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**COURSE OUTLINE**

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**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**

If you are unable to find the information in this outline or on Brightspace, you can reach me through the following means:

- email: [camo@uvic.ca](mailto:camo@uvic.ca) or phone: 250-721-7330
- office hours: 14:00-16:00 on Mondays in DTB B210 or through ZOOM (arranged ahead of 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.*

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 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 instructor. More information on Labs is available on Brightspace.

**Lecture in David Turpin (DTB) A102**

Mondays / Thursdays    11:30-12:50    Instructor: Cam Owens [camo@uvic.ca](mailto:camo@uvic.ca)

**Labs in DTB B311**

B01, Mondays	3:30-5:20	TA: Danae Zachari <a href="mailto:danae.z4@hotmail.com">danae.z4@hotmail.com</a>
B02, Tuesdays	12:30-2:20	TA: Victoria Harbo <a href="mailto:victoriaharbo@yahoo.com">victoriaharbo@yahoo.com</a>
B03, Wednesdays	10:30-12:20	TA: Danae Zachari <a href="mailto:danae.z4@hotmail.com">danae.z4@hotmail.com</a>
B04, Thursdays	8:30-10:20	TA: Victoria Harbo <a href="mailto:victoriaharbo@yahoo.com">victoriaharbo@yahoo.com</a>
B05, Fridays	8:30-10:20	TA: Danae Zachari <a href="mailto:danae.z4@hotmail.com">danae.z4@hotmail.com</a>

**COURSE FORMAT**

The expectation is that this course will be delivered in a regular way with face-to-face lectures and labs (see schedule). However, given the continuing uncertainty around the pandemic, the course may need to be adapted. 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, schedule, readings, links), complete quizzes, submit assignments, check your grades, and engage in forum discussions.

## 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 in a time of multiple intersecting socio-ecological crises.

We commence with basic questions: what is environmental management? (why) do we need to do it? what are we trying to accomplish in managing the environment? Then, in the context of multiple pressing ecological and social crises, we turn to explore the glaring ineffectiveness of our efforts, opening us to a critical interrogation of conventional “management” and the complex and conflict-ridden context within which we find ourselves. We consider common management approaches including environmental protection, natural resource management, environmental impact assessment, comprehensive land use planning, and sustainable development. We then turn to look at new and emerging possibilities, considering new technologies, but moreover the promise of rethinking assumptions, values, and questions of agency – the “who” of management. Indeed, we begin questioning the whole notion of “management” itself, opening space for new ways of imagining our predicament and potential.

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 extractivism, 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** (45%)
2. **Discussions** – Two discussions completed through Brightspace (5%)
3. **Quiz** – Two quizzes completed through Brightspace (5%)
4. **Midterm** 1h20 on Oct 17<sup>th</sup> (15%)
5. **Final Exam** scheduled by registrar in December (30%)

See Brightspace for more info and due dates.

## 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.

## REQUIRED TEXT & READINGS

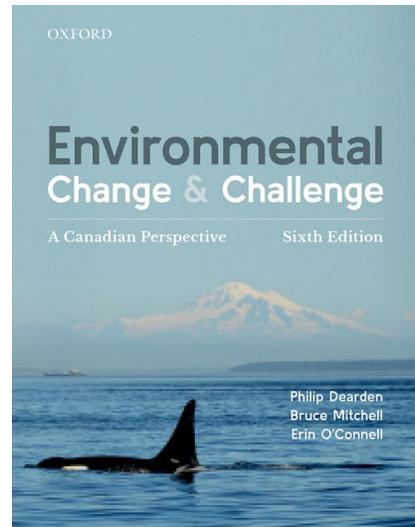
The following is the required textbook for this class:

**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. See: <https://www.uvicbookstore.ca/text/>

**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!

## 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.

## COURSE SCHEDULE

(subject to revision; please check Brightspace for latest information & links to materials)

Week (date)	Topic	Labs
<b>Week 1</b> Thu, Sep 8	Welcome and intro to our approach to enviro education	No Labs
<b>Week 2</b> Mon, Sep 12	Setting the context – brainstorming the who, what, where, when, why & how of enviro mgmt..	Lab 1 - Introduction & icebreakers
Thu, Sep 15	Setting the context – cont.	
<b>Week 3</b> Mon, Sep 19	Setting the context – barriers to sustainability	Lab 2 - Video study: "Amazay" <b>Due: Assignment #1 - Autobiography</b>
Thu, Sep 22	Setting the context – colonialism <b>Due (before class): Quiz #1</b>	
<b>Week 4</b> Mon, Sep 26	Past and present approaches to mgmt. - overview	Lab 3 - Video study: "Taking Stock"
Thu, Sep 29	Past and present approaches to mgmt. – historic mgmt.. of fisheries and fur trade in Canada	
<b>Week 5</b> Mon, Oct 3	Guest Speakers from Parks Canada & WSANEC Nation on “Traditional Sea-garden Mgmt.”	Lab 4 - <b>Due: Assignment #2 – Reading Academese</b> + discussion
Thu, Oct 6	Misty MacDuffee from Raincoast on “Whale, Salmon, Human relationships and mgmt.”	
<b>Week 6</b> Mon, Oct 10	No Class - Thanksgiving	No Labs
Thu, Oct 13	No Class – Prep for Midterm	
<b>Week 7</b> Mon, Oct 17	<b>Midterm</b>	No Labs
Thu, Oct 20	Managing Forests in BC	
<b>Week 8</b> Mon, Oct 24	Managing Forests in BC	Lab 5 - TBD
Thu, Oct 27	Jennifer Gunter from BC Community Forest Association on “Community Forestry Management”	
<b>Week 9</b> Mon, Oct 31	Environmental Impact Assessment - practice, issues, reform	Lab 6 - Jumbo Wild Video + discussion + <b>Assignment #3 - Infographic due</b>
Thu, Nov 3	Environmental Impact Assessment - practice, issues, reform <b>Due (before class): Quiz #2</b>	
<b>Week 10</b> Mon, Nov 7	No Class - Reading Week	No labs
Thu, Nov 10	No Class - Reading Week	
<b>Week 11</b> Mon, Nov 14	Charlie Short (BC Govt.) on “Marine Spatial Planning”	Lab 7 - <b>Assignment #4 – Final Project &amp; Presentation</b>
Thu, Nov 17	Sean Nixon (Ecojustice) on “The legal context of environmental management and land use planning”	
<b>Week 12</b> Mon, Nov 21	Guest speaker TBD	Lab 8 - <b>Assignment #5 – Final Project &amp; Presentation</b>
Thu, Nov 24	Guest Speaker TBD	
<b>Week 13</b> Mon Nov 28	Urban Sustainability	Lab 9 - Getting Active
Thu, Dec 1	Looking back, looking forward	
<b>Week 14</b> Mon, Dec 5	No Class - National Day of Action on Violence Against Women	No Labs

## **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)