

Environmental Impact Assessment - Winter 2017
GEOG 4004A

Instructor: Joshua Gladstone
Contact Information: joshua.gladstone@carleton.ca
Location: Southam Hall 409
Classes: Wednesdays, 2:35 - 5:25
Scheduled Office Hours: TBA
TA Information: Gabrielle Hardy

I. Course description

This introductory course explores the nature and role of EIA as an evolving tool for improved environmental and social decision-making in Canada. Its purpose is to impart basic concepts, practical skills, and current techniques while providing space to explore emerging issues in the field. To do this successfully the lectures and assignments will draw heavily on historical and contemporary Canadian case studies. During the first half of the course, students will learn the technical and procedural elements of EIA as a decision-making tool through lectures that draw on theories of rational and participatory planning. The second part of the course will explore specific topics in EIA through lectures and group presentations. Topics will include Indigenous and human rights, public participation, gender, climate change, health and social impacts, and federalism. Throughout the course, students will be exposed to a range of case studies and will be expected apply their knowledge in relation to particular cases.

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

- 1) understand and explain EIA concepts, techniques, and procedures
- 2) describe EIA in historical and theoretical perspective
- 3) apply EIA concepts, techniques, and procedures to a range of cases
- 4) analyze and evaluate EIA practices and procedures in different jurisdictions and social contexts
- 5) demonstrate the value and limitations of environmental assessment in relation to a concrete case

II. Preclusions

N/A

III. Prerequisites:

Fourth-year Honours standing in Geography or Environmental Studies or Environmental Science, or permission of the Department. Note: GEOG 3022 or ENST 3306 is recommended.

IV. Texts

Required Textbook: Noble, B (2015). *Introduction to Environmental Impact Assessment: A Guide to Principles and Practice* (3rd ed.). Oxford University Press. TD194.6 N62 20015

The course text is available on reserve at the Carleton University Library or for purchase at:

Haven Books
43 Seneca St.,
Ottawa, ON, K1S 4X2
P: 613-730-9888
E: info@havenbooks.ca
W: <http://havenbooks.ca/new/>

IV. Course calendar

Class 1 (January 11): Introduction to Environmental Impact Assessment

Class 2 (January 18): Aims and Objectives of EA

Chapter 1: Aims and objectives of environmental impact assessment

Gibson, R. B., Doelle, M., & Sinclair, A. J. (2015). Fulfilling the promise: basic components of next generation environmental assessment. *Journal of Environmental Law & Practice*, 29, 257 - 283 Retrieved from http://papers.ssrn.com/so3/papers.cfm?abstract_id=2670009

Berger, Thomas (1988). *Northern Frontier, Northern Homeland: The Report of the Mackenzie Valley Pipeline Inquiry*

Class 3 (January 25): Overview of Environmental Assessment in Canada

EA Chapter 2: An Overview of Environmental Impact Assessment in Canada

Gibson, Robert B. (2012). In full retreat: the Canadian government's new environmental assessment law undoes decades of progress, *Impact Assessment and Project Appraisal*, (30):3, 179-188.

Carver, D., Gibson, R. B., Irving, J., Kennan, H., & Burbidge, E. (2010). *Inter jurisdictional coordination of EA: Challenges and opportunities arising from differences among provincial and territorial assessment requirements and processes*. Report for the Environmental Planning and Assessment Caucus, Canadian Environmental Network. Retrieved from <https://uwaterloo.ca/next-generation-environmental-assessment/sites/ca.next-generation-environmental-assessment/files/uploads/files/Carver%20Interjuris%20EA%20Coord%20Nov10%20copy.pdf>

Class 4 (February 1): Screening and scoping

Presentation bibliographies due

Chapter 3: Tools supporting EIA practice

Chapter 4: Screening procedures

Chapter 5: Scoping procedures

Kennedy, A.J. & Ross, W.A. (1992). An approach to integrate impact scoping with environmental impact assessment. *Environmental Management*, 16(4), 475-484.

Nunavut Impact Review Board. (2009). Guidelines for the preparation of an environmental impact statement for Baffinland Iron Mines Corporation's Mary River Project.

Retrieved from:

http://www.nirb.ca/app/dms/script/dms_download.php?fileid=283183&applicationid=1910&sessionid=jf9evn5al8llrg34925lkvg446

Class 5 (February 8): Identifying, predicting, and evaluating impacts

Assignment 1 due: Scoping guidelines

Chapter 6: Predicting environmental impacts

Chapter 7: Managing project impacts

Chapter 8: Determining impact significance

Ohsawa, T., & Duinker, P. (2014). Climate-change mitigation in Canadian environmental impact assessments. *Impact Assessment and Project Appraisal*, 32(3), 222–233.

<https://doi.org/10.1080/14615517.2014.913761>

Wood, G. (2008). Thresholds and criteria for evaluating and communicating impact significance in environmental statements: 'See no evil, hear no evil, speak no evil'? *Environmental Impact Assessment Review*, 28(1), 22–38.

<https://doi.org/10.1016/j.eiar.2007.03.003>

Class 6 (February 15): Monitoring Impacts and Public Participation

Midterm exam

Chapter 9: Follow-up and monitoring

Chapter 10: Public participation in EIA

O'Faircheallaigh, C. (2010). Public participation and environmental impact assessment: Purposes, implications, and lessons for public policy making. *Environmental*

Impact Assessment Review, 30(1), 19–27.
<https://doi.org/10.1016/j.eiar.2009.05.001>

READING WEEK

Class 7 (March 1): Cumulative Effects Assessment

Group Presentations

Chapter 11: Cumulative environmental effects assessment

Nasen, L. C., Noble, B. F., & Johnstone, J. F. (2011). Environmental effects of oil and gas lease sites in a grassland ecosystem. *Journal of Environmental Management*, 92(1), 195–204. <https://doi.org/10.1016/j.jenvman.2010.09.004>

Seitz, N.E., Westbrook C.J. & Noble, B.F. (2011). Bringing science into river systems cumulative effects assessment practice. *Environmental Impact Assessment Review*, 31, 172-179.

Class 8 (March 8): EA, Indigenous Peoples and Human Rights

Group Presentations

Land, L. (2016). Who's afraid of the big bad FPIC? The evolving integration of the *United Nations Declaration on the Rights of Indigenous Peoples* into Canadian law and policy. *Northern Public Affairs*, 4(2), 42–49.

Kunuk, Z., & Lipsett, L. (2016). Free, prior & informed consent: Reflections from IsumaTV's engagement with the Mary River Project. *Northern Public Affairs*, 4(2), 50–54.

Class 9 (March 15): Socio-Economic Impacts

Group Presentations

Walker, G. (2010). Environmental justice, impact assessment and the politics of knowledge: the implications of assessing the social distribution of environmental outcomes. *Environmental Impact Assessment Review*, 30, 312-318.

Class 10 (March 22): Health Impact Assessment and Gender

Group Presentations

Harris-Roxas, B., Villiani F., et al. (2012). Health impact assessment: the state of the art. *Impact Assessment and Project Appraisal*, 30(1), 43-52.

Czyzewski, K., Tester, F., Aaruaq, N., & Blangy, S. (2014). The Impact of Resource Extraction on Inuit Women and Families in Qamani'tuaq, Nunavut Territory. Retrieved from pauktuutit.ca/wp-content/blogs.dir/1/assets/Final-mining-report-PDF-for-web.pdf

Class 11 (March 29): Strategic Environmental Assessment

Group Presentations

Fundingsland Tetlow, M., & Hanusch, M. (2012). Strategic environmental assessment: the state of the art. *Impact Assessment and Project Appraisal*, 30(1), 15–24.
<https://doi.org/10.1080/14615517.2012.666400>

Class 12 (April 5): Review

Final assignment due

V. Evaluation

Presentation bibliography (5%):

Each student is required to submit a bibliography of the sources he or she plans to use to support her or his contribution to the group presentation (see below).

Assignment 1 (15%):

Scoping exercise. Students will work individually to prepare a set of environmental assessment guidelines for a hypothetical project.

Midterm exam (25%):

Students will be asked to demonstrate comprehension of key concepts in this multiple choice and short answer exam.

Presentation (20%):

In the second half of the course students will work together in groups of 4 to prepare 45 minute presentations on a specific environmental impact assessment “case”. During the second week of class students will form groups and the instructor will assign each group a “case”. The group will be responsible for the division of labour based on a framework provided by the instructor. Each student will be responsible for preparing a 10 minute presentation on a specific aspect of the case. Marks will be awarded individually.

Final assignment (35%):

The Government of Canada has struck an expert panel to review federal environmental assessment processes associated with the *Canadian Environmental Assessment Act 2012*. According to a government press release, the goal of the review is to “introduce new processes that are robust, incorporate science, protect the environment, respect the rights of Indigenous people, and support economic growth.” In this assignment students will work independently, drawing on course materials to provide a response to the expert panel’s final report.

VI. Academic Integrity:

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Students are reminded of the seriousness with which Carleton University treats academic dishonesty of any form, particularly plagiarism. Students should be familiar with the **University’s Academic Integrity Policy** (<http://www2.carleton.ca/studentaffairs/academic-integrity/>), and should not hesitate to speak with the Instructor if you have any questions. ***It is your responsibility to familiarize yourself with the regulations concerning academic integrity and to ensure that your course work conforms to the principles of academic integrity.***

VII. Laptops and Cellphones:

Laptop and cellphone policies are designed to encourage a productive, engaging, and positive learning environment for all students. I understand that some students prefer to type notes rather than write notes using a pen and paper. Responsible use of laptops is permitted, although students are encouraged to put laptops away during class discussions and to take notes using pen and paper. Students using their laptops to check email, Facebook, or other non-course related activities will be asked to leave their laptops at home. The use of cell phones is not permitted in class. If you are expecting an urgent call, please ensure the ringer is off and please step outside.

VIII. Lateness and Missed Class Policy:

A great deal of course activity takes place in class and attendance is crucial. Students who miss class without medical documentation will not be permitted to write make-up tests or deliver make-up presentations. Late assignments will be deducted 10% per day, including weekends and holidays. The final assignment must be deposited on CULearn by **9am on April 5**. Email and hard copy submissions will NOT be accepted. In the case of late submission, emailed versions will be accepted on weekends and holidays as proof of submission, and paper versions must be provided to the instructor on the next business day. Students assume all risk for lost or missing materials. Please be sure to keep a back- up electronic copy of your assignments.

IX. Extenuating Circumstances:

Reasonable accommodations will be made for students with extenuating circumstances (i.e. out of your control). Any requests for deadline extensions must be made to the Instructor at least 5 business days prior to the deadline. In case of missed deadlines due to unforeseen circumstance, an official medical note (or other applicable formal documentation) must be provided within 5 days of the missed deadline in order to negotiate new deadlines. Missed presentations must be accompanied by the same documentation, using the same protocol outlined above, and will result in the re-scheduling of the presentation, or alternative arrangement, depending on the scheduled timing. *With the proper documentation these accommodations will be considered, but will not be guaranteed. If no documentation is provided, the resulting grade of a missed assignment or presentation will be zero.*

X. Academic Accommodations:

Carleton University is committed to promoting academic accessibility for all individuals. Please feel welcome to bring any issues related to disability, religious, pregnancy, or other accommodation to my attention. For students with disabilities, contact the Paul Menton Centre (613-520-6608, <http://www2.carleton.ca/pmc/accommodations/>) to obtain the necessary letters of accommodations. For religious observances or pregnancy, consult with equity services (<http://www2.carleton.ca/equity/accommodation/>), or an equity advisor (613-520-5622), to obtain the necessary letters of accommodation.

There are a variety of ways to get help if you are having difficulties with any of the course material, or managing to meet the requirements of a number of courses at once. The Instructor is here to facilitate your learning, so take advantage of your opportunities for interaction and ask for help when needed. You are especially encouraged to attend designated office hours. There are also a number of support services and resources on campus at your disposal, including: The Student Academic Success Centre (www.carleton.ca/sasc) to help you in achieving academic success in various aspects of your university program; The Writing Tutorial Service (www.carleton.ca/wts) to help you improve your writing skills; and The MacOdrum Library (www.library.carleton.ca) which offers library, research, learning, and IT support.

XI. Intellectual Property:

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

XII. Email and Office Hours:

I am pleased to make myself available to answer questions about the course or course material during office hours. I will respond to emails within 24 hours, except on weekends when my response time may be longer.