



# ST. JEROME'S UNIVERSITY

**St. Jerome's University in the University of Waterloo**

Department of Sociology and Legal Studies

LS 496 Section 044, Fall 2020

LS SPECIAL TOPICS: LAW OF THE ENVIRONMENT

2 hour seminar/ wk

*Proposed live seminar time: Mondays 1:30-3:30pm OR Wednesdays 10-12pm*

## **Instructor Information**

Instructor: Dr Anastasia Tataryn

Office: Sweeney Hall 2008 (access TBA)

Virtual Office Hours:

By appointment: Wednesdays between 3-5pm

Email: [atataryn@uwaterloo.ca](mailto:atataryn@uwaterloo.ca)

## **Course Description**

This seminar explores the law of the environment. This includes studying what is conventionally known as environmental law, but more interestingly we will interrogate law – where it comes from? Who is it for? Who decides? – to question where the line is drawn between 'environment', 'ecology', 'climate' and politics, economics, society and culture. Students will debate and assess selected topics in Canadian and international environmental law from perspectives drawn from diverse economic, political, scientific, philosophical, historical, anthropological approaches. This seminar will ask not only what is the law of the environment, but what does this mean for us, in our world-in-crisis today?

## **Course Objectives**

This is a senior seminar. As such, the first objective is to encourage students to take ownership of the course. Other than the guidelines, overall facilitation and course reading lists provided by the course instructor, the students in this seminar are responsible for setting the tone and tempo of the in-class experience. The second objective, related to the first, is to foster an atmosphere of respectful and knowledgeable critique and engagement, which is essential to effective scholarly debate. This means that students must be exceptionally well-prepared on a weekly basis to not only answer, but also ask pointed questions that demonstrate your critical reading and thinking skills.

## **Required Texts**

Weekly readings listed in this outline can be accessed through the Library Course Reserves. Any other readings will be posted on LEARN.

There are two (2) key articles required as readings for each seminar week. Supplementary readings, provided through a separate list in the course syllabus, are meant to be cross-referenced for seminars and research purposes. More details in seminar.

### **Course Requirements and Assessment**

25% Seminar Leadership

15% Seminar Participation

20% Essay Plan with Annotated Bibliography

40% Final Essay

### **Assessment Breakdown**

15% Seminar Participation:

Students are expected to engage with each seminar having completed the readings. Each seminar, *each and every* student is to post a question, by each Monday morning 10am, related to that week's readings on the Discussion Board on LEARN for the seminar week. At the beginning of each week, the instructor will ensure that all questions have been added. The questions will spark discussion and are meant to raise any issues with unclear concepts or confusion from the readings, or anything that may be controversial, or of particular interest.

Your participation will be assessed based on the quality and content of your weekly question as well as your responses and participation in discussions, commenting and engaging with, each week's presentations and seminar content. Make-up questions will not be permitted. You must stay on top of the material from week to week.

25% Seminar Leadership:

In the first class, students will sign up to present the readings for one week. Students will work together in pairs to present the two articles for their designated week. The aim is for the seminar leaders to summarize the readings, describing each author's key theoretical and methodological approach(es) (we will discuss how to do this in the first class), and trace how the authors build their arguments. Powerpoints and/or handout-attachments may be used and provided for the seminar participants, but these are not mandatory. The seminar leaders will be required to relate the readings to the other readings and/or current events, previous seminar discussions and overall themes of the course, as well as to relevant 'real-life' events (past or present). Feel free to research beyond the two articles, using the supplementary reading list as a guide or starting point.

Seminar leaders are asked to critically discuss the articles, to engage deeply with the themes, identifying both how the author contributed to discussion in the field and some limitations of the author's contribution. The seminar leaders will be asked to conclude their presentation by identifying two or three questions for discussion that arise from the readings.

The seminar leaders will then lead the class in a discussion of these questions, incorporating questions from the Discussion Board. The discussion should be inclusive and well facilitated, encouraging contributions from all seminar participants. Discussions aim to be both an in-depth discussion of the texts and a creative process of linking the texts to other texts, ideas, and 'real-life' events.

You, in pairs, can decide how to divide the preparation and the presentation time amongst yourselves, but each student's presentation should include analysis as outlined above (not just description), and each student should speak for not more than 15 minutes in total (not including facilitating the discussion after). Each student's mark will be assigned by the professor based on their own part of the presentation and on the overall performance of their seminar.

#### 20% Essay Plan with Annotated Bibliography:

Students will write a two-page outline of their proposed final research paper that includes a summary of their proposed argument, how they will go about building this argument, how their argument will relate to existing research and to broader debates in the course, and why their topic is important. The outline should be written in full sentences (avoid point form), like the first pages of a research paper.

Essay topics will be discussed in advance during seminars – which is why attendance to all seminars is crucial – and must be aligned with the seminar themes/topics. A critical engagement with topics is expected, as well as demonstration of external research and creativity.

Students will submit their outline along with a single-spaced annotated bibliography of at least five academic sources they have examined so far for their research paper. The bibliography should include full bibliographic information for each source followed by a short paragraph briefly summarizing that source, its relation to the proposed research topic and the debates therein, and what it will contribute to the research paper. No more than one of the five sources can come from the course readings.

Once the essay plans and annotated bibliographies are assessed, students will have the opportunity for a one-to-one discussion with the professor to discuss their plan and ask for any clarification or feedback.

#### 40% Final Essay:

This essay will be due on the last day of the course and should be no more than 10-12 pages double spaced, Times New Roman 12-pnt font, not including title page and references/bibliography.

The essay is meant to be an accumulation of materials and topics covered in the course but must be based primarily on external research. A full, properly referenced bibliography and footnotes is expected. More details will follow in seminar, and a supplementary course readings list will be provided on LEARN to help kick-start research.

<b>SCHEDULE (<i>subject to change</i>)</b>	
<b>Seminar Theme and Topic</b>	<b>Readings</b>
<p><b>WEEK 1: Sept 9</b></p> <p><b>Law of the Environment: Welcome to the Lawspace</b></p>	<p>Carrington, Darrian. 2020, 'Pandemic results from destruction of nature, say UN and WHO' <i>The Guardian</i> <a href="https://www.theguardian.com/world/2020/jun/17/pandemics-destruction-nature-un-who-legislation-trade-green-recovery">https://www.theguardian.com/world/2020/jun/17/pandemics-destruction-nature-un-who-legislation-trade-green-recovery</a></p> <p>Harari, Shafak, Mayo et al. 2020, 'How Covid Will Change Us' (June 2020) <i>Noema</i> <a href="https://www.noemamag.com/yuval-harari-elif-shafak-dambisa-moyo-eric-schmidt-how-covid-will-change-us/">https://www.noemamag.com/yuval-harari-elif-shafak-dambisa-moyo-eric-schmidt-how-covid-will-change-us/</a></p> <p>Mayer, Andre. 2020. 'Seeing nature through Indigenous 'lens' might improve environmental decision-making' <i>CBC Radio</i> <a href="https://www.cbc.ca/radio/seeing-nature-through-indigenous-lens-might-improve-environmental-decision-making-1.5645215">https://www.cbc.ca/radio/seeing-nature-through-indigenous-lens-might-improve-environmental-decision-making-1.5645215</a></p>
<p><b>WEEK 2:</b></p> <p><b>Environmental Law: What do we think we know?</b></p>	<p>Wood, Stepan. 2019, 'Canada' <i>The Oxford Handbook of Comparative Environmental Law</i> edited by Emma Lees and Jorge E. Viñuales. Oxford: Oxford University Press.</p> <p>Kimmerer, Robin Wall. 2014, <i>Braiding Sweetgrass</i>, Milkweed Editions. pp 22-38; 105-117.</p> <p>Ontario Environmental Bill of Rights 1993 <a href="https://www.ontario.ca/laws/statute/93e28/v16">https://www.ontario.ca/laws/statute/93e28/v16</a></p>
<p><b>WEEK 3:</b></p> <p><b>Logging, Lumber and Deforestation</b></p>	<p>Nikolakis, William and Ngaio Hotte. 2020, 'How Law Shapes Collaborative Forest Governance: A Focus on Indigenous Peoples in Canada and India', <i>Society &amp; Natural Resources</i>, 33:1, 46-64, DOI: <a href="https://doi.org/10.1080/08941920.2019.1605433">10.1080/08941920.2019.1605433</a></p>

	<p>Schmitz, Manuel et al. 2016, 'Strengthening the rule of law in Indonesia: the EU and the combat against illegal logging' <i>Asia Europe journal</i> 14:1.</p>
<p><b>WEEK 4:</b></p> <p><b>Agricultural Demand, Access to Water and Justice</b></p>	<p>Curran, Deborah. 2019, 'The adaptation potential of water law in Canada: changing existing water use entitlements' <i>Water International</i>, 44:3, 278-291, DOI: <a href="https://doi.org/10.1080/02508060.2019.1570053">10.1080/02508060.2019.1570053</a></p> <p>Jackson, Sue. 2018, 'Indigenous Peoples and Water Justice in a Globalising World' <i>The Oxford Handbook of Water Politics and Policy</i>. Edited by Ken Conca and Erika Weinthal. Oxford, New York: Oxford University Press.</p>
<p><b>WEEK 5:</b></p> <p><b>Mining: Sovereignty and Consent</b></p>	<p>Williams, John P. 2012, 'Global Trends and Tribulations in Mining Regulation' <i>Journal of Energy &amp; Natural Resources Law</i>, 30:4, 391-422. DOI: <a href="https://doi.org/10.1080/02646811.2012.11435304">10.1080/02646811.2012.11435304</a></p> <p>Scott, Dayna. 2020, 'Extraction Contracting: The struggle for control over indigenous lands' <i>South Atlantic Quarterly</i> 119:2, 269-299.</p>
<p><b>READING WEEK:</b></p>	<p><i>Reading Week – no readings, no seminars</i></p>
<p><b>WEEK 6:</b></p> <p><b>Toxic Colonialism: Waste and Capital</b></p>	<p>Barsalou, Oliver and Michael Hennessey Picard. 2018, 'International Environmental Law in an Era of Globalised Waste' <i>Chinese Journal of International Law</i> 17, 887-906.</p> <p>Gordon, Todd &amp; Jeffery Roger Webber. 2019, 'Canadian capital and secondary imperialism in Latin America' <i>Canadian Foreign Policy Journal</i>, 25:1, 72-89. DOI: <a href="https://doi.org/10.1080/11926422.2018.1457966">10.1080/11926422.2018.1457966</a></p>

**WEEK 7:**

**Environmental Racism**

Whyte, Kyle. 2018, 'Settler Colonialism, Ecology, and Environmental Injustice' *Environment and Society: Advances in Research* 9,125-144.

Pulido, Laura. 2015, 'Geographies of race and ethnicity 1: White supremacy vs white privilege in environmental racism research' *Progress in Human Geography* 39: 6, 809-817  
<https://doi.org/10.1177/0309132514563008>

**WEEK 8:**

**Environment as Jurisdiction, Economies and Resistance**

Bosselmann, Klaus. 2020. 'Environmental trusteeship and state sovereignty: can they be reconciled?' *Transnational Legal Theory*, 11:1-2, 47-61. DOI: [10.1080/20414005.2020.1757862](https://doi.org/10.1080/20414005.2020.1757862)

\* Savarea, Annalisa. 2018, 'Traditional Knowledge and climate change: a new legal frontier?' *Journal of Human Rights and the Environment* 9:1, 32-50.

**WEEK 9:**

**Savage Ecology**

**Essay Plan and Annotated Bibliography Due**

- submit by Friday 9pm CST
- electronic submission via DropBox on LEARN

*What is Environmental Law? Or is it, Law of the Environment?*

**WEEK 10:**

**Cosmologies, Ecologies, Generations of Law**

*One-to-One Meetings Scheduled*

Anker, Kirsten. 2017, 'Law As...Forest: Eco-logic, Stories and Spirits in Indigenous Jurisprudence', *Law Text Culture*, 21, 191-213.

\*Baxi, Upendra. 2019, 'Intergenerational justice, water rights, and climate change' *Research Handbook on Law, Environment and the Global South*. Edited by Phillip Cullet and Sujith Koonan. Cheltenham: Edward Elgar Publishing.

**WEEK 11:**

**Law of the Environment: What is it and what does it hold for the future?**

Wall Kimmerer, Robin. 2014, 'Wiindigo' in *Braiding Sweetgrass* Milkweed Editions. pp. 302-309; 374-384.

Webster, Emily and Laura Mai. 2020, 'Transnational environmental law in the Anthropocene', *Transnational Legal Theory*, 11:1-2, 1-15, DOI: 10.1080/20414005.2020.1778888

**WEEK 12:**

**Course Review, no readings**

**WEEK 13:**

**Final Essay Due**

- submit by Friday Dec 11<sup>th</sup>, 9pm CST
- electronic submission via DropBox on LEARN

### Submission and Return of Assignments

Submit electronic copies of all essays via the Drop Box on LEARN. Essays will be automatically time-stamped to indicate on-time submission. Essays will be graded within two weeks of the date of submission; essay comments and grades will be posted on LEARN.

### Late Assignments

Any assignment submitted after the date and time that it is due will be subjected to a 5% per day late penalty. For example, if you submit a paper that is assessed at 85%, it will fall to 80% if you submit it late by one day, 75% for two days, and 70% for three (and so on). Your assignment will not be accepted if it is more than 7 days late. The following policies also apply if you think that you will not be able to carry-out your responsibilities as a seminar leader on the date you selected at the beginning of the term.

Accommodations will only be considered if:

- (a) you are ill and submit a *University of Waterloo Verification of Illness Form* to the course instructor as soon as possible;
- (b) there was a death of a family member, which you can prove through official documentation (travel receipts will not suffice) submitted to the course instructor;
- (c) due dates conflict with important dates on your religious calendar, and you have informed the course instructor of this fact;
- (d) you are [registered with AccessAbility Services](#) and can provide the course instructor with the relevant documentation.

Do familiarize yourself with the University of Waterloo's policies on what your responsibilities are in the event of a late or missed course requirement:

[https://uwaterloo.ca/registrar/finalexaminations/examination-regulations-and-related-matters#acc\\_illness](https://uwaterloo.ca/registrar/finalexaminations/examination-regulations-and-related-matters#acc_illness)

Keep in mind the following regulations:

Students in on-campus courses who are ill and unable to meet assignment due dates or write a term test or final examination should seek medical treatment and provide confirmation of the illness to the instructor(s) within 48 hours by submitting a completed *University of Waterloo Verification of Illness Form* to support requests for accommodation due to illness. The *University of Waterloo Verification of Illness Form* is normally the only acceptable medical documentation and is available on line at [uwaterloo.ca/health-services/student-medicalclinic/services/verification-illness](https://uwaterloo.ca/health-services/student-medicalclinic/services/verification-illness). Students who consult their physician or use the services of an off-campus walk-in clinic must provide this form to the attending physician for completion; doctors' notes and forms created by the physician or clinic are normally not acceptable.

### **Attendance and Participation**

All students are entitled to one penalty-free missed class for which no documentation is necessary. If a student misses more than one class, official documentation must be provided to the professor as soon as possible that demonstrates the reason for absence. Only official documentation related to (a) death of a family member; (b) illness; (c) AccessAbility; and (d) UW-recognized religious holidays will be considered – for more details on types of documentation, see 'Late and Missed Course Requirements'. If no official documentation is received, the student can expect deductions of 5% per missed class from the overall participation grade.

### **Electronic Devices**

No off-task use of technology is permitted during course participation. Any violations will result in deductions to the student's overall participation grade.

### **Correspondence with Professor**

Email is the best way to reach the professor. I will aim to reply to emails within 2 business days (Monday to Friday, 8:30am-4:30pm, holidays exempted).

### **Privacy and Copyright**

Materials, lectures, and all audio, video and written content on LEARN is absolutely not to be circulated or reproduced beyond LEARN and LS 496. Please be considerate and respectful of your colleagues' and your professor's privacy. The professor maintains copyright over this course (recordings, syllabus included). It is the intellectual property of the professor and not to be copied or reproduced for any purposes without explicit permission.

### **Re-marking Course Work**

Assignments are marked carefully in this course. Re-grades are highly unlikely to result in perceptible changes to your final grade and are strongly discouraged. However, if you feel that the grader has made a serious error in grading your work and you would like to request that the work be re-marked, you must write a detailed memo in which you identify the questions or portions of the assignment or test that you believe were marked incorrectly and why you think the marking was incorrect. Please note that the effort you put into the assignment and your future plans (needing high grades for law school, etc.) are not valid reasons for requesting a re-grade. Submit the memo to the professor during office hours together with the marked test or assignment. The professor will pass it on to the TA who graded it to be re-marked. Work will not be re-marked without a written request. The deadline for requesting a re-marking is *two weeks* from the date the course work was handed back in class. If the work was re-marked by the TA and you feel it is necessary to appeal the outcome, you may submit it to the professor during office hours with your original memo and the TA's written response. Attach a note stating that you wish to request a second re-marking and why. The deadline for this request is two weeks from the date the first re-mark was made available for pick-up. Tests written in pencil will not be considered for re-marking.

Please note that the TA or professor *will re-mark the entire test or assignment*, not simply the questions or portion you believe were scored improperly. The re-grader may discover errors that were not detected in the first marking of the assignment or test. As a result, *it is possible that your revised mark will go down*, rather than going up or staying the same. The revised mark will stand.

## OTHER IMPORTANT INFORMATION

### Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. [Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information.]

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the St. Jerome's University Policy on Student Petitions and Grievances, [www.sju.ca/sites/default/files/upload\\_file/PLCY\\_AOM\\_Student-Petitions-and-Grievances\\_20151211-SJUSCapproved.pdf](http://www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf). When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should

seek guidance from the course instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the St. Jerome's University Policy on Student Discipline, [www.sju.ca/sites/default/files/PLCY\\_AOM\\_Student-Discipline\\_20131122\\_SJUSCapproved.pdf](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122_SJUSCapproved.pdf). For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, [www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties, check the Guidelines for the Assessment of Penalties, [www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm).

**Appeals:** A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome's University Policy on Student Appeals, [www.sju.ca/sites/default/files/PLCY\\_AOM\\_Student-Appeals\\_20131122-SJUSCapproved.pdf](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf).

**Note for students with disabilities:** AccessAbility Services, located in Needles Hall (Room 1401) at the University of Waterloo, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term, [www.uwaterloo.ca/accessability-services/](http://www.uwaterloo.ca/accessability-services/).

#### **Supplementary reading list:**

Affolder, Natasha. 2019, 'Transnational Environmental Law's Missing People' *Transnational Environmental Law* 8:3, 463-488.

Akhtar-Khavari, Afshin. 2020, 'Restoration and cooperation for flourishing socio-ecological landscapes' *Transnational Legal Theory*, 11:1-2, 62-74, DOI: [10.1080/20414005.2020.1765290](https://doi.org/10.1080/20414005.2020.1765290)

Anghie, Antony. 1993, 'The Heart of My Home: Colonialism, Environmental Damage, and the Nauru Case' *Harvard International Law Journal* 34:2, 445-506.

Baatartogtokh, Baljir et al, 2018. 'The state of outsourcing in the Canadian mining industry' *Resources Policy* 59: 184-191.

Birn, Anne-Emmanuelle, Shipton, L. & Schrecker, T. 2018, 'Canadian mining and ill health in Latin America: a call to action' *Canadian Journal Public Health* 109, 786-790. <https://doi.org/10.17269/s41997-018-0113-y>

Borràs, Susan. 2019, 'Colonizing the atmosphere: a common concern without climate justice law?' *Journal of Political Ecology* 26:1, 105-127.

Cruikshank, Anslie, 2020. 'BC wants to know how much it's going to cost fracking, mining industries to adapt to climate change' *The Narwhal* July 17 2020. <https://thenarwhal.ca/bc-fracking-mining-forestry-farming-climate-change/>

Dauvergne, Peter. 2016, *Environmentalism of the Rich*. Cambridge: MIT Press.

Davies, Margaret. 2015, 'The Consciousness of Trees' *Law & Literature* 27: 2, 217-235.

Eisma-Osorio, Rose-Liza, Elizabeth A. Kirk and Jessica Steinberg Albin. 2020, *The Impact of Environmental Law: Stories of the World We Want* Cheltenham: Edward Elgar Publishing.

Esty, Daniel. 2017, 'Red Lights to Green Lights: From 20th Century Environmental Regulation to 21<sup>st</sup> Century Sustainability' *Environmental Law* 47:1.

Fisher, Douglas, ed. 2016, *Research Handbook on Fundamental Concepts of Environmental Law* Cheltenham: Edward Elgar.

Gignac, Julien, 2020. 'Yukon First Nation Abolish Colonial Mine Staking' *The Narwhal* June 29, 2020. <https://thenarwhal.ca/yukon-first-nation-abolish-colonial-mine-staking/>

Gordon, T. and Webber, J.R., 2016. *Blood of extraction: Canadian imperialism in Latin America*. Halifax: Fernwood Publishing.

Hornborg, Alf. 1998, 'Towards an Ecological Theory of Unequal Exchange: Articulating World System' *Theory and Ecological Economics* 25:1, 127-136.

Murphy, Charles E. 2019, 'Remixing Riverside: Environmental Racism and Hip Hop as a Mirror of Society' *N.C. Cent. L. Rev.* 97:42.

Ontario Environmental Bill of Rights 1993 <https://www.ontario.ca/laws/statute/93e28/v16>

Penn, Ivan. 2020, 'The Next Energy Battle: Renewables vs. Natural Gas' *New York Times* July 6, 2020.

Pierce, Daniel, 2018. '25 Years After Clayoquot Sound Blockades the war in the woods never ended and its heating back up' *The Narwhal*  
<https://thenarwhal.ca/25-years-after-clayoquot-sound-blockades-the-war-in-the-woods-never-ended-and-its-heating-back-up/>

Philippopoulos-Mihalopoulos, Andreas ed. 2011, *Law and Ecology: New Environmental Foundations* Oxon: Routledge. Chapter 1.

Pratt, Laura A. 2011, 'Decreasing Dirty Dumping? A Re-evaluation of Toxic Waste Colonialism and the Global Management of Transboundary Hazardous Waste' *Wm. & Mary Env'tl L & Pol'y Rev* 35:2, 581-623.

Pulido, Lara and De Lara, J. 2018, Reimagining 'justice' in environmental justice: Radical ecologies, decolonial thought, and the Black Radical Tradition. *Environment and Planning E: Nature and Space*, 1:1–2, 76–98.

Robinson, Nicholas A. 2014, 'The Charter of the Forest: Evolving Human Rights in Nature' in *Magna Carta and the Rule of Law 311* (Daniel Barstow Magraw et al., eds. 2014), <http://digitalcommons.pace.edu/lawfaculty/990/>.

Sachs, Noah. 2019, 'Paris Agreement in the 2020s: Breakup or Breakdown' *Ecology Law Quarterly* 46:1.

Scott, Dayna and Adrian Smith. 2017, 'The Abstract Subject of the Climate Migrant: Displaced by the Rising Tides of the Green Energy Economy' *Journal of Human Rights and the Environment* 8:1, 30-50.

Scott, Dayna. 2009, 'Gender-Benders': Sex and Law in the Constitution of Polluted Bodies' *Feminist Legal Studies* 17:3, 241–265.

Sengupta, Somini, 2020. 'Intense Arctic Wildfires Set a Pollution Record' *New York Times* July 7, 2020.

Simmons, Matt, 2020. 'Canada is failing to track the true climate cost of clear-cut logging in boreal: report' *The Narwhal* July 16, 2020.

Simmons, Matt. 2020, 'Coastal Gaslink Stop Work Order Protected Wetlands' *The Narwhal* <https://thenarwhal.ca/coastal-gaslink-stop-work-order-protected-wetlands/>

Skene, Jennifer and Shelley Vinyard, 2019. 'The Issue with Tissues: How the U.S. is flushing forests away' *NRCD* February 20, 2019. <https://www.nrdc.org/experts/jennifer-skene/issue-tissue-how-us-flushing-forests-away>

Sonter, L.J., Herrera, D., Barrett, D.J. et al. 2017, 'Mining drives extensive deforestation in the Brazilian Amazon' *Nature Communications* 8, 1013. <https://doi.org/10.1038/s41467-017-00557-w>

Thompson, Jimmy, 2019. 'Why Canada's boreal forest is gaining international attention' *The Narwhal* February 26, 2019. <https://thenarwhal.ca/why-canadas-boreal-forest-is-gaining-international-attention/>

Villén-Pérez, Sara et al. 2018, 'Mining code changes undermine biodiversity conservation in Brazil' *Environmental Conservation* 45:1, 96-99.

Waldron, Ingrid. 2018, *There is Something in the Water* Manitoba: Fernwood Publishing.

Warnock, Ceri. 2020, 'Environment and the Law: The Normative Force of Context and Constitutional Challenges' *Journal of Environmental Law* <https://doi.org/10.1093/jel/eqaa007>

Watts, Jonathan, 2020. 'Gold trade body urged to suspend refinery over alleged abuses in Tanzania' *The Guardian* July 13 2020.

<https://www.theguardian.com/business/2020/jul/13/gold-trade-body-urged-to-suspend-refinery-over-alleged-abuses-in-tanzania>

Watts, Jonathan, 2019. 'Murder, Rape and Claims of Contamination at Tanzanian goldmine' *The Guardian* June 18 2019.

<https://www.theguardian.com/environment/2019/jun/18/murder-rape-claims-of-contamination-tanzanian-goldmine>

Whyte, Kyle. 2019, 'Is it too late for Indigenous Climate Change Justice?: Ecological and relational tipping points' *WIREs Climate Change special edition* DOI: 10.1002/wcc.603

Wilt, James. 2020, 'The battle for the 'breathing lands'' *The Narwhal* July 11 2020.

<https://thenarwhal.ca/ring-of-fire-ontario-peatlands-carbon-climate/>

Wood, Stepan, Tanner and Richardson. 2011, 'What ever happened to Canadian Environmental Law?' *Ecology Law Quarterly* 37: 981.

### **Key Journals:**

Transnational Environmental Law

Journal of Environmental Law

Journal of Human Rights and the Environment

Ecology Law Quarterly

The Oxford Handbook of Comparative Environmental Law

### **Key Authors for Further Reading:**

Canadian Environmental Law: Stepan Wood; Dayna Scott; Jaime Benedickson

Critical Environmental Justice: Laura Pulido; Kyle Whyte

Eco-Law: Margaret Davies; Bruno Latour

Law's Environments: Andreas Philipopolous-Mihalopolous; Anna Grear

Eco-Feminism: Ariel Salleh; Winoa LaDuke

Radical Ecology and Politics: Jairus Victor Grove; William Connoly

### **Key Supplementary News Sources:**

<https://www.theguardian.com/environment/series/green-blood>

<https://thenarwhal.ca/about-us/>

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