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**COURSE OUTLINE**

**Geography 314 – Global Environmental Change and Human Response**

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**Lectures: 10:30-11:20 TWF, DTB A104**  
**Office Hours: Thursdays (TBA)**  
**Office Location: DTB B204**  
**Contact: Dr. Lisa Kadonaga, arkenseal@gmail.com**

**COURSE DESCRIPTION**

This course will examine various facets of global environmental change and some of their ecological, economic, cultural, and geopolitical implications. Along the way we'll be looking at examples from around the world and within our own community. One of the areas we'll be considering is how fictional depictions of environmental change in films, TV, books, and visual art are being affected by scientific and popular knowledge (and how this in turn shapes perceptions and expectations).

The background history and social response to several different regional and global-scale anthropogenic changes will be considered. Particular emphasis will be placed on climate change, and various proposals for adaptation and mitigation. We will be looking at what we've learned from past situations, and also at some possible implications of new strategies for dealing with these problems. The science and political responses are evolving quickly, so we will be using scientific reports by organizations such as the Intergovernmental Panel on Climate Change, international environmental treaties, policy documents from governments and non-governmental organizations (NGOs), and Canadian federal party environmental platforms. Films and videos may also be viewed in class or assigned online.

Because this is an upper-year course, we'll proceed on the assumptions that students have already been introduced to basic background information on widely-publicized environmental science topics, such as how the "greenhouse effect" works, in previous introductory classes — we will be doing quick reviews of some topics to make sure everyone is on the same page, and hope for people's patience if they are already familiar with a particular issue.

Given wait-listing, we will try to accommodate as many people as possible, but this will require cooperation. This is particularly the case for group work. In response to student concerns, we will be checking up to make sure that people are on schedule and contributing, with direct bearing on course grades.

**KEY THEMES:** climate change, adaptation and mitigation strategies, land use change, invasive exotic species, macronutrient cycling, persistent organic pollutants, microplastics, stratospheric ozone depletion, acid rain, fine particulates, photochemical smog

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**REQUIRED TEXT(S)**

No assigned textbook. Links and documents for class/exam readings will be posted on Course Spaces

(e.g. Canada’s Changing Climate federal report, cleanBC Climate Strategy, the IPCC website, etc.)

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## LEARNING OUTCOMES

After completing this course, students should be able to expand their existing knowledge of global environmental change, the scientific background and the adaptation and mitigation policies developed in response to various issues over the past century. They should be more familiar with the various entities (governmental, NGOs) working on issues such as climate change, and where to find current information about strategies. The group project will also have provided experience in researching open-ended complex problems, and analyzing and communicating findings (this report can become part of a work portfolio).

## EVALUATION

### 74% by individual work:

\*Assignment 1 (“Future food” recipe, discussion of how it is influenced by environmental changes, and “ecological footprint” context): 15%

\*Assignment 2 (Critical assessment of the assumptions, science, and “messaging” of climate change in a film, TV show, graphic novel, or video game): 15%

\*Final Exam: 44%

### 26% by group work:

\*Assignment 3 (Chapter contribution to *Climate Change Impacts on BC Foodways* class submission to Minister of Agriculture; or possible alternative as discussed with instructor): 20% report, 3% handout, 3% presentation

Due to past student requests, groups will be offered the opportunity to give feedback on the performance of their members, at the end of the course. Monitoring and frequent contacts early in the course should help avert crises (e.g. people disappearing and the rest of their group being left to cope with an approaching deadline, and understandably feeling that this is unfair), but students have also felt that those making extraordinary contributions should be recognized. The instructor may take these recommendations into account when determining final grades.

## GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+	9	90-100%	<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.
A	8	85-89%	
A-	7	80-84%	
B+	6	77-79%	<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	5	73-76%	
B-	4	70-72%	

<b>C+</b>	3	65-69%	<b>Satisfactory, or minimally satisfactory.</b> These grades indicate a satisfactory performance and knowledge of the subject matter.
<b>C</b>	2	60-64%	
<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/)
- Undergraduate Advising: [geogadvising@uvic.ca](mailto:geogadvising@uvic.ca)

## COURSESPACES

Please check the CS website regularly, since this is where readings, important class announcements, and class notes will be posted. (To get exam review questions, you will need to attend class since they will be distributed in hardcopy form.)

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## POLICY ON LATE ASSIGNMENTS

Assignments will be collected in class. A deduction of 10% per day will apply to late work (“late” will be designated as after the department office has closed for the day, for administrative purposes). Tickets will be distributed in class, good for a no-fault one-week extension on ONE of the two individual assignments. To activate the ticket, fill it in and submit it directly to the instructor, on or before the due date. It is the student’s responsibility to decide when and if this ticket should be used ... additional extensions will not automatically be granted. Marks will be deducted if the original extension deadline isn’t met -- extensions longer than a week will require proof of need. Unfortunately it will not be possible to use these extension tickets on the group project, because other people are involved and are counting on certain components being completed on schedule.

## POLICY ON ATTENDANCE

Spot checks on attendance will be carried out – this is not part of the course grading breakdown, but if a student’s grade is near a letter grade boundary, the instructor can take the results into consideration when deciding whether rounding up is possible.

## 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.** (Many instructors have observed that problems can arise if people aren’t aware of the right procedures to follow when doing academic work, or if they are pressed for time and panic – many of these issues can be avoided with enough preparation early on, so when we nag you about schedules and outlines, this is what we are trying to prepare you for.)

**Policy on Academic Integrity:** [web.uvic.ca/calendar2019-09/undergrad/info/regulations/academic-integrity.html](http://web.uvic.ca/calendar2019-09/undergrad/info/regulations/academic-integrity.html)

If you have any questions or doubts, consult the instructor. For more information, see [uvic.ca/learningandteaching/cac/index.php](http://uvic.ca/learningandteaching/cac/index.php).

## **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 <https://www.uvic.ca/services/cal/>). The RCSD 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)

## **COURSE EXPERIENCE SURVEY (CES)**

The university values feedback on this course. Towards the end of term, as in all other courses at UVic, students will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback regarding the course and 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. Reminders will be issued nearer the time but please be thinking about this important activity during the course.

Full UVic undergrad calendar: [web.uvic.ca/calendar2019-09/general/dates.html](http://web.uvic.ca/calendar2019-09/general/dates.html)

<b>KEY DATES</b>	
September 4	First day of class
September 17	Last day for 100% reduction of tuition for dropped courses

September 20	Last day for adding first-term courses
September 27	Students should have selected group for major project by now
October 1	Assignment 1 due in class
October 14	Thanksgiving Day
October 25	Assignment 2 due in class
October 31	Last day for withdrawing without penalty of failing class
November 11-13	Reading Break
November 26	Team meeting; second meeting for amalgamated presentation
November 27	Preview of final exam questions
November 29	Group report and summary 2-page class handout due
December 3- 4	Amalgamated sector presentations, exam review questions
December 7-21	Exam period (date TBA)

### DISCLAIMER

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances. (For example, the union representing sessional instructors has voted in favour of a strike.)

### NOTE:

From Health and Counselling Services on campus: 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. (Hint: your instructors will often be making suggestions in class for organizational tips – these can be very helpful for staying on track, and being as efficient as possible when it comes to your time and energy.)

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)