

University of Toronto Scarborough
Department of Physical and Environmental Sciences
Knowledge, Ethics and Environmental Decision-Making ESTC36H3
Monday 9:00-11:00, MW 140, Fall 2016

Instructor: Dr. Nicole Klenk
Office hours: ESCB 360, Tuesday 9am-12pm
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Course Description

Most environmental issues have many sides including scientific, social, cultural, ethical, political, and economic, and comprise multiple stakeholders promoting divergent points of view and interests. Using fair procedures, legitimate knowledge and facilitated dialogue can go a long way towards achieving agreed-upon terms of reference for addressing environmental problems. Students will learn about multiple stakeholder approaches to environmental problem solving, including participatory and deliberative fora, citizen panels, consultation mechanisms, adaptive management processes, etc. Many of these techniques seek broad societal consensus in decision-making on complex environmental issues. But sometimes conflicts of interest, values and beliefs are not amenable to consensus building and environmental problem solving must be structured to allow for the persistence of radically different values and knowledge systems. This course will thus provide not only a better understanding of the links between science, ethics and decision-making, but will also use real world examples of environmental governance systems that support pluralism.

Course Objectives

Upon completion, students will

- Understand participatory approaches to environmental decision-making.
- Understand the diversity of knowledge systems and ethical values informing environmental decision-making.
- Practice ethical reasoning skills on real world cases.
- Demonstrate what they have learned through writing.

Required Textbooks

Julie Cruikshank. 2005. *Do Glaciers Listen? Local Knowledge, Colonial Encounters & Social Imagination*. Vancouver, UBC Press. Available in the bookstore or online at the University of Toronto Library.

Justin Farrell. 2015. *The Battle for Yellowstone. Morality and the Sacred Roots of Environmental Conflict*. Princeton University Press.

Class Attendance

Because of the nature of the material covered in class, class participation is highly recommended. Students are required to do readings before class and come prepared with questions about the readings to discuss in class.

Grading Scheme

In this course you will have 2 assignments, a mid-term exam (in class) and a final exam. The assignments are provided below.

Assessments	Percentage
Assignment 1 Due October 17 <u>in class</u>	20%
Assignment 2 Due November 28 <u>in class</u>	20%
Mid-term October 24 <u>in class</u>	20%
Final exam	40 %

Missed Term Work

Late assignments will be subject to a late penalty of 10% per day (including weekends) of the total marks for the assignment. All assignments are due at the beginning of class.

A Note on Marking:

Feel free to contact me at any time to discuss the requirements of this course. If you are unhappy with the mark you received on an assignment please come to speak to me with a written response to the comments on your assignment.

Handing in Your Assignment:

Hardcopies of the assignments must be handed in class at the due date.

I do not accept assignments sent by email.

Please follow the University of Toronto procedure to be completed in order to be considered for academic accommodation for any course work such as missed tests or late assignments. Verification of Student Illness or Injury forms can be found on the Office of the Registrar's webpage (<http://www.illnessverification.utoronto.ca/getattachment/index/Verification-of-Illness-or-Injury-form-Jan-22-2013.pdf.aspx>).

Extension of Time

Students MUST submit a request for extension in ADVANCE of the deadline in order to receive a decision. For extensions of time beyond the examination period you must submit a petition through the Office of the Registrar. <http://www.erin.utoronto.ca/index.php?id=6988>

Academic Integrity

The University treats cases of cheating and plagiarism very seriously. The University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil>.

utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential offences in papers and assignments include using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment. On tests and exams cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

Please avoid academic dishonesty, have confidence in your own ability to learn and grow academically by doing your own thinking and writing!

Accessibility

Students with diverse learning styles and needs are welcome in this course! In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. I will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course.

Enquiries are confidential. The UTSC AccessAbility Services staff (located in SW302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560 or ability@utsc.utoronto.ca

Communicating With You

The best way to communicate with me is during office hours. However, I also respond to student emails within two business days (Monday-Friday) and within business hours (9am-5pm). From time-to-time I will send email messages to the class to notify you of changes in schedule and opportunities that you may want to take advantage of. **I can only send messages to your U of T e-mail address.** If you use another account (gmail, hotmail, yahoo, etc.) make sure that your U of T email is sent to your alternate email account. Similarly if you want to communicate with me, please send the message from your U of T address as I will not respond to emails from other email accounts.

Schedule of lectures

Date	Topic	Readings	Discussion question
Sept 1	Introduction		
Sept 12	Environmental decision-making	Film: On the line Suppl.: Dryzek; Fischer; Wynne; Reed	Who should be involved in environmental decision-making?
Sept 19	Social nature	Do Glaciers Listen? Suppl.: Ingold; Basso	What does Cruikshank mean by “glaciers as social spaces”?
Sept 26	Knowledge systems	Do Glaciers Listen? Film People of a Feather Suppl.: Nadasdy; Scott; Chambers and Gillespie	What knowledge and whose knowledge should inform environmental decision-making?
Oct 3	Environmental ethics	Do Glaciers Listen? Ecuador’s 2008 Constitution Suppl.: Stone; Attfield, Palmer et al; Plumwood; Cullinan (https://orionmagazine.org/article/if-nature-had-rights/)	Should nature have rights?
Oct 10	Reading Week		
Oct 17	Environmental ethics in practice <u>Assignment 1 due</u>	Dark Ecology Suppl.: Dietz et al.; Franzen and Meyer	How do we value the environment?
Oct 24	Mid-term in class		
Oct 31	Conservation and science activism	The Battle for Yellowstone Suppl.: Guha; Cronon; West et al.	What is the trouble with wilderness?

Nov 7	Science vs sciences	The Battle for Yellowstone Turnbull, Kammen and Dove, Latour	What is the difference between Science (with a capital S) and the sciences?
Nov 14	Fact-value dichotomy	The Battle for Yellowstone Suppl.: Rolston; Klenk 2012; Treanor	What is the role of narratives in ethics?
Nov 21	Pluralism	The Battle for Yellowstone Suppl.: Wyborn; Klenk and Meehan; Bulkeley et al.	How can environmental decision-making take into account different knowledge systems, ethics and values?
Nov 28	Participatory decision-making <u>Assignment 2 due</u>	Northern Gateway Pipeline decision Suppl.: Callon et al.; Backstrand; Arnstein; Fung	In what ways are participatory approaches to environmental decision-making more or less democratic?

Assignment #1

Worth 20% of overall mark

Due in class: October 17, 2016

Length: approximately 8-10 pages, excluding references (double spaced, 12 point font, 1 inch margins)

In this assignment you will critically review Julie Cruikshank's *Do Glaciers Listen?* In your critical review please make connections to the concepts and readings covered in class.

The University of Toronto has several online resources on how to write a critical review. Please consult the following two writing guides that outline the steps to take in writing a critical review:

<http://ctl.utsc.utoronto.ca/twc/sites/default/files/CritReview.pdf>

<http://www.writing.utoronto.ca/advice/specific-types-of-writing/book-review>

Midterm

Worth 20% of overall mark

In class: October 24, 2016

Answer one of the two following questions, for which some additional recommended reading is provided on Blackboard.

1) Who should be involved in environmental decision-making?

John Dryzek. 2013. Chapters 4-6 in *The Politics of the Earth*. Oxford University Press.

Frank Fischer. 2003. "Profession Knowledge and Citizen Participation" in *Citizens, Experts and the Environment. The Politics of Local Knowledge*. Durham, Duke University Press, pp. 29-46.

Brian Wynne. 1996. "May the Sheep Safely Graze?" in S. Lash, B. Szerszynski and B. Wynne (Eds.) *Risk, Environment and Modernity. Towards a New Ecology*. London, Sage, pp.44-83.

Mark Reed. 2008. Stakeholder participation for environmental management: A literature review. *Biological Conservation* 141: 2417-31.

2) Should nature have rights?

Robin Attfield. 2014. "Some central debates" in *Environmental Ethics*. 2nd Edition. Cambridge, Polity Press, pp. 30-69.

Clare Palmer, Katie McShane and Ronald Sandler. 2014. Environmental Ethics. *Annual Review of Environment and Resources* 39:419-42

Christopher Stone. 1979. Should trees have standing? Toward legal rights for natural objects. *Southern California Law Review* 45: 450-87.

Val Plumwood. 1999. "Ecological ethics from rights to recognition" in Nicholas Low (Ed.) *Global Ethics & Environment*, New York, Routledge, pp.188-212.

Assignment #2

Worth 20% of overall mark

Due in class: November 28, 2016

Length: approximately 8-10 pages, excluding references (double spaced, 12 point font, 1 inch margins)

In this assignment you will critically review Justin Farrell's *The Battle for Yellowstone*. In your critical review please make connections to the concepts and readings covered in class.

The University of Toronto has several online resources on how to write a critical review. Please consult the following two writing guides that outline the steps to take in writing a critical review:

<http://ctl.utsc.utoronto.ca/twc/sites/default/files/CritReview.pdf>

<http://www.writing.utoronto.ca/advice/specific-types-of-writing/book-review>