

## **Course Outline**

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<b>COURSE:</b>	<b>LAWS 4800 A – Environment and Social Justice</b>
<b>TERM:</b>	<b>Winter 2026</b>
<b>PREREQUISITES:</b>	<b>LAWS 2908 and Fourth Year Honours Standing</b>
<b>CLASS:</b>	<b>Day &amp; Time: Fridays 11:35 AM -14:25 PM EST</b> <b>Room: This is an in person class. Please check Carleton Central for the current room location.</b>
<b>INSTRUCTOR:</b>	<b>Dr. Mahmud M Hasan</b>
<b>CONTACT:</b>	<b>Office:</b> D 488 LA (Loeb Building) <b>Office Hrs:</b> I will hold office hours every Friday between 1:00-2:00 PM EST. I encourage virtual meetings. Let me know by email if you would like to talk with me. Allow 36 hours for a reply. No replies on weekends or evenings.  <b>Email:</b> <a href="mailto:Mahmudhasan4@cunet.carleton.ca">Mahmudhasan4@cunet.carleton.ca</a>  <b>BRIGHTSPACE</b> <a href="https://brightspace.carleton.ca/d2l/home/366375">https://brightspace.carleton.ca/d2l/home/366375</a>

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### **CALENDAR COURSE DESCRIPTION**

The potential of environmental law to protect the environment and people while promoting opportunities for informed participation in environmental decision making by groups traditionally excluded from these processes; contemporary issues of social justice raised by legal regulation of the environment.

### **COURSE DESCRIPTION**

This fourth-year seminar class examines environmental and social justice as a legal and normative framework for understanding the unequal social, ecological, and legal impacts of environmental degradation. Focusing on Canadian, Indigenous and global contexts, the course explores how climate change, pollution, and extractive explorations disproportionately burden marginalized communities. Through critical theory, constitutional, administrative law, Indigenous legal orders, international law, and social movements, students analyze the structural causes of environmental injustice and assess legal and policy mechanisms aimed at achieving substantive environmental justice and systemic transformation.

**COURSE MODALITY & TECHNICAL REQUIREMENTS**

This course is scheduled to be held in person where the instructor and students share information, ideas, and learning experiences in seminar settings. Students are expected to remain up to date with the deadlines and due dates provided by the instructor.

**LEARNING OBJECTIVES**

Upon successful completion of the course, students will be able to:

- Examine the systemic and historical roots of environmental injustice, including colonialism, racism, and extractive economic models;
- Demonstrate an understanding of environmental and social justice theories and analyze how environmental risks and benefits are differentially allocated among marginalized human and non-human communities;
- Articulate persuasive legal and policy arguments that advance equitable, inclusive, and transformative approaches to environmental governance;
- Critically engage with Canadian constitutional, administrative, and environmental legal regimes, including Indigenous legal orders, to evaluate their effectiveness in responding to environmental injustice;
- Analyze international legal frameworks, human rights standards, and global justice perspectives on the development of environmental justice norms and practices; and
- Write a research paper by analyzing existing literature, cases, and legislation.

**REQUIRED TEXTS**

There is no required coursepack or textbook for this course.

Most of the required readings will be available through the Brightspace page and ARES system.

Students are not required to purchase textbooks or other learning materials for this course.

**SUPPLEMENTARY TEXTS**

As we proceed, additional related readings may be posted throughout the semester.

**EVALUATION****Discussion Forums/Reading Responses (Best 5): 15%****Attendance and Participation: 15%****Seminar Presentation and written reflection: 20% [Schedule will be posted on Brightspace]****Essay Proposal: 15% [Due on February 27, 2026]****Term Paper: 35% [Due on April 8, 2026]****Total: 100%****All components must be successfully completed in order to get a passing grade**

**Discussion Forums/reading Responses (15%):** Every week you (except presenters of that week) are expected to post a 350 words summary of an assigned reading of your choice that includes at least one discussion question which may be discussed during the presentations or other times. The summary and discussion questions must be posted on Brightspace by noon every Friday (seminar day). You are welcome to write more questions. The questions should be thought-provoking and insightful which can open fruitful conversations/discussions for the seminar. You are expected to submit at least 5 posts throughout the semester. You are welcome to write more and your best 5 will be counted towards the final grade. At the end of the term, discussion post grades will be the average grade for all posts for the term.

**Attendance and Participation (15%):** Your attendance will be counted for this seminar course. Since this is a seminar class, you will be required to participate in discussions during a seminar and a presentation. The weekly discussion questions you posted on Brightspace may be included in the discussion in the given week.

**Seminar Presentation and Critical Reflection (20%):** Every student will be expected to pick at least one reading material and present it individually. It is expected that there will be two to three students to present each week. Once an individual presentation is done, the presenter will facilitate seminar discussions with some discussion questions. Each student will have 20-25 minutes to present and facilitate the discussion. The purpose of your presentation is to briefly review and analyze the main arguments and themes in the week's readings and then encourage class discussion. The presentations will begin in the second class. Scheduling presentations will be done in the first seminar class.

In addition to the presentation, you are required to submit a critical reflection of your works and the presentation slide (in a single document) based on the questions posed above for your presentation. Your written work should be between 350 and 500 words, not exceeding two pages.

**Essay Proposal (15%):** This research proposal will be the basis of the research essay students will write. Students only have to write between 900 and 1200 words (3-4 double-spaced pages, Times New Roman with 12 font size) research proposal that includes a title of the potential research, research topic with a brief problem statement, thesis statement, research question/s, theoretical framework/literature review with research gap, and methodology. When you consider picking a research topic, please narrow the topic down to one single issue and think about how the topic is relevant to the subject matter of the course. Ensure that you have reviewed at least 3-4 scholarly sources and added the sources in the bibliography/work cited. Use proper citation (footnotes) using the *Canadian Guide to Uniform Legal*

*Citation*, 10th ed (Toronto: Thomson Reuters, 2023). You can find the citation guide here <https://library.carleton.ca/guides/help/uniform-legal-citation-style-mcgill-guide>

The proposal is due on February 27, 2026, before 11:59 pm. Additional instructions for the assignment may be posted on Brightspace.

**Term Paper/Research Essay (35%):** This is an independent research paper and must be original to this course. Students are open to picking topics for their research essays. However, the research essay must draw on an area of research related to the course and either have a conceptual/theoretical and empirical importance concerning the “Environmental and Social Justice”. You will be required to research the readings in the course. The research essay should be between 3500 and 4500 (double-spaced, Times New Roman with 12 font sizes) excluding footnotes and bibliographies. You can use any article from our course readings for your research paper. Your research should be based on scholarly books, journal articles and book chapters or newspaper articles/web sources, but you must engage at least 7 scholarly sources. Use proper citation (footnotes) using the *Canadian Guide to Uniform Legal Citation*, 10th ed (Toronto: Thomson Reuters, 2023). You can find the citation guide here <https://library.carleton.ca/guides/help/uniform-legal-citation-style-mcgill-guide>

The paper is due on April 8, 2026, before 11.59 pm. Additional instructions for the assignment may be posted on Brightspace.

### **LATE PENALTIES AND REQUESTS FOR EXTENSIONS**

The granting of extensions is at the discretion of the instructor, who will confirm whether an extension is approved and its duration. For information about requesting short-term or long-term extensions, deferrals for final exams, or academic consideration due to illness, injury, or other extraordinary circumstances, please visit the Academic Consideration Policy page and complete the relevant forms as required. All requests must be submitted to the instructor before the assignment due date or, in the case of exam deferrals, directly to the Registrar’s Office. Full details and instructions can be found here: <https://carleton.ca/registrar/academic-consideration-policy/>.

### **Final Grade Approval**

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.

### **SCHEDULE**

Three types of learning strategies will be followed for this course. First, students are responsible for all assigned readings. I suggest students read the required reading material before each scheduled lecture. Secondly, students should review the lecture slides posted on Brightspace. Thirdly, students will participate in all assessments and evaluations.

## **Weekly Schedule**

Please read the assigned material before each lecture and review it again after each lecture. Students are responsible for all assigned readings. Most of the readings are posted on Brightspace.

### **Week 1 [January 9] Introduction**

Overview, key concepts, readings, and assignments  
A presentation schedule will be created for this class.

### **Week 2 [January 16]: Concept of Environmental and Social Justice**

#### **Readings:**

- Rawls, John, *A theory of justice* (Cambridge: Belknap Press, 1971) [Chapter 1]
- Schlosberg, David, "Theorising environmental justice: the expanding sphere of a discourse." (2013) 22.1 *Environmental politics*: 37-55.
- Scott, Dayna Nadine, "What is environmental justice?" (2014) *Osgoode Legal Studies Research Paper Series*. 4.

### **Week 3 [January 23]: Environmental Racism and Impact on Human Health**

#### **Readings:**

- Young, Iris Marion, "Justice and hazardous waste" (1983) 5 *Bowling Green Studies in Applied Philosophy*: 171-183.
- Venkataraman, Maya, et al, "Environmental racism in Canada." (2022) 68.8 *Canadian Family Physician*: 567-569.
- Seck, Sara L. "Transnational Business and Environmental Harm: A TWAIL Analysis of Home State Obligations." (2011) 3 *Trade L. & Dev.*: 164.

### **Week 4 [January 30]: Global Environmental Justice and TWAIL**

#### **Readings:**

- Natarajan, U., "Environmental Justice in the Global South." In *The Cambridge Handbook of Environmental Justice and Sustainable Development*. (Cambridge: Cambridge University Press, 2021): 39-57
- Chimni, Bhupinder S, "Third world approaches to international law: a manifesto." In *The third world and international order*, pp. 47-73. Brill Nijhoff, 2003.
- Gonzalez, Carmen G., and Sumudu Atapattu, "International environmental law, environmental justice, and the Global South." (2016) 26 *Transnat'l L. & Contemp. Probs.*: 229.

**Week 5 [February 6]: Environmental Justice in the Canadian Context****Readings:**

- Buzzelli, Michael, *Environmental justice in Canada: It matters where you live*. Ottawa, ON: Canadian Policy Research Networks, 2008.
- Waldron, Ingrid RG, *There's something in the water: environmental racism in Indigenous & Black communities*. (Halifax: Fernwood Publishing, 2021. [Chapter 1]
- Scott, Dayna Nadine, "Environmental justice and the hesitant embrace of human rights." (2019) Articles & Book Chapters. 2970.

**Week 6 [February 13]: Indigenous Legal Orders and Environmental Justice****Readings:**

Schlosberg, David, and David Carruthers, "Indigenous struggles, environmental justice, and community capabilities." (2010) 10.4 Global environmental politics: 12-35.

McGregor, Deborah, "Indigenous environmental justice, knowledge and law." (2018) 5.2 Kalfou Journal of Comparative and Relational Ethnic Studies: 279-296.

Napoleon, Val, "Thinking about Indigenous legal orders." In *Dialogues on human rights and legal pluralism*, (Dordrecht: Springer Netherlands, 2012): 229-245.

Whyte, Kyle Powys., "The recognition dimensions of environmental justice in Indian Country" (2011) 4.4 Environmental Justice: 199-205.

**Reading week [February 16-20 - No class]****Week 7 [February 27]: Procedural Justice: Duty to Consult, FPIC, and Resource Development****Readings:**

- Barelli, Mauro, "Free, prior and informed consent in the aftermath of the UN Declaration on the Rights of Indigenous Peoples: developments and challenges ahead." (2012) 16.1 The International Journal of Human Rights: 1-24.
- Boutilier, Sasha, "Free, prior, and informed consent and reconciliation in Canada." (2017) 7 WJ Legal Stud.: 1.
- Barrie, George, "The Canadian Courts' Approach to the 'Duty to Consult' Indigenous Peoples." (2020) 53.3 The Comparative and International Law Journal of Southern Africa: 1-24.

**(Essay Proposal Due today)**

**Week 8 [March 6]: Indigenous Rights and Environmental Justice Movement****Readings:**

- Martinez-Alier, Joan, Leah Temper, Daniela Del Bene, and Arnim Scheidel. "Is there a global environmental justice movement?." *The Journal of Peasant Studies* 43, no. 3 (2016): 731-755.
- Bullard, Robert D. & G S Johnson, "Environmentalism and public policy: Environmental justice: Grassroots activism and its impact on public policy decision making" (2000) 56:3 *Journal of Social Issues*: 555-57.
- Hasan, Mohammad Mahmud, "Development for whom?: an Indigenous environmental justice movement in Bangladesh." (2022) *Local Environment*: 863-878

**Special Read:**

- Report of the Special Rapporteur on the rights of indigenous peoples, James Anaya "Extractive industries and indigenous peoples"

**Week 9 [March 13]: Corporate Business, Climate Justice and Intergenerational Equity****Readings:**

- Seck, Sara, "Revisiting Transnational Corporations and Extractive Industries: Climate Justice, Feminism, and State Sovereignty" (2017) 26:2 *Transnational Law & Contemporary Problems* 383.
- Scott, Dayna, and Garance Malivel, "Intergenerational environmental justice and the climate crisis: Thinking with and beyond the charter." (2021) 17: 1 *Journal of Law & Equality*: 165-183.
- Schlosberg, David. "Reconceiving environmental justice: Global movements and political theories" (2004) 13:3 *Environmental Politics*: 517-540.

**Week 10 [March 20]: Toxic Colonialism and Global South****Readings:**

- Reed, T. V., "Toxic Colonialism, Environmental Justice, and Native Resistance in Silko's "Almanac of the Dead"." (2009) 34.2 *Melus*: 25-42.
- Demaria, Federico, "Shipbreaking at Alang–Sosiya (India): an ecological distribution conflict." (2010) 70.2 *Ecological economics*: 250-260.
- Pratt, Laura AW, "Decreasing dirty dumping-A reevaluation of toxic waste colonialism and the global management of transboundary hazardous waste." (2010) 41 *Tex. Env'tl. LJ*: 147.

**Week 11 [March 27]: Gender and Intersectionality****Readings:**

- Malin, Stephanie A., Stacia Ryder, and Mariana Galvão Lyra, “Environmental justice and natural resource extraction: intersections of power, equity and access.” (2019) 5.2 Environmental Sociology: 109-116.
- Ducre, Kishi Animashaun, “The Black feminist spatial imagination and an intersectional environmental justice.” (2018) 4.1 Environmental Sociology: 22-35.
- Kirk, Gwyn, “Ecofeminism and environmental justice: Bridges across gender, race, and class.” (1997) 18.2 Frontiers: A Journal of Women Studies: 2-20.

**Week 12 [April 8]: Right of Healthy Environment****Readings:**

- Hammons, Jeffrey T., “Public Interest Standing and Judicial Review of Environmental Matters: A Comparative Approach.” (2016) 41 Colum. J. Env'tl. L.: 515.
- Preston, B. J., “The Nature, Content and Realisation of the Right to a Clean, Healthy and Sustainable Environment.” (2024) 36.2 Journal of Environmental Law: 159– 186
- Gordon, G., “Environmental personhood.” (2018) 43.49 Colum. J. Env'tl. L.: 50- 88.
- Edirisinghe, Asanka, and Sandie Suchet-Pearson, “Nature as a sentient being: Can rivers be legal persons?.” (2024) 33.2 Review of European, Comparative & International Environmental Law: 224-235.

**Final Paper Submission due on Brightspace**



**POLICY ON PERMISSIBILITY OF SUBMITTING SAME WORK MORE THAN ONCE,**  
**POLICY ON PERMISSIBILITY OF SUBMITTING SAME WORK MORE THAN ONCE,**  
**PERMISSIBILITY OF GROUP OR COLLABORATIVE WORK, AND PERMISSIBILITY OF**  
**USING GENERATIVE AI**

Students are allowed to re-use a portion of their own work from previous assignments or courses, provided they acquire necessary approvals from the instructor and acknowledge and properly cite the portions that were previously submitted. For instance, if a student has already written a paper on a similar topic, they may incorporate findings or arguments from that earlier work but must indicate where these come from. Students should seek approval from the instructor if they are unsure whether their submission meets the criteria. Submitting work without clear acknowledgment of reused material will be considered a violation of academic integrity.

Students may use AI tools like ChatGPT, but only in specific, limited ways. AI tools can be used to assist with tasks such as gathering ideas, researching initial sources, or proofreading a final draft for grammar and style. However, students are not allowed to use AI to organize or communicate their core ideas. The focus of the course is on developing original thought and critical thinking skills, so AI should not be relied upon for creating the main content of an assignment. Any use of AI must be clearly documented and cited, including the prompts used and how the tool assisted in the process.

<b>Winter 2026 Sessional Dates and University Closures</b>	
Please find a full list of important academic dates on the calendar website: <a href="https://calendar.carleton.ca/academicyear/">https://calendar.carleton.ca/academicyear/</a>	
<b>January 5, 2026</b>	Winter term begins.
<b>January 16, 2026</b>	Last day for registration and course changes (including auditing) for Winter courses.
<b>January 31, 2026</b>	Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment.
<b>February 16, 2026</b>	Statutory holiday. University closed.
<b>February 16-20, 2026</b>	Winter break. No classes.
<b>March 15, 2026</b>	Last day for academic withdrawal from Winter courses.
	Last day to request Formal Examination Accommodations for April full winter, late winter, and fall/winter final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
<b>March 25, 2026</b>	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full winter term or fall/winter undergraduate

	courses, before the official April final examination period.
<b>April 3, 2026</b>	Statutory holiday. University closed.
<b>April 8, 2026</b>	Winter term ends.
	Last day of winter and fall/winter classes.
	Classes follow a Friday schedule.
	Last day for take home examinations to be assigned.
<b>April 9-10, 2026</b>	No classes or examinations take place.
<b>April 11-23, 2026</b>	Final examinations in fall term courses and mid-term examinations in fall/winter courses will be held.
<b>April 23, 2026</b>	All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

## **University and Departmental Policies**

### **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; and
- failing to acknowledge sources through the use of 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 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.

### **STATEMENT ON STUDENT MENTAL HEALTH**

As a University 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/>

Emergency Resources (on and off campus):

- <https://wellness.carleton.ca/get-help-now/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

### **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)).

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

**Pregnancy and Family-Status Related Accommodations**

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 about the accommodation policy, visit the [Equity and Inclusive Communities \(EIC\)](#) website.

**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, please go to: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>.

**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. You can find the Paul Menton Centre online at: <https://carleton.ca/pmc/>

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).

**Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

**Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor 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. Read more here: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please visit: <https://students.carleton.ca/services/accommodation/>.

**Academic Consideration for Medical and Other Extenuating Circumstances**

Due to medical and other extenuating circumstances, students may occasionally be unable to fulfill the academic requirements of their course(s) in a timely manner. The University supports the academic development of students and aims to provide a fair environment for students to succeed academically.

Medical and/or other extenuating circumstances are circumstances that are beyond a student's control, have a significant impact on the student's capacity to meet their academic obligations, and could not have reasonably been prevented.

Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. If not satisfied with the instructor's decision, students can conduct an "informal appeal" to the Chair of the department within three (3) working days of an instructor's decision. We have created a webform specifically for appeals to the Chair, which can be found here: <https://carleton.ca/law/application-for-review-of-refusal-to-provide-academic-consideration/>. *Note: This form only applies to LAWS courses and is not the same as a formal appeal of grade.* More information about the academic consideration can be found [here](#).