



COURSE OUTLINE
Environment, society, and sustainability

Synchronous Zoom Lecture Times: Mondays and Thursdays 11:30 to 12:50

Please see [Brightspace](#) for zoom links for lectures, office hours, and labs

Drop-in Office Hours: Thursdays from 2- 3 pm using the same zoom link as for lecture

Contact: Dr. Sophia Carodenuto (carodenuto@uvic.ca) and Senior Lab Instructor Kinga Menu (kmenu@uvic.ca)

Overview of lab sections, times, and instructors

M 14:30-16:20	B01	Kinga Menu	kmenu@uvic.ca
T 10:30 -12:20	B02	Kinga Menu	kmenu@uvic.ca
W 12:30-14:20	B03	Lianna Gendall	gendall@ualberta.ca
Th 8:30-10:20	B04	Jenny Berg	vedaworksgmail.com
Th 14:30 to 16:20	B05	Lianna Gendall	gendall@ualberta.ca

Expectations for participation: *Due to the COVID-19 pandemic, this course is being offered online to maintain public health measures and safety of students, faculty and the community.* The course has been designed to maximize student learning and community building in an online setting. There is broad evidence that student engagement with the material through self-reflection and peer-to-peer discussions increases knowledge retention. Therefore, the lab component of the course will be held synchronously (real-time), reflecting the way we would do things in a normal non-pandemic setting. We will also hold live lectures at the designated times to encourage student interaction with each other and the instructor. To combat zoom fatigue, significant effort has been made to shorten the lectures and make them more exciting by bringing in a range of world-renowned guest speakers. Although lectures will be recorded and made available on Brightspace, we highly encourage synchronous participation in this course as we believe this improves learning. Especially for guest lectures, we highly encourage you to log on, show your face by turning on your video, and learn from some fascinating individuals who are making real improvements to the state of the world.

Every Monday and Thursday, we will hold a synchronous one-hour, twenty-minute lecture where you will be engaged and encouraged to ask questions, share experiences, and hear from guest speakers. For the lectures and labs, you will need to log in using your netlink ID and password. Please make sure that you have activated and signed in to your UVic Zoom account **before** entering the session below. Here are instructions for preparing your zoom account:

1. Go to uvic.zoom.us and sign in to activate your account.
2. [Try a test call](#) to work out any technical difficulties well before class time
3. Complete the [Zoom Student Orientation Guide](#) to get started with using Zoom.

For information about online learning, please visit the [UVic Learn Anywhere](#) portal. If you are experiencing technical difficulties with zoom or Brightspace, please contact the [UVic Computer Help Desk](#).

Note about online learning: University education, especially in an online learning setting, requires a significant amount of self-discipline, time management, and personal engagement. In order to reduce the “zoom burden” that we are all experiencing, I will be incorporating non-lecture activities into the bi-weekly lectures. For example, at the end of the lecture you will be asked to complete mini self-assessments of the material to help you identify what areas require further independent studying. These self-assessments (available on Brightspace) are not graded but rather provide an additional learning opportunity. I encourage you to look closely at the immediate feedback you receive on your answers.

Live attendance at the **laboratory sessions** is mandatory. Lab activities include reporting on your own research, discussions, and projects. Labs form an integral part of the course since they enable a more detailed discussion of topics. They are intended to complement, not repeat, the course, and labs also counter the anonymity often experienced in the large lecture section. Even in this online teaching environment, the labs are not useful without interaction, they are precipitated on live interaction. Therefore, you must attend the labs live. If you cannot attend live, then we recommend that you take this course in another semester when you are able to log on at the designated time.

COURSE DESCRIPTION

The goal of Geography 101A is to introduce you to ecosystem functions and the ways in which humans interact with the natural environment. The course emphasizes understanding key environmental problems and developing more sustainable approaches to societal interactions with the environment.

Two main themes of geographical enquiry are determining and explaining the biophysical processes that underlie areal differentiation of the earth’s surface and understanding the relationship between these processes and human activities. The first focus is physical geography and includes biogeography, climatology, and geomorphology; the second focus is resource management and includes environment, development, and regional geography. Although there is a long history of geographical enquiry in these foci, they have come to greater prominence over this last decade due to the increasing scale and severity of environmental change in the biosphere and the role of human activity in causing this change.

To understand the dimensions of various environmental problems, such as acid rain, climate change, eutrophication, species extinction, deforestation, and a host of others, students must understand the basic functions of the biosphere. The first part of the course focuses on this aspect, including understanding the ways in which energy flows and materials cycle through the biosphere, and the structure and organization of ecological communities. From this base, students will more readily appreciate the ways in which these naturally occurring processes are changed by human activities such as forestry, agriculture, fisheries, and water management. These are covered in the second half of the course. Examples from throughout the world are used to illustrate these changes. Due to the high profile of many of these issues in the media, students are expected to pay particular attention to these current issues as the course progresses.

The course is designed to meet the requirements of three groups of students:

1. Those who wish to do a BA/BSc Major/Minor in Geography, 101A being a prerequisite for some higher Geography courses;
2. Those who wish to take basic courses in Geography to supplement their major in another field; and
3. Environmental Studies students wishing an introduction to the functioning of environmental systems and human interaction with these systems.

GEOG 101A as well as 101B, 103 are designed for BSc/BA Major/Minor geography programmes. Students wishing to know more about the Geography Department and opportunities such as field schools or the co-op program should review the [Geography homepage](#).

COURSE INSTRUCTOR: I joined the Department of Geography in 2018 as Assistant Professor responsible for both teaching and research. My research focuses on sustainable land use, with a special focus on the role of forest for climate adaptation and mitigation and the interaction between forests and agriculture systems such as cocoa. Before joining UVic Faculty, I worked internationally as an applied geographer on forest policy and governance in over a dozen countries in Africa, South America and the Pacific. In this previous role, I supported governments, international organizations such as the UN, civil society, and the private sector to jointly develop viable solutions to climate change that address sustainability challenges in their specific contexts. I look forward to sharing these experiences with you and am happy to discuss career options both inside and outside academia. Please find more information about me and my research at my website: sophiacarodenuto.com.

REQUIRED TEXT

Dearden et al. (2020). *Environmental change and challenge: A Canadian perspective*. 6th Edition. Toronto: Oxford University Press. **Only use the 6th edition.** The book is available to rent or buy on-line (<https://www.redshelf.com/book/1601758/environmental-change-and-challenge-1601758-9780199033836-philip-dearden-bruce-mitchell-erin-oconnell>) or as hard copy from the UVic bookstore. In this course we use most book chapters and GEOG 209 uses the chapters that we do not cover.

LEARNING OUTCOMES

Upon course completion students will:

1. Have a basic understanding of fundamental planetary processes such as energy flows and biogeochemical cycling;
2. Appreciate the ways in which humans change these processes, the implications of so doing, and potential solutions to these problems;
3. Understand the historical development of environmental problems and differences in spatial occurrence;
4. Develop critical and analytical thinking techniques and apply these to environmental problems;
5. Be able to critically analyze environmental problems from differing perspectives;
6. Explain the role of values in environmental decision-making;
7. Understand the need for a comprehensive approach to environmental change involving the natural and social sciences;
8. Appreciate the role of Geography as a synthesizing discipline based on analysis of space and place and the links to specific courses in the Department of Geography that will provide more detailed insights into these challenges;
9. Be aware of fundamental academic research and research skills such as library searches, style of presentation, bibliographic citation formats, etc.;
10. Be aware of, and make informed judgments about, current environmental problems;
11. Be empowered to undertake changes in their own lifestyles that will lead to more sustainable futures.

EVALUATION

Lab marks (50%)*

- 101A-scapes
 - Posts and responses – 15%
 - Final presentation – 10%
 - Synthesis paper – 10%
- Participation** – 10%
- Ecoaction presentation** – 5%

Exams (50%)**

- Mid-term 15%
- Final 35%

* The lab participation grade is assigned by your lab instructor and reflects the amount and quality of your contribution to lab sessions. Although attendance is part of this grade, students who attend but who do not contribute in a meaningful fashion can expect no more than *half* marks.

****Extra credit opportunities:** You have two opportunities to boost your grade in this course:

- This semester, the Geography Seminar Series is geared toward undergraduate students to showcase the diversity of what you can do with your degree. Held Friday afternoon from 2-3 pm, these sessions will give you an overview of on-going research in Geography and how this research is applied in practice. Students who attend at least 3 out of the 5 lectures will receive one extra point on their final grade.
- For five of the lectures, I have organized guest speakers or special tours (see *italics* in below schedule for dates). Students who attend all five of these sessions live (I will be taking attendance), will receive a 3-point boost on the final exam. I encourage you to sign on for these exciting sessions, turn on your video, and engage through asking questions.

BEWARE!! Experience has shown that to obtain a respectable grade in this course it is necessary to do well in ALL sections. A good mark cannot be attained by excelling in the exams while doing poorly in the labs and vice versa. Attend all your lab sessions, be enthusiastic, work hard, be thoughtful, contribute intelligently and you can obtain all your lab marks (and enjoy yourself!). It is more difficult to obtain all examination marks (but not impossible!). **In fact, you must pass both the exam portion and the lab portion to pass the course.**

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. 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%	
C+	3	65-69%	Satisfactory, or minimally satisfactory. These grades indicate a 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.

GEOGRAPHY DEPARTMENT INFO

- Geography Department website: uvic.ca/socialsciences/geography/
- Geography Undergraduate Advising and Registration: geogadvising@uvic.ca

BRIGHTSPACE

Please ensure that you are connecting regularly with the Brightspace course site: <https://bright.uvic.ca/d2l/home/53260> and are receiving **Announcements** from this site. This is our regular mode of communication for this course and this is where we post all course material.

COURSE COMMUNICATION

For all inquiries about lectures and exams, please first use the “Questions to the Professor” discussion on the Content page of Brightspace. The reason that we prefer Brightspace is because many of you will have the same questions, so we are hoping that all can benefit from the instructor’s response. For personal matters that you would not like to share with your classmates, please email the professor or your lab instructor directly. For queries about the labs, please email your lab instructor directly. We will do our best to respond to all questions within 24 hours, except on weekends and holidays.

WEEKLY CALENDAR

Attention students: Please note important UVic calendar dates: www.uvic.ca/calendar/dates
 January 20th is the last day for adding courses for this semester and February 28th is the last day for withdrawing without penalty of failure.

Week	Lecture date	Lecture topic	Readings	Lab
1	Jan. 11 Jan. 14	Introduction Spaceship Earth	This syllabus, in its entirety 😊 Chapter 1	1. Lab Orientation
2	Jan. 18 Jan. 21	Flatten that Curve! Energy	Chapters 2 and 3	2. Flatten that curve! (Eco-footprint)
3	Jan. 25 Jan. 28	Biomes Guest Speaker (Prof. Darimont)	Chapters 4 and 5	3. Where am I? (Biogeography)
4	Feb. 1 Feb. 4	Ecosystem Change Biogeochemical cycles	Chapter 8	4. Great Bear Rainforest
5	Feb. 8 Feb. 11	The Practicing Geographer (Dr. Harvey) Global climate change		5. Biogeochemical cycles
6	Feb. 15	Reading Break	<i>Please use this time to</i>	<i>No labs</i>

	Feb. 18		<i>catch up on readings and study!</i>	
7	Feb. 22 Feb. 25	Mid-term exam Forests	Chapter 10 (for Thursday)	6. Stakeholder engagement
8	March 1 March 4	Forests Agriculture	Chapter 11	7. My food
9	March 8 March 11	Biodiversity (Prof. Dearden) Protected Areas (Andrew Day)	Chapter 15	8. My biodiversity
10	March 15 March 18	Indigenous Environmental Stewardship (To Fish as Formerly)		9. My 101A scape Presentation
11	March 22 March 25	Water Oceans and Fisheries	Chapters 9 and 12	10. My 101A scape Presentation
12	March 29 April 1	Global views: Case study of cocoa-driven deforestation Commons resource challenges	Hardin, G. (1968). The Tragedy of the commons. <i>Science</i> . 168, 1243-1248.	11. EcoAction Presentations
13	April 5 April 8	Environment and Development	Chapter 16	Voluntary study session

DISCLAIMER

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, such as changing schedules of our high-level guest speakers.

GUEST SPEAKERS

One of the functions of the course is to engage students with information and ideas presented by people with experience (often called experts) in a particular area. These are highly sought-after individuals who have taken precious time out of their busy schedules to inspire you and share their knowledge. Each of the invited speakers will present a specific point of view on a given issue.

One of the key learning outcomes of this course is that you become better able to analyze the information you hear/read/view and clearly articulate your thoughtful response to that information. Therefore, please pay special attention to the readings in advance of guest speakers. Since you will only see this person once, taking full advantage of the class means you need to come to class prepared to discuss your reading for that week and ask questions of the guest speaker. *Having your video on and engaging with them is also a sign of respect and appreciation for their time and effort.*

POLICY ON LATE ASSIGNMENTS

Assignments are due by the beginning of the lab. Late assignments will be deducted 10% per day. Exceptions to the late policy will only be granted by your lab instructor for verified illnesses (ie, doctor's note needed). All assignments must be submitted to get a passing grade in the laboratory component.

POLICY ON ATTENDANCE

As mentioned above, this course is held synchronously, so please arrange your weekly schedules in a way that allows you to attend the live lectures. Ensure you have a **distraction-free** space at home (or elsewhere) for the lectures and labs. Although it is not required to connect with the video function for lectures, I would really appreciate anyone who is willing and able to turn on their videos. This fosters a community feeling and supports your instructors in gauging the reception of messages. Especially for our

guest speakers, I encourage you to chime in with your video. These are highly reputable people who have made time to prepare and present their knowledge to you. Showing your engagement and motivation by turning on your video and asking questions that engage directly with the material presented is appreciated by all. For labs, the video function is required unless you have a legitimate excuse. Please contact Kinga Menu if you are not able to log on with video during the labs.

ONLINE CONDUCT

The University of Victoria is committed to promoting critical academic discourse while providing a respectful and supportive learning environment. All members of the university community have the right to this experience, and the responsibility to help create, such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying or harassment.

Please be advised that by logging into UVic's learning systems and interacting with online resources you are engaging in a university activity. All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct, may be reviewed and responded to in accordance with the appropriate university policy. To report concerns about online student conduct: onlineconduct@uvic.ca

COPYRIGHT

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with a ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the Resolution of Non-Academic Misconduct Allegations policy (AC1300).

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.**

Policy on Academic Integrity: web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html

If you have any questions or doubts, talk to me, your course instructor. For more information, see 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 (uvic.ca/services/cal/). 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.

STUDENT WELLNESS

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. <https://www.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. <https://www.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. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course. <https://www.uvic.ca/services/cal/>

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. <https://www.uvic.ca/services/indigenous/students/programming/elders/index.php>