

# Environmental Impact



ENST/GEOG4004  
FALL2024

# Assessment

Instructor: Sheryl-Ann Simpson, office: A329 Loeb  
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Office hours: TBA  
Course Site: Log in to Brightspace

## Course Description:

Principles, scope and purpose of environmental impact assessment, from conceptual and methodological points of view; range of environmental issues, with emphasis on Canadian case studies.

The EIA process is at once scientific, legal and political, so we will explore the process from all of these different perspectives. Each week readings and in-class activities will provide an opportunity to develop an integrated understanding of the different steps in impact assessment.

The course is also organized as a seminar and workshop with the expectation that most learning will happen in class through discussion between students, discussion between the instructor and students, in-class activities, and work on real-world cases.

## Prerequisites:

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

## Learning Objectives:

Participation in this course provides students an opportunity to:

- \*Understand the process of EIA in theory and practice;
- \*Gain familiarity with the history and multi-legal frameworks of EIA including the obligation to honour treaty obligations and recognize Indigenous legal traditions;
- \*Practice skills and methods involved in contemporary EIA.

## Texts:

Required course reading will be available on Brightspace.

## Course Calendar:

(Detailed course calendar including readings will be distributed on the first day of the course)

W1 - Sept 5 - Introductions

(readings for the first week are available on Brightspace, we will review them in class)

Khan, Michael. 1974. The Seminar, Unpublished Paper IISD. ND. EIA: What? Why? When?

W2 - Sept 12 - Purpose and History

W3 - Sept 19 - Legislation and Monitoring

W4 - Sept 26 - Screening and Scoping

W5 - Oct 3 - Environmental Impacts

W6 - Oct 10 - Social Impacts

W7 - Oct 17 - Economic Impacts

Fall Break - Oct 24

W8 - Oct 31 - Uncertainty and Cumulative Impacts

W9 - Nov 7 - Work Day

W10 - Nov 14 - Alternatives and Mitigation

W11 - Nov 21 - Reports

W12 - Nov 28 - Presentations

W13 - Dec 5 - Decision Making and Review

## Evaluation:

Detailed assignment descriptions including any interim deadlines will be provided throughout the term.

Evaluations will be returned through Brightspace and in class.

### Reading Responses (30%)

throughout the term you will be required to individually submit five reading responses, the highest four grades will be included as part of the final evaluation.

Due ongoing throughout term, submit by noon Wednesday before class on Brightspace.

### Short Essay (30%)

an opportunity to compare the impacts of different legal frameworks on EIA practice.

Due Oct 18, 11:59p on Brightspace

### EIA Practice Study (35%)

an opportunity to further examine the process of EIA in groups to be determined collectively.

Due Dec 21, 11:59p on Brightspace

### Final Reflection (5%)

an opportunity to reflect individually on your own learning and practice.

Due Dec 21, 11:59p on Brightspace

Late and participation policies will be discussed in class.

“Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.”  
[source: FASS-FPGA Minimal Course Outline Template 2024]

[1] Statement on Academic Integrity

[...]

a. Permissibility of submitting substantially the same piece of work more than once for academic credit.

[...] this is not a violation of the Academic Integrity Policy...

b. Permissibility of group or collaborative work.

[will be discussed in class]

c. Permissibility of the use of generative artificial intelligence tools (e.g. ChatGPT).

Unless explicitly permitted, either generally or for a specific assignment, any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards. ...

d. A statement on plagiarism[...]

"The University Academic Integrity Policy defines plagiarism as "presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own." This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)

using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment

using another's data or research findings without appropriate acknowledgement

submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own

failing to acknowledge sources with proper citations when using another's work and/or failing to use quotations marks."

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor.

The Associate Dean of the Faculty follows a rigorous process for academic integrity allegations, including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of "F" for the course.

[2] Statement on Student Mental Health [...]

"As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>"

[3] Requests for Academic Accommodations [...]

"Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](https://students.carleton.ca/course-outline))."

[source: FASS-FPGA Minimal Course Outline Template 2024]

[image source: BC Wildfire]