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COURSE OUTLINE

**INTRODUCTION TO ENVIRONMENTAL MANAGEMENT**

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

**CONTACT**

*First, how can I reach the instructor?*

- I have set up a “**Course Info**” forum (on Brightspace) where you can ask general questions about the course. I will try to respond within 24 hours, and others can benefit from the answers. Please do review this course outline and Brightspace first, as you will find many answers there.
- For more specific, private, or personal questions you can:
  - visit during office hours **14:00-16:00 on Mondays** (Turpin Building DTB B210)
  - email me at: [camo@uvic.ca](mailto:camo@uvic.ca) (preferred) or call 250-721-7330\*
  - request a ZOOM meeting during office hours or possibly at another time
- \*Note: I receive a high volume of messages and am often not able to respond immediately. **I will aim to reply within 24 hours** (not including weekends). *Please do not leave important matters to the last minute.*
- Note: Your Teaching Assistant will communicate ways of contacting them for **questions about labs.**

**LECTURES & LABS**

**All students must be registered in both lectures and labs.** The lab component of Geog 209 is intended to complement lectures, affording you the opportunity to further engage with course material in a more intimate discursive setting; to integrate and apply knowledge; and to develop specific skills through assignments. Each lab is led by a teaching assistant (TA) in coordination with the course instructor. More information on Labs is provided separately (see Brightspace).

**Lecture: in David Turpin (DTB) B102**

A01, Mondays and Thursdays 11:30-12:50, DTB A102, Instructor: Cam Owens [camo@uvic.ca](mailto:camo@uvic.ca)

**Labs: in David Turpin (DTB) B311**

B01, Mondays 3:30-5:20, TA: Christine Todd [greenchristine11@gmail.com](mailto:greenchristine11@gmail.com)

B02, Tuesdays, 12:30-2:20, TA: Christine Todd [greenchristine11@gmail.com](mailto:greenchristine11@gmail.com)

B03, Wednesdays, 10:30-12:20, TA: Allister Clisham [allisterclisham@uvic.ca](mailto:allisterclisham@uvic.ca)

B04, Thursdays, 8:30-10:20, TA: Allister Clisham [allisterclisham@uvic.ca](mailto:allisterclisham@uvic.ca)

B05, Fridays, 8:30-10:20, TA: Sarah-Anne Thompson [sarahannethompson@uvic.ca](mailto:sarahannethompson@uvic.ca)

## COURSE DESCRIPTION

Featuring **lecture** and **lab** components, Geog 209 is one of our core 200-level Geography courses and a prerequisite for a number of upper-level offerings. Building primarily on Geog 101A, this course investigates **the means by which we attempt to manage environments** (e.g. terrestrial, marine, urban) in a time of multiple intersecting socio-ecological crises. We commence by setting the physical, historical, cultural, and political **contexts** within which environmental governance takes place, especially in BC and Canada. We then engage with the multiplicity of **perspectives and approaches** to “management” or “governance” and at some specific **concerns** including parks & protected areas, resource management, environmental impact assessment, and urban sustainability. 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 collectively realizing more restorative, regenerative, and just ways.

## EVALUATION

You will be evaluated on the following required elements:

1. **Lab assignments (4) + engagement mark** as laid out in lab handout (on Brightspace) (44%)
2. **Quiz** – Two quizzes completed through Brightspace due Sept 20 and Nov 15 at 1:00 pm (6%)
3. **Midterm** 1h20 on Oct 21 (20%)
4. **Final Exam** 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.

## COURSE FORMAT

This semester, UVic has opted to return to **face-to-face instruction**, following all university [COVID-19 protocols](#) (for example in-class mask mandate). Given the uncertainty around the pandemic, the course may need to be adapted. Lectures will be delivered live on Mondays and Thursdays from 11:30-12:50.

Attendance in class is highly recommended in lectures and labs. Lecture notes will be posted, but attending these sessions will help you grasp the nuance of the material. Typically, lab attendance is mandatory and assessed as part of your lab engagement mark. However, following UVic COVID-19 protocols (and also just respecting student comfort), we will adjust this expectation this term. Students who are sick are asked NOT to attend labs (or lectures). Those students will have opportunities to make up missed lab discussions, for example, by submitting written summaries of materials (e.g. videos) to be counted as part of their engagement mark.

Success in this course will depend on keeping on top of things week by week. Be sure to complete all assigned readings, videos, podcasts etc. Even, if these are not directly “tested” through a lab assignment, they will be considered on the midterm and/or final exam.

[Brightspace](#) is the main course hub where you will access materials (e.g. the course outline, readings, links), complete quizzes, submit assignments, check your grades, and engage in forum discussions.

## REQUIRED TEXT & READINGS

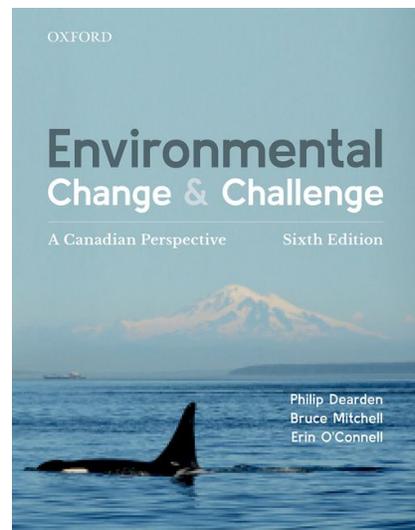
The following is the required textbook for this class:

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

It is the same text that you used in Geog 101A, although we will focus on different chapters in Geog 209.

Note: A special tailored (cheaper) version of the book containing only the chapters covered in Geog 209 may be available through the UVic bookstore, an electronic version (rental for 180 days) is available for \$17.98 + tax at this [link](#).

**Additional essential readings and other materials** including journal articles, book chapters, videos, podcasts, 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!

**COURSE SCHEDULE (subject to revision, please check Brightspace for latest information)**

<b>Week</b>	<b>Date/Topic</b>	<b>Labs</b>
Week 1	<p>Sept 9 – <b>Welcome. Course Overview</b>  <i>What is environmental management? In what different ways is the “management” of environments (or human desires) understood? Do we need to “manage” environments? What are the various stated goals or objectives of environmental management? What will we focus on in this course?</i></p> <ul style="list-style-type: none"> <li>- Dearden, P. et. al (2020), <i>Text</i>, Chapter 6 “Planning &amp; Mgmt. Perspectives” and Chapter 7 “Planning &amp; Mgmt. Processes &amp; Methods”</li> <li>- Barrow, C. 2006. <i>Environmental Management for Sustainable Development 2<sup>nd</sup> Edition</i>. New York: Routledge, Ch 1 Introduction and Ch 2 Environmental Mgmt. Fundamentals &amp; Goals</li> </ul>	<b>No labs</b>
Week 2	<p>Sept 13 – <b>The Context – Environmental Change</b>  <i>What important contextual factors influence environmental change and our fumbling attempts to manage it?</i></p> <ul style="list-style-type: none"> <li>- Wallace-Wells. (2019). <i>The Uninhabitable Earth: Life After Warming</i>. New York: Duggan, Ch 1 “Cascades”</li> <li>- + TBD (see Brightspace)</li> </ul>	Welcome & Introductions
	<p>Sept 16- <b>The Context – Environmental Management</b>  <i>What important contextual factors influence environmental change and our fumbling attempts to manage it?</i></p> <ul style="list-style-type: none"> <li>- Readings (TBD)</li> </ul>	
Week 3	<p>Sept 20 – <b>The Context – Colonialism &amp; Indigenous Resurgence</b>  <i>In particular, how does the context of colonialism and Indigenous resurgence inform environmental management efforts?</i>  <i>See web resource: <a href="#">Indigenous Peoples &amp; Environmental Management in BC</a> Quiz #1 due.</i></p>	Assignment #1 Student Autobiography due + Video & discussion “Jumbo Wild”
	<p>Sept 23 – <b>Parks &amp; Protected Areas</b>  <i>What promise is there in “environmental protection” e.g. parks and protected areas? What are some of the main challenges facing parks and protected areas?</i></p> <ul style="list-style-type: none"> <li>- Dearden, P. et. al (2020), <i>Text</i>, Chapter 13 “Endangered Species &amp; Protected Areas”</li> </ul>	
Week 4	<p>Sept 27 – <b>Parks &amp; Protected Areas &amp; Natural Resource Management</b>  <i>What can we learn about the promise of parks &amp; protected areas from some key case studies (e.g. adaptive management in Grasslands NP)? What do we mean by “resources” and “resource management”? What do these concepts say about Western notions of human/environment relationships? What can we learn from a historical study of resource management related to the fur trade in Canada?</i></p> <ul style="list-style-type: none"> <li>- Bridge, G. 2009. “Natural Resources”, in R. Kitchin &amp; N. Thrift (Eds.) <i>International Encyclopedia of Human Geography</i>. Elsevier.</li> <li>- Hornsby, S. &amp; Wynn, G. 2019. “Eldorado North”. In Coates, C. &amp; Wynn, G. (Eds.). <i>The Nature of Canada</i>. Vancouver: UBC Press</li> </ul>	<b>No labs</b>
	<p>Sept 30 – <b>No class (National Day for Truth &amp; Reconciliation)</b></p>	
Week 5	<p>Oct 4 – <b>Natural Resource Management</b></p> <ul style="list-style-type: none"> <li>- Guest Speaker: Nick XEMFOLTW Claxton (Tsawout First Nation Chief) “To Fish as Formerly”</li> </ul>	Assignment #2 A Sustainable Future due + Video & discussion “Taking Stock”
	<p>Oct 7 – <b>Natural Resource Management</b>  <i>What has been the conventional approach to natural resource management (i.e. maximum sustainable yield)? What can we learn about the shortcomings of this approach from a study of the collapse of the Atlantic cod fishery? What are the limitations of resource management? What are some promising pathways forward and barriers in the way of sustainable fisheries and wildlife management?</i></p> <ul style="list-style-type: none"> <li>- Dearden, P. et. al (2020), <i>Text</i>, “Chapter 9 – Oceans and Fisheries”</li> <li>- 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</li> <li>- 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</li> </ul>	
Week 6	<p>Oct 11 – <b>No class</b> (Thanksgiving)</p>	<b>No labs</b>

	Oct 14 – <b>Natural Resource Management</b> Guest Speaker: Misty MacDuffee* (Raincoast Conservation) – <i>On Salmon, Whales, and Humans</i>	
Week 7	Oct 18 – <b>Debrief guest speakers + exam prep</b> Oct 21 – <b>Midterm</b>	<b>No Labs</b>
Week 8	Oct 25 – <b>Forest Management</b> <i>How are forests (mis)managed in BC? What are some promising pathways forward and barriers in the way of sustainable forestry?</i> - Dearden, P. et. al (2020), <i>Text</i> , “Ch 10 - Forests” - see additional resources on Brightspace (TBD) Oct 28 – <b>Forest Management</b> Guest Speaker: Torrance Coste “ <i>On old growth logging, peril and promise</i> ”	Video & discussion “Fury for the Sound”
Week 9	Nov 1 – <b>Assessing and regulating development</b> <i>What is environmental impact assessment? How is it undertaken in BC?</i> - Dearden, P. et. al (2020), <i>Text</i> , “Ch 13 – Minerals & Energy” Nov 4 – <b>Assessing and regulating development + Comprehensive Planning</b> <i>What are some of the shortcomings with environmental impact assessment? What are other promising approaches (i.e. cumulative effects assessment, comprehensive land use planning, sustainability assessment, Indigenous-led assessment etc.) and barriers in the way of implementing them?</i> Quiz #2 due.	Assignment #3 Infographic due and showcase
Week 10	Nov 8 – <b>Comprehensive Planning</b> Guest speaker: Charlie Short on “ <i>Marine Spatial Planning in BC</i> ” Nov 11 – <b>No class (Remembrance Day)</b>	<b>No Labs</b>
Week 11	Nov 15 – <b>Energy Management</b> Guest speaker: Michael Whiticar (UVic SEOS Emeritus) “ <i>EnergyBC Project</i> ” Nov 18 – <b>Energy Management</b> Guest speaker: Christina Hoicka on “ <i>Community Energy Management</i> ”	TBD
Week 12	Nov 22 – <b>Energy Management</b> <i>How do we “manage” energy resources? What are some of the shortcomings/ issues with our approach to energy management? What are some promising pathways forward and barriers in the way of sustainable energy systems?</i> - see resources on Brightspace (TBD) Nov 25 – <b>Energy Management</b> <i>How do we “manage” energy resources? What are some of the shortcomings/ issues with our approach to energy management? What are some promising pathways forward and barriers in the way of sustainable energy systems?</i>	Open office hours to meet with TA re: final assignment
Week 13	Nov 29 – <b>Urban Environmental Management / sustainability</b> <i>What are the opportunities and challenges in the realm of urban environmental management? Focus on urban greening, sustainability, resilience, and environmental justice.</i> - Dearden, P. et. al (2020), <i>Text</i> , “Ch 14 – Urban Environmental Management” - TBD Dec 2 – <b>Looking back, looking forward</b> <i>What are the key take-home messages from this course? How do we move forward in this time of upheaval?</i>	Assignment #4 Energy BC due and showcase + potluck

## **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 understanding of the historical, cultural, and political drivers of environmental change; the social, ecological, and health consequences of our current trajectory; the rationale for action (e.g. management), and the complex context within which “management” is undertaken.
2. In particular, a clearer understanding of the role of colonialism and Indigenous resurgence in how environmental governance plays out within what is now known as BC (and Canada)
3. A basic understanding of and tools to critically assess various conceptual framings of and approaches to environmental management and governance.
4. 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.
5. Enhanced skills in focused reading, video and narrative analysis, group-work, research and effective communication/dissemination of your findings developed through lab work.
6. 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).
7. 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/](http://uvic.ca/socialsciences/geography/)
- Geography Department Chair: [geogchair@uvic.ca](mailto:geogchair@uvic.ca)
- 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 Brightspace 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)