo.ca; tel. 519-888-4567 x 32068

Office Hours: Mondays 11:30am-12:30pm and Fridays 12:30pm-1:30pm, or by appointment

Lectures: Friday, 10:30am-12:20pm, EV3 – 1408

Teaching Assistants:

Stephen Tsuji – srjtsuji AT uwaterloo.ca

Lauren Smith – lkmsmith AT uwaterloo.ca

Sarah-Louise Ruder – sruder AT uwaterloo.ca

TA office hours: (TBA)

Tutorials:

Tut 101 – 4:30-5:20pm Wednesday HH 124

Tut 102 – 2:30-3:20pm Wednesday HH 344

Tut 103 – 1:30-2:20pm Wednesday HH 344

Tut 104 – 3:30-4:20pm Tuesday HH 124

Tut 105 – 12:30-1:20pm Tuesday EV2 2006

Tut 106 – 2:30-3:20pm Tuesday HH 124

Calendar 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.

Prereq: Level at least 2A; Environment, Resources and Sustainability students only (or permission of instructor)

Antireq: ERS 210, ERS 275 001 F15

Detailed Course Description: This course introduces students to environmental policy-making, politics and governance in a Canadian context. The first five weeks of the course examine the features of the Canadian environmental policy landscape, including: the significance of natural resource exports to the economy, domestic political actors and dynamics, environmental policy tools, federal-provincial institutional and legal structures, engagement of First Nations communities in environmental policy, and Canada's engagement with the North American and global policy contexts. The next three weeks will focus on specific cases of environmental policy areas of importance to Canada, including: energy and climate change; water and air quality; and food and fisheries sustainability. Following an in-class test in week nine, the final three weeks of the course focus on an in-depth case study of environmental policy, politics and governance of the Alberta tar sands. These various case studies serve to illustrate the distinctive and challenging nature of environmental policy-making, politics and governance in Canada. Throughout the course, the importance of ideas, institutions, interests and power will be emphasized in understanding processes of environmental policy formation, implementation and effectiveness.

Course 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 key environmental issues facing Canada today.
- Identify the key features that shape the environmental policy context in Canada and understand the ways in which these features affect environmental governance.
- Have a basic understanding of the key types of policy tools that have been employed to address environmental problems in Canada, and evaluate their relative strengths and weaknesses.
- Understand the political dynamics surrounding environmental problems and policies in Canada.

Required Course Texts (available at the UW Bookstore and in the UW Library):

1. Debora VanNijnatten (ed.), *Canadian Environmental Policy and Politics*. Oxford University Press. 2016.
2. Ian Urquhart, *Costly Fix: Power, Politics and Nature in the Tar Sands*. University of Toronto Press. 2018.
3. Four additional articles - available electronically via LEARN.

Marks Breakdown:

Tutorial participation	15%
News media article analysis	15%
In-class test	35%
Final paper on <i>Costly Fix</i>	35%

Participation: Your participation will be evaluated based on tutorial attendance and the quality of your input in tutorials. A mark out of 5 will be given for tutorial attendance (i.e. 5/5 for perfect attendance; and a 0.75 mark reduction for every missed tutorial without a documented reason for your absence approved by your TA). A mark out of 10 will be given for participation in tutorial discussions. Good participation in class is not simply a matter of speaking out. It involves contributions that demonstrate your engagement and connection with the course materials. This might include showing that you are making connections between different course materials and between course materials and real-world events, as well as demonstrating that you have carefully weighed the arguments and viewpoints expressed in readings and in class and have incorporated them into your own analysis. For each tutorial meeting, you are expected to have read the assigned readings for that week, and to be prepared to discuss your thoughts and ideas with your classmates in a constructive and respectful manner.

News Media Article Analysis: You are to write a short paper (1200-1500 words) that analyzes an environmental policy issue facing Canada today based on a recent news media article about that issue as well as readings from this course. Full details on the parameters of this assignment will be handed out on the first day of class. This assignment is due on Friday October 5, 2018.

In-Class Test: There will be an in-class test during the lecture period on Friday November 9, 2018. This test will be based on the material we have covered in class up to that point in time – including material covered in the required readings, lectures and tutorials. Further details on this test will be circulated in class just prior to the Thanksgiving break.

Final Paper: Book Review of *Costly Fix*: You are to write a guided review of Ian Urquhart's *Costly Fix*. Students are asked to respond to and reflect on a set of questions that arise from our reading of the book. In answering these questions, students are asked to reflect on the themes and readings we have covered in this class, as they apply to the case study of Alberta's tar sands. This review is to be 2500-3000 words in length. Full details on the parameters of the assignment and the

guiding questions will be handed out in class prior to the Thanksgiving break. This assignment is due on Monday December 10, 2018.

Late Assignments: Please submit all assignments to LEARN by 11:59pm EST on the indicated due date. Late assignments will be penalized with a reduction of 3 percentage points (out of 100 points available on the assignment) per day. News media article analysis papers will *not* be accepted for marking after Friday November 9th. Final papers will *not* be accepted for marking after Tuesday December 20th. Extensions on assignment deadlines will only be granted in exceptional circumstances that are supported by medical or other official documentation.

Submission of Assignments: Your news media analysis article and final paper assignments must be submitted to the LEARN site; papers will be marked and grades will be posted to students on LEARN.

Schedule of Classes and Readings:

Theme 1: Introduction – The Political Economy of Environment and Resources Policy and Governance in Canada

September 7: Lecture

Note: Tutorials will *not* meet September 11 and 12

Theme 2: Economic Structures and Political Actors in Canadian Environmental Policy and Politics

September 14: Lecture

September 18 and 19: Tutorials meet

Required readings:

- Cameron Anderson and Laura Stephenson, “Environmentalism and Austerity in Canada: Electoral Effects”, in VN, pp.4-19.
 - Clare Demerse and Nathan Lemphers, “The Environmental Movement in Canada: Current Challenges”, in VN, pp.20-37.
 - Michael Howlett and Nigel Kinney, “The Current (Post-Staples?) State of Canada’s Resource Industries”, in VN, pp.38-56.
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Theme 3: Worldviews, Power and Knowledge in Environmental Policy-making and Governance

September 21: Lecture

September 25 and 26: Tutorials meet

Required readings:

- Stephen Bocking, “Science and Canadian Environmental Policy”, in VN, pp.97-112.
 - Deborah McGregor. 2014. “Lessons for Collaboration Involving Traditional Knowledge and Environmental Governance in Ontario, Canada.” *AlterNative: An International Journal of Indigenous Peoples*, 10 (4): 340–353. In LEARN.
 - Mark Winfield, “Implementing Environmental Policy in Canada”, in VN, pp.74-96.
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Theme 4: Domestic Institutional and Legal Landscape: Multi-scalar and Complex

September 28: Lecture

October 2 and 3: Tutorials meet

Required readings:

- Marcia Valiante, “Environmental Law in the Time of Austerity”, in VN, pp.57-73.
 - Julie Simmons, “Federalism, Intergovernmental Relations, and the Environment”, in VN, pp.130-145.
 - Graham White, “Aboriginal People and Environmental Regulation: Land Claims and Co-Management Boards in the Territorial North”, in VN, pp.162-180.
 - Mary Louise McAllister, “Sustaining Twenty-First-Century Canadian Communities in an Era of Complexity”, in VN, pp.146-161.
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Theme 5: Canada and Global Environmental Policy and Governance

October 5: Lecture

October 16 and Oct. 17: Tutorials will meet (*fall break means no ERS 201 meetings Oct 8-12*)

Required readings:

- Debora VanNijnatten, “The Push and Pull of North America on Canadian Environmental Policy”, in VN, pp.181-196.
 - Neil Craik and Tahnee Prior, “Retreat from Principle: Canada and the System of International Environmental Law”, in VN, pp.197-215.
 - Al Gedicks. 2015. “Transnational Mining Corporations, the Environment, and Indigenous Communities.” *The Brown Journal of World Affairs; Providence*, 22 (1): 129-152. In LEARN.
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Theme 6: Protecting Water and Air

October 19: Lecture (*Planned guest presentation: Prof. Rob DeLoe, SERS*)

October 23 and 24: Tutorials meet

Required readings:

- Carolyn Johns and Mark Sproule-Jones, “Water Policy in Canada: The Great Lakes Case”, in VN, pp.252-276.
 - Owen Temby, Don Munton and Inger Weibust, “Air Pollution Policy in Canada: Government Leadership or Smoke and Mirrors?”, in VN, pp.329-346.
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Theme 7: Food Systems and Fisheries

October 26: Lecture

October 30 and 31: Tutorials meet

Required readings:

- Annette Desmarais and Hannah Wittman. 2014. “Farmers, Foodies and First Nations: Getting to Food Sovereignty in Canada.” *The Journal of Peasant Studies*, 41 (6): 1153–1173. In LEARN.
 - Gunhild Hoogensen. 2007. “The Canadian Fisheries Industry: Retrospect and Prospect.” *Canadian Political Science Review*, 1 (1): 42-56. In LEARN.
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Theme 8: Energy Policy and Climate Change

November 2: Lecture (*Planned guest presentations: Prof. Ian Rowlands, SERS and AVP International; and Dominique Souris, SERS Graduate*)

November 6 and 7: Tutorials meet

Required readings:

- Angela Carter, “Environmental Policy and Politics: The Case of Oil”, in VN, pp.292-306.
 - Douglas Macdonald, “Climate Change Policy”, in VN, pp.220-234.
 - Ian Rowlands, “Renewable Electricity: Provincial Perspectives and National Prospects”, in VN, pp.235-251.
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November 9 - IN-CLASS TEST

Tutorials will NOT meet on Nov.13 and Nov.14

Theme 9: In-Depth Case Study: Alberta Tar Sands I – Place of the Tar Sands in Canada’s Economy

November 16: Lecture - Films: *Tar Sands: Canada for Sale* (2008) and *Sandman* (2013)

November 20 and 21: Tutorials meet

Required reading:

Ian Urquhart, *Costly Fix* – Introduction + Chapters 1-3, pp.1-95.

Theme 10: In-Depth Case Study: Alberta Tar Sands II – Environment and First Nations

November 23: Lecture

November 27 and 28: Tutorials meet

Required reading:

Ian Urquhart, *Costly Fix*– Chapters 4-6, pp.103-194.

Theme 11: In-Depth Case Study: Alberta Tar Sands III + Course Wrap-Up

November 30: Lecture

No Tutorials associated with this last lecture of the term (Prof. Clapp and the Teaching Assistants will be available for additional office hours this week to answer any questions on the final assignment).

Required reading:

Ian Urquhart, *Costly Fix* – Chapters 7-10, pp.199-315.

December 10, 2018 – Final Paper Due (submit via LEARN)

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.