



University
of Victoria
Geography

Course Syllabus
Geography 209
Introduction to Environmental Management
Fall 2015
Department of Geography, University of Victoria

Instructor: Dr. Michele-Lee Moore

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Office Hours: Monday 2:30 – 3:30 pm, Tuesday 1:00 – 3:00 pm

Course Information

Prerequisites: 101A and 103

Lecture: Mon, Thurs 1300-14:20 pm; ECS 116

Labs:

A02 M	1530-1720	DTB B311	Byron Smiley	byrons@uvic.ca
A03 T	1030-1220	DTB B307	Angela Fortune	fortune@uvic.ca
A04 W	1030-1220	DTB B311	Cathryn Brandon	catyrose@uvic.ca
A05 R	1000-1150	DTB B307	Cathryn Brandon	catyrose@uvic.ca

Course Overview and Rationale for GEOG 209

Featuring both a lab and lecture component, Geog 209 is the core 200-level course in the Department of Geography's "Environment and Sustainability" concentration. Having developed an understanding of the biophysical elements and processes that comprise our ecosystems in 101a and 103, this course turns to exploring how humans attempt to manage our relationship with, and as part of, those ecosystems.

The course will explore the recent historical context and patterns in environmental management and interrogate the social and ecological challenges created by that management system. We will then move to examine the latest theories, ideas, tools, and approaches that offer us hope for creative solutions, and for living in a manner that allows for a more sustainable and just trajectory. Local and international examples will be used.

The course has been designed to begin to prepare you for working in complexity – given the uncertainty posed by climate change, the history of colonialism in Canada and many other regions in the world, the diversity of perspectives aiming to “manage” the environment together, and the social and ecological disturbances we face in the world today, complexity cannot be avoided. The course also prepares students for further exploration of related topics in the Geog 300 level courses such as: Geog 301 Environmental Impact Assessment, Geog 353 Coastal and Marine Resources, Geog 357 Parks and Protected Areas, and Geog 371 Water Resources Management.

Readings

A textbook will not be used for this course. Readings will be assigned on Coursespaces. The readings have been selected to expand the knowledge that you will gain from in-class materials.

Instructor Expectations/Student Responsibilities

It is *expected* that you will attend class and be actively engaged in class discussions and analyses of environmental management issues. It is *hoped* that through this engagement, you will develop a curiosity to know more about these issues beyond this course. I recognize that students prefer to contribute to classes in different ways, and I have made an attempt to create assignments, exercises, and assessments to consider those differences. In turn, I expect you to contribute meaningfully to the class through in-class and in-lab discussions and assignments, and to conduct yourself in a way that also encourages and respects that everyone else will also contribute in their own way. Both you (the student) and I (the instructor) have a responsibility to: come to class, be prepared to discuss the subject area, and create a positive, constructive learning environment for others, which includes turning cell phones off (ringers, SMS and email functions can all be distracting) and not using the internet for activities unrelated to the class lectures and discussions during class time.

Class will start on time. While I recognize that unfortunate circumstances do arise on occasion, if you are more than 10 minutes late, you have missed the class for the day. Leaving early is similarly disruptive and similarly unwelcomed, unless you have planned this ahead of time with me.

Communication

Coursespaces will be used in this course for all course communication, including announcements, course materials, readings, and details about assignments, therefore please monitor and check Coursespaces frequently. If you have any questions or concerns with the course or your assignments, please feel free to meet me during office hours or by appointment, or contact via Coursespaces email.

Please remember that our correspondence is just as much a part of your professional development as learning the content of the course. Therefore, please do not confuse it with texting, Facebook, DMs, or any messaging service and follow proper etiquette.

I will attempt to respond to emails in a timely fashion, although depending on my schedule delays may occur. Therefore, be prepared to wait up to 48 hours for a response during the week. Email will only be checked sporadically on weekends. Therefore, you should expect that emails sent over the weekend may not be answered until Monday at the earliest.

Learning Goals and Outcomes

Goal: To provide students with the materials, resources, and activities that will allow you to describe and analyze trends in environmental management and to explain and create strategies to address current challenges and issues.

Outcomes:

By the end of this course, you should be able to:

- Identify, examine and analyze key issues facing those engaged in environmental management activities
- Identify and understand the various actor groups, values, ways of knowing, and interests that shape our social-ecological relationships
- Describe and analyze the dilemmas face individuals, communities and countries in their use and management of natural resources
- Define and describe the factors influencing dispute and co-operation over the use of natural resources
- Summarize, compare and contrast concepts and frameworks used to shape environmental management approaches
- Use academic literature gathered through independent research, lecture notes, lab materials, and notes from class discussions and activities to assess a critical environmental management issue or approach and proposed solutions
- Demonstrate advancement in depth of knowledge and ability to analyze environmental management issues and to communicate scientific information to target audiences such as resource management decision-makers and the public
- Show improvement in writing, presentation skills, and the ability to debate complex issues in small and large groups both in class and through lab assignments

Assessments

Learning outcomes will be assessed using the following:

- Lab Assignments (details to be provided in the Lab Manual): 45%
- Midterm: 15%
- In-class contributions (Based on the substantive nature of your contributions, not just frequency, and may include in-class time, or through CourseSpaces forums): 10%
- Final Exam: 30%

Late Policy:

Late assignments will be penalized 10% per day for 3 days, after which they will not be accepted. In-class contributions and presentations that are not prepared on time will be given zero since substitutions to later dates are not optional. Failure to complete any one of the assignments may result in a failure of the course. If for a legitimate reason (e.g. verifiable serious illness or family emergency), you must miss the midterm or final exam then you must notify the instructor before writing to make alternative arrangements. Failure to do so will result in a zero.

Grading Policy:

Posted directly from the UVic undergraduate calendar:

Undergraduate Grading Scale			
Passing Grades	Grade Point Value	Percentage *	Description
A+ A A-	9 8 7	90 – 100 85 – 89 80 – 84	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
B+ B B-	6 5 4	77 – 79 73 – 76 70 – 72	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
C+ C	3 2	65 – 69 60 – 64	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
D	1	50 – 59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
COM	Excluded Grade	N/A	Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.
CTN	Excluded Grade	N/A	Continuing . Denotes the first half of a full-year course.
Failing Grades	Grade Point Value	Percentage *	Description
E	0	0 – 49	Conditional supplemental. Supplemental examinations are not offered by all departments and the allowable percentage may vary by program (e.g. 35-49). Students will be advised whether supplemental will be offered and if the percentage range varies when assessment techniques are announced at the beginning of the course.
F	0	0 – 49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.
N	0	0 – 49	Did not write examination or complete course requirements by the end of term or session; no supplemental.
N/X	Excluded Grade	N/A	Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
F/X	Excluded Grade	N/A	Unsatisfactory performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.

Academic Integrity:

Please review <http://web.uvic.ca/calendar2011/FACS/UnIn/UARe/PoAcI.html> for university policy on academic integrity and useful information on avoiding plagiarism. Any form of academic dishonesty will result in an automatic "F" for that assignment or test and possibly the course for all individuals involved.

Accessibility:

Students with diverse abilities and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodation, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. The RCSD staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <http://rcsd.uvic.ca/>.

Recording:

If you prefer to record lectures or class exercises, or use any sort of device for images in the classroom, please ensure you follow the principles of prior, informed consent with the instructors and fellow students.

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.

Course Experience Survey (CES):

I value your feedback on this course. Towards the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help guide improvements for the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor(s) demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor(s) could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

Tentative Schedule

THEME	DATE	READINGS & ASSESSMENTS
Introduction to concept of environmental management	Sept 10 - 17	Berkes (2010)
Perspectives and ways of knowing in social-ecological relationships	Sept 21 - 24	Aikenhead & Ogawa (2007) Lab Assignment #1 Due
Environmental Impact Assessments	Sept 28 - Oct 1	
Public Participation	Oct 5 - 8	Innes & Booher (2007) Lab Assignment #2 Due
No class - Thanksgiving	Oct 12	No Labs
Public Participation and Management Models	Oct 15 - 22	No Labs Midterm - October 22
Protected Areas	Oct 26 - 29	Lab Assignment #3 Due
Ecosystem-based Management & Adaptive Management	Nov 2 - 5	Armitage et al. (2009) Lab Assignment #3 Due
Reading Break	Nov 9 -11	No Labs
Decision-making and complexity	Nov 12 - 19	Lab Assignment #3 Due
Market Mechanisms	Nov 23 - 26	Warner (2005); Baggini (2015); Proctor (2015) Lab Assignment #4 Due
Course Wrap-Up	Nov 30 - Dec 3	