



COURSE OUTLINE

INTRODUCTION TO ENVIRONMENTAL MANAGEMENT

In grateful acknowledgement of the L'kwungen & W̱SÁNEĆ peoples upon whose territories we are able to live and learn.

CONTACT

camo@uvic.ca (preferred) or 250-721-7330

Ways to contact me

- *Note: Before reaching out, please **review the course outline**, as much valuable information is included there.*
- I will host an **open office hour** from **14:00-15:00 on Thursdays** where anyone can attend and ask questions and discuss the course with others present.
- I will host an additional hour of **one on one meetings from 15:00-16:00 on Thursdays**
 - **Procedure:** join Zoom sometime after 15:00; if I am not available (i.e. I am with another student), register by adding your name to the Chat and wait in the main Zoom space; I will meet with students in the Chat order in a separate breakout room.
- I have also set up a **"Course Info" discussion forum** (on Brightspace) where you can ask questions about the course. I will try to respond within 24 hours, and others can benefit from the answers. For questions of a more private/personal nature, you can **email me**. Note: I receive a high volume of messages and am not able to respond immediately. I will aim to reply within 24 hours (not including weekends). Please do not leave important matters to the last minute.
- Note: Your Teaching Assistant will communicate ways of contacting them, for **questions about labs**.

LABS

All students must be registered in both lectures and labs. The lab component of Geog 209 is intended to complement lectures, affording you the opportunity to further engage with course material in a more intimate discursive setting; to integrate and apply knowledge; and to develop specific skills through the assignments. Each lab is led by a teaching assistant (TA) in coordination with the course instructor.

B01, Mondays 3:30-5:20 TA: Christine Todd greenchristine11@gmail.com

B02, Tuesdays, 12:30-2:20 TA: Christine Todd greenchristine11@gmail.com

B03, Wednesdays, 10:30-12:20 TA: Katlyn Keats kkeats@uvic.ca

B04, Thursdays, 8:30-10:20 TA: Katlyn Keats kkeats@uvic.ca

B05, Fridays, 8:30-10:20 TA: Katlyn Keats kkeats@uvic.ca

During the term, you will be undertaking four lab assignments as well as preparing for in-class activities. You will also be assessed on your positive contribution to the lab experience, recognizing the challenges of the current circumstances. The lab component of the course counts for 50% of your mark.

COURSE DESCRIPTION

Featuring **lecture** and **lab** components (delivered **online** this semester), Geog 209 is one of our core 200-level Geography courses and a pre-requisite for a number of upper-level Environment and Sustainability stream offerings. Building primarily on Geog 101A, this course investigates **the means by which we attempt to manage environments** (terrestrial, marine, urban) in a time of daunting socio-ecological crises. We commence by setting the physical, historical, cultural, and political **contexts** within which

environmental governance takes place, especially in BC and Canada. We then engage with the multiplicity of **perspectives and approaches** to “management” and at some specific **concerns** including fisheries, forests, parks & protected areas, minerals & energy, water, and cities. The course is furnished with relevant **local, national, and international case studies** and, given BC’s unique historic context, maintains a consistent focus on environmental management with reference to ongoing **colonialism and Indigenous resurgence**.

We adopt a **critically optimistic approach**, that focuses on carefully interrogating existing practice while exploring promising opportunities for addressing socio-ecological crises. Our approach takes bearings from political ecologist Paul Robbins (2004) who uses the metaphor of the hatchet and the seed to promote critical pragmatic inquiry. With the **hatchet** we want to reveal the dynamics of the dominant paradigm that has had such devastating effect, “cutting and pruning away the stories, methods and policies that create pernicious social and environmental outcomes.” With the **seed** we want to better understand creative ways for living in genuinely restorative, regenerative, peaceful, and just ways.

EVALUATION

You will be evaluated on the following required elements:

1. **Lab assignments (4) + participation** as laid out in lab manual (50%)
2. **Self-guided studies** due Sept 21, Oct 5, and Nov 16 (9%)
3. **Midterm** 1h20 delivered online at the regular scheduled class time on Oct 22 (16%)
4. **Final Exam** scheduled by registrar in December (25%)

GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+	9	90-100%	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.
A	8	85-89%	
A-	7	80-84%	
B+	6	77-79%	Very good, good and solid performance. These grades indicate a good grasp of the subject matter or excellent grasp in one or more areas balanced with satisfactory grasp in the other areas.
B	5	73-76%	
B-	4	70-72%	
C+	3	65-69%	Satisfactory, or minimally satisfactory. These grades indicate a mere satisfactory performance and knowledge of the subject matter.
C	2	60-64%	
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.

Special Notes on Online Delivery

Given the current situation and need for physical distancing, both lecture and lab components will be delivered online. While it is no doubt valuable to meet face to face, we are doing everything we can to reproduce a positive setting for engagement. Your patience, curiosity, and ability to adapt are greatly appreciated. Indeed, in a world of increasing precarity, our abilities to connect, support each other, and nimbly respond to challenges is crucial. That is resilience.

The course involves a mix of live lectures and discussions delivered online and self-guided studies. **Please note: attending the live lectures and labs at the designated times is a required component of this course.**

Because of its online delivery there might be some additional challenges for you as a student. **Please read the following carefully and keep in mind for the course:**

- You can find useful information on online learning at the [UVic Learn Anywhere](#) portal.
- Much of this course will be delivered “live” on Mondays and Thursdays from 11:30-12:50 (Pacific Daylight Time) and during designated lab time through the **Zoom** (video-conferencing) platform. All UVic students are automatically provisioned with access to Zoom. Log in through Brightspace. Be sure to authenticate first.
- **Attending the live lectures** at the designated times is expected. Real-time interaction with the instructor and class-mates as well as the structure provided by having set times greatly enhances the learning experience. I recognize that you may face unusual challenges in the context of the COVID-19 disruption and that some students may be joining the class remotely from vastly different time zones and I will not be taking attendance during the lecture sessions (although lab attendance is assessed due to the central importance of participation/discussion).
- Note: on some days, there will be **self-guided learning** components and we will not meet for live sessions (see course schedule).
- **Brightspace** (which has replaced CourseSpaces) is the main course hub where you will access materials (e.g. the course outline, readings, lab manual, links), complete quizzes and exams, submit assignments, and check your grades.
- **Technology requirements:** You will need reliable access to the internet and a computer (preferably with webcam/microphone) or a smartphone to connect with the class for the online lessons (through Zoom). You should be comfortable using a word processor such as MS Word (Office 365) and will be required to submit some assignments in .doc or .pdf formats. Assignment #4 will require some familiarity with presentation software (e.g. PowerPoint, Google Slides, iMovie).
- The online format can seem strange and awkward at first, but we will do everything possible to make this a **comfortable and effective learning environment**. Keep in mind that we are all new to this format and we all need to be forgiving, open-minded and adaptable. We’re in it together.
- Ensure you have a **distraction-free** space at home (or elsewhere) for the online classes.
- To help **build community**, you are encouraged to turn your video on during sessions. However, I understand there are circumstances in which you may be unwilling or unable to do so which is perfectly acceptable. Remember when joining with video, your classmates will be able to see your background... so hide embarrassing things. ☺
- The **“live” portion** of the course (including labs) will involve lectures, break-out group sharing, class discussion, and time for questions and answers. Please listen carefully to directions given at the beginning of class around asking questions (through the Chat feature). When you are not actively contributing, please ensure you “mute” yourself to reduce ambient noise.
- Please be respectful, constructive, and professional in all your online interactions. No falling into troll-mode.

COURSE SCHEDULE

Week	Date/Topic	Labs
Week 1	Sept 10 – Welcome and Overview	No labs
Week 2	Sept 14 – Environmental Management Context I: physical geography, climate & ecological crises, jurisdiction & legal context, complexity & uncertainty	Welcome + Overview + Introduction to Assignment #1 + “What is Education For?” discussion +
	Sept 17* Self-guided study on colonialism, reconciliation & resurgence (no live class)	
Week 3	Sept 21 – Environmental Management Context II: Colonialism, reconciliation, & resurgence + Self-guided study #1 due	Video: Bog in My Backyard
	Sept 24 – Environmental Management Context III: Political-economic setting	
Week 4	Sept 28 – (Competing) visions, values & approaches to Environmental Management	Assignment #1 due + Video: Jumbo Wild
	Oct 1* – Self-guided study: on the case of the collapse of the Atlantic Cod Fishery (no live class)	
Week 5	Oct 5 – Modern fisheries and forestry management (and its discontents) + Self-guided study #2 due	Intro to other assignments + Video:
	Oct 8 – Contemporary issues with forest management in BC guest speaker: Torrance Coste (Wilderness Society)	
Week 6	Oct 12 – No class (Thanksgiving)	No labs
	Oct 15 – Management of Pacific Salmon guest speaker: Misty MacDuffee (Raincoast Conservation Society)	
Week 7	Oct 19 – Adaptive Ecosystem-Based Management	No Labs
	Oct 22 – Midterm	
Week 8	Oct 26 – Parks & Protected Areas Management	Assignment #2 due + sharing visions
	Oct 29 – Parks & Protected Areas Management	
Week 9	Nov 2 – Marine Protected Areas guest speaker: Charlie Short (BC Government)	Assignment #3 due + sharing Infographics
	Nov 5 – Indigenous Protected Areas guest speaker: TBA	
Week 10	Nov 9 – No class (Reading Break)	No Labs
	Nov 12* – Self-directed study on Managing Energy & Mineral Resources (no live class)	
Week 11	Nov 16 – Managing Energy & Mineral Resources + Self-guided study #3 due	Open office hours with TA
	Nov 19 – Managing Water Resources	
Week 12	Nov 23 – Environmental Impact Assessment & Land Use Planning	Assignment #4 – Presentations
	Nov 26 – Environmental Impact Assessment & Land Use Planning	
Week 13	Nov 30 – Managing Urban Environments	Assignment #4 – Presentations
	Dec 3 – Looking back, looking forward	

* indicates days when there will be no live class and you will work on a self-directed study.

DISCLAIMER

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances. Please consult [Brightspace](#) frequently for any updates.

REQUIRED TEXT & READINGS

The following is the required textbook for this class:

Dearden, P. et. al. (2020) *Environmental Change & Challenge*. Don Mills, ON: Oxford

Note: A special tailored (cheaper) version of the book containing only the chapters covered in Geog 209 may be available through the UVic bookstore.

Additional essential readings (journal articles, book chapters, and other sources) will be found online (i.e. through [Brightspace](#) or the [UVic Library](#)).

Please ensure you have access to the relevant readings during class and lab sessions.

Reading effectively is absolutely essential for success in this course. Along with lecture and lab material, assigned readings will be tested on the midterm and final. Be mindful that simply reading without engaging with the material is essentially useless in that the material has no chance of moving from short to long term memory. It is critical to mark up, highlight, take notes, and critically reflect while reading anything. While it seems cliché, investing time and effort in the short time you are here will pay off in often unexpected ways. Make a commitment to focus this semester!

LEARNING OUTCOMES

This course presents an opportunity to learn about environmental management, but more importantly an opportunity to develop certain skills and cultivate good habits. Specifically, disciplined and focused students will leave this course with:

1. A clearer, more precise understanding of the historical, cultural, and political drivers of environmental change; the social, ecological, and health consequences of our current societal trajectory; and the rationale for action (e.g. management).
2. A basic understanding and tools to critically assess various conceptual framings of and approaches to environmental management.
3. Enhanced critical thinking skills: i.e. recognizing multiple perspectives and the values and assumptions underlying each (including our own), evaluating debates, precisely defining questions and problems, making interconnections, evaluating evidence and arguments and arriving at defensible positions on environmental management issues.
4. Enhanced skills in focused reading, creative and practical communication, group-work, and presenting developed through labs.
5. A better appreciation of the importance of a critical environmental education for one's own well-being and civic responsibility (i.e. recognition of one's own linkages to socio-ecological problems and solutions).
6. Better habits in terms of discipline, focus, intentionality, consistency, organization, confidence, courage, conscientiousness, empathy, and dedication.

GEOGRAPHY DEPARTMENT INFO

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

BRIGHTSPACE

You will access the [Brightspace](#) site for important announcements, to submit assignments, and to access information handouts, instructor slides, readings, your grades, and other stuff. Guidance for navigating Brightspaces (which replaced CourseSpaces) is [available](#).

EXPECTATIONS OF BEHAVIOUR

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.

POLICY ON LATE ASSIGNMENTS

Policies on late assignments will be discussed in the lab section.

ACADEMIC INTEGRITY

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](#).

ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, 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.

POSITIVITY AND SAFETY

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

SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC

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

COURSE EXPERIENCE SURVEY (CES)

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.

NOTES ON 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