

**University of Guelph**  
**Department of Geography, Environment and Geomatics**  
**GEOG\*4230 Environmental Impact Assessment Lecture on**  
**Mondays 7-9:50 pm**  
**Fall Semester 2022**  
**Outline**

Instructor: Dr. Diana Lewis (Diana.Lewis@uoguelph.ca)

Classroom: Mackinnon Building Room 121

Office: Room 120, Hutt Building Tel: 519-824-4120 Ext. 54338

Office Hours: Monday 4:00 – 6:00 pm or by appointment (please set up appointments in advance by email)

Teaching Assistant: Charissa Abishiktha (achariss@uoguelph.ca), Room 357, Hutt Building/Office

Hours: Tuesday 10:00 to 12:00, Tel: 519-824-4120 Ext. 52560

Course Credit Weight: 0.5

Prerequisite(s): GEOG\*3210

Equate(s): ENVS\*4220

**Land Acknowledgement:**

The University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississauga's of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land, and offer our respect to our Anishinaabe, Haudenosaunee, and Métis neighbours. Today, this gathering place is home to many First Nations, Métis, and Inuit peoples and acknowledging them reminds us of our important connection to this land where we learn and work.

**Course Description:**

This course examines environmental impact assessment (EIA) from philosophical, methodological, and institutional perspectives. The evolution of EIA in Canada will be the focus, with a particular focus on highlighting the changes between the *Canadian Environmental Assessment Act* (2012) and the *Impact Assessment Act* (2019). Case studies will illustrate federal, provincial/territorial, and Indigenous jurisdictional considerations. Major issues and applications will be presented at a variety of geographical scales. Students will come to understand different career opportunities and perspectives in EIA.

**Approach:**

The course is structured around the following components: lectures/guest speakers, seminars, and group assignment:

- Lectures will provide an overview of key topics and highlight important themes;
- Seminar assignments, drawing from assigned readings, will encourage students to contribute to the generation of a common critical understanding of selected topics;
- A group project will provide an opportunity to build on and strengthen students' understanding of the EIA process using current case studies in Canada.

**WHAT YOU CAN EXPECT FROM THE COURSE**

At the end of the course, you can expect to have acquired the following:

- A thorough understanding of EIA as a core framework for environmental planning;
- Knowledge of EIA processes, legislation and regulations that apply in different Canadian jurisdictions, including Indigenous jurisdictions;

- Knowledge of environmental impact assessment procedures, techniques, outputs, and issues in Canada at the federal, provincial/territorial levels, and through Indigenous self-government regimes;
- An understanding of EIA as a technical, social, and political process;
- An understanding of the strengths and limitations of EIA within the context of environmental management and governance;
- Practical experience with EIA documentation.

### TEXTBOOKS AND ASSIGNED READINGS

Readings will be assigned in advance of each lecture, including textbook chapters and supplementary readings.

The course textbooks will be available at the University bookstore/online:

- Hanna, K.S. (2016). *Environmental Impact Assessment: Practice and Participation*. 3<sup>rd</sup> ed. Toronto, ON: Oxford University Press. (180-day rental: \$47.50  
<https://www.campusebookstore.com/integration/AccessCodes/default.aspx?permalinkId=9CA7BAD3-9ADD-4870-80D4-B098F3CF364C&frame=YES&t=permalink>)
- Noble, B.F. (2021). *Introduction to Environmental Assessment: A Guide to Principles and Practice*; 4th ed. Toronto, ON: Oxford University Press. (180-day rental: \$37.25  
<https://www.campusebookstore.com/integration/AccessCodes/default.aspx?permalinkId=9CA7BAD3-9ADD-4870-80D4-B098F3CF364C&frame=YES&t=permalink>)

Seminar readings and supplementary readings are available on the course website (CourseLink) and are organized by lecture topic.

### CLASS FORMAT

Each weekly class will have the following format:

7:00-8:30 pm - Lecture/Guest Lecture

8:30-8:40 pm - Break

8:40-9:10 pm – Seminar Presentation (# dependent on class enrolment)

9:10-9:40 pm – Question & Answers/Discussion

9:40-9:50 pm - Wrap up

### COURSE EVALUATION

Component	Percentage	Due Date
Seminar Participation	20%	Ongoing
Seminar Lead	20%	TBD
Question submissions in preparation for guest lectures and group discussion participation	20%	Ongoing
Assignment # 1 – Analyzing an Environmental Impact Statement (EIS) - Individual	20%	November 4th
Assignment # 2 – Group Project: Developing an EIS (approx. 15-pages each section)	20%	December 7th

**LECTURE, SEMINAR, AND READINGS SCHEDULE (Seminar readings/assignments TBD)**

	<b>Date</b>
<p><b>Teaching Philosophy:</b> As an Indigenous scholar, my teaching philosophy is to create an environment where students can embark on a journey of critical engagement with Indigenous issues, create an environment to introduce multiple and diverse Indigenous perspectives, and together, learn about our own (self-reflective) and other perspectives in a safe and respectful space.</p>	
Week 1 – Introduction, review of syllabus, discussion of student interests, seminar readings and assignments.	September 12th
<b>Last day to add F22 courses</b>	<b>September 16th</b>
Week 2 – Objectives of EIA	September 19 <sup>th</sup> Hanna – Chapter 1 Noble – Chapter 1
Week 3 – Jurisdictions and Regulations	September 26 <sup>th</sup> Hanna – Chapter 2 & 10 Noble – Chapter 2  Hanna – Chapter 13 & 14
Week 4 – Project planning and engagement	October 3 <sup>rd</sup> Hanna – Chapter 4 Noble – Chapter 3
Week 5 - No class	October 10th –Thanksgiving Classes rescheduled to Friday, December 2
Week 6 – Indigenous engagement (Guest speaker – KG Banjoko, Government Relations & Consultation Coordinator, Athabasca Chipewyan First Nation, Alberta – 30 minutes)  Ceremony in engagement processes (Dr. Lewis)	October 17 <sup>th</sup> Hanna – Chapter 8 Noble – Chapter 10
Week 7 – Screening, scoping, and baseline assessment	October 24 <sup>th</sup> Hanna – Chapter 3 Noble – Chapter 4 & 5
Week 8 – Social, cultural, human health, ecological risk assessment (Guest Speaker – Dr. Dyanna Jolly, Department of Environmental Management, Lincoln University, Aotearoa New Zealand - What does (or could) it mean to practice Indigenous impact assessment in Aotearoa New Zealand? A critical analysis of cultural impact assessment	October 31 <sup>st</sup> Hanna – Chapter 6 Readings - TBD

effectiveness. Link: Thesis <a href="https://ourarchive.otago.ac.nz/handle/10523/12891">https://ourarchive.otago.ac.nz/handle/10523/12891</a>  (30 – 45 minutes)	
Week 9 - Impact prediction and managing impacts (Guest speaker - Mandy Olsgard, Principal Risk Assessor, Integrated Toxicology Solutions – 45 minutes to 1 hour)	November 7 <sup>th</sup> Noble – Chapter 6 & 7
Week 10 - Significance determination	November 14 <sup>th</sup> Noble – Chapter 8
Week 11 – Follow-up, monitoring  Monitoring Committees – Case study – Pictou Landing First Nation (Guest Speaker To be confirmed - Sheila Francis, Past-Present, Pictou Landing Native Women’s Group)  Digital Stories – Community members	November 21 <sup>st</sup> Noble – Chapter 9  <ul style="list-style-type: none"> <li>• Lewis, D., Castleden, H., Apostle, R., Pictou Landing Native Women’s Association. (2020). Government fiduciary failure in Indigenous environmental health justice: The case of Pictou Landing First Nation. <i>International Journal of Indigenous Health, Vol. 15(1)</i>, 61-72.</li> <li>• Lewis D., Francis, S., Strickland-Francis, K., Castleden, H. &amp; Apostle, R. (2020). If only they had accessed the data: Governmental failure to monitor pulp mill impacts on human health in Pictou Landing First Nation. <i>Social Science and Medicine</i>. DOI: <a href="https://doi.org/10.1016/j.socscimed.2020.113184">10.1016/j.socscimed.2020.113184</a></li> <li>• Lewis, D., Castleden, H., Apostle, R., Francis, S., &amp; Francis-Strickland, K. (2021). Linking land displacement and environmental dispossession to Mi'kmaw health and well-being: Culturally relevant place-based interpretive frameworks matter. <i>The Canadian Geographer/Le Géographe canadien</i>, 65(1), 66-81.</li> </ul>
Week 12 – Cumulative effects, strategic assessment (Guest speaker – Minister’s Advisory Council Impact Assessment - TBD)	November 28 <sup>th</sup> Hanna – Chapter 5 & 7 Noble – Chapter 11 & 12
Week 13 – Land claims	December 2

<p>On November 30<sup>th</sup> (time to be announced still), Dr. Lewis will be a Keynote Speaker (Virtual) at the NZ Association for Impact Assessment – Wellbeing, Sustainability, and Impact Assessment: Towards more integrated policy making. I will ask if my students can attend if interested.</p>	<p>Hanna – Chapter 11, 12, 13</p>
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**University Policies:**

Drop Date:

Courses that are one semester long must be dropped by the end of the last day of classes; two -semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for Dropping Courses are available in the Undergraduate Calendar.

E-mail Communication:

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students. Expect that I will respond to your e-mails within 48 hours; if I do not, please resend your e-mail. If your question or concern is complicated, I may ask that we meet during office hours or at another scheduled time to address the issue in person. To ensure that your e-mail reaches my inbox, be sure to use a University of Guelph e-mail address. Include the course code and the nature of your question/comment in the subject line of the e-mail. **Be advised that I may not respond to your emails on weekends or holidays, so schedule your email request accordingly.**

Copies of out-of-class assignments:

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility:

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student. When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway. Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day. More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

Academic Misconduct: The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University’s policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of

assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the Undergraduate Calendar. Plagiarism includes improper acknowledgement or citation of the work of others, the inclusion of false or misleading references, and the resubmission of work that has already been evaluated at the University. Prevent inadvertent academic dishonesty by carefully referencing and citing the sources you use in your work.

#### Turnitin In:

This course, we will be using Turnitin integrated with the CourseLink Dropbox tool to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph. All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment. Please contact me if you have questions or concerns about this software.

#### Recording of Materials:

Presentations that are made in relation to course work—including lectures—cannot be recorded, copied, or shared without the permission of the presenter, whether the instructor, a classmate, or a guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

#### Resources:

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

#### Additional Student Resources:

If you are concerned about any aspect of your academic program: make an appointment with a Program Counsellor in your degree program. If you are struggling to succeed academically: There are numerous academic resources offered by the Learning Commons including, Supported Learning Groups for a variety of courses, workshops related to time management, taking multiple choice exams, and general study skills. You can also set up individualized appointments with a learning specialist.

If you are struggling with wellness issues:

- Counselling services offers individualized appointments to help students work through personal struggles that may be impacting their academic performance;
- Health Services is available to provide medical attention.

Disclaimer: Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website and circulated by email.