

FACULTY OF ENVIRONMENTAL STUDIES
York University
BES Program

ENVS 3340 3.0 Global Environmental Politics

Term: Fall 2011

Calendar Description

The course examines the interrelationship between globalization and environment. It analyzes the historical development of the global environmental system and theoretical approaches to understanding the global environment. It considers the main actors, institutions and legal instruments related to global environmental issues. The environmental impacts of, and political responses to, such phenomena as global warming, trade, structural adjustment, transnational corporate activity, foreign aid, environmental security and biodiversity depletion are studied.

Prerequisite

Third or fourth year standing and completion of 6 credits in Environmental Studies or by permission of instructor.

Course Director

Dr. Anna Zalik azalik@yorku.ca

Course Office hours: Wednesday 230-330 or by appointment HNES 273

TA: Sonja Killoran McKibbin sonjakm@yorku.ca

Course Office hours: TBA HNES 205

NOTE ON EMAIL COMMUNICATION: I will respond to course related emails on Wednesdays and Fridays. For fairness, class content questions will be answered in class rather than by email and are best posted to the moodle site. All course related emails must have 3340 Fall 2011 in the subject heading.

Time and Location

Wednesday 11.30-2.30

HNES 401

Purpose and Objectives of the Course

The main objective is to provide students with a critical understanding of contemporary global environmental politics and institutions. Following a theoretical and historical overview that will consider socio-economic and political dimensions of global environmental issues, the course will examine the linkage between *production* and consumption of particular commodities. This approach will allow us to:

- outline the historical dimensions of global environmental systems and structures;
- examine key ideas and debates relating to international environmental politics;
- review certain instruments, actors and institutions shaping global environmental policies;
- increase our understanding of the complex inter-relationships between history, political-economy, society, culture and ecology;
- investigate important issues-of-the-day relating to global ecology; and

- promote learning through the study of key texts and active student participation and debate.

Organization of the Course

The **first half of the course** will provide an introduction to key institutions and theoretical perspectives informing debates on the contemporary global environment. This will involve a consideration of notions of equity/inequity/efficiency in resource distribution globally and locally. It will also involve an introduction to ‘commodification’ of resources. The class will begin with a lecture and overview of the topic at hand, followed by student presentations and class/group discussions, sometimes divided into two sections. The mid-term exam will test comprehension of the readings, lecture and discussion undertaken in this period.

In the **second half of the course**, we consider how the global environmental system and theoretical approaches that we examined in the first half contribute to understanding the relationship between the commodification of natural/social resources and the expansion of market systems. Here we examine how *particular* resources have been commodified, paying attention to the role of corporations, states, social movements and international institutions in their production and regulation. Case examples will be studied on a weekly basis, including: coffee, oil, water, indigenous intellectual property/plant-animal life, and the atmosphere (carbon emissions). Concurrently, students will select particular resources/commodities for group study, which will shape their final paper and group presentation (see below).

Evaluation

The course requirements are as follows:

Short Presentation (In small groups 2-3 – none in last two weeks)	10%	
Reading summaries – 4 (at least 3 prior to mid term exam)	10%	
Active and qualitative class participation (including via moodle, and attendance)	10%	
Mid Term Exam	25%	October 19
Proposal and preliminary bibliography for research essay	5 %	October 26
Group Presentation	15%	<i>Last two weeks</i>
Research essay	25%	December 5

The Short Presentation will consist of a 10 minute (maximum - you will be timed) presentation on a news item or short source related to the week’s theme. Both or one of the presenters will summarize the content or argument of the piece and pose a question for class discussion arising from this material in advance via moodle. Each of the presenters will hand-in a maximum 1-page double-spaced reflection (350 words max.) linking the chosen article to the class theme on the day of the presentation. There will be 1-3 presentations per class beginning in the second week of class. All students must sign up for short presentations within the first two weeks of class.

Each student will hand in **four reading memos on the weekly readings** throughout the course. The summaries must be uploaded to moodle by 9 am the day of class. **At least three of these must be completed prior to the mid term exam..** They are to be a **maximum** of 1 page single/2 pages double spaced (12 point times font) and must summarize major points of the three main readings for the week. Students are not expected to provide personal reflections on the readings, but rather to demonstrate their understanding of the articles’ major points. **Bullet points are allowed.** Although students do not need to provide personal reflection about the readings, these memos must be original work. Students will receive

2% per submitted memo that conforms to requirements. The additional 2% grade will be allotted based on the overall quality of the memos.

The class participation grade will be based on regular and active participation in class discussion or on moodle drawing from knowledge of the course materials (i.e. required readings), posing critical questions to class members, respect for and engagement of views of fellow class member, attendance in class, and an attention to the relationship between course subject matter and current events.

The mid-term examination will be written in class on October 19th. A list of questions for preparation will be provided 2-3 weeks prior to the exam. The exam will consist of a selection of these questions.

In the second half of the term, the class will divide into seven or eight work groups. The groups will select a particular commodity that they regularly consume for collective study. The **Group Presentation** will introduce the production and consumption aspects of this good, describing the history of how it came to be bought and sold, and the actors and institutions involved in its production, processing and distribution. Some time will be allocated in class for groups to meet and work collectively on their research/presentation. The presentation should be creative and engaging and an absolute maximum (again you will be timed!) of 15 minutes in length. Presentations will be conducted in the last two weeks of class.

Each student will select a research essay topic related to the commodity/group presentation theme. The research conducted will contribute to the group presentation and will be written up in a 2500-word (maximum) essay. Students will submit a **bibliography and preliminary outline for the essay on October 26th** due at the beginning of class. The outline, no more than three pages in length including the bibliography, will indicate a thesis statement, key subsections and the relationship between the paper topic and the group presentation. **The research essays must follow a consistent citation and footnoting format and must demonstrate knowledge of the framework in the second half of the course, and must cite at least four required readings.** Late essays will be subject to a penalty (see the page 10 of this syllabus). Plagiarism is a serious offence and students must apprise themselves of FES/York's Senate Policy on Academic Honesty (see the end of this syllabus).

Research Essays are due on moodle AND submitted to the Course Drop Box across from room HNES 114 on December 5th.

Both the proposal and research essay will also be submitted via TURNITIN.

Required Reading

A required course pack can be purchased at the York University Bookstore. The required and recommended readings are included in either (a) the required course kit or (b) available online or through the York University library. Online sources will be linked directly to the course moodle site. Photocopy options for the online sources will be discussed in the first class.

Supplementary Reading

In addition to the pack and the books and journals from which its materials are drawn (check the acknowledgements in the pack!), various sources deal with the issues covered in this course. Among them:

Clapp, Jennifer and Peter Dauvergne (2005). *Paths to a Green World: The Political Economy of the Global Environment*. Cambridge, MIT Press. The first chapter is included in the course kit.

Martinez-Alier, J.. (2002) *The Environmentalism of the Poor: A Study of Ecological Conflicts and*

Valuation.p1-16. Northampton, MA: Edward Elgar a portion of which is available in the course kit or online at <http://www.wrm.org.uy/actors/WSSD/alier.pdf>

McMichael, P. (2004/2007). *Development and Social Change: A Global Perspective*. Thousand Oaks: Sage.

Peet, Richard and Michael Watts (2004/1996). *Liberation Ecologies: Environment, Development, Social Movements*. London, Routledge.

The following scholarly journals, among many others, contain articles directly related to this course:

Antipode
Canadian Journal of Development Studies
Capital and Class
Capitalism, Nature, Socialism
Development and Change
Development in Practice
Development Policy Review
Global Environmental Politics
Global Environmental Change
IDS Bulletin
International Journal of Urban and Regional Research
Journal of Development
Journal of Sustainable Development
Political Geography
Politics and Society
Progress in Development Studies
Review of International Political Economy
Society and Natural Resources
Sustainable Development
Third World Quarterly
World Development
Women and Environments
Numerous journals in Area and Country studies

Schedule of Topics and Readings

Students must come to class prepared to engage the readings listed on each date.

Coursepack: CP

York library source (check also moodle site): YUL

Online source: ONL

Class 1 September 7, 2011	Course Introduction
----------------------------------	----------------------------

Recommended Reading:

CP Escobar, A. (1999). "The Invention of Development." *Current History November, 1998*, 631: 382-386. Note: Available online through York Library. Once in the Library catalogue click "2002 onward" for full text coverage (which does in fact include 1999).

CP Martinez-Alier, Joan (2002). Ch 1: "Currents of Environmentalism". in *The Environmentalism of the Poor: A Study of Ecological Conflicts and Valuation*. p1-16. Northampton, MA: Edward Elgar.

ONL. Sammond, N. "Commodities, Commodity Fetishism and Commodification" in the Blackwell Encyclopedia of Sociology. Moodle and available through York University Library at http://www.sociologyencyclopedia.com/subscriber/tocnode?id=g9781405124331_chunk_g97814051243319_ss1-75

Part 1: Institutional and Theoretical Underpinnings

Class 2, September 14	Framing Global Environmental Politics
------------------------------	--

Required Reading:

CP J. Clapp and P. Dauvergne (2005). Ch 1: "Peril or Prosperity? Mapping Worldviews of Global Environmental Change" p 1-17 in *Paths to a Green World: The Political Economy of the Global Environment*. Cambridge, MIT Press

CP Paul Robbins (2004) "Dominant Narratives of Political Ecology in *Political Ecology*, 13-16.

YUL Newell, P. (2005). "Race, Class and the Global Politics of Environmental Inequality." *Global Environmental Politics* 5, 3: 70-94.

ONL Earth First Journal (1999). "Environmental Justice: An Interview with Robert Bullard". Moodle.

ONL World Bank. 'Frequently Asked Questions' re: the Environment. Linked to Moodle Site.

Class 3, September 21 - A History of Environmental 'Regulation': Commodification and Markets

Required Reading:

CP Polanyi, Karl. (1947/1992). "The Self Regulating Market and the Fictitious Commodities: Land, Labour and Money" in *The Great Transformation*. Excerpted in M. Edelman and A. Haugerud (2005) p 99-104. *The Anthropology of Development and Globalization*. Blackwell: Malden.

CP Harvey, David (2004). "Accumulation by Dispossession" Selected from *The New Imperialism*. 145-160.

CP Gutierrez Haces, Teresa (2006) "Commodification and Decommodification in Mexico under Nafta" p 157-168 in Laxer and Soron (eds) *Not for Sale: Decommodifying Public Life*. Broadview Press: Peterborough.

Recommended:

ONL. Sammond, N. "Commodities, Commodity Fetishism and Commodification" in the Blackwell Encyclopedia of Sociology. Moodle and available through York University Library at http://www.sociologyencyclopedia.com/subscriber/tocnode?id=g9781405124331_chunk_g97814051243319_ss1-75

CP Martinez, Alier (2001). Selections from Ch. 10 "The Ecological Debt"

Class 4, September 28 - Environment, Security, Violence: The Malthusian Legacy

Required Reading:

CP Garrett Hardin “The Tragedy of the Commons” and Susan Buck “No Tragedy on the Commons” p 37-52 in Conca et al. *Green Planet Blues*.

CP Homer-Dixon, Thomas (2000) Scarcity and Conflict or selections from *Environment, Scarcity and Violence*

CP Hartmann, Betsy (2002) “Will the Circle be Unbroken? A Critique of the Project on Environment, Population and Security” p 39-64. in Peluso and Watts (eds) *Violent Environments*. Cornell U. Press.

Recommended:

CP Peluso and Watts (2001). Introduction to *Violent Environments*.

YUL Fairhead, J. and M. Leach (1996). “Introduction” to *Misreading the African landscape: society and ecology in a forest-savanna mosaic*. p 1-19 Cambridge University Press. E book available through library.

Class 5, October 5 - Constructing Institutions of Global Governance

Required Reading:

ONL Bernstein, Steven (2000). Selections from “Ideas, Social Structure and the Compromise of Liberal Environmentalism”. Read from top of p 468 to top of 474, table on 476 and p 488 to mid 499.(Note: related material is also in the coursepack).

ONL Hoogvelt, A. (2001). “Flexibility and Informationalism” p 94-105 in *Globalization and the Post-Colonial World*

YUL Bond, Patrick (2010) 'Maintaining Momentum after Copenhagen's Collapse: Seal the Deal or “Seattle” the Deal?', *Capitalism Nature Socialism*, 21: 1, 14 — 27

ONL UNEP (2009). *Global Green New Deal*. Read pages 1-16.

Recommended:

YUL Speth, J. G. (2004) “Perspectives on the Johannesburg Summit” in *Environment (45,1)* (Jan-Feb 2003): p24(7).

ONL Shiva, Vandana (2002). “Tradeoffs: Will the World Summit in Johannesburg be a global party for corporate interests? Indian environmentalist Vandana Shiva sees big problems with life on Planet Earth, Inc.” *OnEarth Magazine*, NRDC. Att <http://www.nrdc.org/onearth/02sum/tradeoffs.asp>

October 12, Reading Week NO CLASS

Part II: The (De)Commodification of Nature/Society

Class 6, October 19 – The ‘Free Market’, Corporations and Environmentalism

MID TERM EXAM – First 90 minutes of class

Required Reading:

ONL Ken Tate, Kerry et al (2004) “Biodiversity Offsets: Views, experience and the Business Case.” Cambridge: World Conservation Union/IUCN, *read p 6-20*. Entire report available at http://www.conservationfinance.org/Documents/CF_related_papers/Biodiversity_offsets.pdf

YUL Clapp, J. (2005). “Global Environmental Governance for Corporate Responsibility and Accountability” *Global Environmental Politics* 5:3, 23-34.

YUL Klijn, A.M, Gupta, J. and Nijboer, A. (2009) "Privatizing Environmental Resources: The Need for Supervision of Clean Development Mechanism Contracts?" *RECIEL* 18 (2). Pp 172-184.

Recommended:

ONL McAfee, K. (1999). “Selling Nature to Save It? Biodiversity and Green Developmentalism.” *Environment and Planning D: Society and Space* 17, 2: 133-154.
At <http://www.landaction.org/gallery/sellnature.pdf>

CP Castells, M. (1989) “The Informational Mode of Development and the Restructuring of Capitalism” excerpted from Bellone and Hite (2007) *The Globalization and Development Reader*. Blackwell.

YUL Morgera, Elisa (2004). “From Stockholm to Johannesburg: From Corporate Responsibility to Corporate Accountability for the Global Protection of the Environment?” *Reciel/ 13 (2)l, Review of European Community & International Environmental Law*, 214-222.

Class 7, October 26 - Certifying Coffee

RESEARCH ESSAY PROPOSAL DUE

Required Reading:

CP Gereffi, G. “A Commodity Chains Framework for Analysing Global Industries.” Duke University. 1-9.

ONL Ponte, S. (2004) “Standards and Sustainability in the Coffee Sector.” p 1-12.
http://www.iisd.org/pdf/2004/sci_coffee_standards.pdf

ONL Fridell, G. (2009). Fair Trade? Boycotts, Branding and Apartheid. <http://www.rabble.ca/news/fair-trade-boycotts-branding-and-apartheid>

Recommended

YUL Mutersbaugh T. (2005) Fighting standards with standards: Harmonization, rents, and social accountability in certified agrofood networks. *Environment and Planning A*. 37 (11): 2033-2051

YUL Ponte S, (2002) “The ‘Latte Revolution’? Regulation, markets and consumption in the global coffee chain.” *World Development* 30: 1099 – 1122.

Class 8, November 2 – Oil Conflicts, Past and Future

Required Reading:

YUL Mitchell, T. (2002). “McJihad: Islam in the U.S. Global Order” in *Social Text* 73: 20, 4. 1-18.

ONL Okonta, Ike (2005). “Remembering Ken Saro-Wiwa and the struggle for justice in Nigeria.” *Alternatives*, Nov 8. <http://www.alternatives.ca/article2209.html>

ONL Nikiforuk, A. (2010). 'Constant Denial': Liberal Report on Tar Sands Is Scathing. *The Tyee*, August 19. <http://thetyee.ca/News/2010/08/19/LiberalTarSandsReport/>

ONL McCullum, H et al (2006). *Fuelling Fortress America: A Report on the Athabasca Tar Sands and U.S. Demands for Canada's Energy*. Canadian Centre for Policy Alternatives. Available at <http://www.ualberta.ca/PARKLAND/research/studies/Fuelling%20Fortress%20America%20WEB.pdf>

Note: Students will be expected to read brief sections only.

Recommended:

Moodle-Site Zalik, A. (forthcoming) “Protest-as-Violence in Oilfields: The Contested Representation of Profiteering in Two Extractive Sites.” In Feldman, Geisler and Menon. *Securing Accumulation*. Georgia University Press.

ONL Kelly et al (2009/10).. “Oil sands development contributes elements toxic at low concentrations to the Athabasca River and its tributaries.” PNAS. Proceedings of the National Academy of Sciences

Class 9, November 9 The Water Wars

Required Reading:

CP Bakker, K (2006) “Water is Life! The Debate over Private Sector Participation in Water Supply.” pp 141-153 in Laxer and Soron (eds) *Not for Sale: Decommodifying Public Life*. Broadview Press.

YUL Swyngedouw, Erik (2005). “Dispossessing Water: The Contested Terrain of Water Privatization”. *Capitalism, Nature Socialism* 16 (1). 81-98.

ONL Seager, Joni (2010). ‘Gender and water : Good rhetoric but it doesn’t ‘count’’. *Geoforum* 41, 1; 1-3.

Recommended:

ONL *Mainstreaming Gender in Water Management*. UNDP/Gender and Water Alliance. At http://www.genderandwater.org/content/download/4545/37857/file/Gender_and_IWRM_Resource_Guide_complete.pdf

YUL Bakker, Karen (2003). "Archipelagos and Networks: Urbanization and Water Privatization in the South" *Geographical Journal* 169, 4: 328-341.

Class 10, November 16 Biodiversity and Intellectual Property: Bioprospecting or Biopiracy?

Required Reading:

YUL Clapp, R and C. Crook. (2002). "Drowning in the Magic Well: Shaman Pharmaceuticals and the Elusive Value of Traditional Knowledge" *The Journal of Environment Development* 11, 1 pp 79-102.

YUL Dorsey, M. (2006). "Futures Markets in Biology: Life after Bioprospecting." *NACLA Report on the Americas* 31-34.

ONL * ETC Group. (2007). *Extreme Genetic Engineering: An Introduction to Synthetic Biology*. Available at http://www.etcgroup.org/en/materials/publications.html?pub_id=602. **Note: Selections will be assigned in class.**

ONL * ETC Group (2005). *Nanotech's "Second Nature" Patents: Implications for the Global South*. Available at http://www.etcgroup.org/en/materials/publications.html?pub_id=54 **Note: Selections will be assigned in class.**

Recommended:

YUL Hayden, Cori (2003). "From market to market Bioprospecting's idioms of inclusion." *American Ethnologist*. 30 (3): 359-371.

YUL Hamilton, Chris. (2006). "Biodiversity, Biopiracy, and Benefits: What Allegations of Biopiracy tell us about Intellectual Property" in *Developing World Bioethics* 6, 3: 158-173.

*Note: Selections from the *starred readings will be divided up in class*

Class 11, November 23 The Climate Crisis and the Commodification of the Atmosphere

Required Reading:

*ONL Gilbertson and Reyes (2009). *Carbon Trading: How it Works and Why it Fails*. Dag Hammarskjold Foundation. Occasional Paper Series No 7. Selections from Ch 1-3. <http://www.tni.org/carbon-trade-fails>

*Note: Sections from these chapters will be Assigned in Class.

Each person should also select one of the country examples from chapter 4

YUL Andrew K. Jorgenson and Brett Clark and Jeffrey Kentor. " Militarization and the Environment: A Panel Study of Carbon Dioxide Emissions and the Ecological Footprints of Nations, 1970–2000." *Global Environmental Politics* 10.1 (2010): 7-29.

Recommended

ONL Harrison, Kathryn and Lisa McIntosh Sundstrom (2007). "The Comparative Politics of Climate Change." *Global Environmental Politics* 7 (4). 1-18.

ONL Sevasti-Eleni Vezirgiannidou (2009). "The Climate Change Regime Post Kyoto: Why Compliance is Important and How to Achieve It." *Global Environmental Politics*, 41-63.

CP Kranjc, Anita (2006). "In Defence of the Environmental State: NGO Strategies to Resist the Commodification of Nature" p 187-202 in Laxer and Soron (eds) *Not for Sale: Decommodifying Public Life*. Broadview Press: Peterborough

ONL Bumpus, A. and D. Liverman (2008). "Accumulation by Decarbonization and the Governance of Carbon Offsets." *Economic Geography* 84-2.127-155.

ONL Bello, Walden (2007) "The Environmental Movement in the Global South: The Pivotal Agent in the Fight Against Global Warming." Available at <http://www.focusweb.org/environmental-movement-in-the-global-south-the-pivotal-agent-in-the-fight-against-global-wa.html?Itemid=94>

ONL The World Bank (2007). "International Trade and Climate Change: Economic, Legal and Institutional Perspectives." Linked to Moodle Site.

GROUP PRESENTATIONS

Class 12, November 30 Shaping the Future: Environmental Risk, Finance and Alternatives.

Required Reading:

YUL Missbach, A. (2004). "The Equator Principles: Drawing the line for socially responsible banks? An interim review from an NGO perspective." *Development* 47(3) 78–84.

ONL Banktrack (2009). "A Challenging Climate 2.0. What banks must do to combat climate change" p 7-20.

ONL Bello, Walden and J. Feffer (2009). "Climate and Capitalism in Copenhagen." Washington, CD *Foreign Policy in Focus*. http://www.fpif.org/articles/climate_and_capitalism_in_copenhagen

CP Kranjc, Anita (2006). "In Defence of the Environmental State: NGO Strategies to Resist the Commodification of Nature" p 187-202 in Laxer and Soron (eds) *Not for Sale: Decommodifying Public Life*. Broadview Press: Peterborough.

Recommended.

ONL Bello, Walden (2007) "The Environmental Movement in the Global South: The Pivotal Agent in the Fight Against Global Warming." Available at <http://www.focusweb.org/environmental-movement-in-the-global-south-the-pivotal-agent-in-the-fight-against-global-wa.html?Itemid=94>

GROUP PRESENTATIONS

Research Essay Due to Course Mailbox Across from HNES 114 on December 5

Grading Scheme, Assignment Submissions, and Lateness Penalties

The grading scheme for ENV5 courses conforms to the 9-point system used in other undergraduate programs at York. Assignments and tests will bear either a letter grade designation (e.g., A, B, C+, etc.) or an equivalent percentage grade. (See detailed descriptions in the FES *Regulations* or in the BES *Handbook*) The final grade for the course will be calculated using the weighting formula established above for this course.

Instructions for Submission and Return of Final Assignments

In cases where students will be handing an assignment late in the term and the Professor or Teaching Assistant will not have an opportunity to return the graded assignment in a subsequent class/tutorial, special arrangements must be made to accommodate students' wishes to have the graded assignment returned to them:

- a) students must submit their final assignment with a self-addressed, stamped, envelope if they want to receive the graded assignment. If the assignment is more than 5 pages in length they are advised to have the post office weigh the package to determine appropriate postage required.
- b) if students do not attach a self-addressed stamped envelope, they must attach a document with their course details, their name and student number and their signature and a statement confirming they do not wish to have the assignment returned to them.

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, **the assignments for ENV5 courses must be received by the Instructor or Teaching Assistant on the due date specified for the assignment. Assignments must be posted to moodle or can be handed in either the course drop box located across room 114 HNES.**

Note: students may have their essay or assignment date stamped by Reception staff in HNES 109. Once date stamped, Reception staff will deposit the essay or assignment in the course drop box on behalf of the student. Assignments should not be deposited in the Instructor's or TA's mailboxes in the HNES building, nor will they be accepted by OSAS staff.

Lateness Penalty

Assignments received later than the due date will be penalized 5% of the value of the assignment *per day* that the assignments are late. For example, if an assignment worth 20% of the total course grade is a day late, 1 point out of 20 (or 5% per day) will be deducted. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc. will be entertained by the Course Director **only** when supported by written documentation (e.g., a doctor's letter). **Please note Faculty policy on electronic submission of material, "That all written or visual work that is**

submitted as part of an academic program must be submitted in hardcopy (not electronically), unless previously agreed to by the instructor or advisor." Submission must be received in hard copy form on due date or will be considered late.

Missed Tests

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

ADDITIONAL INFORMATION

Inclusivity in the BES Program

The BES Program strives to include a broad range of perspectives and substantive material in its course offerings. Central to a clear understanding of environmental problems is the link between exploitation of the natural world, and justice issues related to racism, gender inequity, and poverty. An inclusion of non-western perspectives is therefore essential to a fruitful discussion of North-South issues, and environmental debates generally.

Religious Observance Days

York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a conflict, contact the Course director immediately. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete and Examination Accommodation Form, which can be obtained from Student Client Services, W120 Bennett Centre for Student Services or online at http://www.registrar.yorku.ca/pdf/exam_accommodation.pdf

Student Representation

In order to facilitate the expression of student views, the Course Director will allow for class time to elect a student representative from the class list to represent student views and promote dialogue. This representative will also act as a liaison between the Office of Student Academic Services and the Undergraduate Program Director.

Academic Honesty

York students are required to maintain high standard of academic integrity and are subject to the Senate Policy on Academic Honesty as set out by York University and by the Faculty of

Environmental Studies. Please read the *Senate Policy on Academic Honesty* (which can be found as Appendix One of the *Academic Regulations of the Faculty of Environmental Studies* or in the University Policies and Regulations section of the *York University Undergraduate Programs Calendar*), available at:

<http://www.yorku.ca/secretariat/legislation/senate/acadhone.htm>

There is also an academic integrity website with complete information about academic honesty. Students are expected to review the materials on the Academic Integrity website at:

<http://www.yorku.ca/tutorial/academicintegrity>

HPRC Review Process

FES GUIDELINES AND PROCEDURES FOR ETHICAL REVIEW OF RESEARCH INVOLVING HUMAN PARTICIPANTS IN UNDERGRADUATE COURSES

York students are subject to the York University Policy for the ethics review process for research involving Human Participants. All research activity with human participants and minimal risk as part of this course has to undergo ethical review. Please consider the following definitions:

- **“Human participants”** in research will be defined as persons who provide data or information to the researcher which are typically not part of their professional capacity.
- The draft **definition of funded research** from the Human Participants Review Sub-Committee [HPRC] is: “‘Funded’ will refer to all research that is receiving money that is in response to a specific proposal and administered by the university. Research using monies not administered by the University, and/or not in response to a specific proposal, will be considered ‘unfunded’.”
- The **definition of minimal risk** being used is the one given in the SSHRC/NSERC/MRC *Tri-Council Policy Statement Aethical Conduct for Research involving Humans@* (August, 1998): “If potential subjects can reasonably be expected to regard the probability and magnitude of possible harms implied by participation in the research to be no greater than those encountered by the subject in those aspects of his or her everyday life that relate to the research, then the research can be regarded as within the range of minimal risk.” (p. 1.5)

HPRC review forms are available at: <http://www.yorku.ca/fes/resources/acadreg/>

Student Conduct

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship.

Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. A statement of the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations is available on the York website at: <http://www.yorku.ca/secretariat/policies/document.php?document=124>

Access/Disability

York provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/materials. It is the student's responsibility to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. *You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs.* Failure to make these arrangements may jeopardize your opportunity to receive academic accommodations.

Additional information is available at <http://www.yorku.ca/cds/> or from disability service providers:

- Office for Persons with Disabilities: Room N110 of the Bennett Centre for Student Services , 416-736-5297,
- Learning and Psychiatric Disabilities Programs - Counselling & Development Centre: Room N110 of the Bennett Centre for Student Services, 416- 736-5297, <http://www.yorku.ca/cdc/>
- Glendon students - Glendon Counselling & Career Centre: Glendon Hall 111A, 416-487- 6709, <http://www.glendon.yorku.ca/counselling/personal.html>