

# ENV221H1F: Multidisciplinary Perspectives on the Environment Fall 2022

Last Updated: Sep 6, 2022

The course is offered as an in-person format, meaning lectures, tutorials, and tests will be in person unless the public health situation changes.

**Time:** Tuesdays and Thursdays, 1:00 – 2:00 pm

**Location:** ES1050 – Earth Sciences Auditorium

**Tutorials:** Five tutorials are scheduled through the term: week of Sep 19, Sep 26, Oct 17, Oct 24, Nov 21.

**Instructor:** Karen Ing, ES2098, 416-978-4863; [karen.ing@utoronto.ca](mailto:karen.ing@utoronto.ca)

**Office Hours:** by appointment, and usually available after lectures

## Teaching Assistants:

Susan Frye (head TA)	<a href="mailto:s.frye@mail.utoronto.ca">s.frye@mail.utoronto.ca</a>
Brian Pentz	<a href="mailto:brian.pentz@mail.utoronto.ca">brian.pentz@mail.utoronto.ca</a>
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**Course website:** Quercus (<https://q.utoronto.ca>)

## Required Text:

There is no textbook or hard copy reader for this course. Course readings have been drawn from a variety of online sources and links will be posted on the lecture/reading schedule and updated on the course webpage.

## Course Evaluation

Multidisciplinary paper	Oct 2	10%
Climate Change paper	Oct 30	25%
Environmental Health Paper	Nov 27	25%
Final Exam (in person)	Dec exam period	35%
Tutorial Attendance & Participation		5%

## Course Subject

This course addresses the causes and nature of current environmental problems from several interrelated perspectives, including: the scientific analysis of particular ecological challenges; factors such as jurisdiction and lobbying which influence the ways in which governments and non-state actors are confronting those concerns; relevant ethical issues respecting the rights of

humans and other species, and the major ideas (assumptions, values and norms) which influence our approaches to those problems.

An appreciation and recognition of the complex of disciplines needed to address current environmental problems and the linkages and communication required from practitioners within these disciplines are the primary focus of this course. We will explore these linkages through the use of two case studies: **climate change and environmental health**.

### **Course Format**

The course begins with an examination of the contribution various disciplinary perspectives bring to the study of the environment. Two current issues are then examined as case studies. Each case study will be approached from a variety of disciplinary perspectives: the physical nature of the issue; the action addressing the issue by governments and others; and the cultural, ethical and philosophical dimensions of the issue.

The case studies are intended to help students gain a deeper understanding of the specific issues addressed in the course and to appreciate the broader ideas and frameworks that underlie these issues. It is also hoped that students, through this approach, will gain a fuller sense of the interdisciplinary nature of environmental studies.

### **Educational objectives**

ENV221H is meant to provide an introductory foundation for all students interested in studying the environment. The purpose of this course is twofold:

1. to give students introductory knowledge concerning specific issues in environmental science, thought and policy; and
2. to promote greater appreciation and understanding of the relationships and linkages within the interdisciplinary field of environmental studies.

The course objective is to introduce students to approaches and information from the fields of environmental sciences, policy and ethics and to introduce the ways in which these and other areas of expertise are being woven together to create the emerging interdisciplinary field of environmental studies.

It is expected that students who complete this course will be able to do the following in an introductory manner:

1. describe the complex interdisciplinary nature of the field of environmental studies, and discuss the challenges and opportunities inherent in interdisciplinary work;
2. understand some basic aspects of environmental science, environmental philosophy and environmental policy as presented in class;
3. discuss the nature of two specific environmental problems facing contemporary society (climate change and environmental health) using scientific, philosophical and political science frameworks;
4. provide analysis of environmental problems (for example, those listed above) that integrates scientific, philosophical and environmental policy perspectives into an interdisciplinary view of both the problems and possible solutions.

## Tutorials

Mastering and integrating complex knowledge from many disciplines, as students are being asked to do in this course, is very challenging. The tutorials are intended as a forum in which students will work to further their understanding of the links among the varied disciplinary material presented in this course. In addition, the tutorial is the place where students will begin to develop their own integrated analysis of the issues at hand, in preparation for the written assignments.

There are five tutorials scheduled throughout the term, approximately timed to assist students with upcoming assignments: week of Sep 19, Sep 26, Oct 17, Oct 24, Nov 21. For each tutorial, students are expected to attend **prepared with a short-written submission that need to be submitted electronically before the beginning of the tutorial**. The submissions are generally 250-500 word responses to a guide question. Details of the tutorial submissions will be posted approximately 2 weeks before each tutorial.

**Note:** Readings have been chosen to be electronically accessible. The reading list will be updated periodically on the course homepage on Quercus as the course progresses.

<b>Date</b>	<b>Lecture Topic and Readings</b>	<b>Tut</b>
R Sept 8	<b>Course Introduction</b>	
T Sept 13	<b>Environmental Science</b>	
R Sept 15	<b>Environmental Ethics</b>	
T Sept 20	<b>Environmental Policy</b>	1
R Sept 22	<b>Environmental Economics</b>	1
T Sep 27	<b>Overview of Disciplinary Contributions</b>	2
R Sep 29	<b>Overview of Disciplinary Contributions</b>	2
T Oct 4	<b>Climate Change – The Background</b>	
R Oct 6	<b>Climate Change – The Background (cont'd)</b>	
T Oct 11	<b>Climate Change – The Background (cont'd)</b>	
R Oct 13	<b>Climate Change Policy</b>	
T Oct 18	<b>Climate Change Policy (cont'd)</b>	3
R Oct 20	<b>Climate Change Policy &amp; Ethics</b>	3

T Oct 25	<b>Climate Change Ethics (cont'd)</b>	4
R Oct 27	<b>Climate Change Ethics (cont'd)</b>	4
T Nov 1	<b>Environmental Health – The Basics</b>	
R Nov 3	<b>Environmental Health – The Basics</b>	
T Nov 8	<b>Fall Break – No Classes</b>	
R Nov 10	<b>Fall Break – No Classes</b>	
T Nov 15	<b>Environmental Health – Toxics I</b>	
R Nov 17	<b>Environmental Health – Toxics II</b>	
T Nov 22	<b>Environmental Health – Infectious Diseases I</b>	5
R Nov 24	<b>Environmental Health – Infectious Diseases II</b>	5
T Nov 29	<b>Environmental Health Policy I</b>	
R Dec 1	<b>Environmental Health Policy II</b>	
T Dec 6	<b>Environmental Health Ethics</b>	

**Note: Important Dates**

Sept 21<sup>st</sup> – last day to enrol in F and Y section code courses

Nov 7-11<sup>th</sup> – November Break, no classes

Nov 16<sup>th</sup> – Last day to drop F section courses from academic record and GPA;

Dec 7<sup>th</sup> – classes end.

Dec 7<sup>th</sup> - Last day to add or remove a CR/NCR option for F section code courses

Dec 10-20 – exam period

**COURSE POLICIES**

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. UofT does not condone discrimination or harassment against any persons or communities.

**Technology Requirements**

Specific guidance from the U of T Vice-Provost, Students regarding student technology requirements is available here:

<https://www.viceprovoststudents.utoronto.ca/covid-19/tech-requirements-online-learning/>

Advice for students more broadly regarding online learning is available here:  
<https://onlinelearning.utoronto.ca/getting-ready-for-online/>

Lectures will be in-person, but we may be using Zoom on occasion for online teaching & learning in this course. In-person lectures will have audio and screen capture which will be posted within 48hrs.

Tutorials will also be held in-person, but there may be a small number of tutorial slots delivered synchronously on Zoom. Tutorials will not be recorded or posted except under extenuating circumstances.

This course requires the use of computers, and of course sometimes things can go wrong when using them. You are responsible for ensuring that you maintain regular backup copies of your files, use antivirus software (if using your own computer), and schedule enough time when completing an assignment to allow for delays due to technical difficulties. Computer viruses, crashed hard drives, lost or corrupted files, incompatible file formats, and similar mishaps are common issues when using technology, and are not acceptable grounds for a deadline extension.

### **Lectures/Copyright**

This course, including your participation, may be recorded on video and made available to students in the course.

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor.

For questions about recording and use of videos in which you appear please contact your instructor.

### **Tutorials**

The short written assignment associated with each tutorial should be submitted online prior to the start of tutorial and cannot be submitted without accompanying tutorial attendance, without explicit permission from your TA or instructor.

The only exception will be for cases of illness which need to be declared using the Absence Declaration tool on ACORN.

### **Final Test**

The final test in the course will be a two hour in-person test during the December exam period and scheduled by the Faculty.

### **Graded Material**

Any disputes or questions on graded material must be brought to the attention of the TA or instructor within 2 weeks of return or posting, otherwise will be considered final.

## **Submission of assignments:**

We will be using a plagiarism detection program within the online assignment function in Quercus for submission of the written assignments in this course. Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

If a student does not wish to submit to the online plagiarism tool, the student **MUST** advise the head TA immediately as alternate arrangements for screening the assignment must be arranged.

To avoid late penalties, assignments must be submitted to the Quercus Assignment function before **midnight on the posted due date**.

When submitting your assignment on Quercus, the file should be saved in a single file, with an extension of .doc, .docx, .rtf, or .pdf.

In formatting your assignment it should:

- Include the following information on the front page: the assignment title (feel free to be creative, but representative), the course title and number, the instructor's name, the TA's name, your name and student number
- Be double spaced, using 12 point font, in black ink with 1" (2.5cm) margins;and
- include page numbers

## **Late penalties**

The late penalty on all assignments will be 2.5% of the assignment grade per day late, including weekends and will only be waived with the Absence Declaration Tool on ACORN.

Please note the declaration must cover the period of time you missed, e.g. the week before the assignment/essay is due, etc.

**Assignments will NOT be accepted one week past the due date** even if accompanied by an absence declaration form unless prior approval has been obtained from the course instructor or head TA.

## **Academic Integrity**

**The following is taken from the Faculty of Arts and Science Academic Integrity website** (<http://www.artsci.utoronto.ca/osai/students>):

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures

that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including
  - working in groups on assignments that are supposed to be individual work,
  - having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the [U of T Writing Website](#). If you are experiencing personal challenges that are having an impact on your academic work, please speak to your instructor or TA or seek the advice of your college registrar.

See also the handout “How Not to Plagiarize,” Margaret Proctor, 2009, available online at <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

### **Evaluation criteria**

The primary criteria used in evaluating written work are the following.

#### **Purpose:**

Clearly state intentions through a thesis or research question that is fulfilled within the paragraphs of the paper.

#### **Development of Ideas:**

Arguments/main points are effective, well developed and supported with substantial evidence.

#### **Logic and Organization:**

Ideas are developed in an organized and logical manner. Clear specific introduction, body and conclusion.

#### **Clarity:**

Words and sentences are used effectively, particularly technical/scientific terms. Sentence structure is clear and succinct (no incomplete or run-on sentences).

#### **Editing/Proofreading:**

Writing is error-free in terms of spelling and grammar.

### **ACCESSIBILITY NEEDS**

The University of Toronto is committed to accessibility: if you require accommodations for a disability, or have any other accessibility concerns about the course, please contact [Accessibility Services](#) as soon as possible.

[disability.services@utoronto.ca](mailto:disability.services@utoronto.ca) or <http://studentlife.utoronto.ca/accessibility> .

### **ADDITIONAL SERVICES and SUPPORT**

The following are some important links to help you with academic and/or technical service and support

- General student services and resources at [Student Life](#)
- Full library service through [University of Toronto Libraries](#)
- Resources on conducting online research through [University Libraries Research](#)
- Resources on academic support from the [Academic Success Centre](#)
- Learner support at the [Writing Centre](#)
- Information for [Technical Support/Quercus Support](#)