

DEPARTMENT OF GEOGRAPHY
& ENVIRONMENTAL STUDIES
University of Regina, Winter 2019

GEOG 326: Environment and Resource Management

Tuesdays and Thursdays 11:30am to 12:45pm- CL 313

Instructor: Emily Eaton – emily.eaton@uregina.ca

Office Hours: By appointment

Course Description:

A systematic analysis of geographical aspects of theory and methods of natural resource management. Focus is on the geographer's role in resource analysis and policy decisions with examples from agriculture, forestry, wildlife, energy, and parks. *** Prerequisite: ENST 200, or permission of Department Head ***

Learning Outcomes:

By the end of this course students will be able to:

- Demonstrate the importance of and tensions around the four pillars of sustainability
- Understand the complexity of making decisions about the management of resources and develop rationales and principles for prioritizing interests.
- Make arguments based on supporting evidence
- Critically evaluate arguments

Readings:

Your required textbook for this course is available through the University Bookstore: Mitchell, B. (Ed.). 2015. *Resource and Environmental Management in Canada*. 5th ed. Toronto: Oxford University Press Canada.

Additional required readings will be posted on the UR Courses website.

Assignments and evaluation:

Grading Scheme:

| | |
|--|------|
| Case presentation..... | 10 % |
| Course project proposal (due February 26)..... | 15% |
| Course project essay (due April 11)..... | 25% |
| Class participation..... | 15 % |
| Final Exam..... | 35 % |

Class Participation:

For at least half of the class on Thursdays the course will be run as a seminar where students will discuss and analyse the selection of readings and the case for that week. Your participation (including your participation on the UR Courses site) will be graded and reflected in your final mark (see the rubric on UR Courses).

Case Presentation:

Students will be assigned to one of the cases associated with a particular topic and week. On the Monday preceding the Thursday the presenter will post a brief (one paragraph) synopsis of their topic and a short (one paragraph) summary of the relevant points they will be mobilizing to make their arguments. During the presentation, the student will argue their case and respond to questions from the rest of the class. More on this assignment is available on UR Courses.

Course Project Proposal and Essay

The main assignment for this course will be deliberated and decided collectively, but will involve a written proposal and an essay. Once the contours of the course project have been decided assignment guidelines will be available on UR Courses.

Policies:

1. Students are expected to attend ALL classes and make every attempt to be **on time**.
2. Readings will serve as the basis for course lectures and class participation. Students are expected to have read the required weekly readings **before the class**.
3. Students are expected to **participate in a respectful manner** in class discussions and small groups.
4. **Plagiarism** (representing someone else's idea or their work as your own) **will not be tolerated**. Students are expected to **read and comply** with <http://www.uregina.ca/arts/student-resources/avoiding-academic-misconduct/plagiarism.html>
5. **Late penalties of 5%** of the assignment's value per day (including weekends) will be applied to all written work.
6. Students are encouraged to **use the Student Success Centre** for help with their assignments. Find a complete range of services at <http://www.uregina.ca/student/ssc>
7. If you are a **student with accessibility needs** and may have a need for accommodations, please come and **discuss this with me**, as well as contacting the **Centre for Student Accessibility** at <https://www.uregina.ca/student/accessibility/>
8. Students should arrange to meet with their instructor to have their course-related questions answered fully. They can expect to **wait 2 days for replies to their emails** to the instructor.
9. You are responsible for making sure you are **signed up for this course on UR Courses** and for keeping up-to-date with the course on that forum. Notifications I send will go to your UofR email address. Please check your UofR account regularly.

Course Schedule

| Dates | Topic and Reading | Cases |
|---------------|---|---|
| Jan 8 + 10 | Contexts of Resource Management: Chap 2 | None |
| Jan 15 + 17 | Environmental Governance in Canada: Chap 7 | None |
| Jan 22 + 24 | Indigenous Access and Rights to Resources: Chap 3 | None |
| Jan 29 + 31 | Indigenous Self-Determination and Jurisdiction: Coulthard, 2014 (on UR Courses) | Canada should repatriate crown lands to Indigenous nations and communities |
| Feb 5 + 7 | Common Pool Resources: Coleman & Liebertz, 2014 (on UR Courses) | PFRA pastures should be maintained as crown lands to protect the multiple uses and ecosystem services of (native) prairie |
| Feb 12 + 14 | Climate Change Mitigation: Green & Denniss 2018 (on UR Courses) | None |
| Feb 19 + 21 | February Break | None |
| Feb 26 + 28 | Environmental Assessment: Chap 5 | Provinces should move away from individual project assessments and towards regional assessments that include cumulative effects |
| March 5 + 7 | Energy Resources: Chap 15 | Canada should phase out oil, gas, and coal industries and replace them with renewable energies |
| March 12 + 14 | Water Resources: Chap 14 | Saskatchewan should ban industrial activities that are especially water-consuming (such as solution potash mines and irrigated agriculture) |
| March 19 + 21 | Agriculture and Food: Chap 10 | Canada should ban the use of glyphosate in agriculture |
| March 26 + 28 | Mineral Resources: Chap 16 | Impact Benefit Agreements and bonds covering proper remediation should be pre-requisites for mineral development in Canada |
| April 2 + 4 | Wildlife: Chap 12 | Canada should constrain economic development that endangers habitat by instituting no-go zones and decreasing the approval of new projects |
| April 9 + 11 | Forest Resources: Chaps 11 | Canada should phase out industrial forestry and move toward community forestry programs |

