



COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/geog.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
 It is **strongly recommended** you keep a copy of this outline with your academic records.
 You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	Tim Elkin		
(b)	Office Hours:	Tues 1.30-2.20; Wed 10.30-11.20; Thurs 1.30-2.20; Fri 10.30-11.20		
(c)	Location:	E238		
(d)	Phone:	370-3115	Alternative Phone:	
(e)	Email:	elkint@camosun.ca		
(f)	Website:			

2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

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) Roberts J., 2011, Environmental Policy Routledge
- Gore C. and P. Stoett, 2009 (eds.), Environmental Challenges and Opportunities (Toronto: Emond Montgomery)
- b) Course manual

4. Course Content and Schedule

(This section can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

Week starting

Week 1 Sept. 3-

Introduction to the course

Course overview

Reading

Stoett Peter and Christopher Gore, *Introducing the Global-Local Dimension* in Gore C. and P. Stoett, 2009 (eds.) Environmental Challenges and Opportunities

Mitchell B., *Policy and Practice – Issues, Challenges and Opportunities* in Mitchell B., 2010, (ed.) Resource and Environmental Management in Canada (Toronto: Oxford) Ch. 1, pp. 1-18

THEME: JURISDICTION OF NATURAL RESOURCES IN CANADA

Week 2 Sept. 10-

CLASS 1: LECTURE

Jurisdiction of natural resources

International and national jurisdiction; Constitution Act; federal and provincial jurisdiction; Indigenous rights

CLASS 2: Case Study

Case study: Federal versus provincial control of resources

Reading

Paehlke, Robert, *Global politics comes to Fort McMurray: Energy and climate change. Ch. 11 in Gore C. and P. Stoett, 2009 (eds.) Environmental Challenges and Opportunities*

Video: Canada for Sale

THEME: UNDERSTANDING CONCEPTS

Week 3 Sept. 17-

CLASS 1: LECTURE

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

Reading

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

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

National RoundTable on Environment and Economy, [Boreal Futures](#), Ch. 2 *Canada's Boreal Today* pp.8-15 (in course manual)

Margaret Wentz, *A mighty wind blows in Rio*, [Globe and Mail](#), Jun. 19 2012 (on D2L)

CLASS 2: DISCUSSION

ONLINE DISCUSSION: *Resource depletion: Fact or fiction?*

Reading

David Hughes, *The Energy Issue: A More Urgent Problem than Climate Change?* In Homer-Dixon, T. (ed.), 2010, *Carbon Shift*. Vintage Canada (in course manual)

Neil Reynolds, *Our world's not coasting on empty after all*. [Globe and Mail](#), Apr. 30, 2012 (in course manual).

Charles Kenny, *Everything You Know About Peak Oil Is Wrong* (in course manual).

<http://www.businessweek.com/magazine/everything-you-know-about-peak-oil-is-wrong-01262012.html>

Week 4 Sept 24

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

Reading

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

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

CLASS 2: Case Study

Case study: Examining resource depletion: Case of biodiversity

Reading

Bocking Stephen, *Making Space for Species: local and Global Challenges of Biodiversity. Ch. 2 in Gore C. and P. Stoett, 2009 (eds.) Environmental Challenges and Opportunities*

Week 5 Oct 1

CLASS 1: 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*

CLASS 2: Case Study

Case Study: Sustainability, economics and salmon aquaculture in BC

Reading

Volpe John and Karena Shaw, *Fish Farms and Neo-liberalism: Salmon Aquaculture in BC. Ch. 6 in Gore C. and P. Stoett, 2009 (eds.) Environmental Challenges and Opportunities*

Week 6 Oct 8

CLASS 1

Test

CLASS 2: DISCUSSION

ONLINE DISCUSSION: Students choose one of three topics (see D2L)

THEME: INTERNATIONAL CONTEXT AND RESOURCE MANAGEMENT

Week 7 Oct 15

CLASS 1: LECTURE

International environmental policy making

Reading

Roberts, Ch. 7 *International environmental policy making*

CLASS 2: Case study

Case study: International policy, the Arctic and polar bear protection

Reading

Boardman, Robert, *Polar Bears and the Canadian Arctic: local Communities in a Globalizing World*. Ch. 12 in Gore C. and P. Stoett, 2009 (eds.) *Environmental Challenges and Opportunities*

THEME: ROLE OF SCIENCE AND ECONOMICS IN RESOURCE MANAGEMENT

Week 8 Oct 22

CLASS 1: LECTURE

Science, Technology and Policy

Science and policy making; uncertainty, precautionary principle and adaptive environmental management

Reading

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

CLASS 2: PROJECT (In GP lab)

Examining feasibility of renewable energy

Reading

Etchevery J., *Local and Global Energy Needs: Toward a Renewable Future*. Ch. 10 in Gore C. and P. Stoett, 2009 (eds.) *Environmental Challenges and Opportunities*

Week 9 Oct 29

CLASS 1: Case study

Case study: Exploring the precautionary principle: Case of GM food

Reading

Mulligan, Shane, *Canada and the Gene Revolution in Agricultural Biotechnology*. Ch 3 in Gore C. and P. Stoett, 2009 (eds.) *Environmental Challenges and Opportunities*

Doug Saunders, 'Frankenfoods' have moved on. When will opponents? [Globe and Mail](#), June 2 2012 (in course manual)

CLASS 2: Discussion

ONLINE DISCUSSION: Students choose one of three topics (see D2L)

Week 10 Nov 5

CLASS 1: LECTURE

Economics and resource management

Reading

Roberts, Ch. 8. *Environmental economics*

CLASS 2: PROJECT (In GP lab)

Addressing climate change at the local level: Land use and transportation choice

THEME: DECISION MAKING IN RESOURCE MANAGEMENT

Week 11 Nov 12

CLASS 1: LECTURE

Natural resources and decision-making

Decision making process; environmental assessment

CLASS 2: Case study

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 12 Nov 19
CLASS 1
RESEARCH PAPER

CLASS 2
Examining the Tatshenshini-Alsek wilderness preservation decision

Part 1: Examining resource interests

Reading

[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

Reading

BC Hydro, *Making Decisions*

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 13 Nov 26

CLASS 1
RESEARCH PAPER

CLASS 2

Test

Week 14 Dec 3

CLASS 1

Energy Policy in BC: Making a decision on the Site C Project

Part 1: Examining resource interests

Reading

BC government, 2007, [The BC Energy Plan](#) (in course manual)

Rex Weyler, 2010, [What's wrong with the BC Energy Plan?](#) BC Citizens for Public Power (in course manual)

Shaffer, Marvin, *Clean Energy Act will cost British Columbians*. Globe and Mail June 14 2010 (in course manual)

CLASS 2

Energy Policy in BC: Making a decision on the Site C Project

Part 2: Making the decision

Reading

BC Hydro, 2009, [Peace River Site C Hydro Project: Stage 2 Summary Report](#) (in course manual)

BC Hydro, 2012, Executive Summary, [Draft Integrated Resource Plan](#) (in course manual)

5. Basis of Student Assessment (Weighting)

(This section should be directly linked to the Intended Learning Outcomes.)

Wiki	= 8%
Online discussion	= 12%
Paper	= 25%
Tests	= 30%
Projects	= 10%
In-class work	= 15%

6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College 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 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 3rd 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.

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 the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED