



**School of Arts & Science**  
**SOCIAL SCIENCES DEPARTMENT**  
**GEOG 220-001/002**  
**Natural Resource Systems**  
**Semester 2009F**

## COURSE OUTLINE

The Approved Course Description is available on the web @ [online.camosun.ca](http://online.camosun.ca)

### 1. Instructor Information

(a)	Instructor:	Tim Elkin		
(b)	Office Hours:	Mon 10.30-12.30am; Tues-Thurs 10.30-11.30am		
(c)	Location:	E238		
(d)	Phone:	370-3115	Alternative Phone:	
(e)	Email:	<a href="mailto:elkint@camosun.bc.ca">elkint@camosun.bc.ca</a>		

### 2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Describe and explain the major concepts underlying the management of natural resources.
2. Apply these management concepts to the management of specific natural resource systems.
3. Identify and discuss significant contemporary factors that influence the management of natural resources.

### 3. Required Materials

(a)	Texts	Roberts J., 2004, <u>Environmental Policy</u> . Routledge.
(b)	Other	<u>Course Readings 2009F</u>

### 4. Course Content and Schedule

Week starting

**Week 1 Sept. 8-**

Introduction to the course

Course overview

**THEME: UNDERSTANDING CONCEPTS**

**Week 2 Sept. 14-**

CLASS 1: LECTURE

**Defining natural resources:** Environmental capital and environmental services; recognizing complexity and uncertainty; resource depletion

### Reading

Roberts, Ch. 1: *So what's the problem?*

Commission on Resources and Environment, *Tatshenshini-Alsek Land Use* (in course manual)

### CLASS 2: LAB

#### **Case study: Examining resource depletion: The case of oil**

### Reading

Thomas Homer-Dixon, 2006, *The Upside of Down: Catastrophe, Creativity, and the Renewal of Civilization*, Chapter 4: So long, cheap slaves (in course manual)

Video: The end of suburbia: oil depletion and the collapse of the American dream

### **Week 3 Sept. 21-**

#### CLASS 1: LECTURE

**Understanding the causes of overuse of natural resources:** Worldviews: role of values in determining attitudes and behaviour; resource ownership; Hardin's tragedy of the commons; examining resource scarcity and depletion

### Reading

Roberts, Ch. 2: *The roots of environmental problems.*

Mary Page Webster, [The Windy Craggy Experience](#), **Fraser Institute** (in course manual)

In-class exercise: Profiling natural resources in BC economy (in course manual)

#### CLASS 2: LAB

#### **Case study: Working with conflicting values and interests**

Sealing and fisheries: Conflict of Worldviews

Reading: Mulrennan, Monica, 1998, *Atlantic Sealing: Immoral slaughter or sustainable harvest?* (in course manual)

Video: Sealing Fate

### **Week 4 Sept 28**

#### CLASS 1: LAB

#### **Case study: Examining resource depletion: The case of biodiversity**

### Reading

Thomas Homer-Dixon, 2006, *The Upside of Down: Catastrophe, Creativity, and the Renewal of Civilization*, Chapter 6: Flesh of the land (in course manual)

Doug Saunders, *Trade, how the world can fix the fisheries: A dose of cod-liver oil.* [Globe and Mail](#) May 26, 2007 (in course manual)

#### CLASS 2: LECTURE

**Examining goals for resource management:** Addressing resource scarcity (Malthus; limits to growth study) and the emergence of the concept of sustainable development; ecosystem approach; assessing sustainability

### Reading

Roberts, Ch. 3. *Sustainable development and the goals of environmental policy*

Video: Ecology and development

## Week 5 Oct 5

### CLASS 1: PROJECT

#### **Project 1: Assessing sustainability**

##### Reading

National RoundTable on Environment and Economy, 2003, [Environment and Sustainable Development Indicators for Canada](#)

Environment Canada, 2008, [Canadian Environmental Sustainability Indicators](#)

Ohl, B., Wolf, S., & Anderson, W. 2008. [A modest proposal: global rationalization of ecological footprint to eliminate ecological debt](#). *Sustainability: Science, Practice, & Policy* 4(1):5-16.

### CLASS 2: CLASS DISCUSSION

#### **Ricardian versus Malthusian perspectives**

*Economic growth should be the prime focus of public policy to achieve development goals*

##### Reading

Oli Brown., 2008, [Is Green Great: Balancing the demands of protection and human needs](#)

Paul Driessen, 2008, [Human security versus environmental activism](#)

Lomborg, Bjørn, 2007, [Global Warming, the Great Lifesaver](#)

##### Recommended

William E. Rees' *Globalization, trade and migration: Undermining sustainability* *Ecological Economics* Volume 59, Issue 2, 12 September 2006, Pages 220-22

## Week 6 Oct 12

### CLASS 1

#### **THANKSGIVING HOLIDAY**

### CLASS 2

#### **TEST**

## Week 7 Oct 19

### CLASS 1: LECTURE

#### **Science, Technology and Policy**

Science and policy making; science and ecosystem approach; uncertainty, precautionary principle and adaptive environmental management; preventive environmental management

##### Reading

Roberts, Ch. 4. Science and Technology: Policies and Paradoxes

### CLASS 2: PROJECT (In GP lab)

#### **Project 2: Examining feasibility of renewable energy**

##### Reading

**Week 8 Oct 26**

CLASS 1: LAB

**Case Study: Examining an ecosystem approach: Case of Banff National Park**

Reading:

Mulrennan, Monica, 1998, *Banff National Park: Defining Ecological Integrity* (in course manual)

Video: National Parks Forever Wild (CBC)

**THEME: INTERNATIONAL CONTEXT FOR RESOURCE MANAGEMENT**

CLASS 2: LECTURE

**International environmental policy making**

Reading

Roberts, Ch. 7 *International environmental policy making*

**Week 9 Nov 2**

CLASS 1: LECTURE/LAB

**Globalization, internationalization and environmental policy: the Canadian experience**

Reading

Bernstein S., and B. Cashore, *Globalization, internationalization and Liberal Environmentalism: Exploring Non-Domestic Sources of Influence on Canadian Environmental Policy* Ch. 11 in VanNijnatten, D. and R. Boardman (eds.) Canadian Environmental Policy: **Context and Cases**, 2002, Ch. 11 pp.212-230 (in course manual)

**Case studies**

The case of forestry (pp.216-221) - Group 4

The case of biosafety (pp.221-224) - Group 5

The case of the Kyoto Protocol and Canada's response to climate change (pp.224-225) - Group 6

CLASS 2: LAB

**Case study: International policy and polar bear protection**

Reading

Mulrennan, Monica, 1998, *Polar Bears: Politics of Protection*

Video: Masters of the Arctic Ice (National Geographic)

**Week 10 Nov 9**

CLASS 1

**REMEMBRANCE DAY**

CLASS 2: ONLINE DISCUSSION

### 1. Climate change and international policy

*The Canadian government is right to give first priority to protection of Canadian resource interests in the Arctic*

#### Reading

Canada pushes past North Pole in Arctic survey, 2009, [Globe and Mail](#)

Thomas Homer-Dixon, 2008, [Climate change, the Arctic and Canada: Avoiding yesterday's analysis of tomorrow's crisis](#)

Chris Turner, 2009, *An Inconvenient Talk: Dave Hughes's guide to the end of the fossil fuel age.* [Walrus Magazine](#)

### 2. Globalization and free trade

*Globalization and free trade are good for Canada, and good for the world*

#### Reading

Eberts, D., *Globalization and Neo-Conservatism: Implications for Resource and Environmental Management* in Mitchell B., 2004, (ed.) [Resource and Environmental Management in Canada](#) (Toronto: Oxford) Ch. 2, pp. 54-79  
[Goodbye, globalization](#) [Globe and Mail](#) May 2009

### 3. Economics and sustainability

*Canada should take leadership by using market mechanisms to protect global commons (and address climate change and sustainability)*

#### Reading

Ohl, B., Wolf, S., & Anderson, W. 2008. A modest proposal: global rationalization of ecological footprint to eliminate ecological debt. *Sustainability: Science, Practice, & Policy* 4(1): 5-16.

[A made-in-Canada solution?](#) [Globe and Mail](#) May 2009

## THEME: ECONOMICS

### Week 11 Nov 16

#### CLASS 1: LECTURE

#### Economics of resource management

#### Reading

Roberts, Ch. 8. *Environmental economics*

Video: Mark Jaccard, 2009, [Why pricing carbon pollution is good public policy](#)

#### CLASS 2: PROJECT (in GP lab)

**Project 3: Addressing climate change at the local level: transport cost analysis relating to transportation choice**

Video: End of Suburbia

## THEME: JURISDICTION AND DECISION MAKING IN CANADA

### Week 12 Nov 23

CLASS 1: LECTURE/LAB

**Aboriginal Peoples and Environmental Policy in Canada**

Reading

Poelzer G., *Aboriginal Peoples and Environmental Policy in Canada: No Longer at the Margins* Ch. 5 in VanNijnatten D. and R. Boardman (eds.) Canadian Environmental Policy: Context and Cases, 2002, Ch. 5 pp.87-106 (in course manual)

Video: [Is the crown at war with us?](#) (NFB)

**Case studies**

First Nations and environmental groups allied against resource development: The case of the James Bay Cree (pp.93-97) - Group 1

First Nations and government allied against environmentalists: The case of the Nuuchah-nulth (pp.97-100) - Group 2

Environmental conflicts on First Nations Lands: The case of the Stony Nation of Morley, Alberta (pp.100-104) - Group 3

CLASS 2: LAB

**Case study: Examining Quebec's Great Whale Project**

Reading: Mulrennan, Monica, 1998, *Great Whale: Lessons from a Power Struggle* (in course manual)

Video: [Riding the Great Whale](#) (NFB)

**Week 13 Nov 3**

CLASS 1: LECTURE

**Jurisdiction and decision making in Canada**

International and national jurisdiction; Constitution Act; federal and provincial jurisdiction; decision making process

Reading

Harrison K., *Federal-Provincial relations and the Environment: Unilateralism, Collaboration and Rationalization in VanNijnatten D. and R. Boardman (eds.) Canadian Environmental Policy: Context and Cases, 2002, Ch. 7 pp. 123-144* (in course manual)

CLASS 2: LAB

**Case study**: The Tatshenshini-Alsek wilderness preservation decision

Reading

Part 1: Examining resource interests

[Interim Report on Tatshenshini-Alsek Land Use, British Columbia: Volume 2: Appendices](#) British Columbia. Commission on Resources and Environment, 1993 (in course manual)

Part 2: Making the decision

T. L. McDaniels, *An analysis of the Tatshenshini-Alsek wilderness preservation decision*, Journal of Environmental Management (1999) 57, 123–141 (pp.123-132 extracted in course manual)

**Week 14 Dec 7**

Completion

**TEST**

## 5. Basis of Student Assessment (Weighting)

(a)	Labs	25%
(b)	Paper	30%
(c)	Exams	25%
(d)	Projects	20%

## 6. Grading System

*(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)*

### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3<sup>rd</sup> course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

## LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

## STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.