



**Geography 450**  
**Environment and**  
**Sustainability in Practice**  
January 2019

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**Instructor:** Dr. Sophia Carodenuto, [Instructor's Website](#)  
Email: carodenuto@uvic.ca  
Office: DTB 324  
Office hours: Wednesdays, 1:30 to 2:30 PM or by appointment

**Weekly Class:** Tuesdays 2:30 pm – 5:20 pm  
**Classroom:** Clearihue Building D134

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**Course Description:**

**UVic Calendar Entry:** "Examines the decision-making theory and real-world processes associated with resources management at the policy and field levels. Case studies used to illustrate decision making behaviour, from conflict to co-operation. Simulation sessions, field trip and field methods review".

Understanding how societies make decisions through their formal and informal governance processes is at the core of natural resource management and environmental sustainability. In the past decades, decision making processes have become much more complex and are facing a vast array of new challenges. As management systems have moved through shifting paradigms of integration, sustainability and ecosystem-based management, governance and decision processes have struggled to adapt and evolve. Information needs have become much more complex, our understanding of the human impacts on ecosystems is much more sophisticated, global economies, trade relationships and governance systems have become more integrated, and the rise of wide spread cyber-literacy has created new demands for citizen involvement and direct governance.

This course has been designed as a "capstone" course in applied geography for students interested in environmental sustainability and is best taken in the final term of their undergraduate coursework. The emphasis will be on the real-world practical application of knowledge and skills learned in other courses to the challenges facing society in making complex decisions.

Through lectures, discussions, writing, debates, current issues and guest speakers, the course will explore various policies and approaches to address the threats and opportunities in making decisions about the human use of our environment, and its resources. The first half of the course will introduce concepts, theory, history and approaches to decision making to meet contemporary challenges. In the second part of the course, a series of case studies will be examined to further explore real world examples of recent decision-making processes. The case studies currently proposed in the course outline can be adapted based on the interests and needs of the class.

## **Learning Objectives:**

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

- have a working knowledge of the history, major concepts and approaches to natural resource management decision making and governance institutions;
- understand the increasing complexity and challenges of balancing ecological and socio-economic values in decision processes and the demand for citizen involvement; and
- critically evaluate the effectiveness of decision-making processes related to effective and durable decision making and sustainability.

## **Readings:**

There is no textbook for this course. Assigned readings will be posted on the course website. It is important to consult these readings prior to each class so that you can actively engage in class discussions. **If you don't do the readings, you will not achieve the learning objectives for the course.**

## **Evaluation:**

This class is intended to be a fourth-year seminar class which will require a high degree of participation and engagement on the part of students. Regular attendance and active involvement in class is critical to success. The course will consist of a three-hour class once per week. Students will be expected to spend a minimum of 5-7 hours in additional time preparing for each session of the class and in completing assignments. Individual contact with the instructor outside of class time is welcomed and encouraged. Evaluation will not focus on the memorization of information, but rather on how well students are able to demonstrate their engagement in the class, their ability to integrate and use the conceptual frameworks and analytical tools discussed in the course, and their successful completion of real-world assignments. A detailed evaluation regime is attached.

1. Classroom participation – 10%
2. Weekly Journal Entries - 20%
3. Sustainability Indicator - 20%
4. Briefing Note -20%
5. Term Project/Case Study Presentation– 30%

The Weekly Journals are to be submitted on Course Spaces by 5 PM on Thursday of the week of that class. The Sustainability Indicator, Briefing Note, and Term Project are to be submitted on Course Spaces as indicated.

## **Late Policy:**

Missing or late journal entries will not be marked. For the Indicator, Briefing Note and Term Project, 10% will be deducted for every day the assignment is late. Exceptions will only be granted for medical reasons (requiring a written note from a medical practitioner stating your inability to attend class) or other serious personal circumstances.

## **Academic Integrity:**

Academic integrity requires commitment to the values of honesty, trust, fairness, respect and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of a scholarly community, will adhere to these ethical values in all activities related to learning, teaching, research and service. Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our

community. Students are advised to consult the university's Policy on Academic Integrity in the University Calendar.

The Instructor reserves the right to use plagiarism detection software programs, web searches, discussions with other instructors, or other methods to investigate evidence of plagiarism in all submitted materials.

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

### **Students with a disability:**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, 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/>. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

### **UVic Undergraduate Grading Policy:**

A+	A	A-	B+	B	B-	C+	C	D	F
90-100%	85-89%	80-84%	77-79%	73-76%	70-72%	65-69%	60-64%	50-59%	0-49%

### **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.

### **About the Instructor:**

Sophia Carodenuto recently joined the Geography Department as Assistant Professor. She has over 10 years' experience working on forest governance in developing countries in Africa, South and Central America, the Caribbean, and the South Pacific. In her previous work as a consultant, she advised developing country governments, business, multi- and bilateral donor agencies, and international conservation organizations in their efforts to support sustainable forest management. Her work also involves practical implementation of climate policy, including adaptation and mitigation.

## Geography 450 Preliminary Class Schedule Spring Term 2019 (Subject to Revision)

Date	Topics	Assignments Due (Journals due by 5 PM Thursday)
Week 1 - January 8	<b>Introduction:</b> Objectives, Conceptual Frameworks, Governance and the Elements of Decision Making	Journal Entry #1
Week 2 - January 15	<b>Sustainability Indicators:</b> How do we know what we know and how do we construct and communicate information for decision making?	Journal Entry #2
Week 3 - January 22	<b>Normative Decision Making:</b> Statutory Decision Making - Case Study of the BC Land Act (guest lecture and workshop with Jamie Alley)	Journal Entry #3
Week 4 - January 29	<b>All Government is Local:</b> Case Study of local government planning (guest lecture and workshop with Lindsay Chase)	<b>Indicator assignment due Monday, Jan. 28<sup>th</sup> at 9 am</b> Journal Entry #4
Week 5 – February 5	<b>Information Transparency:</b> How to monitor and disclose climate change information	Journal Entry #5
Week 6 - February 12	<b>Strategic Resource Management and Sectoral Planning:</b> Case Study – Canadian Energy Policy	Journal Entry #6
Week 7 - February 19	Reading Break – no classes	
Week 8 - February 26 <b><u>Class held from 12:30 to 5:20</u></b>	<b>Natural Resource Management in Action:</b> Excursion to Sooke Watershed <b><u>Bus departs at 12:30!</u></b>	Journal Entry #7
Week 9 – March 5	<b>Decision Making, Science and Public Perceptions:</b> Capital Region Wastewater Planning	<b>Briefing Note due Monday, March 4<sup>th</sup> at 9 am</b> Journal Entry #8
Week 10 - March 12	<b>Term Project Presentations</b>	<b>Class participation statement due Thursday, March 14 at 5 pm</b>



## Geography 450 Decision Making in Resources Management

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### Detailed Evaluation Regime

#### Evaluation Summary:

1. Class contributions and participation – 10%
2. Weekly Journal Entries - 20% (Due weekly during the duration of the course)
3. Sustainability Indicator - 20% (Due January 28<sup>th</sup>, 9 am)
4. Briefing Note – 20% (Due March 4<sup>th</sup>, 9 am)
5. Term Project – 30% (Class presentation March 12<sup>th</sup>)

- 1. Class Participation 10%:** Students will be assessed on their contributions and participation in class by asking questions, making comments and engaging in discussions and stimulating debates, and through their direct contact with the instructor. A 1-2 page written statement of key themes learned and a summary of your participation should be submitted by 5 PM Thursday of week 9 to assist the instructor in assigning your participation mark.  
**Purpose:** To show engagement in the course and demonstrate the ability to clearly articulate thoughts and observations on themes covered.
- 2. Weekly Journals 20%:** Students will be expected to submit a class journal in the format specified on the course website. This will require a simple 1-2 page entry on **eight** separate weeks throughout the term, identifying key themes from the lectures, current events outside the class, key readings and class discussion. Each journal entry will be worth **2.5%** of your total grade for this course. Journal entries are required to be submitted on CourseSpaces by 5 PM Thursday on each week as indicated in the schedule above.  
**Purpose:** To ensure that students stay engaged throughout the course and can identify key information from the readings, current events and comments of other students.
- 3. Sustainability Indicator 20%:** Based on material covered in class, students will select an example of a sustainability indicator and describe how it helps us gain a better understanding of a resource management issue. Detailed instructions will be provided.  
**Purpose:** To demonstrate a good understanding of how science and information can be used to enhance public understanding of the state of our environments, and how this can be used to influence program development and decision making.
- 4. Briefing Note 20%:** Students will be required to produce a briefing note for a senior decision maker summarizing a document or report on a key resource management issue. A list of reports will be supplied along with an appropriate format for the Briefing Note.  
**Purpose:** To demonstrate the ability to comprehend a complex document and to communicate critical information and its implications in a clear and concise manner.
- 5. Term Project/Case Study 30%:** As a term project, students will work either individually or in groups to undertake a critical examination of a resource management issue. This will involve researching the issue, analyzing its significance and impact, and assessing the decision-making process used to address the issue. Evaluation will be based on a presentation to the class during the final week. A general format for this presentation will be provided.  
**Purpose:** To provide students with the opportunity to apply what they have learned in the course and demonstrate their success in achieving the learning outcomes prescribed.