



**Geography 450**  
**Environment and**  
**Sustainability in Practice**  
January 2017

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**Instructor:** Jamie Alley ([jamiealley@shaw.ca](mailto:jamiealley@shaw.ca))  
Tel: 250-658-0816 (home office) or 250-886-8001 (cell)  
Office: DTB 320  
Office hours: Tuesdays 10:00-12:00 and 1:00-2:00 or by appointment.  
Instructor's Website: <http://www.linkedin.com/pub/jamie-alley/22/95/5a0>

**Weekly Class:** Tuesdays 2:30 pm – 5:20 pm  
**Classroom:** MacLaurin D111

**Course Website:** To Come

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**Course Description:**

**UVic Calendar Entry:** "Examines the decision making theory and real world processes associated with resources management at the policy and field levels. Case studies used to illustrate decision making behaviour, from conflict to co-operation. Simulation sessions, field trip and field methods review".

Understanding how societies make decisions through their formal and informal governance processes is at the core of natural resource management and environmental sustainability. In the past decades, decision making processes have become much more complex and are facing a vast array of new challenges. As management systems have moved through shifting paradigms of integration, sustainability and eco-system-based management, governance and decision processes have struggled to adapt and evolve. Information needs have become much more complex, our understanding of the human impacts on ecosystems is much more sophisticated, global economies, trade relationships and governance systems have become more integrated, and the rise of wide spread cyber-literacy has created new demands for citizen involvement and direct governance.

This course has been designed as a "capstone" course in applied geography for students interested in environmental sustainability and is best taken in the final term of their undergraduate coursework. The emphasis will be on the real-world practical application of knowledge and skills learned in other courses to the challenges facing society in making complex decisions.

Through lectures, discussions, writing, debates, current issues and guest speakers, the course will explore various policies and approaches to address the threats and opportunities in making decisions about the human use of our environment, and its resources. The first half of the course will introduce concepts, theory, history and approaches to decision making to meet contemporary challenges. In the second part of the course, a series of case studies will be examined to further explore real world examples of recent decision making processes. The case

studies currently proposed in the course outline can be adapted based on the interests and needs of the class.

### **Course Themes and the Decision Maker's Dilemma:**

The First Principle of Ecology – Everything is connected to everything else

Burns' Corollary - There is no right way to do a wrong thing

Suzuki's Warning - Science is in the continuous process of proving itself wrong

Martin's Mantra – It depends on what your objectives are

E.L. James' Question – How many shades of grey are there?

### **Learning Objectives:**

By the end of the course students should be able to:

- have a working knowledge of the history, major concepts and approaches to natural resource management decision making and governance institutions;
- understand the increasing complexity and challenges of balancing ecological and socio-economic values in decision processes and the demand for citizen involvement;
- develop their own evaluative framework of the criteria and characteristics of effective and durable decision making and sustainability; and
- critically evaluate the effectiveness of decision-making processes.

### **Readings:**

There is no textbook for this course. Assigned readings will be posted on the course website. It is important to consult these readings prior to each class so that you can actively engage in class discussions. **If you don't do the readings, you will not achieve the learning objectives for the course.**

### **Evaluation:**

This class is intended to be a fourth year seminar class which will require a high degree of participation and engagement on the part of students. Regular attendance and active involvement in class is critical to success. The course will consist of a three hour class once per week. Students will be expected to spend a minimum of 5-7 hours in additional time preparing for each session of the class and in completing assignments. Individual contact with the instructor outside of class time is welcomed and encouraged. Evaluation will not focus on the memorization of information, but rather on how well students are able to demonstrate their engagement in the class, their ability to integrate and use the conceptual frameworks and analytical tools discussed in the course, and their successful completion of real-world assignments. A detailed evaluation regime is attached.

1. Classroom participation – 10%
2. Weekly Journal Entries - 20% (Due on 10 dates throughout the class)
3. Sustainability Indicator - 15% (Due January 31<sup>st</sup>)
4. Briefing Note – 15% (March 7<sup>th</sup> )
5. Term Project/Case Study – 40% (Class Presentation, April 4th, Final written paper due April 6th)

The Weekly Journals are to be submitted via email to the instructor at [jamiealley@shaw.ca](mailto:jamiealley@shaw.ca) by 5 PM on Thursday of the week of that class. A paper copy of the journals is not required. The Sustainability Indicator and Briefing Note assignments are to be submitted by the end of class on the day they are due. Both printed and digital copies must be submitted for these assignments. Paper copies can be submitted in class or in the course drop box outside the

Department of Geography General Office. Digital copies must be submitted to the instructor and the Marking Assistant. The Term Project is to be submitted in printed format and digitally, and is due by 3pm on Thursday, April 6<sup>th</sup>.

**Late Policy:**

Missing or late journal entries will not be marked. For the Indicator, Briefing Note and Term Project, 10% will be deducted for every day the assignment is late. Exceptions will only be granted for medical reasons (requiring a written note from a medical practitioner stating your inability to attend class) or other serious personal circumstances.

**Academic Integrity:**

Academic integrity requires commitment to the values of honesty, trust, fairness, respect and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of a scholarly community, will adhere to these ethical values in all activities related to learning, teaching, research and service. Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community. Students are advised to consult the university's Policy on Academic Integrity in the University Calendar.

The Instructor reserves the right to use plagiarism detection software programs, web searches, discussions with other instructors, or other methods to investigate evidence of plagiarism in all submitted materials.

The University of Victoria is committed to promoting, providing and protecting a positive, supportive and safe learning and working environment for all its members.

**Students with a disability:**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCS D) as soon as possible. The RCS D staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <http://rcsd.uvic.ca/>. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

A+	A	A-	B+	B	B-	C+	C	D	F
90-100 %	85-89 %	80-84%	77-79 %	73-76 %	70-72 %	65-69 %	60-64 %	50-59 %	0-49%

**UVic Undergraduate Grading Policy:**

**Course Experience Survey (CES)**

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile

device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

### **About the Instructor:**

Jamie Alley is a natural resource and environmental management specialist with over 35 years of experience in a broad range of senior and executive management positions. Jamie is a geographer by training and has degrees from Simon Fraser University and the University of Victoria. After a career in the government of British Columbia, he currently operates a natural resource management consulting firm based in Victoria, BC. He has particular experience in coastal and marine issues, intergovernmental and trans-boundary relationships, and has been active in a variety of negotiations to resolve governance issues and develop cooperative management mechanisms.

Jamie was an instructor in the University of Victoria's Environmental Studies program from 1985-89 and returned to teaching in the Geography Department in 2011. This will be the fifth time that Jamie has conducted Geography 450, a course he took as GEOG 450/550 as graduate student. In addition to his teaching at UVic, Jamie is also a Visiting Faculty member at the University Centre of the Westfjords in Ísafjörður Iceland in their Masters Program in Coastal and Marine Management. He is also a past Research Fellow at the Institute for Coastal Research at Vancouver Island University and past Vice President Pacific for the Coastal Zone Canada Association.

The instructor can be contacted during his office hours at UVic, by phone at his home office or cell, or by email at the contacts listed. Direct contact with the instructor is encouraged.

**All emails must include GEOG 450 at the beginning of the subject line or they may not make it through spam filters and likely will not be read.**

## Geography 450 Preliminary Class Schedule Spring Term 2017 (Subject to Revision)

Date	Topics	Assignments Due (Journals due by 5 PM Thursday)
Week 1 - January 10	<b>Introduction:</b> Objectives, Conceptual Frameworks, Governance and the Elements of Decision Making	Journal Entry #1
Week 2 - January 17	<b>Sustainability Indicators:</b> How do we know what we know and how do we construct and communicate information for decision making?	Journal Entry #2
Week 3 - January 24	<b>Normative Decision Making:</b> Statutory Decision Making - Case Study of the BC Land Act	Journal Entry #3
Week 4 - January 31	<b>All Government is Local:</b> Case Study of local government planning (guest lecture and workshop with Lindsay Chase)	Indicator assignment (Tuesday 5 PM) Journal Entry #4
Week 5 - February 7	<b>Environmental Assessments:</b> A Tale of Two BC Mines – Saying Yes and No (and getting sued)	Journal Entry #5
Week 6 - February 14	Reading Break – no classes	
Week 7 - February 21	<b>Strategic Resource Management and Sectoral Planning:</b> Case Study – Canadian Energy Policy	Journal Entry #6
Week 8 - February 28	<b>Decision Making and Land Use Planning:</b> Case Study of Marine Spatial Planning in BC	Journal Entry #7
Week 9 - March 7	<b>Decision Making, Science and Public Perceptions:</b> Capital Region Wastewater Planning	Briefing Note (Tuesday 5 PM) Journal Entry #8
Week 10 - March 14	<b>Structured Decision Making and Scientific Uncertainty:</b> Case Study of the BC Hydro's water license reform	Journal Entry #9
Week 11 - March 21	<b>Values and Objectives Based Decision Making:</b> Case Study of the BC Halibut Allocation Dispute and Fisheries Reform	Journal Entry #10
Week 12 - March 28	<b>Decision Making and Conflict Resolution Workshop</b>	
Week 13 - April 4	<b>Term Project Presentations</b>	Term Paper and Course Summary Due Thursday 5 PM



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Decision Making in  
Resources Management  
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**Detailed Evaluation Regime (Revised)**

**Evaluation Summary:**

1. Class contributions and participation – 10%
2. Weekly Journal Entries - 20% (Due on 10 dates throughout the class)
3. Resource Management Indicator - 15% (Due January 31<sup>st</sup>)
4. Briefing Note – 15% (March 7<sup>th</sup>)
5. Term Project – 40% (Class presentation April 4<sup>th</sup>, Written Paper April 6<sup>th</sup>)

- 1. Class Participation 10%:** Students will be assessed on their contributions and participation in class by asking questions, making comments and engaging in discussions and stimulating debates, and through their direct contact with the instructor. A 1-2 page written statement of key themes learned and a summary of your participation should be submitted by 5 PM Thursday of week 13 to assist the instructor in assigning your participation mark.  
**Purpose:** To show engagement in the course and demonstrate the ability to clearly articulate thoughts and observations on themes covered.
- 2. Weekly Journals 20%:** Students will be expected to submit a class journal in the format specified on the course website. This will require a simple one or two page entry on **ten** separate weeks throughout the term, identifying key themes from the lectures, current events outside the class, key readings and class discussion. Each journal entry will be worth **2%**. Journal entries are required to be submitted via email by 5 PM Thursday of weeks 1 through 5 and weeks 7-11 (see course schedule).  
**Purpose:** To ensure that students stay engaged throughout the course and can identify key information from the readings, current events and comments of other students.
- 3. Sustainability Indicator 15%:** Based on material covered in class, students will select an example of a sustainability indicator and describe how it helps us gain a better understanding of an issue. Detailed instructions will be provided.  
**Purpose:** To demonstrate a good understanding of how science and information can be used to enhance public understanding of the state of our environments, and how this can be used to influence program development and decision making.
- 4. Briefing Note 15%:** Students will be required to produce a briefing note for a senior decision maker summarizing a document or report on a key resource management issue. A list of reports will be supplied along with an appropriate format for the Briefing Note.  
**Purpose:** To demonstrate the ability to comprehend a complex document and to communicate critical information and its implications in a clear and concise manner.
- 5. Term Project/Case Study 40%:** As a term project, students will work either individually or in groups to undertake a critical examination of the decision processes used in a resource management issue. This will involve researching the issue, analyzing its significance and impact, and assessing the decision making process used to address the issue. Evaluation will be based on a presentation to the class during the final week and the submission of a written report. A general format for this report will be provided.  
**Purpose:** To provide students with the opportunity to apply what they have learned in the course and demonstrate their success in achieving the learning outcomes prescribed.

November 11, 2016- V 1.0