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**COURSE OUTLINE  
INTRODUCTION TO ENVIRONMENTAL MANAGEMENT**

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**Lecture: Monday & Thursday 11:30am – 12:50pm**

**David Turpin Building A104**

**Office Hours:** Wednesday 10am-12pm

**Office Location:** DTB B208

**Contact:** [jmateer@uvic.ca](mailto:jmateer@uvic.ca)

\*Note: I receive a high volume of messages and am often 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.

Your TA will communicate ways of contacting them for questions about labs.

**We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.**

## **COURSE DESCRIPTION**

Our reliance on the natural world for essential resources and quality of life is undeniable. However, our seemingly unquenchable thirst for these resources is propelling us towards an impending environmental catastrophe. This course investigates the means by which we attempt to manage (and steward) these resources and environments in a time of multiple intersecting socio-ecological crises. This includes issues related to the extraction, exploitation, planning, and management of resources. A worldview regarding resources is both context-specific and individual-specific. We will select out the specifics of both. The interface of resources with human systems (e.g., economic growth, city-building, politics) will always be central to the discussion.

What was once solely within the realm of economics, today's strategies for resource and environmental management are becoming increasingly interdisciplinary. Over the last fifty years, the field of resource and environmental management has progressed from concepts like multiple use and integrated watershed management to more advanced approaches such as integrated resource management, regional land-use planning, ecosystem-based management, and culminating in integrated resource and environmental management. A common thread running through these diverse approaches is an underlying environmental consciousness. Nevertheless, the question remains: have environmental concerns genuinely achieved an equal footing with economic and political considerations in decisions regarding resource extraction and utilization?

This course has been organized to blend theoretical concepts with practical applications and community

engagement. I hope to seamlessly integrate ideas surrounding integrated resource and environmental management with the hands-on methodologies currently employed by professionals. The course structure entails weekly lectures that introduce a range of ideas and approaches used in resource and environmental assessment. Additionally, there are weekly labs designed for you to put into practice the concepts and techniques elucidated during the lectures.

While the scope of the course will be international, the essential Canadian resource debates represent the core: agriculture, the fishery, forestry, mining (diamonds and gold), petroleum (oil and natural gas, plus ancillary issues such as fracking and pipelines), soil and water. The approach of the course, meanwhile, is inter-disciplinary, and draws upon the geographic sub-disciplines of planning, management, environmental assessment, etc. to flesh out the concerns and debates. This permits the course to entertain how societies nest and endure within the biosphere.

#### LECTURES & LABS

All students must be registered in both a lecture and a lab section. The lab component of Geog209 is intended to complement lectures, affording you the opportunity to further engage with course material in a more intimate setting; to integrate and apply knowledge; and to develop specific skills through assignments. Each lab is led by a teaching assistant (TA) in coordination with the instructor. More information on Labs is available on Brightspace under “Instructions”

#### Labs in DTB B311

B01, Tuesday	12:30-2:20	TA: Riley Sondergaard
B02, Wednesday	10:30-12:20	TA: Riley Sondergaard
B03, Thursday	8:30-10:20	TA: Karl Hare
B04, Friday	8:30-10:20	TA: Adam Regier
B05, Fridays	12:30-2:20	TA: James Roszel

**KEY THEMES:** Ecosystem restoration, land use policy and planning, water resources management, pollution control, climate change mitigation and adaptation, biodiversity, sustainability, TEK

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#### REQUIRED TEXT AND RECOMMENDED TEXTS

There is no required textbook for this course. All readings are available digitally through UVic libraries or will be uploaded on Brightspace.

Optional readings and recommended readings will also be available on BrightSpace. For those students who have a limited background in geography, recommended texts may provide a bit of essential background for the theme of the week. Optional readings are for those students wishing to explore the theme further, perhaps for their final essay.

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#### 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:

- A clearer understanding of the historical, cultural, and political drivers of environmental change; the social, ecological, and health consequences of our current trajectory; the rationale for action (e.g. management), and the complex context within which “management” is undertaken.

- A clearer understanding of the role of colonialism and Indigenous resurgence in how environmental governance plays out within what is now known as BC (and Canada)
- A basic understanding of and tools to critically assess various conceptual framings of and approaches to environmental management and governance.
- 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.
- Enhanced skills in focused reading, video and narrative analysis, group-work, research and effective communication/dissemination of your findings developed through lab work.
- 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).

## EVALUATION

Midterm Exam	20%
Final Exam	30%
Lab Assignments	50%

You can expect to acquire the following skills:

**Critical Thinking:** by applying seminar discussions and readings to discussions and assignments, students will develop an ability to think critically about the geopolitical and geographic ideas and theories that have historically shaped and continue to inform political events.

**Communication:** to develop written communication skills through course assignments and to develop verbal communication skills and self-confidence through seminar discussions and a class presentation.

**Time Management and Personal Responsibility:** attending online seminars and by handing in assignments on time.

**Working in a Team:** by working with a group on your infographic and presentation you will develop skills for working with a diverse group of people in order to accomplish a common goal.

## IMPORTANT ASSIGNMENT NOTES:

**Assignment:** For all assignments use 12 pt. Font, Times New Roman, 1-inch margins, number pages, and a list of references. You do not need to include a title page, but DO include your name, my name, the course number, and the date at the top of the first page.

**Referencing:** Students are required to follow the APA style guide posted on Brightspace.

## GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade point	Grade scale	Description
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	value		
<b>A+</b> <b>A</b> <b>A-</b>	9 8 7	90-100% 85-89% 80-84%	<b>Exceptional, outstanding and excellent</b> 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> <b>B</b> <b>B-</b>	6 5 4	77-79% 73-76% 70-72%	<b>Very good, good and solid</b> 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.
<b>C+</b> <b>C</b>	3 2	65-69% 60-64%	<b>Satisfactory, or minimally satisfactory.</b> These grades indicate a satisfactory performance and knowledge of the subject matter.
<b>D</b>	1	50-59%	<b>Marginal</b> Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
<b>F</b>	0	0-49%	<b>Unsatisfactory</b> performance. Wrote final examination and completed course requirements; no supplemental.
<b>N</b>	0	0-49%	Did not write examination or complete course requirements by the end of term or session; no supplemental.

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## GEOGRAPHY DEPARTMENT INFO

- Geography Department website: [uvic.ca/socialsciences/geography/](http://uvic.ca/socialsciences/geography/)
- Geography Department Chair: [geogchair@uvic.ca](mailto:geogchair@uvic.ca)
- Geography Undergraduate Advising: [geogadvising@uvic.ca](mailto:geogadvising@uvic.ca)

## BRIGHTSPACE

I will post the course syllabus, link to any online lectures, and any additional relevant materials on the course's Brightspace website.

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## POLICY ON LATE ASSIGNMENTS

- Assignments submitted ON TIME will receive my full attention & useful feedback.
- Please speak with me well in advance if you anticipate a delay in submitting your work, particularly when dealing with illness or family conflicts.
- 10% per day penalty for late assignments, including weekend days.

\*\* All assignments must be done exclusively for this course.

## 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 submissions, and aiding others to cheat.**

**Policy on Academic Integrity:** [web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html](http://web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html)

If you have any questions or doubts, talk to me, your course instructor. For more information, see [uvic.ca/learningandteaching/cac/index.php](http://uvic.ca/learningandteaching/cac/index.php).

Students are reminded that submitting for credit any academic work which has been submitted (or where credit has already been obtained) in another course is listed among academic offenses as academic dishonesty.

## **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 ([uvic.ca/services/cal/](http://uvic.ca/services/cal/)). The CAL 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](http://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](mailto:svpcoordinator@uvic.ca)

Web: [uvic.ca/svp](http://uvic.ca/svp)

## **RESOURCES FOR INTERNATIONAL STUDENTS**

The University of Victoria offers a number of resources to support international students as they pursue their studies. UVic's [International Centre for Students](#) is the primary office supporting international students on campus at the university-wide level and provides various supportive program through the [UVic Global Community Initiative](#), including a Mentorship Program and Conversation Partner Program. For academic advising-related questions, students in the Geography Department are also encouraged to meet with the Geography Undergraduate Advisor ([geogadvising@uvic.ca](mailto:geogadvising@uvic.ca)) as well as an academic advisor in the [Academic Advising Centre](#) early in their studies to help map out a plan to declare a major and complete university program requirements. Other resources include the [Centre for Academic](#)

[Communication](#) and the [Math and Stats Assistance Centre](#). International students are also encouraged to contact the International Student Liaison in Geography (Prof. CindyAnn Rose-Redwood, [cindyann@uvic.ca](mailto:cindyann@uvic.ca)), who can assist in making connections with other international and domestic students in the Geography Department and share opportunities for getting involved in departmental activities more broadly.

### **POLICY ON CHILDREN IN CLASS**

It is my belief that if we want women and parents in academia, we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is, thus, a reflection of my own beliefs and commitments to students, staff, and faculty parents.

1) All exclusively breastfeeding and chestfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women or people can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they must choose between feeding their baby and continuing their education. You and your nursing baby are welcome in my class anytime.

2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

### **POLICY ON RECORDING LECTURES**

According to the university's Intellectual Property Policy (GV0215), professors and instructors are the authors of their original course materials, lecture notes, and lecture presentations. Accordingly, they own the copyright in these materials. A lecture constitutes an instructor's intellectual property. A student must get permission to record the lecture from their instructor. Any material for the course (e.g., lecture notes, PowerPoints, syllabus, including a recording of a lecture) is made solely for the use of the student registered in the course for research and private study only. These materials must not be posted online or shared with other students without the instructor's permission. In some cases, a student with a perceptual disability will be eligible for an academic accommodation to record a lecture. Please visit the Centre for Accessible Learning (CAL) website for more information. You should be aware that there are policies and legislation regarding academic accommodation. Should you have any questions, please contact the Copyright Office.

### **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 online 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.

### WEEKLY CALENDAR

WEEK	DATE	Lecture Topics	Lab Topics
1	September 7 <sup>th</sup>	Introduction to the course	No labs this week – please make sure you have enrolled in a lab.
2	September 11 & 14	Evolution of Environmental Management & Principals of Sustainability	Lab 1: Introduction to Labs Discussion on sustainability - what is it and what does it mean?
3	September 18 & 21	Biodiversity Strategies and Environmental Regulations  ** September 22 <sup>nd</sup> is the last day for adding courses that begin in the fall term.	Lab 2: Field Trip: The UVic Orchard
4	September 25 & 28	Environmental Policies and Regulations  25 <sup>th</sup> : Guest Speakers: From London, Ontario's "River Group"	Lab 3: Policy evaluation of London Ontario's Dam decommissioning in Lab  Lab 1 – What is Sustainability Due
5	October 5 <sup>th</sup>	Introduction to two-eyed seeing in environmental management & discussion of Environmental Assessment	Lab 4: Discussion of and work period for your Infographic Assignment.
6	October 12 <sup>th</sup>	Introducing Issues in Water and Marine Management  Guest Speaker: Kim Dunn from the WWF, expert in Marine Conservation, issues of Shipping and	Lab 5: Discussion on two-eyed seeing/ braided approaches in environmental management/ environmental stewardship
7	October 16 & 19	Midterm in Class and Film	No labs this week
8	October 23 & 26	Water management	Work period for Infographic. Please come to class to work in

		October 23: Guest Speaker: Jacqueline Howard from BC Energy Regulator	your group. Your TA will be there to support your group.
<b>9</b>	October 30 & November 2 <sup>nd</sup>	Future Trends: Conservation Impact Bonds  ** October 31 <sup>st</sup> is the last day for withdrawing from first term courses without penalty of failure.	Lab 6: Discuss conservation impact bonds and get into debate teams.
<b>10</b>	November 6 & 9	Management of Mines and Precious Minerals  Guest Speaker: Jolene Jackson, Policy Analyst in Mining and Mining Governance in BC	Motion 1 Debate  *Written assignment for the debates due as well
<b>11</b>	November 13 & 18	Forestry and the Management of Forest Resources	Motion 2 Debate  *Written assignment for the debates due as well
<b>12</b>	November 20 & 23	Waste management: resource or curse?	In class discussion
<b>13</b>	November 27 & 30	Managing Risks: Emergency preparedness and disaster management  Guest Speaker: Emily Dicken, Director of North Shore Emergency Management	Presentations of Infographics in Class and wrap up
<b>14</b>	December 4	Review (on your own) No class in observance of the National Day of Remembrance and Action on Violence Against Women	No labs this week

## DISCLAIMER

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

## NOTE:

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/](http://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/](http://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/](http://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](http://uvic.ca/services/indigenous/students/programming/elders/index.php)