



COURSE OUTLINE
ENVIRONMENTAL IMPACT ASSESSMENT

In grateful acknowledgement of the Lək'wəḡən & W̱SÁNEĆ peoples within whose territories we live and learn. May this course contribute to cultivating new relationships and to the restoration and resurgence of Indigenous communities and their lands.

Contact

Before reaching out, I invite you to review the valuable information included in this course outline

Contact: gkrezoski@uvic.ca (preferred) or 250-472-4269 (office).

Note: I am not always able to respond immediately, so do not leave important matters to the last minute.

Office hours: Wednesdays from 10am -12pm in DTB B302 or by appointment.

Course Description

This course investigates our attempts to predict, evaluate, and mitigate the adverse impacts of development in this time of great socio-ecological precarity. The course draws on many disciplines, including geography, environmental studies, law, political science, and Indigenous studies to interrogate environmental decision-making, unpack the complex political/cultural context within which it takes place, and explore how the practice works and could be improved. Instructor-led discussions of theory and engaging case studies - past and present - are supplemented by guest speaker presentations with a wide range of perspectives. Students will engage with scholarly work, government reports, and documentary videos. As part of the course, students will have the opportunity to conduct research specifically useful for the BC government, drafting technical research briefing notes or develop resources helpful for environmental educators.

Required text and other materials

Noble, B.F. (2021) Introduction to Environmental Impact Assessment (4th ed.): A Guide to Principles and Practice. Oxford University Press.

Available in the bookstore or online. You will have required readings and will be tested on chapters in our quizzes.

<https://www.vitalsource.com/en-ca/products/introduction-to-environmental-impact-assessment-bram-f-noble-v9780199028917>

Course Format

Additional required readings and other materials (journal articles, book chapters, actual assessment documents and other sources, videos, podcasts etc.) will be available online (through Brightspace). Reading (or watching, listening) effectively is essential for success in this course.

Along with lecture material, assigned materials will be tested through quizzes and on the final. Be mindful that simply reading without engaging with the material is useless as material has no chance of moving from short to long term memory. It is critical to mark up, take notes and critically reflect while reading. Invest time and effort and you will be rewarded.

The course has no midterm or major term paper, but rather you will be assessed on smaller, more frequent quizzes and assignments (see schedule). Success in this course will depend on keeping on top of things week by week. There will be a final exam assessing understanding of major topics and themes throughout the course.

Brightspace (Bright.uvic.ca) is the main course hub where you will access materials (e.g. the course outline, readings, links), complete quizzes, submit assignments, check your grades, and engage in forum discussions.

Proposed Assessment Framework

Item	Weighting
1) 3x Written assignments	30%
2) 3x Discussion board posts	20%
3) 3x Quizzes (based on reading and in-class topics)	30%
Final Exam – 3-hour in-person open-book exam testing your comprehension of course materials (scheduled by the registrar in April) – <i>note there is no midterm</i>	20%

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+ A A-	9 8 7	90-100% 85-89% 80-84%	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
B+ B B-	6 5 4	77-79% 73-76% 70-72%	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
C+ C	3 2	65-69% 60-64%	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
D	1	50-59%	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0-49%	Did not write examination or complete course requirements by the end of term or session; no supplemental.

Weekly schedule

What follows is subject to change in the event of extenuating circumstances. Highlights indicate tentative.

- Readings. Should be completed before class meeting. This is an upper-level course and readings are integral to your learning. Readings are not long and therefore should be completed in a timely manner.

** Indicates recorded lecture (video will be posted in the class week – watch before our next meeting).

Week	Date/Topic	Work due dates
Week 1	Jan 8 – Course Overview and Intro to EIA Discussion Board Assignment #1: Complete a job search	submit materials before class (before 10 am on due date)
	Jan 11 – Intro: What is EA? <ul style="list-style-type: none"> • Noble Chapter 1 – Aims and Objectives of EA 	
Week 2	Jan 15 –Intro to EA **BC EAO – Introduction to EA in BC <ul style="list-style-type: none"> • Beattie (1995) - Everything you already know about EIA (but don't often admit) 	Discussion #1 – Job search (5%)
	Jan 18 – Intro: What is EIA? <ul style="list-style-type: none"> • Noble Chapter 2 – Environmental Assessment in Canada 	
Week 3	Jan 22 – Intro: What is EIA? <ul style="list-style-type: none"> • Noble Chapter 4 – Determining the Need for Assessment 	Quiz #1 – What is EIA (Brightspace) (10%)
	Jan 25 – Pivot to Pillar 1: Consultation and Values <ul style="list-style-type: none"> • Noble Chapter 3 - Pre-project planning and public engagement • Johnston (2023) - Two wins, a loss, and a question mark: What the Impact Assessment Act reference case means for the environment. Discussion Board assignment #2: Tracking EAs	
Week 4	Jan 29 – Pillar 1: Consultation and Values - Focus on Indigenous Consultation <ul style="list-style-type: none"> • Noble Ch 10 – Indigenous Consultation and Engagement 	
	Feb 1 – Pillar 1: Consultation and Values - Focus on Indigenous Consultation <ul style="list-style-type: none"> • Excerpts from Nishima-Miller, J. (2021) 	
Week 5	Feb 5 – Pillar 1: Consultation and Values - Focus on Indigenous Consultation <ul style="list-style-type: none"> • Jolly and Thompson-Fawcett (2021) – Enhancing Indigenous impact assessment. Assignment of Critically Examining EAs	Discussion #2 - Tracking EAs (7%)
	Feb 8 – Pillar 1: Consultation and Values <ul style="list-style-type: none"> • Hurlbert and Gupta (2015) – The split ladder of participation Guest Speaker: Impact Assessment Agency (Federal EA)	
Week 6	Feb 12 – Pillar 1: Consultation and Values – Focus on Public Participation <ul style="list-style-type: none"> • Hanna Chapter 14 – Innovative Approaches to Achieving Meaningful Public Participation in Next-Generation Impact Assessment. • Glucker et al (2013) – Public Participation in EIA: why, who and how? • Living Democracy Part 2: https://youtu.be/FS6FrzMI48 Assignment of Public Engagement Activity	Quiz #2 – Consultation and Values (10%)
	Feb 15 – Pillar 1: Consultation and Values <ul style="list-style-type: none"> • Noble Chapter 5 – Scoping and Baseline Assessment 	
Week 7	Feb 19-23 – Reading Break – No class	
Week 8	Feb 26 – Briefing Note Workshop Part 1 In-class Activity with Sean Addie, Director of Indigenous Relations and Strategic Initiatives, Ministry of Forests.	Assignment 1 due: Critically Examining EAs (8%)
	Feb 29 – Briefing Note Workshop Part 2 In-class Activity with Sean Addie, Director of Indigenous Relations and Strategic Initiatives, Ministry of Forests. Assignment of Briefing Note assignment	
Week 9	Mar 4 – Pillar 2: Assessing Impacts In-class video and Discussion – Cumulative Effects <ul style="list-style-type: none"> • Noble Chapter 11 – Cumulative Effects Assessment 	Assignment 2 due: Public
	Mar 7 – Pillar 2: Assessing Impacts <ul style="list-style-type: none"> • Noble Chapter 6 – Impact Prediction and Characterization 	

		Engagement (8%)
Week 10	Mar 11 – Pillar 2: Assessing Impacts <ul style="list-style-type: none"> Joseph et al. (2017) - Use of significance thresholds to integrate cumulative effects into project-level socio-economic impact assessment in Canada Blakley and Franks (eds) 2021 – Ch 1 Foundations, issues and contemporary challenges in CEA. Duinker and Greig (2005) 	
	Mar 14 – Pillar 2: Assessing Impacts <ul style="list-style-type: none"> Noble Chapter 7: Managing Impacts 	Quiz #3 – Assessing Impacts (10%)
Week 11	Mar 18 - Pillar 3: Mitigations and Compliance <ul style="list-style-type: none"> Murray et al (2018) - The Insignificance of Thresholds in Environmental Impact Assessment: An Illustrative Case Study in Canada Noble Chapter 8: Significance Determination Discussion Board 3 Mitigations.	
	Mar 21 – Pillar 3: Mitigations and Compliance	Assignment 3 Part 1: Annotated Bibliography (4%)
Week 12	Mar 25 – Pillar 3: Mitigations and Compliance <ul style="list-style-type: none"> Boerchers et al. (2017) - The complicated relationships among legacies, sustainability, and EA. 	
	Mar 28 – Pillar 3: Mitigations and Compliance <ul style="list-style-type: none"> Noble Chapter 9: Follow up and Monitoring 	Discussion #3 – Mitigations (8%)
Week 13	Apr 1 – <i>Easter- No Class Meeting</i>	
	Apr 4 – Pillar 3: Mitigations and Compliance <ul style="list-style-type: none"> Noble Chapter 11: Strategic Environment Assessment 	
Week 14	Apr 8 - Future of EIA	Assignment 3 Final: Briefing note (10%)

Course policies and other important info

This term, the course is administered by the Geography department. **Where do I find info about the Geography department?**

- Geography Department website: uvic.ca/socialsciences/geography/
- Geography Department Chair: geogchair@uvic.ca
- Geography Undergraduate Advising: geogadvising@uvic.ca

How should I behave in the course?

I will do everything I can to create an effective, engaging learning environment. I invite you to be part of something special. Please be punctual, respectful, compassionate, and attentive.

What is the policy on late assignments?

Assignments will be accepted up to 5 days late with a 10% penalty per day applied.

What is the policy on plagiarism and academic honesty?

It is every student's responsibility to be aware of the university's policies on [academic integrity](#), including policies on cheating, plagiarism, unauthorized use of an editor, multiple submission, and aiding others to cheat. If you have any questions or doubts, talk to me, your course instructor. For other resources on writing see the [Centre for Academic Communication](#).

How is the course made accessible to all students?

Students with diverse learning styles and needs are welcome in this course. If you have a documented disability or health consideration that may require accommodations, please feel free to approach me and/or the [Centre for](#)

[Accessible Learning](#) (CAL) as soon as possible. The RCSD staff is available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course. **How is the university committed to safety and sexualized violence prevention and response?**

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.

UVic takes sexualized violence seriously and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: uvic.ca/svp

How do I give feedback on the course?

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

Self-care

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Counselling Services - *Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.* uvic.ca/services/counselling/

Health Services - *University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.* uvic.ca/services/health/

Centre for Accessible Learning - *The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations* uvic.ca/services/cal/. *The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.*

Elders' Voices - *The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.* uvic.ca/services/indigenous/students/programming/elders/index.php