



## 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 12.30-2.20; 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. Demonstrate a knowledge of ecological systems and the impact of human activity on those systems.
2. Demonstrate an understanding of key environmental issues.
3. Demonstrate a knowledge of courses of action which address environmental concerns.

### 3. Required Materials

The required text for the course is Raven, Berg and Hassenzahl, 2012, Environment (8th edition), Toronto: Harcourt [although the earlier edition text (7<sup>th</sup>, 2010) is acceptable; there will be some differences].

Several required readings are indicated in the topic outline below. These readings, along with the labs, are available in the **course manual**. Students should purchase the **course manual** from the bookstore.

### 4. Course Content and Schedule

#### INTRODUCTION

Week starting

Jan 6- Introduction to the course: course outline

Week1 The Environment: What is the problem?

**Lab:** Geography of pollution

**Class discussion:** Human impact on the environment.

**What are the most important environmental problems facing us today?**

#### EXAMINING THE HUMAN RELATIONSHIP WITH NATURE

Jan 13- Introducing environmental science and sustainability

Week 2 Ecological Footprints

Text: Chap 1

**Lab:** Environmental science: research and the scientific method; geography of environment; human impact on the environment; measuring ecological footprints

**Class discussion 1:** Recognizing ecological limits

**Do Canadians need to recognize ecological limits and reduce their ecological footprint?**

**Required reading:**

Global Footprint Network, *Living Planet Report 2008*, p.2-3 (See Course manual)

**Class discussion 2:** Scientific assessment, risk analysis and the precautionary principle: Examining risks associated with major projects such as oil development.  
**Is oil sands development in Alberta an acceptable risk?**

**Required reading:**

Kenneth Rogoff, *Technology, complexity, economy, catastrophe. Globe and Mail* Jun 02, 2010 (See Course Manual)

Video: H2Oil

Jan 20- Addressing environmental problems: Policy, economics and worldviews  
Week 3 Text: Chap 2

**Lab:** Addressing environmental problems: Policy and economics; worldviews.

**Class discussion:** Addressing environmental problems  
**How 'green' is our campus? What environmental problems exist on the Camosun campus? What solutions can you identify to these problems?**

Video: Subdue the Earth

**UNDERSTANDING ECOSYSTEMS**

Jan 27- Ecosystems and Energy  
Week 4 Text: Chap 3

**Lab:** Ecosystems and Energy

**Class discussion:** Whaling.  
**Is whaling an unacceptable practice that should be stopped immediately?**

Feb 3- Structure and function of ecosystems  
Week 5 Ecosystems and the Physical Environment; Ecosystems and Living Organisms. Text: Chap 4, 5

**Lab:** Living and physical worlds

**Required reading (lab):**

Leakey, R., *The Sixth Extinction*. Ch. 8: *Value in Diversity*. Toronto: Doubleday (see Course manual)

**Class discussion 1:** The nature of community.  
**Is community based mostly on competition or cooperation between members?**

Consider concepts that support your answer.

**Class discussion 2:** Agriculture and the use of chemical fertilizers.  
**Should society use legislation to prohibit farmers using chemical fertilizers? Is there an alternative to chemical fertilizers?**

Feb 10- Ecosystems of the World  
Week 6 Text: Chap 6

**Class discussion:** Protecting BC's temperate rainforest ecosystem  
**Should cutting of BC's old growth temperate rainforest be stopped immediately?**

**READING BREAK**

Feb 17- **Lab:** Examining ecosystems: Examining Canada's ecosystems using GIS  
Week 7

**TEST I**

Feb 24- Human population  
Week 8 Text: Chap 8

**Class discussion:** Overpopulation

**The current human population crisis causes or exacerbates all environmental problems, including energy issues and climate change: What is the solution?**

**Lab:** Human population dynamics

Videos: Hans Rosling, [No more boring data](#); The population bomb

### **HUMAN ACTIVITY AND ECOSYSTEM CHANGE**

March 3-Wildlife and biodiversity  
Week 9 Text: Chap 16

**Lab:** Valuing wildlife

**Required reading:**

Leslie Anthony, *Fitness for Survival*, [Globe and Mail](#), Nov 23, 2013 (see Course manual)

**Class discussion:** Arctic National Wildlife Refuge

**Should the Arctic National Wildlife Refuge be protected or developed as part of North America's oil and gas reserves?**

Video: Oil on ice

March 10-  
Week 10

Food  
Text: Chap 18

**Class discussion:** Meat eating and the environment

**Should Canadians be required to follow a vegetarian diet?**

**Lab:** Calculating your Ecological Footprint

**Required reading (lab):**

Michael Bond, 2008, *the trouble with meat*, [Engineering and Technology](#);

Wackernagel, Mathis, [How Big is Our Ecological Footprint?](#) (See Course Manual)

Video: Ecological Footprint

March 17-  
Week 11

Climate change  
Text: Chap 20

**Lab:** Climate change

**Required reading (lab):**

Thomas Homer-Dixon, 2010, *Introduction* in Homer-Dixon T. (ed.), [Carbon Shift: How Peak Oil and the Climate Crisis will change Canada](#) (Vintage Canada) (See Course Manual)

Video: Sun Come Up

**Online discussion**

Canada's position on carbon reduction targets:

**Should Canada's efforts at addressing climate change be more far-reaching? Given historic emissions does Canada have the same or more responsibility than nations such as China and India? What should we be doing?**

**Required reading (Discussion):**

Ronald Wright, 2010, *Foreword* in Homer-Dixon T. (ed.) [Carbon Shift: How Peak Oil and the Climate Crisis will change Canada](#) (Vintage Canada) (See Course Manual)

March 24-  
Week 12

Climate change

**Online assignment: He Sees Our Hot Future**

Podcast with botanist and geologist Richard Hebda.

<http://theyee.ca/Opinion/2010/01/19/RichardHebda/>

### **TEST II**

March 31-  
Week 13

Focus on research paper

April 7-  
Week 14

Focus on research paper

**Lab:** Thinking of the Future; reflecting on worldviews

**Research paper due in class**

## 5. Basis of Student Assessment (Weighting)

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

Tests	- 30%
Lab work	- 40%
Discussion questions	- 10%
Research paper	- 20%

## 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](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. (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.)
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 the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED