

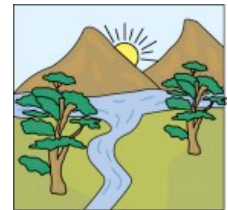


# GEOG 209 - Intro. to Enviro. Management

## Course Info

**Instructor:** Dr. Cameron Owens [camo@uvic.ca](mailto:camo@uvic.ca) (250) 721-7330  
Office Hours: R 15:00-17:00 in room DTB B210

**LECTURE:** MR: 13:00-14:20 in HSD A240  
**LABS:** B01 M 15:30-17:20 in DTB B311; TA TBA  
B02 T 12:30-14:20 in DTB B311; TA TBA  
B03 T 10:30-12:20 in DTB B311; TA TBA  
B04 R 8:30-10:20 in DTB B311; TA TBA



## Overview

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. Building primarily on Geog 101A, this course interrogates the means by which we attempt to manage terrestrial, marine, and urban environments in a time of great ecological and social disruption. After a basic overview of the who, what, where, when, why and how of environmental management, the course introduces three meta-approaches to management: environmental protection (parks and protected areas), sector-based resource and pollution / waste management; and sustainable development (through environmental impact assessment and comprehensive land use planning). Through each of these sections, we critically examine existing strategies identifying concerns and shortcomings and positing promising pathways forward, drawing on local BC and other relevant national and international case studies and a consistent focus on Indigenous peoples. 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 celebrate and learn from those that are working out creative solutions for living on our planet in a genuinely sustainable and just way. Geog 209 prepares students for further exploration at the 300 level in 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.

## Assessment

Students will be evaluated on the following required elements:

- 1. Labs:** 3 assignments + participation (50%)
- 2. Midterm:** Oct 4<sup>th</sup>, 2018 (20%)
- 3. Final Exam:** to be scheduled by registrar (30%)

**Note on Undergraduate Grading:** Grading practices and procedures are guided by University policies specified in the Calendar. The Department is concerned about the potential problem of grade inflation and wishes to ensure equity in grading standards among colleagues. In cases in which grades for a course are substantially outside normal ranges, the Chair may ask the instructor to revise those grades. Instructors submit grades online, and those grades are available to students online as soon as they have been approved by the Chair. If the grades for a course are not available online, it means that the grades have not yet been approved by the Chair, and any grades posted elsewhere are unofficial and subject to change.

Students should pay particular attention to the qualitative indicators associated with each grade:

- A+ (90-100%); A (85-89%); A- (80-84%): Exceptional, outstanding and excellent performance. Achieved only by a small group of students. These grades indicate a student who is self-initiating, exceeds expectation, communicates clearly and effectively, has an insightful grasp of the subject matter, and generally shows deep commitment to scholarship.
- B+ (77-79%); B (73-76%): Very good / acceptable work, fulfilling expectations. These grades indicate a good or satisfactory grasp of the subject matter with no major weakness.
- B- (70-72%); C+ (65-69); C (60-64%); D (50-59): Some deficiencies in knowledge, understanding, or techniques; Mastery of some relevant techniques or concepts lacking.
- F (0-49): Failing grade. Unsatisfactory performance. see <http://web.uvic.ca/calendar2012/GRAD/FARe/Grad.html>

## Readings

There are no mandatory texts assigned for this class. Essential readings in the forms of journal articles, book chapters, and other sources will be posted on the CourseSpaces site (<http://coursespaces.uvic.ca/>) and must be read thoroughly and brought to class.

Reading effectively is absolutely essential for success in this course. Be mindful that simply reading without engaging with the material (i.e. marking, highlighting, taking notes and critical reflection) is essentially useless in that the material has no chance of moving from short to long term memory. Invest some time and effort and you will be rewarded.

**Note on Course Spaces:** You will access the Course Spaces site (which has replaced Moodle) not only for required readings but also for important announcements, instructor notes, your grades and additional information.

## Learning Objectives

Successful students will leave this course with:

1. Enhanced critical thinking skills: i.e. recognizing multiple perspectives and the values and assumptions underlying each (including our own), defining questions and problems, seeing interconnections, evaluating evidence and arguments and arriving at defensible positions on issues.
2. The ability to reconceptualize “resources”, “the environment” and “management” in the context of new approaches based on concepts such as resilience, ecosystem-based and adaptive management, traditional ecological knowledge, Indigenous resurgence and caretaking, and demand-side management.
3. Enhanced creative and practical communication, group-work and presentation skills developed through labs.
4. 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).

## Guiding Ideas

1. “As critique, political ecology seeks to expose flaws in dominant approaches to the environment... working to demonstrate the undesirable impacts of policies and market conditions [and] to “denaturalize” certain social and environmental conditions, showing them to be contingent outcomes of power and not inevitable. As critical historiography, deconstruction and myth busting research, political ecology is a hatchet, cutting and pruning away the stories, methods and policies that create pernicious social and environmental outcomes. The research has another side - [the seed, which looks to] preserve and develop specific, manageable and appropriate ways to make a living.” - Paul Robbins
2. “If you look at the science about what is happening on earth and aren’t pessimistic, you don’t understand the data. But if you meet the people who are working to restore this earth and the lives of the poor, and you aren’t optimistic you haven’t got a pulse. What I see everywhere in the world are ordinary people confronting despair, power and incalculable odds in order to restore some semblance of grace, justice and beauty in this world.” - Paul Hawken
3. “Children come into the world of wonder consumed with a desire for knowledge – demanding to know the who, what, when, where and why of life...sadly, their passion for thinking often ends when they encounter a world that seeks to educate them for conformity and obedience only...critical thinking involves first discovering ... those eternal questions of the inquisitive child and then using that knowledge in a manner that enables you to determine what matters most.” - bell hooks
4. “Our economy is at war with many forms of life on earth, including human life. What the climate needs to avoid collapse is a contraction of humanity’s use of resources; what our economic model demands to avoid collapse is unfettered expansion. Only one of these sets of rules can be changed, and it’s not the laws of nature -Naomi Klein
5. “I do not think the measure of a civilization is how tall its buildings of concrete are, but rather how well its people have learned to relate to their environment and fellow man.” - Sun Bear
6. “The standard paradox of the twentieth century: our tools are better than we are, and grow better faster than we do. They suffice to crack the atom, to command the tides. But they do not suffice for the oldest task in human history: to live on a piece of land without spoiling it.” - Aldo Leopold
7. “All men’s [~~sic~~]-miseries derive from not being able to sit in a quiet room alone.” - Blaise Pascal
8. “When a crisis occurs, the actions taken depend on the ideas that are lying around... [we need to] develop alternatives, to keep them alive and available until the politically impossible becomes the politically inevitable.” - Milton Friedman

### Important Dates – tentative schedule, consult CourseSpaces

Week 1	Sept 3 – <b>No Class</b>	Sept 6 – <b>Section 1: Overview of Enviro Mgmt.</b>	No Labs
Week 2	Sept 10 – The historic context of Enviro Mgmt on Turtle Island	Sept 13 – The who, what, where, when, why, how of Enviro Mgmt.	Lab 1
Week 3	Sept 17 – <b>Section 2: Enviro Protection (Parks &amp; Protected Areas) &amp; Beyond</b>	Sept 20 – 2:2	Lab 2
Week 4	Sept 24 – 2:3	Sept 27 – 2:4	Lab 3 – <b>Lab Ass. #1 due</b>
Week 5	Oct 1 – 2:5	Oct 4 – <b>Midterm</b>	<b>No labs</b>
Week 6	Oct 8 – <b>No Class</b>	Oct 11 – <b>Section 3: Resource, Pollution &amp; Waste Mgmt &amp; Beyond</b>	Lab 4
Week 7	Oct 15 – 3:2	Oct 18 – 3:3	Lab 5 – <b>Lab Ass. #2 due</b>
Week 8	Oct 22 – 3:4	Oct 25 – 3:5	Lab 6
Week 9	Oct 29 – 3:6	Nov 1 – 3:7	Lab 7 – <b>Lab Ass. #3 Presentations I</b>
Week 10	Nov 5 – <b>Section 4: Sustainable Development (Land Use Planning &amp; Enviro Impact Assessment) &amp; Beyond</b>	Nov 8 – 4:2	Lab 8 – <b>Lab Ass. #3 Presentations II</b>
Week 11	Nov 12- <b>No Class</b>	Nov 15 – <b>No Class</b>	<b>No labs</b>
Week 12	Nov 26 – 4:3	Nov 29 – 4:4	Lab 9 – Party
Week 13	Dec 3 – Wrap up	Dec 6 – <b>No Class</b>	<b>No Labs</b>

## Course Policies

**Late policy:** 10% penalty per day late for 3 days (for lab assignments).

You must contact instructor **before** midterm or final if you must miss (for legitimate, documented reason), after which we will make arrangements.

**Plagiarism and unauthorized use of an editor** – zero tolerance. If you are unclear about what constitutes a violation see UVic’s [academic integrity policy](#)

**Accessibility** – please connect with instructor and the [Accessible Learning Center](#) early if you may need accommodation

**Expectations of student behavior** - UVic Geography prides itself on being one of the top programs in the country. You are expected to take seriously your time as a scholar in our program. Do your part to ensure an engaging classroom. Be punctual, respectful, compassionate, and attentive.

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

I value your **feedback** on this course. Towards the end of term, 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.

