



COURSE OUTLINE

INTRODUCTION TO ENVIRONMENTAL MANAGEMENT

Office Hours: Thursdays, 14:00-16:00

Office Location: DTB B210

Contact: camo@uvic.ca

LECTURES:

A01, Mondays & Thursdays, 11:30-12:50 in room DTB A104

LABS:

B01, Mondays 3:30-5:20 in DTB B311 with Maleea Acker maleeaacker@gmail.com

B02, Tuesdays, 12:30-2:20 in DTB B311 with Katlyn Keats kkeats@uvic.ca

B03, Wednesdays, 10:30-12:20 in DTB B311 with Katlyn Keats kkeats@uvic.ca

B04, Thursdays, 8:30-10:20 in DTB B311 with Shelly Selivanov shellyseli95@gmail.com

B05, Fridays, 8:30-10:20 in DTB B311 with Shelly Selivanov shellyseli95@gmail.com

COURSE DESCRIPTION:

Featuring lecture and lab components, Geog 209 is one of the core 200-level Geography courses and pre-requisite for a number of upper-level “environment and sustainability” offerings. Building primarily on Geog 101A, this course interrogates the means by which we attempt to manage environments (e.g. terrestrial, marine, urban) in a time of great socio-ecological upheaval. We commence by setting the context with a critical exploration of who, what, where, when, why and how questions of environmental management. We then run through four meta-approaches: *environmental protection* (parks and protected areas), *natural resource management* (and adaptive and ecosystem-based management), *waste and pollution management* (including demand-side management); and *sustainable development* (through environmental impact assessment and comprehensive land use planning). Through each of these sections, we examine existing strategies, identify concerns and shortcomings, and posit promising pathways forward.

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.

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, and just ways.

KEY THEMES:

sustainability, natural resources, management, governance, resilience, waste management, adaptive management, ecosystems-based management, political ecology, environmental assessment, land-use planning, Indigenous resurgence

EVALUATION:

You will be evaluated on the following required elements:

1. **Labs:** 4 assignments + participation as laid out in lab manual (50%)
2. **Midterm:** 1h20 minute test involving multiple choice and short-written answer questions delivered on Oct 24th, 2019 (20%)
3. **Final Exam:** 2h test to be scheduled by registrar in December (30%)

GRADING SYSTEM:

As per the Academic Calendar:

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

REQUIRED AND / OR RECOMMENDED TEXT(S):

There are no required textbooks for this class. Essential readings (journal articles, book chapters, and other sources) will be found online (i.e. through the [UVic Library](#), [CourseSpaces](#), or elsewhere) and should be read thoroughly and brought to your class or lab.

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!

We all must suffer one of two pains in life: either the pain of [focus and] discipline or the pain of regret.

– Pinball Clemons

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

COURSESPACES:

You will access the [CourseSpaces](#) site to access readings and also for important announcements, instructor notes, your grades, and additional information. If you are not familiar with CourseSpaces please come see me.

EXPECTATIONS OF STUDENT BEHAVIOUR:

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.

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 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. 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 (LACE) 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

WEEKLY CALENDAR:

Week 1	<p>Sept 2 - No Class</p> <p>Sept 5 - Overview: Introductions, Environ. Mgmt. – What? and Why? questions Barrow, C. 2006. <i>Environmental Management for Sustainable Development</i> 2nd Edition. New York: Routledge, Ch 1 Introduction and Ch 2 Environmental Mgmt. Fundamentals & Goals</p> <p>No Labs</p>
Week 2	<p>Sept 9 Overview II: Environ Mgmt. – How? and Who? questions (approaches & agents)</p> <p>Sept 12: Overview III: Environ Mgmt. – Where? and When? questions (of context) Wallace-Wells.2019. <i>The Uninhabitable Earth: Life After Warming</i>. New York: Duggan, Ch 1 “Cascades”</p> <p>Labs - Introductions and reading discussion Orr, D. 1991. “What is Education For?”, <i>The Learning Revolution</i>, IC #27</p>
Week 3	<p>Sept 16 – Overview IV: Context: Indigenous Peoples and Enviro Mgmt.</p> <p>Sept 19 – Parks & Protected Areas: what, why, where, when, who, how? (Sept 17: Last day to withdraw with 100% refund)</p> <p>Mulrennan, M. 2015. “Aboriginal Peoples in relation to resource and environmental management.” In Mitchell, B. (ed) <i>Resource and Environmental Management in Canada: Addressing Conflict and Uncertainty</i>. Toronto: Oxford University Press, 5th edition, pp 56-79.</p> <p>Rutherford, M. 2019. “Winter Resorts, Indigenous Rights, and First Nations Planning for Traditional Territories in British Columbia, Canada.” In U. Pröbstl-Haider, H. Richins, & S. Türk (Eds.) <i>Winter Tourism: Trends & Challenges</i>. Köln, Germany: Deutsche Sportoehschule</p> <p>Labs - Workshop: How to read scholarly writing Reed, M. 2007. “Uneven environmental management: a Canadian comparative political ecology”. <i>Environment & Planning A</i>. 39, 320-338</p>
Week 4	<p>Sept 23 – Parks & Protected Areas II: guest speaker (TBD)</p> <p>Sept 26 – Parks & Protected Areas III: challenges Dearden, P. & Mitchell, B. 2016. <i>Environmental Change & Challenge</i>. Don Mills, ON: Oxford University Press, Ch14 “Endangered Species & Protected Areas”</p> <p>Labs - “The Wilderness Idea” video & discussion + “The Trouble with Wilderness” Cronon, W. 1995. “The Trouble with Wilderness; or, Getting Back to the Wrong Nature”, in W. Cronon (Ed.) <i>Uncommon Ground: Rethinking the Human Place in Nature</i>, New York: W. W. Norton & Co., pp. 69-90</p>
Week 5	<p>Sept 30 – Natural Resource Mgmt.: Intro, Historical Fur and Fish mgmt. in Canada</p> <p>Oct 3 – Natural Resource Mgmt. II: Case: Lessons from the Collapse of the Atlantic Cod Fishery Bridge, G. 2009. “Natural Resources”, in R. Kitchin & N. Thrift (Eds.) <i>International Encyclopedia of Human Geography</i>. Elsevier.</p> <p>Hornsby, S. & Wynn, G. 2019. “Eldorado North”. In Coates, C. & Wynn, G. (Eds.) <i>The Nature of Canada</i>. Vancouver: UBC Press</p> <p>Labs - Assignment #1 Reading Scholarly Writing due + “Taking Stock” video & discussion Bavington, D. 2002. “Managerial ecology and its discontents: exploring the complexities of control, careful use, and coping in resource and environmental management.” <i>Environments</i>, 30(3), 3-21</p> <p>Berkes, F. 2010. “Shifting Perspectives on Resource Management: Resilience and the Reconceptualization of ‘Natural Resources’ and ‘Management’”. <i>Maritime Studies</i>, 9(1), pp 13-40</p> <p>Pilkey, Orrin, and Linda Pilkey-Jarvis. 2009. <i>Useless Arithmetic: Why Environmental Scientists Can't Predict the Future</i>. New York: Columbia University Press, Ch 1: Mathematical Fishing</p>
Week 6	<p>Oct 7 – Natural Resource Mgmt. III – guest speaker (Nick Claxton, UVic, Tsartlip Nation)</p> <p>Oct 10 – Natural Resource Mgmt. IV – guest speaker (TBD) Readings (TBD)</p> <p>Labs – Debates in Environmental Mgmt. discussion Artelle, K., Reynolds, J., Treves, A., Walsh, J., Paquet, P., & Darimont, C. 2018. “Hallmarks of science missing from North American wildlife management”, <i>Science Advances</i>. 4</p> <p>Mawdsley, J., Organ, J., Decker, D., Forstchen, A., Regan, R., Riley, S., Boyce, M., McDonald Jr., J., Dwyer, C. & Mahoney, S. 2018. “Artelle et al. (2018) miss the science underlying North American wildlife management”, <i>Science Advances</i>, 4</p> <p>Artelle, K., Reynolds, J., Treves, A., Walsh, J., Paquet, P., & Darimont, C. 2018. “Working constructively toward an improved North American approach to wildlife management”, <i>Science Advances</i>. 4</p>
Week 7	<p>Oct 14 – No class (Thanksgiving)</p> <p>Oct 17 – Natural Resource Mgmt. V – debrief guest speakers, reconceptualizing “resources” and “management”</p> <p>No labs</p>
Week 8	<p>Oct 21 – Natural Resource Mgmt VI – reflecting on the what, why, where, when, who, and how of natural resource mgmt.</p> <p>Oct 24 – Midterm</p> <p>No labs</p>
Week 9	<p>Oct 28 –Waste & Pollution Mgmt. – intro & “Story of Stuff” discussion</p> <p>Oct 31 –Waste & Pollution Mgmt II – Guest speaker: Daniel Brendle-Moczuk (UVic) “Microplastics in the environment” (Last day to withdraw without penalty of failure, 50% refund)</p> <p>Labs - Assignment #2 Debates in Enviro Mgmt. due + TBD</p>
Week 10	<p>Nov 4 – Waste & Pollution Mgmt. III – field trip to Caddboro Bay (focus on microplastics, beach cleanup)</p> <p>Nov 7 – Waste & Pollution Mgmt. IV – reflecting on what, why, where, when, who and how of waste & pollution mgmt. Shove, E. 2003. “Converging Conventions of Comfort, Cleanliness, & Convenience”. <i>Journal of Consumer Policy</i>, 26: pp 395-418</p> <p>Princen, T. 2003. “Principles for Sustainability: From Cooperation and Efficiency to Sufficiency”, <i>Global Environmental Politics</i>. 3(1):pp 33-50</p> <p>Labs – Assignment #3 Infographic due</p>
Week 11	<p>Nov 11-14 - No Classes or Labs</p>
Week 12	<p>Nov 18 – Sustainable Development: Environmental Assessment & Land Use Planning: intro</p> <p>Nov 21 – Sustainable Development II – case study: Jumbo Resort + “Jumbo Wild” video & discussion Gibson, R.; Hassan, S.; Holtz, S.; Tansey, J. and Whitelaw, G. 2005. <i>Sustainability Assessment: Criteria, Processes and Applications</i>. London: Earthscan, Ch 3 Sustainability</p> <p>Muldoon, P., Lucas, A., Gibson, R., Pickfield, P. & Williams, J. 2015. <i>An Introduction to Environmental Law & Policy in Canada, 2nd Edition</i>. Toronto: Emond, Ch 10 Environmental Assessment</p> <p>Gluecker, A., Driessen, P, Kolhoff, A. & Runhaar, H. 2013. “Public participation in environmental impact assessment: why, who and how?”, <i>Environmental Impact Assessment Review</i>. 43: pp 104-111</p> <p>Owens, C. & Rutherford, M. 2019. “A Resort Municipality Without Residents? The Case of Jumbo Glacier Resort in the Purcell Mountains of British Columbia, Canada”. In U. Pröbstl-Haider, H. Richins, & S. Türk (Eds.) <i>Winter Tourism: Trends & Challenges</i>. Köln, Germany: Deutsche Sportoehschule</p> <p>Labs - Assignment #4 presentations</p>
Week 13	<p>Nov 25 – Sustainable Development III: public participation and EA</p> <p>Nov 28 – Sustainable Development IV: assessment tools / EA challenges British Columbia. 2018. <i>Environmental Assessment Revitalization Intentions Paper</i>. Retrieved here on July 31, 2019.</p> <p>British Columbia. 2019. <i>Environmental Assessment Act</i>. Retrieved here on July 31, 2019</p> <p>Labs - Assignment #4 presentations</p>
Week 14	<p>Dec 2 – Sustainable Development VI: ways forward + course wrap up</p> <p>Dec 5 – No Class</p> <p>No labs</p>

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