



ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo

Department of Sociology and Legal Studies

LS 404/496 Fall 2022

LAW OF THE ENVIRONMENT

Mondays 10:30-12pm, *SJ1 3012*

The University of Waterloo and St Jerome's University are located on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. St Jerome's University is situated on the Haldimand Tract, the land that was unceded and then 'granted' to the Six Nations that includes six miles on each side of the Grand River. Our active work toward reconciliation takes place across our campuses through research, learning, teaching, and community building, and is centralized within our [Indigenous Initiatives Office](#).

Course Information

1.5 hour seminar/ wk

Mondays 10:30-12pm, *SJ1 3012*

Should there be campus-wide Covid-19 related reasons that this course cannot continue meeting in person, this course will continue at the same time online via Zoom.

Instructor Information

Dr Anastasia Tataryn

Sweeney Hall 2008

Office Hours: Mondays, in person. It is advisable to email me to arrange for an in person or Zoom meeting at a mutually convenient time.

Email: atataryn@uwaterloo.ca

Course Description

This seminar explores the law of the environment. This includes studying what is conventionally known as environmental law through identifying key Canadian provincial and federal statutes, as well as international environmental protocols and treaties. But, more interestingly, we will interrogate fundamental assumptions of modern law in relationship to the environment to question where the line is drawn between 'environment', 'ecology', 'climate' and politics, economics, society and law. 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 weekly and through a separate list at the end of the course syllabus, are meant to be cross-referenced for seminars and research purposes. More details in seminar.

Course Requirements and Assessment

10% Introductory Reflection

25% Seminar Leadership

10% Seminar Participation

15% Essay Plan with Annotated Bibliography

40% Final Essay

Assessment Breakdown

10% Introductory Reflection

For this reflection-assignment, you are required to go for a walk, for about 30-45min.

As you walk, pay attention to what is happening around you: what do you see? What do you hear? What do you smell? In other words, what is the environment around you?

Observe this, and then ask yourself, how has law constructed this space? Is it 'natural'? Is it 'human made'? Is it a legal space?

How does your experience change if you engage with your environment? What are the rules? Does everyone follow them? Does law create difference (inequality), or does it create equality?

This is meant to be an introduction to the seminar themes and topics, but from a personal experience so be prepared to share features about where you walked, what you

consider to be your 'environment' and your experience of law in this environment. The reflection does not have to be long, 1 or 2 pages, but keep it informal.

This brief reflection is to be uploaded onto LEARN by Monday September 26th 10am, and each student must be prepared to discuss their reflection in seminar on that date (Monday September 26th).

This assignment has been drawn from 'Walking the Lawscape' by Andreas Philippopoulos-Mihalopoulos (2015) in Spatial Justice: Body, Lawscape, Atmosphere. Oxon: Routledge., pp. 94-105. Available on Course Reserves.

10% Seminar Participation

Students are expected to engage with each seminar having completed the readings. Each seminar, *each and every* student is to bring a question written on a small piece of paper or sticky note. This question must relate to that week's readings. At the beginning of each seminar, the instructor will collect these questions into a Hat, ensuring 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 Hat. 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 can decide how to divide the preparation and the presentation time amongst themselves, 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 afterwards). 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.

15% 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. Annotated bibliography follows the two pages.

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 at the end 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.

SCHEDULE (subject to change)

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**Seminar
Theme and
Topic**

Readings

**WEEK 1:
Sept 12**

**Law of the
Environment:
Welcome to
the Lawspace**

Meyer, Carl. 2022, 'Canadians could soon have a right to a healthy environment. But can it be enforced?' *The Narwhal*
<https://thenarwhal.ca/right-to-healthy-environment-bill-s5/>

Natarajan, Usha. 2021, 'Climate Justice' *Routledge Handbook of Law and Society* Routledge, pp 102-106.

FOR wk 3 REFLECTION ASSIGNMENT:

Andreas Philippopoulos-Mihalopoulos, 2015. 'Welcome to the Lawspace' in *Spatial Justice: Body, Lawspace, Atmosphere*. Oxon: Routledge., pp. 38-106

**WEEK 2:
Sept 19**

**Environmental
Law:
What do we
think we
know?**

Wood, Stepan. 2019, 'Canada' *The Oxford Handbook of Comparative Environmental Law* edited by Emma Lees and Jorge E. Viñuales. Oxford: Oxford University Press.

Kimmerer, Robin Wall. 2014, *Braiding Sweetgrass*, Milkweed Editions. pp 22-38; 105-117.

For Reference:

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

**WEEK 3:
Sept 26**

**Walking in the
lawscape:
environmental
law around us**

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

Reflection sharing in seminar

WEEK 4: Oct 3

**Mining:
Sovereignty
and Consent**

Scott, Dayna. 2020, 'Extraction Contracting: The struggle for control over indigenous lands' *South Atlantic Quarterly* 119:2, 269-299.

Imai, Shin, Gardner, Leah & Weinberger, Sarah. 2017, 'The 'Canada Brand': Violence and Canadian Mining Companies in Latin America' *Osgoode Legal Studies Research Paper No. 17/2017*, Available at <http://dx.doi.org/10.2139/ssrn.2886584>

Supplementary:

Krishnan, Malavika. 2014, 'Canadian Mining in Latin America: Exploitation, Inconsistency, and Neglect' <https://www.coha.org/canadian-mining-in-latin-america-exploitation-inconsistency-and-neglect/>

WEEK 5: Oct 17

Water Justice

Curran, Deborah. 2019, 'The adaptation potential of water law in Canada: changing existing water use entitlements' *Water International*, 44:3, 278-291, DOI: [10.1080/02508060.2019.1570053](https://doi.org/10.1080/02508060.2019.1570053)

Jackson, Sue. 2018, 'Indigenous Peoples and Water Justice in a Globalising World' *The Oxford Handbook of Water Politics and Policy*. Edited by Ken Conca and Erika Weinthal. Oxford, New York: Oxford University Press.

Supplementary:

Parmar, Pooja. 2021, 'Water Justice and Indigenous People' *Routledge Handbook of Law and Society*. Pp. 245-248.

WEEK 6: Oct 24

**Consumption,
Pollutants and**

Bick, R., Halsey, E. & Ekenga, C.C. 2018, "The global environmental injustice of fast fashion".

**Toxic
Substances**

Environ Health 17:92.
<https://doi.org/10.1186/s12940-018-0433-7>

McBride, Samantha. 2011, 'Introduction' pp. 1-22
Recycling Reconsidered (MIT Press). *Course
reserves – ebook available via UW library*

Supplementary:

Lepawsky, Josh and Max Liboriron. 2022, [*Discard
Studies: Systems, Wasting, and Power*](#) (MIT
Press)

Canadian Environmental Protection Act, 1999
<https://laws-lois.justice.gc.ca/eng/acts/C-15.31/>

Bill S-5 2021-present
<https://www.parl.ca/legisinfo/en/bill/44-1/s-5>

WEEK 7: Oct 31

**Toxic
Colonialism:
Waste and
Capital**

Barsalou, Oliver and Michael Hennessey Picard.
2018, 'International Environmental Law in an Era
of Globalised Waste' *Chinese Journal of
International Law* 17, 887-906.

Allan, Jennifer. 2021, 'How to regulate waste in
our waste-full world' *International Institute For
Sustainable Development* 2021. Online:
[https://www.iisd.org/articles/how-regulate-our-
waste-full-world](https://www.iisd.org/articles/how-regulate-our-waste-full-world)

Supplementary:

Reassembling Rubbish, by Josh Lepawsky
(Memorial University):
[https://scalar.usc.edu/works/reassembling-
rubbish/index](https://scalar.usc.edu/works/reassembling-rubbish/index)

WEEK 8: Nov 7

**Environmental
Racism**

Levi Van Sant, Richard Milligan and Sharlene
Mollett. 2021, 'Political Ecologies of Race: Settler
Colonialism and Environmental Racism in the
United States and Canada' *Antipode* 53 (3), 629-
642. [https://doi-
org.proxy.lib.uwaterloo.ca/10.1111/anti.12697](https://doi-org.proxy.lib.uwaterloo.ca/10.1111/anti.12697)

	<p>Whyte, Kyle. 2018, 'Settler Colonialism, Ecology, and Environmental Injustice' <i>Environment and Society: Advances in Research</i> 9,125–144.</p> <p>Supplementary:</p> <p>Pulido, Laura. 2015. 'Geographies of race and ethnicity' <i>Progress in human geography</i>, 39:6, 809-817.</p>
<p>WEEK 9: Nov 14</p> <p>Cosmologies, Ecologies, Generations of Law</p>	<p>Deborah Curran, Eugene Kung, Ġáġvi Marilyn Slett. 2020, 'Ġviġás and Snəwayəł: Indigenous Laws, Economies, and Relationships with Place Speaking to State Extractions' <i>South Atlantic Quarterly</i> 119 (2): 215–241. doi: https://doi-org.proxy.lib.uwaterloo.ca/10.1215/00382876-8177735</p> <p>Katrak, Meaghan, and Mark Harris. 2019, "Native Title and Community: A Social and Environmental Justice Perspective." <i>Social Work and Policy Studies: Social Justice, Practice and Theory</i> 2, no. 1.</p>
<p>WEEK 10: Nov 21</p> <p>Savage Ecology</p> <p><i>One-to-One Meetings Scheduled</i></p>	<p>Essay Plan and Annotated Bibliography Due - submit by Friday 9pm CST - electronic submission via DropBox on LEARN</p> <p><i>What is Environmental Law? Or is it, Law of the Environment?</i></p>
<p>WEEK 11: Nov 28</p> <p>Law of the Environment: What is it and what does it hold for the future?</p>	<p>Wall Kimmerer, Robin. 2014, 'Wiindigo' in <i>Braiding Sweetgrass</i> Milkweed Editions. pp. 302-309; 374-384.</p> <p>Winona LaDuke, Deborah Cowen. 2020, 'Beyond Wiindigo Infrastructure' <i>South Atlantic Quarterly</i> 119 (2): 243–268. doi: https://doi-org.proxy.lib.uwaterloo.ca/10.1215/00382876-8177747</p>

WEEK 12:

Dec 5

Course

**Review, no
readings**

Final Essay Due

- submit by Monday Dec 12, 11:59pm
- 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

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](#). 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 2-3 business days (Monday to Friday, 8:30am-4:30pm, holidays exempted).

Privacy, Intellectual Property 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.

Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the

intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA, and/or St. Jerome's University for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA, or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

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 email 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 email to the professor during office hours together with the marked test or assignment.

Please note that the 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/ 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](#). 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/ 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](#). For information on categories of offences and types of penalties, students should refer to University of Waterloo [Policy 71, Student Discipline](#). For typical penalties, check the [Guidelines for the Assessment of Penalties](#).

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](#).

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.

Mental health services: All of us need a support system. The SJU faculty and staff encourage students to seek out mental health support if they are needed. *Due to COVID-19 and campus closures, UW’s in-person counselling services are extremely limited, and most support will be provided online or by phone. Students are advised to contact Counselling Services by phone or email.*

On Campus:

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 x32655
- **MATES:** one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7:

- **Good2Talk:** Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 x6880
- **Here 24/7:** Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME:** set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 x213

Full details can be found online on the Faculty of Arts [website](#).

Download [**UW and regional mental health resources \(PDF\)**](#)

Download the [**WatSafe app**](#) to your phone to quickly access mental health support information

Law of the Environment: Supplementary reading and research 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 21st 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.

Lepawsky, Josh, Erin Araujo, John-Michael Davis, and Ramzy Kahhat. 2017. 'Best of Two Worlds? Towards Ethical Electronics Repair, Reuse, Repurposing and Recycling'. *Geoforum* 81 (May): 87–99. [doi:10.1016/j.geoforum.2017.02.007](https://doi.org/10.1016/j.geoforum.2017.02.007).

Lepawsky, Josh. 2015. *Bigger, Better, Faster, More? Breaking the taboo of production*. [Discard Studies](#).

Lepawsky, Josh and Max Liboriron. 2022, *Discard Studies: Systems, Wasting, and Power* (MIT Press)

Liboriron, Max. 2021, *Pollution is Colonialism* Duke University Press.

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.
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Key Authors for Further Reading:

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Critical Environmental Justice: Laura Pulido; Kyle Whyte
Eco-Law: Margaret Davies; Bruno Latour
Law's Environments: Andreas Philipopolous-Mihalopolous; Anna Grear
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