

**COURSE SYLLABUS**  
**ENST 4006-B: Environmental Policy Analysis**  
**Carleton University**  
**Department of Geography and Environmental Studies**  
**Winter Semester, 2021**

<b>Professor:</b>	Mary Trudeau
<b>Course Time:</b>	Tuesdays, 11:35 am - 2:25 pm
<b>Course Location:</b>	Synchronous on-line, with some asynchronous activities
<b>Office:</b>	Location: Virtual meetings
<b>Office hours:</b>	Mondays 11:30-12:30 (virtual meetings; please arrange time in advance so a meeting invitation can be sent)
<b>E-mail:</b>	marytrudeau@cunet.carleton.ca

**COURSE DESCRIPTION AND OBJECTIVES:**

This course critically examines the creation, implementation and effectiveness of government policies related to environmental issues. Emphasis is on Canadian government policies, but includes some comparisons with international practices. To build understanding of policy analysis techniques, several case studies will be analyzed covering a range of environmental issues. Students will be encouraged to develop their perspectives and recommendations, while considering the pros and cons of various potential policy decisions. The course is intended to provide students with insights to policy analysis undertaken by government employees, consultants and Non-government Organizations. The approach of the course is inter-disciplinary and draws upon the sub-disciplines of planning, management, governance, and others. to expand and comprehend the scope of potential concerns, policy options and implications when developing environmental policy.

Prerequisite(s): fourth-year Honours standing in Environmental Studies Geography or permission of the Department.

**TEXTBOOK:**

There is no required textbook for this course. Readings will be indicated in this syllabus and in advance of scheduled classes. Students will be expected to undertake research on various topics using Internet sources and Carleton University Library resources.

**STUDENT EVALUATION:**

Course grading is based upon a combination of assignments and exams. Completion of all deliverables is mandatory and failure to complete any one of the tasks could result in the student failing the course.

1. Assignment 1. 10%. Due: January 26<sup>th</sup>. 1000 words.
2. Policy Issue Discussion Paper and Presentation: Total 20% broken down as follows:
  - Written synopsis, in briefing note format, of the policy issue and assigned policy position (To be submitted via CU Learn by 11:00 am the day of your scheduled presentation) – 15%.

- Presentation in class – 5%. Oral presentation to the class is mandatory; use of PowerPoint slides or other visual aids is optional; mark includes ability to respond to issues raised, delivery, e.g. voice projection, staying within the allotted time. Note: if the oral presentation is not presented, the maximum possible grade for the Policy Issue portion of the evaluation is 50% of marks received for the written synopsis and 0/5 for the in-class component).
3. Participation in policy issue discussions. 15% (total, distributed across the Policy Issue topics, excluding the topic presented by the student). For each policy issue, students will be required to post to CULearn answers to two questions as described following. Note that participation marks are awarded only to students present during the presentations to the class by their peers. Responses to these questions are intended to take approximately 20 minutes total; to the extent possible, some time may be allocated during class to respond to the questions for the policy issue discussed during class. Questions and marks, allocated across all policy discussions, include:
    - 5% What was the most compelling fact/ argument brought forward during the presentations? You are required to identify a specific argument or fact raised during the presentations during class and briefly explain why you found it compelling.
    - 10% If you had to make a recommendation on a policy direction for the topic, what policy action would you choose and briefly explain your rationale (in less than 100 words; point form responses are accepted).
  4. Midterm. 15%. March 2<sup>nd</sup>; open book format within a 1.5 hour timeframe.
  5. Final exam. 40%. Date: take home format, due by April 23<sup>rd</sup> at 5:00 pm Eastern Standard Time.

For written assignments, spelling, grammar, proper citation of sources, organization and presentation are important aspects of the assignment.

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.

### **CLASS STRUCTURE WITH POLICY ISSUE DISCUSSIONS:**

For week 4 and beyond, each class will start with a lecture and class discussion of up to 1 hour. Following a break, the policy issue for the week will be presented by the students assigned that week's issue, followed by discussion and questions involving the full class. Time will then be set aside for students to respond to the participatory questions. (Students presenting the policy issue are exempt from responding to the participation questions for the week they make their presentations.) The class will wrap up with summary comments and reiteration of key points.

Policy issue topics will be chosen by students by the end of week 2 (by January 22<sup>nd</sup>) from a list of topics posted to CU Learn. The list of topics and the timing for the presentation on each topic can be found in the Topic Modules section following. Students may propose a policy issue topic that is not on the list by submitting a one-page description of the topic to the professor before

January 19th; a student may only proceed with the topic upon receiving written approval from the professor and, if approval is not received, selection from the posted list of topics is required. For the Policy Issues assignment, each student must produce an original policy issue report; the format for the report will be discussed during the first class. Each student will have 10 to 15 minutes to present their policy issue to the class. The floor will then open to the audience (i.e. other students) for questions. After the question/ discussion period, each student will have five minutes to state their personal position on the policy option they presented – whether they feel the option they presented should be implemented, modified or abandoned and the rationale for this position.

**TOPIC MODULES: (the sequence, content details, and reading list may evolve during the semester; additional readings will be provided in advance of some classes):**

**1. January 12: Introduction to the course.** Introductions. Course structure, assignments, exams and marking scheme; Key concepts; Management Instruments; Best practice scans and regulatory regime reviews; Lessons of the cod fishery and applicability to management of natural resource; Briefing notes. Introduction of Assignment 1 and policy issue discussions.

Reading:

Canada's Changing Climate Report (<https://changingclimate.ca/CCCR2019/>)

British Columbia Assembly of First Nations, Briefing Note in response to Canada's report

([https://www.bcafn.ca/sites/default/files/2019-11/2019.07.10\\_BCAFN-BN-Canada-Changing-Climate-Report.pdf](https://www.bcafn.ca/sites/default/files/2019-11/2019.07.10_BCAFN-BN-Canada-Changing-Climate-Report.pdf) )

**2. January 19: Scale in Environmental Policy.** Appropriate scale (space, time); Planetary limits; International agreements; Science and societal engagement; Characterization of options; criteria to evaluate policy options.

Reading:

United Nations Convention on Biological Diversity (1992)

(<https://www.cbd.int/doc/legal/cbd-en.pdf>)

Office of the Auditor General of Canada, Report 3 – Conserving Biodiversity (2018)

([https://www.oag-bvg.gc.ca/internet/English/parl\\_cesd\\_201804\\_03\\_e\\_42994.html](https://www.oag-bvg.gc.ca/internet/English/parl_cesd_201804_03_e_42994.html) )

**3. January 26: Applying Management Instruments for Environmental Policy.** Further exploration of management instruments for environmental policy, including an in-class exercise to apply what has been learned.

Reading:

To be announced.

**4. February 2: Energy Systems.** Sources (brief overview); Supply-demand; distributed systems concept; electric vehicle case study; examples of management instruments to support energy policy.

**Policy Issue 1:** Cap and Trade; Carbon Tax.

Reading:

To be announced.

**5. February 9: Climate Change.** Stern Report key elements for mitigation; management instruments. Exercise to apply option evaluation criteria.

**Policy Issue 2:** Nuclear energy: maintain/curtail; expand

Reading:

To be announced.

## READING WEEK

**6. February 23: Nutrients Management.** Overview of the issue (focus on phosphorus); Lake Winnipeg, Lake Simcoe and Lake Erie – issues arising from geography; Concentration versus total load management; watershed management; Circular Economy Concept. Review of material for the midterm next week.

**Policy Issue 3:** Agricultural nutrient management – voluntary measures (e.g. Ontario’s Environmental Farm Plan approach), regulatory approach (e.g. U.S. TMDL approach), information/research & development (e.g. Canadian federal government approach)

Reading:

To be announced.

**7. March 2: Midterm 15%. 1.5 hours for the midterm. Following a break, debrief and questions from students on the term so far.**

**8. March 9: Chemical Management.** The story of PFOS; Risk based assessments; trade-offs and uncertainty; European Union approach; Neonicotinoids; source control concept.

**Policy Issue 4:** Road salts – eliminate, maintain current practices

Reading:

To be announced.

**9. March 16: Extractive industry.** Abandoned mines; Uranium City, Fort Chippewa and Great Slave Lake case studies – geography, voice and agency in environmental policy development; environmental policy effectiveness; ‘sustainable’ mining; Asbestos, QC.

**Policy Issue 5:** De-coupling resource use from economic growth – water, energy, metals/minerals, plastics.

Reading:

To be announced.

**10. March 23: Urban environments and city form.** Official Plans; Urban sprawl; Agricultural lands; Wetlands; Great Lakes Basin case study (Greenbelt); infrastructure deficit.

**Policy Issue 6:** Protecting agricultural lands from urban development – regulations, market instruments; promoting food security in cities (options and management approaches)

Reading:

To be announced.

**11. March 30: Hydropower and Competing Priorities.** Watersheds in Canada; Water-Energy-Food Nexus; priority setting in policy-making – engagement, consultation, broad political agenda.

**Policy Issue 7:** Alternative water sources: desalination; reused wastewater; water ‘imported’ from outside the watershed/aquifer

Reading:

To be announced.

**12. April 6: Cumulative Effects, Monitoring, Assessment, Adaptation.** Mackenzie watershed case study; microbeads; science-informed policy development; uncertainty and unknowns; adaptive management; climate adaptation; social marketing techniques.

**Policy Issue 8:** Transportation alternatives (incentives and barriers) – high occupancy vehicle lanes; bicycle and pedestrian routes; public mass transit systems

Reading:

To be announced.

**13. April 13: Wrap up of any outstanding lecture materials.** Review of key concepts, discussions and policy issues. Final exam format.

**Final Exam 40%.** Schedule: take home, due by April 23<sup>rd</sup> at 5:00 pm Eastern Standard Time.

### **ASSIGNMENT FORMAT**

Written assignments and exams must be submitted in Word document format. PDF submissions will not be marked and assignments submitted in PDF format will be considered late until a Word document is submitted. Google Sheets format should not be used for assignment or exam submissions.

### **LATE ASSIGNMENTS**

Assignments submitted after the due date and time will receive a 10% mark deduction immediately and 5% per subsequent day. Assignments will not be accepted 7 days after the due date.

### **PLAGIARISM**

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. At Carleton University, there is a “zero tolerance” policy for cases of academic dishonesty. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

## **REQUESTS FOR ACADEMIC ACCOMMODATIONS**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

- Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide
- Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide
- COVID-19-specific accommodations: Carleton University has suspended the need for a doctor's note or medical certificate until further notice when requesting academic accommodation related to COVID-19. Students must complete the self-declaration form available on the Registrar's Office website to request academic accommodation for missed course work including exams and assignments (<https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>). For more information about deferrals for final exams/take-home exams please see these websites: <https://carleton.ca/registrar/deferral/> and <https://stuapps.carleton.ca/sarms/registrar/deferral> . Please note that students may also submit a COVID-19 self-declaration form instead of a medical note for these deferrals. **Students are encouraged to connect directly with their instructors to discuss required accommodations arising from the COVID-19 situation.** Equity and Inclusive Communities and Academic Advisors can also be reached if students are unable to reach out to instructors directly. The Senate has approved the optional conversion of one 0.5 credit passing grade to Satisfactory (SAT) for the Winter 2021 term. SAT/UNS grades are not used in the calculation of CGPA, which means that changes in academic performance due to the current disruption will not affect students' permanent records. More information can be found at: <https://carleton.ca/academicadvising/faqs-about-sat-uns/>.

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).