

SCHOOL OF THE ENVIRONMENT – UNIVERSITY OF TORONTO

ENV451 CURRENT ENVIRONMENTAL TOPICS - FS 2021

SYLLABUS

First class:	September 10 th , 2021
Fridays:	10:00 a.m. - 1:00 p.m.
Location:	Online/synchronous
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 on the Quercus platform and Zoom. The delivery of the lectures will take place 'live' at the designated times (Fridays, 10 am – 1 pm). Attendance and participation in the lectures is expected. This course, including your participation, will be recorded and made available for your review after each session on Quercus.

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. Because recordings will be provided for all lectures, students may not create additional audio or video recordings without written permission from the instructor and/or teaching assistant. Permission for such recordings will not be withheld for students with accommodation needs.

For a basic introduction to the various Quercus features, I suggest consulting the following post: https://uoft.service-now.com/utm_iits?id=kb_category&kb_category=dda905911bbae010277b33f3cc4bcbfe

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).

Despite the online delivery format, 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, preferably 'live'.

Technology requirements for online learning

This course requires the use of computers, and, as we all have found out on occasion, sometimes the technology doesn't perform as expected. Because 'what can go wrong will go wrong', you should plan ahead and ensure that you maintain regular backup copies of your files, use antivirus software and schedule enough time when completing assignments to allow for delays due to technical glitches. Computer viruses, crashed hard drives, broken printers, lost or corrupted files, incompatible file formats, and similar mishaps are common issues when using technology, they are not acceptable grounds for asking for deadline extensions.

That said, UofT has identified the following minimum technical requirements needed to access remote/online learning courses such as ENV 221:

	Windows-based PC	AppleMac/macOS-based PC
Operating Systems:	Windows 10	macOs X
Web Browser:	Firefox/Google Chrome	Firefox/Google Chrome
Processor:	Intel Core i5 based model	Intel Core i5 based model
RAM/Memory:	4 GB	4 GB
Storage:	5 GB of available space	5 GB of available space
Screen Resolution:	1024 x 768	1024 x 768
Connectivity:	Ethernet/WiFi	Ethernet/WiFi

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 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 Resources file. 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!!!

If you are a citizen of another country, and/or accessing your courses at the University of Toronto from a jurisdiction outside of Canada, you may be subject to the laws of the country in which you are residing, or any country of which you have citizenship. 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' file 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, endnotes and 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 8th, 2021, 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, endnotes and bibliography.

Due: November 5th, 2021, 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. 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.

Due: December 3rd, 2021, 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 all classes and actively engage in ensuing 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.

If the time zones in which students are based would significantly impair their ability to participate, please contact your instructor or TA for alternative arrangements.

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 for work that is late for both medical or non-medical reasons. In such cases, students must record either their absence from academic participation or late submissions through the ACORN online absence declaration. In addition, students should advise both the instructor and their designated TAs of their absence and request for late submissions.

Grading scheme

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

A+	90 -100%
A	85 - 89%
A-	80 - 84%
B+	77 - 79%
B	73 - 76%
B-	70 - 72%
C+	67 - 69%
C	63 - 66%
C-	60 - 62%

D+	57 - 59%
D	53 - 56%
D-	50 - 52%
F	0 - 49%

More information is available here: <https://fas.calendar.utoronto.ca/rules-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>) and (<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

As of September 1, 2021, UofT will be using a new plagiarism detective tool called *Original*. 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>).” In this course, I plan to pursue a different approach which I will outline on September 10th in our first class.

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>

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

Writing Centers

All seven Faculty of Arts and Science writing centres will be operating during this summer session, and all will be offering synchronous one-on-one instruction with asynchronous options at some colleges. 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>.

Also note that more than 60 Advice files on all aspects of academic writing are available from <http://advice.writing.utoronto.ca>. Printable PDF versions are listed at <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>. For more information, please contact the ELL coordinator Leora Freedman at 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 10th, 2021

Introduction to the course – Drivers of Environmental Change

Readings

World Resource Institute, The Millennium Ecosystem Assessment - Ecosystems and Human Well-being – Synthesis Report, pp. 1–24, Island Press, 2005

<https://www.millenniumassessment.org/documents/document.356.aspx.pdf>

Gustave Speth, The Bridge at the Edge of the World, Yale University Press, 2008, “Looking into the Abyss”, pp. 17 – 45, and “Modern Capitalism: Out of Control”, pp. 46 – 66

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

Elinor Ostrom, et al., “Revisiting the Commons: Local Lessons, Global Challenges,” Science (April 1999), pp. 278-282

Week II: September 17th, 2021

Environmental studies and issues reassessed and redefined

Readings

Douglas Macdonald, Laura Eastham, “Changes in social coordination as a factor in the evolution of human niche construction”, draft unpublished paper, Toronto, July 29, 2020

Mauris W. Ersten, Christof Mauch and Edmund Russell eds., Molding the Planet: Human Niche Construction at Work. RCC Perspectives: Transformation in Environment and Society - 2016/5

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

For Rio+20 coverage; see The United Nations Commission on Sustainable Development/UNCSD, www.uncsd2012.org/index.html

James Gustave Speth, The Bridge at the Edge of the World, ‘ Modern Capitalism: Out of Control’, pp 46–66, Yale University Press, 2008

Jennifer Clapp/Paul Dauvergne, “Brief History of International Environmental Cooperation”, pp. 121 – 136, in Nicholson/Wapner (eds.), Global Environmental

Politics – From Person to Planet, Paradigm Publishers, Boulder/London, 2015 Ellis, Erle C.) “Why is Human Niche Construction Transforming Planet Earth?” in

Week III: September 24th, 2021

Intellectuals reflect and chime in

Readings

Jonathan Rowe “Who is An Economy for? Rethinking GDP, pp. 220 – 227, in Nicholson/ Wapner (eds.), Global Environmental Politics – From Person to Planet, Paradigm Publishers, Boulder/London, 2015

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

Yash Tandon, End Aid Dependency, Pambazuka Publishers, 2008

Charles C. Mann, The Wizard and the Prophet, Alfred A. Knopf, 2018, pp. 39 – 155

Week IV: October 1st, 2021

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

Readings

Richard Falk, “State Sovereignty Endangers the Planet”, pp.144 – 149, in Nicholson/Wapner (eds.), Global Environmental Politics – From Person to Planet, Paradigm Publishers, Boulder/London, 2015

Peter Dauvergne /Jane Lister, “The Promise of Corporate Environmentalism”, pp. 154 – 163, in Nicholson/Wapner (eds.), Global Environmental Politics – From Person to Planet, Paradigm Publishers, Boulder/London, 2015

Paul Wapner, “Forcing Cultural Change”, pp. 192 – 201, in Nicholson/Wapner (eds.), Global Environmental Politics – From Person to Planet, Paradigm Publishers, Boulder/London, 2015

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 Ontario/green

Week V: October 8th, 2021

Climate change – in search of the game changer

Readings

The Paris Agreement, see http://unfccc.int/paris_agreement/items/9485.php

IPCC Special Report October 2018; see

https://www.ipcc.ch/site/assets/uploads/sites/2/2018/07/SR15_SPM_version_st_and_alone_LR.pdf

IPCC 6th assessment report, Summary for Policy Makers, see

https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC_AR6_WGI_SPM.pdf

For the latest ‘leaked’ IPCC assessment, see

<https://www.theguardian.com/environment/2021/aug/12/greenhouse-gas-emissions-must-peak-within-4-years-says-leaked-un-report>

United Nations, Secretary-General's Statement on the IPCC Working Group 1 Report on the Physical Science Basis of the Sixth Assessment, see

<https://unfccc.int/news/secretary-general-s-statement-on-the-ipcc-working-group-1-report-on-the-physical-science-basis-of>

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

Global Center on Adaptation, “Young People and Drivers and Barriers to Climate Adaptation Action, see

<file:///Users/erichvogt/Downloads/Young-People-and-Drivers-and-Barriers-to-Climate-Adaptation-Action.pdf>

Erich Vogt, “Current State of Climate Politics”, pp. 188–198, in Environmental Policy and Law (42/3), 201

“Climate change visualized: How Earth's temperature has changed since 1970”,

see [https://www.axios.com/climate-change-earth-temperature-change-](https://www.axios.com/climate-change-earth-temperature-change-902e2958-451b-4044-a6a3-8dab46902da6.html?fbclid=IwAR0vIGfdduQ0v4mpzFvEBK8U1qdTQHOQ8YS5gZgJ3keZYbSOXX9vbTtUcNc)

[902e2958-451b-4044-a6a3-](https://www.axios.com/climate-change-earth-temperature-change-902e2958-451b-4044-a6a3-8dab46902da6.html?fbclid=IwAR0vIGfdduQ0v4mpzFvEBK8U1qdTQHOQ8YS5gZgJ3keZYbSOXX9vbTtUcNc)

[8dab46902da6.html?fbclid=IwAR0vIGfdduQ0v4mpzFvEBK8U1qdTQHOQ8YS5gZgJ](https://www.axios.com/climate-change-earth-temperature-change-902e2958-451b-4044-a6a3-8dab46902da6.html?fbclid=IwAR0vIGfdduQ0v4mpzFvEBK8U1qdTQHOQ8YS5gZgJ3keZYbSOXX9vbTtUcNc)

[3keZYbSOXX9vbTtUcNc](https://www.axios.com/climate-change-earth-temperature-change-902e2958-451b-4044-a6a3-8dab46902da6.html?fbclid=IwAR0vIGfdduQ0v4mpzFvEBK8U1qdTQHOQ8YS5gZgJ3keZYbSOXX9vbTtUcNc)

Critical Review due

Week VI: October 15th, 2021

Reading Week, no class

Week VII: October 22th, 2021

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

Readings

World Development Report 2010 – Overview (only): Development and Climate Change; see

<http://siteresources.worldbank.org/INTWDR2010/Resources/5287678-1226014527953/WDR10-Full-Text.pdf>

Pope Francis' Encyclical Letter LAUDATO SI - "On care of our common home", http://w2.vatican.va/content/dam/francesco/pdf/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si_en.pdf

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

Dale Jamieson, Reason in a Dark Time – Why the struggle against climate change failed – and what it means for our future, pp.178–200, Oxford University Press, 2014

Week VIII: October 29th, 2021

Biodiversity – let's face up to it, it's all about us

Readings

"The economics of Ecosystems and Biodiversity, in

http://ec.europa.eu/environment/nature/biodiversity/economics/pdf/teeb_report.pdf, pp. 1 – 55 only

For the Nagoya Protocol, see <https://www.cbd.int/abs/doc/protocol/nagoya-protocol-en.pdf>

Die Zeit, "Bei Natur versagt der Markt", see <https://www.zeit.de/2021/32/parthadasgupta-natur-umweltschutz-oekonomie>

- **Guest speaker:**

Barbara Zimmerman, Director Kayapo Project, International Conservation Fund of Canada

Week IX: November 5th, 2021

Food & Agriculture – two sides of a coin?

Readings

Lester Brown, “The Global Food Crisis”, pp.68 – 71, in Nicholson/Wapner (eds.), Global Environmental Politics –From Person to Planet, Paradigm Publishers, Boulder/London 2015

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/>

Jeffrey Gettleman, “Disappearance of Fertile Land Fuels ‘Looming Crisis’ in Africa”; see <https://www.nytimes.com/2017/07/29/world/africa/africa-climate-change-kenya-land-disputes.html>

Raj Patel, “Can the World Feed 10 Billion People?” (May 4, 2011) Foreign Policy, at <http://foreignpolicy.com/2011/05/04/can-the-world-feed-10-billion-people/> “Agriculture Department buries studies showing dangers of climate change”, Politico, see <https://www.politico.com/story/2019/06/23/agriculture-department-climate-change-1376413>

“The State of World Fisheries and Aquaculture – 2018”, pp. 1- 83; see <http://www.fao.org/3/I9540EN/i9540en.pdf>

“The State of the World's Forests - 2018”, pp. 1–19; see <http://www.fao.org/3/I9535EN/i9535en.pdf>

“The State of Food and Agriculture – 2018, pp. 1–21; see <http://www.fao.org/3/ca6030en/ca6030en.pdf> R

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>

The State of Food Security and Nutrition in the World 2019 – FAO report, pp 1 – 47, see <http://www.fao.org/3/ca5162en/ca5162en.pdf>

- **Guest speaker:**
Bryan Dale, Ph.D., University of Toronto, TBC

Memorandum due

Week X: November 12th, 2021

Plundering the Earth – with energy “to kill”?

Readings

Wapner, Paul, "Sacrifice in an Age of Comfort" in Michael Maniates/John Meyer (eds.), *The Politics of Sacrifice*, MIT Press, 2010

Bill McKibben, "Why not Frack?" *New York Review of Books*, March 2012, see www.nybooks.com/articles/archives/2012/mar/08/why-not-frack/

Anil Agarwal and Sunita Narain, "Environmental Colonialism: The Perverse Politics of Climate Change", in Nicholson/Wapner (eds.), *Global Environmental Politics – From Person to Planet*, Paradigm Publishers, Boulder/London, 2015

"World Bank to quit upstream oil and gas projects after 2019"; see <https://www.devex.com/news/world-bank-to-quit-upstream-oil-and-gas-projects-after-2019-91736>

Chris Feliciano Arnold, "In the Amazon, a Catastrophic Gold Rush Looms"; see <https://www.nytimes.com/2017/09/18/opinion/in-the-amazon-a-catastrophic-gold-rush-looms.html>

Thomas Biesheuvel, "One of the World's Biggest Miners Is About to Go Coal-Free"; see <https://www.bloomberg.com/news/articles/2017-11-10/one-of-the-world-s-biggest-miners-is-about-to-go-coal-free>

- **Guest speaker:**
Jochen Bezner, Orange Solar

Week XI: November 19th, 2021

Water – flowing between Cooperation and Conflict

Readings

Maude Barlow, “Where has all the Water gone?” pp. 58 – 67, in Nicholson/Wapner (eds.), *Global Environmental Politics – From Person to Planet*, Paradigm Publishers, Boulder/London, 2015

Julie Turkewitz, “Corporations Have Rights. Why Shouldn’t Rivers?”; see <https://www.nytimes.com/2017/09/26/us/does-the-colorado-river-have-rights-a-lawsuit-seeks-to-declare-it-a-person.html>

8th World Water Forum in Brasilia/Brazil, <http://www.worldwaterforum8.org/node/942>

Ken Conca, *Governing Water: Contentious Transnational Politics and Global Institution Building*, MIT Press, 2005, Chapters 1 & 6

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/>

Charles C. Mann, *The Wizard and the Prophet*, Alfred A. Knopf Publisher, New York, 2018, Chapter 5 – Water: Freshwater, pp. 216 – 250

- **Guest speaker:**
Lawson Oates – Director, Toronto Water, TBC

Week XII: November 26th, 2021

Environmental Waste – from rags to riches?

Readings

“Plastic Waste in Canada: A daunting economic and environmental threat or an opportunity for sustainable public procurement?”, see International Institute for Sustainable Development/IISD, <https://www.iisd.org/library/plastic-waste-canada>

“What to do about plastics: An interview with Rachel Meidl”, McKinsey & Company, 24.6.2019, <https://www.mckinsey.com/business-functions/sustainability/our-insights/sustainability-blog/what-to-do-about-plastics-an-interview-with-rachel-meidl?cid=other-eml-alt-mip-mck&hlkid=05b9522a6462400080158ed5a7c9600f&hctky=1714176&hdpid=a8cdc149-a88a-4b46-87de-ff28a476eaae>

“Irish teenager wins global science award for removing microplastics from water”, [thejournal.ie](https://www.thejournal.ie/irish-student-science-award-), see <https://www.thejournal.ie/irish-student-science-award->

[microplastics-4745270-Jul2019/](#)

“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>

“Canada wants to ban single-use plastics. Here’s how that works in Europe”, Global News, 10.6.2019, see <https://globalnews.ca/news/5372862/european-union-single-use-plastic-ban/>

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

“What is e-waste?”, electronix redux, see <https://rogersmembercentre.com/rmcapp/remc.html#/registration>

“The Wasteland”, 60 Minutes, see <https://www.bing.com/videos/search?q=electronic+waste+60+minutes&view=detail&mid=182D026AF766EEBAF733182D026AF766EEBAF733&FORM=VIRE>

“Electronic Waste”, City of Toronto, see <https://www.toronto.ca/services-payments/recycling-organics-garbage/electronic-waste/>

Guest speakers:

Ms Elisabeth Perlikowski, SickKids Hospital, TBC

Mr. Stephen Miranda, Canada Fibers Ltd., TBC

Week XIII: December 3rd, 2021

Students’ reflection/evaluation – What went well, what not, what should be done differently?

Readings

None

Research/Policy paper due

Good luck on your upcoming FINALS!!!