



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

GEOG-220-001
Natural Resource Systems
Fall 2019

COURSE OUTLINE

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

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Tim Elkin	
(b) Office hours	Mon 12-1.30; Wed 12-1	
(c) Location	E238	
(d) Phone	370-3115	Alternative: _____
(e) E-mail	elkint@camosun.ca	
(f) Website		_____

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

Roberts J., 2011, Environmental Policy, Routledge

4. Course Content and Schedule

Week starting

Week 1 Sept. 2-

Introduction to the course

Course overview

See readings on D2L

THEME: JURISDICTION of RESOURCE and ENVIRONMENTAL MANAGEMENT IN CANADA

Week 2 Sept. 9-

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 (eds.) Environmental Challenges and Opportunities (See D2L)*

Video: Tar Sands: Canada for Sale

THEME: UNDERSTANDING CONCEPTS

Week 3 Sept. 16-

CLASS 1: LECTURE

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

Reading

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

CLASS 2: DISCUSSION

ONLINE DISCUSSION: Resource depletion: Fact or fiction?

Week 4 Sept 23

CLASS 1: LECTURE

Understanding the causes of overuse of resources and environment: 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.*

CLASS 2: Case Study

Case study: Examining depletion: Case of Atlantic Cod

Reading

In Cod we Trust: Cod in Atlantic Canada

<https://environment.geog.ubc.ca/in-cod-we-trust-cod-in-atlantic-canada/>

Video: The end of the line

Week 5 Sept 30

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 and salmon farming in BC

Reading

Something is Fishy: Salmon farming on the B.C. Coast

<https://environment.geog.ubc.ca/something-is-fishy-salmon-farming-on-the-b-c-coast/>

Video: Net Loss: the storm over salmon farming

THEME: INTERNATIONAL CONTEXT - RESOURCE AND ENVIRONMENTAL MANAGEMENT

Week 6 Oct 7

CLASS 1: LECTURE

International environmental policy making

Globalization and neo-liberalism; internationalization; free trade

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 (eds.) *Environmental Challenges and Opportunities* (See D2L)

Week 7 Oct 14

CLASS 1

THANKSGIVING

CLASS 2:

QUIZ 1

THEME: ROLE OF SCIENCE AND ECONOMICS IN RESOURCE AND ENVIRONMENTAL MANAGEMENT

Week 8 Oct 21

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: Discussion

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

Week 9 Oct 28

CLASS 1: PROJECT 1

Focus on renewable energy

CLASS 2

QUIZ 2

Week 10 Nov 4

CLASS 1: LECTURE

Economics and resource and environmental management

Reading

Roberts, Ch. 8. *Environmental economics*

CLASS 2: PROJECT 2: Managing economic growth in a finite world

Week 11 Nov 11

CLASS 1: Discussion

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

CLASS 2: Getting started on your research paper

THEME: DECISION MAKING IN RESOURCE AND ENVIRONMENTAL

MANAGEMENT

Week 12 Nov 19

CLASS 1: LECTURE

Resource and environmental management and decision-making

Decision making process; environmental assessment

CLASS 2

The Windy Craggy Project: 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

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

Week 13 Nov 25

CLASS 1

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

Part 1: Examining energy supply options for BC

Reading

BC government, [The BC Energy Plan](#)

Part 2: Assessing the Site C Project

Reading

BC Hydro, [Site C: Environmental Impact Statement](#)

CLASS 2

QUIZ 3

Week 14 Dec 2

CLASS 1/2

COMPLETION: RESEARCH PAPER

5. Basis of Student Assessment (Weighting)

Online/in-class work (case study definitions; assignment; discussion)	= 35%
Paper	= 35%
Quizzes	= 20%
Projects	= 10%

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. 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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
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COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.