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**COURSE OUTLINE**

**INTRODUCTION TO ENVIRONMENTAL MANAGEMENT**

*(note: this tentative version of the course outline is subject to change before classes commence in September. It is intended to give a general sense of the course direction)*

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***In grateful acknowledgement of the L'kwungen & WSÁNEĆ peoples upon whose territories we are able to live and learn.***

**LECTURES:** Mondays & Thursdays, 11:30-12:50 (delivered online)

*Note: Attendance of live video-conference sessions is required.*

**Office Hours:** Thursdays, 14:00-16:00 (online)

**Office Location:** N/A

**Contact:** [camo@uvic.ca](mailto:camo@uvic.ca)

**LABS**

B01, Mondays 3:30-5:20

B02, Tuesdays, 12:30-2:20

B03, Wednesdays, 10:30-12:20

B04, Thursdays, 8:30-10:20

B05, Fridays, 8:30-10:20

**COURSE DESCRIPTION**

Featuring **lecture** and **lab** components (delivered **online** this semester), Geog 209 is one of our core 200-level Geography courses and a pre-requisite for a number of upper-level Environment and Sustainability stream offerings. Building primarily on Geog 101A, this course investigates **the means by which we attempt to manage environments** (terrestrial, marine, urban) in a time of daunting socio-ecological crises. We commence by setting the physical, historical, cultural and political **context** within which environmental governance takes place, especially in BC and Canada. We then engage with the multiplicity of **perspectives and approaches** to “management”, before turning to look at some specific **management sectors** including oceans & fisheries, parks & protected areas, minerals & energy, forests, and cities. 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**.

We adopt a **critically optimistic approach**, that focuses on carefully interrogating existing practice while exploring promising opportunities for addressing socio-ecological crises. 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, peaceful, and just ways.

## **SPECIAL NOTES ON COURSE FORMAT**

Given the current situation and need for physical distancing, the course will be delivered remotely online and will involve a mixture of self-directed activities and online live video lecture and discussion sessions. **Please note: attending the live lectures and labs at the designated times is a required component of this course.**

Because of its online delivery there might be some additional challenges for you as a student. Please read the following carefully and keep in mind for the course:

- Much of the course will be delivered “live” from 11:30-12:50 (Pacific Daylight Time) on Mondays and Thursdays through the Zoom platform, while there will also be self-directed learning components. Important materials will be posted on the Brightspace site for this course.
- Before class, you will be sent a link through which you can easily access Zoom. Please ensure you frequently check the email with which you are registered with UVic. You will also be able to connect with other students through Zoom (for group project meetings, for example). Please log on with your real name when using Zoom.
- You will need reliable access to the internet and a computer (preferably with camera/microphone) to connect with the class for the online lessons (through Zoom).
- The online format can seem strange and awkward at first, but we will do everything possible to make this a comfortable and effective learning environment. Ensure you have a distraction-free space at home (or elsewhere) for the online classes. Keep in mind that we are all new to this format and be forgiving, open-minded and adaptable. We’re all in this together.
- The “live” portion of the course will involve lectures, break-out group sharing, class discussion, and time for questions and answers. Please listen carefully to directions given at the beginning of class around how to ensure we can have effective discussions through this format. When you are not actively contributing, please ensure your “mute” yourself to reduce ambient noise. Students less keen on sharing live will be able to participate through the [BrightSpace](#) forum. As in class, please be respectful, friendly and professional in all your online interactions. No falling into troll-mode.

## **REQUIRED AND / OR RECOMMENDED TEXT(S)**

The following is the required textbook for this class:

**Dearden, P. et. al. (2020) *Environmental Change & Challenge*. Don Mills, ON: Oxford**

Note: A special tailored version of the book containing only the chapters covered in Geog 209 may be available through the UVic bookstore.

**Additional essential readings** (journal articles, book chapters, and other sources) will be found online (i.e. through [Brightspace](#) or the [UVic Library](#)).

**Please ensure you have access to the relevant readings during class and lab sessions.**

**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!

## EVALUATION

You will be evaluated on the following required elements:

1. **4 Lab assignments + participation** as laid out in lab manual (50%)
2. **Midterm** 1h20 delivered online on Oct 22, 2020 (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+	9	90-100%	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.
A	8	85-89%	
A-	7	80-84%	
B+	6	77-79%	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.
B	5	73-76%	
B-	4	70-72%	
C+	3	65-69%	Satisfactory, or minimally satisfactory. These grades indicate a mere satisfactory performance and knowledge of the subject matter.
C	2	60-64%	
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.

## 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.

## WEEKLY CALENDAR

Week	Date/Topic	Labs
Week 1	Sept 10 – Introduction	No labs
<b>Unit 1: The Context of Environmental Management in BC, Canada, &amp; Beyond</b>		
Week 2	Sept 14 – Context: physical geography, climate & ecological crises, jurisdiction & legal context, complexity & uncertainty	Introduction + icebreakers + “What is Education For?” discussion
	Sept 17* Self-directed study on colonialism, reconciliation & resurgence ( <i>no live class</i> )	
Week 3	Sept 21 – Colonialism, reconciliation, & resurgence	Video: Bog in My Backyard + Intro to Assignment #1 “Making sense of environmental conflict”
	Sept 24 – Political economic context	
<b>Unit 2: Environmental Management Perspectives &amp; Approaches</b>		
Week 4	Sept 28 – Vision, ethics & values; environmental discourses	Assignment #1 due + intro to other assignments
	Oct 1* – Self-directed study: on the case of the collapse of the Atlantic Cod Fishery ( <i>no live class</i> )	
Week 5	Oct 5 – Mgmt. approaches overview (Modernity and its discontents)	Assignment #2 due + sharing sustainability visions
	Oct 8 – Collaborative mgmt. guest speakers (TBA)	
Week 6	Oct 12 – <b>No class</b> (Thanksgiving)	No labs
	Oct 15 – Ecosystem-based mgmt. of Pacific Salmon guest speaker: Misty MacDuffee (Raincoast Conservation Society)	
Week 7	Oct 19 – Adaptive mgmt.	No Labs
	Oct 22 – <b>Midterm</b>	
Week 8	Oct 26 – Impact & risk assessment	Video: Jumbo Wild
	Oct 29 – Impact & risk assessment + regional land use planning	
<b>Unit 3: Specific Management Sectors</b>		
Week 9	Nov 2 – Protected areas & managing for biodiversity	Assignment #3 due + showcase of Infographics
	Nov 5 – Resource Mgmt. in BC (overview)	
Week 10	Nov 9 – <b>No class</b> (Reading Break)	No Labs
	Nov 12* – Self-directed study on Energy & Minerals ( <i>no live class</i> )	
Week 11	Nov 16 – Energy & Minerals	Open office hours
	Nov 19 – Water	
Week 12	Nov 23 – Forests	Assignment #4 – Presentations
	Nov 26 – Forests	
Week 13	Nov 30 – Cities	Assignment #4 – Presentations
	Dec 3 – Looking back, looking forward	

## **GEOGRAPHY DEPARTMENT INFO**

- Geography Department website: [uvic.ca/socialsciences/geography/](http://uvic.ca/socialsciences/geography/)
- Undergraduate Advising: [geogadvising@uvic.ca](mailto:geogadvising@uvic.ca)

## **BRIGHTSPACE**

You will access the [Brightspace](#) site for important announcements, to submit assignments, and to access information handouts, instructor slides, readings, your grades, and other stuff. Guidance for navigating Brightspaces (which replaced CourseSpaces) is [available](#).

## **EXPECTATIONS OF BEHAVIOUR**

I will do everything I can to create an effective, engaging learning environment. I invite you to be part of something special. Please 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 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)**

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/](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)