

# GEOG/ENST 3471: Environmental Assessment and Management

Lakehead University CEDL

WINTER 2018

Instructor: Dr. Amy Siciliano

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## Calendar Description

An examination of the basic principles of biophysical and socio-economic impact assessment and how these are integrated into environmental management policies. Particular attention will be paid to environmental management systems.

**Prerequisite(s):** Geography 1150 or 1170 or permission of the Chair of the Department of Geography and the Environment

## Course Overview

This course is an introduction to environmental assessment within the context of a sustainable development framework. Environmental assessment is a process that aims to mitigate some of the real and potential costs of development. Students will learn about planning processes utilised to predict, evaluate and mitigate the impact of a proposed project, program or policy on the bio-physical and socio-economic environment. By focusing on the history, politics, processes, and methods of environmental assessments students will better understand and evaluate the policies and practices of environmental management and stewardship. Course material will focus primarily on the Canadian context, exploring several case studies from territorial and provincial jurisdictions.

## Course Material

There are two required textbooks for this course. They are available for purchase at both campuses.

If you are unable to access the texts, please let me know as soon as possible.

### **TEXTS:**

Hanna, Kevin S. (2016). *Environmental Impact Assessment: Practice and Participation*, 3<sup>rd</sup> edition. Oxford and New York: Oxford University Press

Noble, Bram F. (2015). *Introduction to Environmental Impact Assessment: A Guide to Principles and Practice*, Third Edition. Oxford: Oxford University Press

Other readings/material are available from the Desire2learn (D2L) course website, either in pdf, or as a link to an online document/video/audio on the Internet.

## Course format

This class will be a mix of lecture and seminar-based online discussion with assignments designed to practically apply material learned in lecture. Students are expected to engage in active learning throughout the semester by leading seminar discussions, evaluating case-studies, and interacting with your peers via the discussion board.

It is essential that you do the required readings prior to the beginning of each week. The readings (and videos/films) will also serve as a basis for the weekly discussions as well as the case study exercises. Details of evaluation criteria for this course are contained on a separate document on the D2L course site.

## Tips for Success in Online Learning

1. Realize that online learning is not an *easier* way to learn, (but it is a more convenient one). Don't expect this course to be easy because its virtual. In fact, you will have to put in as much work (perhaps more) as in a regular class on campus.
2. Practice self-discipline and build a study schedule. Set aside regular times each week to review lecture material, read/watch course material, participate in discussion and work on assignments. Extra time will be needed to prepare for exams.
3. Have a dedicated study space, free from distractions, with good internet access.
4. Ask for help! I am here to support your learning. Please never hesitate to contact me via email to discuss any course-related issue. We can also set up a Skype video call if you think face-to-face interaction will better support your learning.
5. Engage with your peers! Use the discussion board to offer your perspective on issues. Raise your own issues and pose questions for discussion. This will help tremendously to make you feel more connected to, and thus invested in, your learning.

## Evaluation Overview

Guidelines for the preparation of the assignments and for my assessment of your work are discussed in detail on the document 'Evaluation Guide' found on the D2L course site. Below is an overview of the assignments, exams, grading scheme and due dates.

Assessment	Weight	Due date
Discussion participation	15%	ongoing
Project proposal	15%	Week 5
Presentation of case study	20%	Weeks 9-13
EIA or SEA report	25%	Week 13
Final Exam	25%	TBA

## Assignments and Exams:

All assignments will be submitted through the D2L course website using assignments box. You may submit your assignments in pdf, doc, docx, formats. The exams will be administered online via D2L. You will have some flexibility on the time you choose to write them, but once you start the exam, you will only have a set amount of time to complete it (typically 2 hours).

PLEASE NOTE: Unless otherwise advised, assignments are due on the MONDAY of the week they are due. They must be submitted by 4pm EASTERN STANDARD TIME or they will be considered late, and penalized. A late penalty of 5% per day will be applied. Submissions more than one week late will not be accepted without legitimate documentation.

I will return all graded material to you within ten days of its receipt, unless I advise you otherwise. All grades will be posted on D2L course site.

## Contacting the Instructor

Please email me at [asicilia@lakeheadu.ca](mailto:asicilia@lakeheadu.ca) rather than the D2L email. I will check my @lakeheadu.ca e-mail and the discussion board once a day, between the hours of 9am-10pm (with the exception of weekends and holidays), and will respond to your questions within 24 hours. If I have not responded to your email within 24 hours please resend it as it may have been filtered out of my inbox. If I happen to be accessing my email when your email arrives, I will likely respond right away, but please do not expect an immediate response. Please do not email me exam or essay related questions the night before the exam or due date of an assignment and expect an immediate response. If I am unable to access my email or the Desire2learn (D2L) course website for more than 24 hours, I will advise you in advance.

## Learning Accommodations

Students with diverse learning styles and needs are welcome in this course. If you have special needs regarding the format or the due dates for the assignments, you **must** inform me at the beginning of the term. Guidance and appropriate forms can be obtained from the Student Accessibility Services:

<http://learningassistance.lakeheadu.ca>

## Academic Dishonesty

Plagiarism is a *serious* offence and will be treated as such. Plagiarism includes improper acknowledgement or citation of the work of others, the inclusion of false or misleading references, and the resubmission of work that has already been evaluated at the university. Prevent inadvertent academic dishonesty by carefully referencing and citing the sources you use in your work. Please consult the library website's guide on 'Citing your sources' if you are unsure of how to properly make a citation: <http://library.lakeheadu.ca/?pg=350>

If you are unsure as to whether or not you are plagiarising, check the scope of plagiarism as defined below,

and/or contact the Writing Centre at the University: <http://writingcentre.lakeheadu.ca>

As noted in the University Calendar (University Regulation IX Academic Misconduct), 'plagiarism' shall be deemed to include:

1. Plagiarism of ideas as where an idea of an author or speaker is incorporated into the body of an assignment as though it were the writer's idea, i.e. no credit is given the person through referencing or footnoting or endnoting.
2. Plagiarism of words occurs when phrases, sentences, tables or illustrations of an author or speaker are incorporated into the body of a writer's own, i.e. no quotations or indentations (depending on the format followed) are present but referencing or footnoting or endnoting is given. **[Please note that this also includes 'cutting and pasting' images, illustrations, etc from the web without citing the source in full].**
3. Plagiarism of ideas and words as where words and an idea(s) of an author or speaker are incorporated into the body of a written assignment as though they were the writer's own words and ideas, i.e. no quotations or indentations (depending on format followed) are present and no referencing or footnoting or endnoting is given.

## University Regulation XII Timely Feedback

Lakehead University recognizes that it is important to provide timely and constructive feedback on all academic work. For all courses, at least 25% (for one term courses) and 30% (for two term courses) of the final grade shall be provided to students prior to the last day to withdraw without academic penalty for the course. Exceptions to the graded feedback include theses, dissertations, pass/fail courses, directed reading courses, seminar courses, independent research study courses, and performance courses. All other exceptions must be approved by the Dean. Exceptions granted should be included on the course outline.

**Course Schedule** NOTE: 'Hanna' and 'Noble' refer to your course textbooks. All other course material is available on the D2L course site under the Content tab, organized by week. Please also note, there may be short videos, blogs, etc, on D2L under certain weeks. These are also required course material. Please also note that this schedule is subject to change: I may alter the course material during the course of the term. Please consult the Table of Contents in D2L for the current reading schedule for each week.

Week	Topic/ Course Material
<b>Module I: Environmental Assessment and Management: What it is and why we need it</b>	
<b>W1</b>	Introduction to Environmental Assessment and Management History and Evolution of Environmental Assessment and Management

Read/Watch	<p>Chapter 1 <i>Noble</i></p> <p>Clarke, K. C. and Jeffrey J. Hemphill. 2002. The Santa Barbara Oil Spill, A Retrospective. Yearbook of the Association of Pacific Coast Geographers, Editor Darrick Danta, University of Hawai'i Press, 64, pp. 157-162.</p> <p>Film: 1969 Santa Barbara Oil Spill <a href="https://www.youtube.com/watch?v=jqd_VTADHzM">https://www.youtube.com/watch?v=jqd_VTADHzM</a></p>
W2	The case for Environmental Management: Resource Exploitation and Economic Development in Canada
Read/Watch	<p>Watkins, M. 2014. The Staple Theory at 50: Bitumen as a staple. <i>Rabble</i>. <a href="http://rabble.ca/blogs/bloggers/progressive-economics-forum/2014/01/staple-theory-50-bitumen-staple">http://rabble.ca/blogs/bloggers/progressive-economics-forum/2014/01/staple-theory-50-bitumen-staple</a></p> <p>Watkins, M. 2015. Its time to confront Canada's Staples Trap. Broadbent Institute.</p> <p>Morgan, S. 2015. The true price of a resource economy in Canada's North. <i>World Policy Journal</i>. <a href="http://www.pembina.org/op-ed/the-true-price-of-a-resource-economy-in-canadas-north">http://www.pembina.org/op-ed/the-true-price-of-a-resource-economy-in-canadas-north</a></p> <p>Film: Welcome to Pine Point, NFB, <a href="http://pinepoint.nfb.ca/#/pinepoint">http://pinepoint.nfb.ca/#/pinepoint</a></p>
W3	The Canadian Environmental Impact Assessment system
Read/Watch	<p>Chapter 2 <i>Noble</i></p> <p>Chapter 2 <i>Hanna</i> (optional)</p> <p>Environmental and Regulatory reviews discussion paper (Government of Canada 2017)</p> <p>Executive Summary from Expert Panel Report on EA review (Government of Canada 2017)</p>
<b>Module II: The practice of Environmental Assessment and Management</b>	
W4	Strategic Environmental Assessment
Read/Watch	<p>Chapter 12 <i>Noble</i></p> <p>Chapter 5 <i>Hanna</i></p>
W5	Environmental Assessment Practice: Assessment Processes, Methods, and Evaluation
Read/Watch	<p>Chapter 3 <i>Hanna</i></p> <p>Chapter 4, 5, 6 <i>Noble</i> (optional)</p>
<b>WEEK 6: Reading Week</b>	
W7	<p>Public Participation in Environmental Assessment</p> <p>Traditional Ecological Knowledge (TEK) in Environmental Assessment</p>

Read/Watch	Chapter 4+ 8 <i>Hanna</i> Chapter 10 <i>Noble</i> TEK and climate change <a href="https://vimeo.com/22114250">https://vimeo.com/22114250</a>
W8	Social Impact Assessment
Read/Watch	Chapter 6 <i>Hanna</i> IAIA's "What is social impact assessment" <a href="https://www.youtube.com/watch?v=UDWRJxc2_I">https://www.youtube.com/watch?v=UDWRJxc2_I</a>
<b>Module III: Environmental Assessment and Management in Canadian Jurisdictions</b> <b>Student Presentations W9-W13</b>	
W9	Ontario and Quebec
Read/Watch	Chapter 18 +19 <i>Hanna</i> Film: Asselin, O. 2015. <i>Pipelines, Power and Democracy</i> . NFB
W10	B.C and Alberta
Read/Watch	Chapter 14 + 15 <i>Hanna</i> Film: York, D. 2010. <i>Wiebo's War</i> . NFB Film: Haidi Gwaii: <i>On the Edge of the World</i>
W11	Saskatchewan and Manitoba
Read/Watch	Ch 16 +17 <i>Hanna</i> <i>Uranium?</i> Film: Desjardins, R. and R. Monderie. 2011. <i>The Hole Story</i> . NFB Film: <i>Uranium</i> , NFB.
W12	Nunavut and Atlantic Canada
Read/Watch	Ch 13 + 20 <i>Hanna</i> Film: <i>Peace Out</i>
W13	Yukon and Northwest Territories

Read/Watch	Chapter 11 + 12 <i>Hanna</i> Film: Guardians of Eternity <a href="http://www.guardiansofeternity.ca/">http://www.guardiansofeternity.ca/</a>
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