

University Of Toronto @ Scarborough
Course Outline – Fall 2010
EESC13 – Environmental Impact Assessment and Auditing

Revised Sept 2, 2010



Instructor: Chuck Hostovsky, PhD, MCIP, RPP
 Sessional Lecturer 2 www.cupe3902.org
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Web site: Blackboard portal
 Phone: 416-287-7245, or leave a message at 416-287-7195
 Lectures: Tuesdays 6 – 8 pm in HW214

EESC13 office & hours: Tuesdays 4 – 5:30 pm in SW649B

Other office hours see: <http://calendar.yahoo.ca/chostovs>

Note: the instructor is a part-time sessional lecturer, not a full-time professor; hence office hours at UTSC are limited to Tuesdays only on a drop-in or appointment basis. Office hours are also available at St. George on Thursday afternoons.

Exclusion: GGR393

Prerequisites: 2.5 F.C.E.'s in EES courses, or permission of the instructor

Required readings:

- Hanna, Kevin S. 2009. *Environmental Impact Assessment: Practice and Participation*. Toronto: Oxford.
- Online papers

Tentative Grading & Assignments:

Lecture attendance and online participation	ongoing	15%
Synopsis of three EIAs (Canada, US, international)	Oct. 5	20%
Analysis of the effectiveness of an EIA	Nov. 16	20%
Attendance and analysis of an EIA public meeting or alternate assignment (paper)	Nov. 23	20%
Exam	Exam week	25%

- Assignment late penalty 5% per day
- Requests for re-grading must be made to Dr. Hostovsky in memo format (a half page to full page in writing), containing rationale based on adjustments you believe pertain to the TA not giving you due credit according to the assignment “marking key” below. The instructor may give a lower grade than the TA. The instructor will not tolerate **lobbying or harassment** for better marks. You must have a legitimate problem with the TA's grading criteria.

Typical Marking Key

Points: 0 – no effort, 1–poor, 2–needs work, 3–adequate, 4–good, 5–excellent

CRITERIA	MARK (0 – 5)
Introduction - problem statement	
Understanding of subject matter, fact finding	
Critical thought and analysis	
Conclusions	
Grammar/spelling	
Quality and number of references using APA style Note – Wikipedia and similar sites are not acceptable and marks will be deducted	
Effective use of supplied course reading materials	
Effective use of original research (field trip, interviews, journal articles, books, etc) not in course readings or text book	

Accessibility Needs: 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: <http://www.utoronto.ca/~ability/> or email ability@utoronto.ca or call (416) 287-7560. If you are registered with Accessibility Services please give the instructor a copy of your letter of introduction.

HANDING IN LATE ASSIGNMENTS –Accepting late papers is solely at the discretion of the instructor. Being too busy will not be accepted for extensions. Requests for extensions must be in writing before the due date or via email with your rationale explained. All assignments should be handed in at or before the beginning of the class on the due date specified. Assignments should be given directly to the professor. If this is not possible, the assignment should be presented at the departmental office, during business hours. The instructor is not responsible for assignments put under the office door and those assignments will be given a late penalty based on the date the instructor finds it under the door.

Important EIA Web Sites

http://www.ceaa-acee.gc.ca/index_e.htm

Canadian Environmental Assessment Agency

<http://www.ene.gov.on.ca/envision/ea/index.htm>

Ontario Environmental Assessment

<http://www.iaia.org/>

International Association for Impact Assessment

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/ENVIRONMENT/EXTENVASS/0,,menuPK:407994~pagePK:149018~piPK:149093~theSitePK:407988,00.html>

World Bank

<http://www.unep.org/themes/assessment/>

UNEP Activities in Environmental Assessment

<http://www.adb.org/Environment/default.asp>

Asian Development Bank

<http://europa.eu.int/comm/environment/eia/home.htm>

European Union Environmental Assessment

<http://www.epa.gov/compliance/nepa/>

USA National Environmental Policy Act

Course Overview:

The first objective of this course is to provide a critical analysis of the planning processes of Environmental Impact Assessment (EIA) also known as Environmental Assessment (EA) as per various government and funding agency regulations. Students will become familiar with EIA history and theory from the 1960's to the present. We will examine EIA regulations at various levels of government, including:

1. Federal - Canadian EA Act,
2. Provincial – Ontario EA
3. Municipal Environmental Impact Statements and Official/Master Plan policies
4. International – CIDA, World Bank, Asian Development Bank

The second objective of this course is to familiarize students with impact assessment techniques, that is, impact prediction as an environmental science, including:

- Basic impact assessment techniques – checklist, matrices, adaptive modelling, etc.
- Route and site selection, especially McHargian overlay/constraint mapping (using GIS)
- Multi-criteria decision-making (i.e. rank ordering alternatives/sites/routes)
- Determining impact indicators

- Impact assessment specializations – including air quality, noise, traffic, aquatic biology, terrestrial biology, hydrogeology, surface water, archaeology, social, cultural, economic, etc.

The third objective of this course reflects on “participatory planning” - with emphasis on the design and implementation of effective and meaning public involvement in EIA, including multi-stakeholder perspectives:

- government regulator/reviewer (i.e., bureaucrats)
- the proponent (i.e., facility/project owner)
- First Nations/Aboriginal natural resource rights, land claims and duty to consult
- EIA consultants (i.e., technocrats),
- intervenors (i.e., citizen activists, public opposition, not-in-my-backyard syndrome), and
- consensus building amongst stakeholders.

Students may also explore other areas of EIA practice, including Strategic EA, cumulative effects assessment, and First Nation issues and “traditional ecological knowledge” (TEK). Other topics may be examined as the course progresses and if students suggest them. Throughout the course we will integrate the following themes:

- globalization - international EIAs and cross-cultural comparisons with Canada.
- Alternative dispute resolution (ADR) processes - including facilitation, negotiation, and mediation.
- Environmental justice, especially Aboriginal issues.

Tentative lectures and readings by week:

Sept 14	<p>Introduction and working definitions – what is EIA? History of EIA</p> <ul style="list-style-type: none"> • Chapter 1. Kevin S. Hanna: Environmental Impact Assessment: Process, Setting, and Efficacy
Sept 21, 28	<p>Historical Context of EIA, EIA analytical frameworks: Hostovsky’s 10 step model</p> <ul style="list-style-type: none"> • Hostovsky, C. 2006. “The Paradox of the Rational Comprehensive Model of Planning: Tales From Waste Management Planning in Ontario, Canada. ” <i>Journal of Planning Education and Research</i>. Vol. 25 No. 4, pp. 382-395. • Chapter 2: Robert B. Gibson and Kevin S. Hanna: Progress and Uncertainty: The Evolution of Federal Environmental Assessment in Canada • Post EIA Auditing and Follow-Up: Case study – Hwy 404 widening Toronto to Newmarket 2001 (Oak Ridges Moraine Conservation Plan)
Oct. 5	<p>First Nations and Traditional Ecological Knowledge Guest speaker Chapter 12. D. Scott Slocombe, Lyn Hartley, and Meagan Noonan: Environmental Assessment and Land Claims, Devolution, and Co-Management: Evolving Challenges and Opportunities in Yukon</p>
Oct 12	<p>EIA techniques – Site and Route Selection</p> <ul style="list-style-type: none"> • Excerpts from - Rodriguez-Bachiller, Agustin and John Glasson. 2003. <i>Expert Systems and Geographical Information Systems for Impact Assessment</i>. London: CRC. <p>EIA techniques – Multi-Criteria Decision-Making</p> <ul style="list-style-type: none"> • Students may participate in an evaluation criteria workshop • Chapter 3. Douglas Baker and Eric Rapaport: The Science of Assessment: Identifying and Predicting Environmental Impacts
Oct 19, 26	<p>Note - Fair Employment Week - Canadian Association of University Teachers http://www.caut.ca/pages.asp?page=572&lang=1 http://www.caut.ca/pages.asp?page=212</p> <p>Participatory EIA: Public Involvement in Western Nations</p>

	<ul style="list-style-type: none"> Chapter 4. A. John Sinclair and Alan Diduck: Public Participation in Canadian Environmental Assessment: Enduring Challenges and Future Directions Arnstein, Sherry R. "A Ladder of Citizen Participation," <i>Journal of the American Planning Association</i>, Vol. 35, No. 4, July 1969, pp. 216-224 <p>Participatory EIA: Public Involvement in Developing Nations</p> <ul style="list-style-type: none"> Hostovsky, C. and Maclaren, V., McGraff, G. April 2010. "The role of public involvement in environmental impact assessment in Vietnam: towards a more culturally sensitive approach". <i>Journal of Environmental Planning and Management</i>, Vol. 53, No. 3, pp. 405–425.
Nov 2	<p>Project EIA: Federal – the Canadian Environmental Assessment Act Canadian Environmental Assessment Agency web page: www.ceaa.gc.ca</p> <ul style="list-style-type: none"> Chapter 14. R. Jamie Herring: The Canadian Federal EIA System
Nov 9	<p>Project EIA: Ontario processes – Full and Class EAs www.ene.gov.on.ca/envision/ebr Ontario Environmental Assessment Activities web page</p> <ul style="list-style-type: none"> Chapter 19. Sonya Graci: The Ontario Environmental Assessment Act
Nov 16	<p>Municipal Environmental Impact Statements (EIS) for land use planning The City of Hamilton’s “Stoney Creek Open Spaces & Natural Environment System” Ontario’s Greenbelt Plan</p> <ul style="list-style-type: none"> City of Mississauga EIS Terms of Reference <ul style="list-style-type: none"> http://www.mississauga.ca/portal/home?paf_gear_id=9700018&itemId=8700013 Gordon, David L.A. and Ken Tamminga. 2002. "Large-scale traditional neighbourhood development and pre-emptive ecosystem planning: The Markham experience, 1989-2001," <i>Journal of Urban Design</i>, Vol. 7, No. 2, pp. 321-340. Hostovsky, Chuck, Miller, David and Keddy, Cathy. November 1995."The Natural Environment Systems Strategy: Protecting Ottawa-Carleton’s Ecological Areas", <i>Plan Canada</i>, pp. 26 - 29.
Nov 23	<p>International EIA</p> <ul style="list-style-type: none"> <i>Environmental Assessment and CIDA</i>. http://www.acdi-cida.gc.ca/ea World Bank <ul style="list-style-type: none"> http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/ENVIRONMENT/EXTENVASS/0,,menuPK:407994~pagePK:149018~piPK:149093~theSitePK:407988,00.html Doberstein, Brent. 2003. "Environmental capacity-building in a transitional economy: the emergence of EIA capacity in Viet Nam", <i>Impact Assessment and Project Appraisal</i>, 21, 1, pp. 25-42.
Nov 30	<p>The Roles of the Environmental Planner in EIA Randolph, John. 2004. "The Role of the Planner (chapter 2)". <i>Environmental Land Use Planning and Management</i>. Washington: Island Press</p> <p>Careers and job search for EIA Exam overview</p>

Academic Integrity:

"Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site." Students are asked to upload their assignment to www.turnitin.com and submit papers in hard copy to the instructor. Plagiarism will not be tolerated and will result in a mark of zero and academic discipline. Examples of offences for which you can be penalized include (but are not limited to):

- using any unauthorized aids on an exam or test (e.g., "cheat sheets", etc.)
- plagiarism — representing someone else’s work as your own (including cutting and pasting from internet sources)
- falsifying documents or grades
- purchasing an essay online or from others

- submitting someone else's work as your own
- submitting the same essay or report in more than one course (without permission)
- looking at someone else's answers during an exam or test
- impersonating another person at an exam or test or having someone else impersonate you
- making up sources or facts for an essay or report.

For more information see How Not to Plagiarize:

<http://www.utoronto.ca/writing/plagsep.html>