SCHOOL OF THE ENVIRONMENT – UNIVERSITY OF TORONTO  
ENV451 CURRENT ENVIRONMENTAL TOPICS - FS 2022  
SYLLABUS

First class: September 8th, 2022  
Thursdays: 11:00 a.m. - 2:00 p.m.  
Location: TBA  
Instructor Dr. Erich Vogt  
erich.vogt@utoronto.ca  
TA: Brian Pentz, TBC  
Brian.Pentz@mail.utoronto.ca  
Student hours: by appointment only

Course Description

Global environmental dangers are among the most profound challenges facing humanity. They fundamentally undermine the quality of life and threaten the organic infrastructure that supports all life on earth. It is within this context that the course explores the socio-political dynamics of global environmental affairs. The course will also look into the multiple causes of environmental harm and, with students’ help, try to identify effective response mechanisms. Finally, it endeavors to examine a number of key challenges - including climate change, biodiversity, energy, water, agriculture and food, as well as waste — as they are being addressed in both academe and professional practice.

Drawing on both official and informal studies and field work from around the world and diverse sources, academic papers, news accounts and editorial pages of journals and newspapers, major negotiation conferences and informal meetings, as well as the insights of leading thinkers and thinking leaders in both the developing and developed worlds, the course will foster ‘deep’ learning (as opposed to ‘strategic’ learning), creative thinking, collaborative learning and critical debate. Students are encouraged to ask probing questions and offer comments, however tentative, in class.
This is a "capstone" course and invites students to draw on their years of studies across all academic disciplines. It is designed for students coming to the end of their undergraduate study of the environment and preparing to move on to the next phase of their academic and professional development and competence. In other words, it calls on and encourages students to synthesize insights gained throughout their academic journey.

**Course format**

The course will be delivered IN PERSON. Attendance and participation in the lecture classes is expected.

The syllabus, course videos and related materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and they are thus protected by copyright. In this course, you are permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit consent of your course instructor.

**Course framework**

The course material is presented in three ways: course readings, lectures and breakout group discussions. Students will be asked to write three papers (critical review, memorandum to political decision makers, research/policy paper). Every effort will be made to make the course as interactive and participatory as possible. This, however, requires that students attend, do the assigned readings and follow lectures closely.

**Learning environment**

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 both celebrate and respect one another’s differences. The University does NOT condone discrimination or harassment against any persons or communities.

**Learning objectives**

Those who participate fully in this course should by its end:
• Have improved their critical thinking capacity;
• Have a well-rounded and balanced understanding of the multiple causes and implications of a range of current environmental challenges and of different forms of response;
• Comprehend and appreciate the role of science, the state system, the global political economy, and civil society in exacerbating and/or mitigating environmental problems;
• Understand and articulate the difference in perspectives of developed and developing countries and appreciate the tensions between conservation and development;
• Demonstrate proficiency in framing more effectively research questions and approaches, analysis, verbal presentation, and writing skills.

Readings

Readings for each class are listed in the Lecture Topics section below. Every attempt has been made to make all of them available electronically, and in some cases also as hard copy. You can find the readings on Quercus in the Library Reading List. I traditionally do not spend time in class reviewing books’ and readings’ content; rather I will selectively pick on some of the main themes and hypotheses of writers’ works, then test and pick them apart – with your help!!!

As you know, the University of Toronto has a long-established commitment to human rights, freedom of expression, and it provides an environment which values respect, diversity, and inclusion. Against this backdrop, in this class you may be assigned readings, or discuss topics that are against the law in other jurisdictions. I encourage you to become familiar with your appropriate local laws that may apply to you and any potential impact on you if course content and information could be considered illegal, controversial, or politically sensitive. If you have any concerns about these issues, please contact me directly for further clarification.

Communication

Emails are normally responded to within 48 hours, but not during weekends or on public holidays. All official communications and announcements from the
instructor and TA will be sent either via the ‘Announcement’ function on Quercus, or students’ official UofT-issued e-mail addresses.

Course Assignments: All papers must be submitted electronically via Quercus!!!

1) Critical review - 25 Percent
Based on the information and insights gained in previous (environmental) courses, you will be asked to critically review a contemporary environmental essay as written by a designated author. Specific instructions will be provided in the lectures and accompanying students’ guidance note by the end of the first couple of weeks of classes.
Three (3) pages, 1.5 spacing, TNR 12 font, NO endnotes or bibliography. A selection of essays will be posted roughly 2 weeks before due date on Quercus, and papers are expected to be submitted electronically on Quercus.
Due: October 7th, 2022, 11.59 p.m. (EST)

2) Memorandum - 30 Percent
You are the special climate change envoy of a G20 country of your choice. Write a climate change memorandum for the Sherpa of your chosen G20 country and present your arguments for overhauling the existing (part of) policy. More specific instructions will be given in the lectures and students’ guidance note.
Four (4) pages, 1.5 spacing, TNR 12 font, NO endnotes or bibliography.
Due: November 4th, 2022, 11.59 p.m. (EST)

3) Research/Policy paper – 35 Percent
The purpose of this combined research/policy paper is to give students an opportunity to explore and develop a paper that focuses on SDG 13 (Climate Change). This five (5) page paper must: (1) examine the chief causes/drivers of the issue(s)/problem(s) - as you see them based on your own critical assessment; (2) outline what the international community has agreed to do about it (targets, indicators); and (3) provide ideas and recommendations of how best to move the solution from concept to practice. More specific instructions will be given in the lectures and students’ guidance note.
The paper shall have 1.5 spacing, with 1 inch margins, 12 points font, endnotes and bibliography required.
Due: December 2nd, 2022, 11.59 p.m. (EST)
Evaluation criteria of all written work products
The primary criteria used in evaluating students’ written work are the following:

1) **Content**: Content is Queen/King!!!
2) **Mechanics**: Defined as freedom from minor factual errors and spelling and grammatical errors. Where asked, students are expected to include thorough, accurate and consistent references in any bona fide academic referencing style that includes page numbering.
3) **Writing style**: It should be appropriate for an academic environment. Beyond that, style will be evaluated primarily in terms of clarity. Proper use of the English language is expected!
4) **Structure**: Papers will also be evaluated in terms of their organization and coherence. The structure of the paper must logically flow from the assignment question(s) and must add up to a coherent whole.
5) **Precision and accuracy**: Precision means saying exactly and specifically what you mean, avoiding ambiguity and vague generalities. Accuracy refers to absence of major factual errors.
6) **Analysis**: Analysis will be evaluated in terms of success in using evidence in the form of data/information to construct a logical argument which convincingly answers your assignment question(s).

4) **Participation in weekly lectures - 10 Percent**

Students are expected to attend lecture classes and actively engage in breakout group discussions. Participation means making insightful comments, asking probing questions, and being involved in the ongoing discussions in ways that show students have done the readings and are thinking critically about the content and discourse of the class.

Evaluation criteria of all oral contributions

1) **Success in communicating** key concepts succinctly and accurately, thereby demonstrating sound understanding of the work being presented.
2) **Mechanics of communication**, such as manner of speaking (including good diction and tone), structure of the presentation and level of organization.
3) **Ability to respond** appropriately and fairly to questions and contribute to and stimulate unstructured discussion among peers.

**There will be no mid-term and no final assessment/exams**

**Late penalties**
No due dates will be extended unless discussed with and agreed upon by your TA in advance. Penalty for late work will be 2% of the assignment mark per day late, including weekends. **Late papers will be accepted only for one week after the due date.** Papers submitted later will not be reviewed and assessed. The only exemption from this penalty will be if students have recorded either their absence from academic participation or late submissions through the ACORN online absence declaration. In addition, students should advise both the instructor and the TA of their absence and request for late submissions.

**Grading scheme**

The course will follow the University of Toronto’s undergraduate courses grading scheme:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>A</td>
<td>85 - 89%</td>
</tr>
<tr>
<td>A-</td>
<td>80 - 84%</td>
</tr>
<tr>
<td>B+</td>
<td>77 - 79%</td>
</tr>
<tr>
<td>B</td>
<td>73 - 76%</td>
</tr>
<tr>
<td>B-</td>
<td>70 - 72%</td>
</tr>
<tr>
<td>C+</td>
<td>67 - 69%</td>
</tr>
<tr>
<td>C</td>
<td>63 - 66%</td>
</tr>
<tr>
<td>C-</td>
<td>60 - 62%</td>
</tr>
<tr>
<td>D+</td>
<td>57 - 59%</td>
</tr>
<tr>
<td>D</td>
<td>53 - 56%</td>
</tr>
<tr>
<td>D-</td>
<td>50 - 52%</td>
</tr>
<tr>
<td>F</td>
<td>0 - 49%</td>
</tr>
</tbody>
</table>

More information is available here: [https://fas.calendar.utoronto.ca/rule-regulations#grading](https://fas.calendar.utoronto.ca/rule-regulations#grading)
Academic Integrity

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](http://www.governingcouncil.utoronto.ca/policies/behaveac.htm)) and ([https://www.academicintegrity.utoronto.ca/](https://www.academicintegrity.utoronto.ca/)). 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

You can get further guidance on academic integrity from the website of the Office of Student Academic Integrity at: [www.artsci.utoronto.ca/osai/students](http://www.artsci.utoronto.ca/osai/students)

**Accessibility needs**

Students with diverse learning styles and needs are welcome in this course. The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible at [https://www.studentlife.utoronto.ca](https://www.studentlife.utoronto.ca)

If you require additional accessibility remote/online learning information, please have a look at: [https://studentlife.utoronto.ca/covid-19-accessibility-faqs/](https://studentlife.utoronto.ca/covid-19-accessibility-faqs/)

**Writing Centers**

All seven Faculty of Arts and Science writing centres will be offering one-on-one support guidance. Please visit each individual centre's site for information on how to make an appointment.

The FAS centres are listed at [https://writing.utoronto.ca/writing-centres/arts-and-science](https://writing.utoronto.ca/writing-centres/arts-and-science).

Also note that more than 60 Advice files on all aspects of academic writing are available from [http://advice.writing.utoronto.ca](http://advice.writing.utoronto.ca). Printable PDF versions are listed at [http://advice.writing.utoronto.ca/student-pdfs](http://advice.writing.utoronto.ca/student-pdfs).

International students are invited to check out the English Language Learning program. It is available at [http://www.artsci.utoronto.ca/current/advising/ell](http://www.artsci.utoronto.ca/current/advising/ell). For more information, please contact the ELL coordinator Leora Freedman at [ell.newcollege@utoronto.ca](mailto:ell.newcollege@utoronto.ca).
Additional services and support

The following are 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](#)
CURRENT ENVIRONMENTAL TOPICS
Class topics, activities and readings

Week I: September 8th, 2022
Introduction to the course – Drivers of Environmental Change

Readings
Joshua Rothman, “The Big Question: Is the world getting better or worse?,” The New Yorker (23 July 2018), pp. 26-32

Week II: September 15th, 2022
Environmental studies and issues reassessed and redefined – Why are humans causing the ecological crisis?

Readings
http://www.environmentandsociety.org/sites/default/files/2016_5_final_0.pdf

Week III: September 22nd, 2022

The State, Private Sector and Civil Society – who has the (strongest) voice and visibility?

Readings
James Gustave Speth, “Environmental Failure: A Case for a New Green Politics”; see https://e360.yale.edu/features/environmental_failure_a_case_for_a_new_green_politics

- Guest speaker:
  Liz Benneian, Executive Director and Manager, Environmental Education Ontariogreen

Week IV: September 29th, 2022

Intellectuals reflect and chime in

Readings
Jennifer Clapp/Paul Dauvergne, Paths to a Green World, MIT Press, 2011, pp. 1 – 17
James Gustave Speth: Environmental Failure: A Case for a New Green Politics, https://e360.yale.edu/features/environmental_failure_a_case_for_a_new_green_politics

Week V: October 6th, 2022
Biodiversity – let’s face up to it, it’s all about us

Readings

- Guest speakers:
  Barbara Zimmerman, Director Kayapo Project, International Conservation Fund of
  Greg Mason, Director, UNESCO Georgian Bay Biosphere

Critical Review due October 7th

Week VI: October 13th, 2022
Climate change – in search of the game changer

Readings
The Paris Agreement; see http://unfccc.int/paris_agreement/items/9485.php
IPCC – Climate Change 2021 – The Physical Science Basis – Summary for Policy Makers; see
IPCC Special Report, October 2018 – Summary for Policymakers; see
UNFCCC – COP 26/Glasgow “Outcomes of the Glasgow Climate Change
Climate Promises Made in Glasgow Now Rest With a Handful of Powerful Leaders; see https://www.nytimes.com/2021/11/14/climate/glasgow-cop26-leadership.html?smid=em-share

The richest 10% produce about half of greenhouse gas emissions. They should pay to fix the climate; see https://www.theguardian.com/commentisfree/2021/dec/07/we-cant-address-the-climate-crisis-unless-we-also-take-on-global-inequality

Greenhouse gas emissions must peak within 4 years, says leaked UN report; see https://www.theguardian.com/environment/2021/aug/12/

Dale Jamieson, Reason in a Dark Time – Why the struggle against climate change failed – and what it means for our future, pp. 11-60, Oxford University Press, 2014

David Miller, Solved - How the World’s Great Cities are Fixing the Climate Crisis, University of Toronto Press, 2020

“Carbon tax or cap-and-trade?”; see https://davidsuzuki.org/what-you-can-do/carbon-tax-cap-trade

“Biden vows to double aid to developing countries vulnerable to climate crisis; see https://www.theguardian.com/us-news/2021/sep/21/joe-biden-un-general-assembly-climate-aid-developing-countries

“By any measure, 2022 will be a big year for climate policy in Canada; see https://www.thestar.com/opinion/contributors/2022/02/07/by-any-measure-2022-will-be-a-big-year-for-climate-policy-in-canada.html


“What Biden’s climate leadership means for Canada”; see https://www.macleans.ca/opinion/what-bidens-climate-leadership-means-for-canada/

Is $100 Billion a Year Enough to Cover the Cost of Climate Damage?; see https://www.cgdev.org/blog/100-billion-year-enough-cover-cost-climate-damage

“How CC is contributing to skyrocketing infectious diseases”; see https://www.propublica.org/article/climate-infectious-diseases

“Deaths from fossil fuel emissions higher than previously thought”; see https://www.seas.harvard.edu/news/2021/02/deaths-fossil-fuel-emissions-higher-previously-thought

“Climate change visualized: How Earth's temperature has changed since 1970”, see https://www.axios.com/climate-change-earth-temperature-change-902e2958-451b-4044-a6a3-8dab46902da6.html?fbclid=IwAR0vIgfdudQ0v4mpzFvEBK8U1qdTQHOQ8YS5gZgJ3keZYbSOXX9bTtUcNc

Week VII: October 20th, 2022

**Climate change – the North-South divide, the financing instruments, and a higher calling**

**Readings**


Task Force 20, Climate Change and Environment, G20 Summit, 2019, Japan, see https://t20japan.org/task-forces/climate-and-environment/

Week VIII: October 27th 2022

Food & Agriculture – two sides of a coin?

Readings
Homi Kharas/John McArthur, “The world is off track to end hunger, so what’s the solution”; see https://www.brookings.edu/blog/future-development/2017/10/23/the-world-is-off-track-to-end-hunger-so-whats-the-solution/
“Agriculture Department buries studies showing dangers of climate change”, Politico, see https://www.politico.com/story/2019/06/23/agriculture-department-climate-change-1376413
Ifad.org “As climate shocks intensify, UN food agencies urge more support for southern Africa's hungry people”, see https://www.ifad.org/en/web/latest/news-detail/asset/41402041

• Guest speaker:
  Nidhi Tandon, Independent Consultant, Toronto
Week IX: November 3rd, 2022

**Environmental Waste – from rags to riches?**

**Readings**


“Sweden’s recycling is so revolutionary, the country has run out of rubbish”, see YouTube video [https://www.independent.co.uk/environment/sweden-s-recycling-is-so-revolutionary-the-country-has-run-out-of-rubbish-a7462976.html](https://www.independent.co.uk/environment/sweden-s-recycling-is-so-revolutionary-the-country-has-run-out-of-rubbish-a7462976.html)


European strategy for plastics, European Commission, 2019, see [https://ec.europa.eu/environment/waste/plastic_waste.htm](https://ec.europa.eu/environment/waste/plastic_waste.htm)

“What is e-waste?”, electronix redux, see [https://rogersmembercentre.com/rmcapp/remc.html#/registration](https://rogersmembercentre.com/rmcapp/remc.html#/registration)


- **Guest speakers:**
  Ms Elisabeth Perlikowski, SickKids Hospital, TBC
Mr. Michael Zabaneh, Vice President Sustainability, Retail Council of Canada

Memorandum due November 4th

Week X: Reading Week November 7th – 11th, 2022, No class

Week XI: November 17th, 2022
Water – flowing between Cooperation and Conflict

Readings
8th World Water Forum in Brasilia/Brazil, http://www.worldwaterforum8.org/node/942
David C. Victor, “Oceans on the front lines of global climate change”, see https://www.brookings.edu/blog/planetpolicy/2017/10/31/oceans-on-the-front-lines-of-global-climate-change/

- Guest speakers:
  Lawson Oates – Director, Toronto Water
  Brian Pentz, Ph.D. candidate, Department of Department of Physical and Environmental Sciences, UTSC, TBC
Week XII: November 24th, 2022

Plundering the Earth – with energy “to kill”?

Readings

• Guest speaker:
    Jochen Bezner, Independent Consultant, Orange Solar

Week XIII: December 1st, 2022
Students’ reflection/evaluation – What went well, what not, what should be done differently?

Readings
None

Research/Policy paper due December 2nd
Good luck on your upcoming FINALS!!!