GEOG*3210 Indigenous-Settler Relationships in Environmental Governance  
Section: F22  
Department of Geography, Environment and Geomatics  
Credit Weight: 0.50

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms, and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (https://news.uoguelph.ca/2019-novel-coronavirus-information/) and circulated by email.

Course Details

Calendar Description

This course seeks to understand the rationales for, and evolution of, the changing relationship between Indigenous Peoples and the Canadian state in environmental governance. Case studies cover different approaches to management including command and control, co-management, co-governance, biocultural and a variety of legislative and policy tools such as endangered species legislation, environmental impact assessments, and as Indigenous stewardship of traditional territories under natural law. Cases will be drawn from different resource management sectors, from governance to intra-community disputes and legal precedents. Traditional ecological knowledge, as well as our understandings of knowledge systems, will provide an analytical frame for assessing conflict as it arises in environmental governance.

Pre-Requisite(s): 1 of GEOG*2030, GEOG*2210, SOC*2280  
Co-Requisite(s): none  
Restriction(s): none  
Method of Delivery: In person

Course Instructor: Dr. Faisal Moola, PhD
Email: fmoola@uoguelph.ca (put GEOG3210 in subject)

Lectures: Tuesday and Thursday from 2:30 pm – 3:50 pm; MCKN, Room 121

Office Hours: TBD

Dr. Faisal Moola, PhD is an Associate Professor in the Department of Geography, Environment and Geomatics at the University of Guelph. Prior to joining the University of Guelph, he worked for the David Suzuki Foundation for over 15 years, where he was the organization’s Director of Terrestrial Conservation and Science and later its Director General for Ontario and Northern Canada. Faisal has a PhD in biology from Dalhousie University and has published widely in scientific journals on topics of ecology, conservation biology, and environmental policy. Faisal is a regular contributor to the Toronto Star, Vancouver Sun, Globe and Mail, CBC and other media outlets as an opinion writer and political analyst on conservation, Indigenous Rights and other environmental and social issues. He is the director of the People Plants and Policy Lab at the University of Guelph which does research on the ecology and ethnoecology of cultural keystone species, such as wild blueberry, and other plant biodiversity in Indigenous territories in Canada and overseas.

https://www.uoguelph.ca/geography/Faculty/moola-faisal

Teaching Assistants:

Emmanuel Tamufor: etamufor@uoguelph.ca

Course Objectives

At the end of the course, you should be able to:

- Identify and explain the rationales for state-led resource management.
- Be familiar with the state of biodiversity in Canada and the major drivers of species endangerment.
- Identify and describe major policies in Canada related to the protection and restoration of biodiversity, including endangered species legislation.
- Identify and explain resource management strategies including command and control, adaptive management, co-management, public participation
- Be familiar with the significance of Indigenous Rights in resource development conflicts, including Treaty and Aboriginal Rights as well as Canada’s obligations as a signatory to the UN Declaration on the Rights of Indigenous Peoples.

Skill Acquisition

In addition to learning the content, this course is designed to improve your abilities in:
• Communicating the nuance and complexity inherent in environmental issues clearly and effectively
• Effective peer-to-peer commentary and cross-cultural communication skills
• Effective and concise writing

Course Format

The course is scheduled for T,TH from 2:30 pm – 3:50 am (MCKN, Room 121). The assigned readings and online materials are required and are crucial in meeting some of the learning objectives in this class. The online materials provide “real-world” policy examples as well as the perspectives of Indigenous knowledge holders. Refer to Courselink for more details on assigned weekly readings.

Required Readings

Readings will be assigned and are available on Courselink.

Evaluation

20% Message Box Assignment.
20% Mid-Term Take Home Exam.
20% Briefing Note Assignment.
40% Final Exam.

Message Box Assignment (20%). Due (Dropbox) October 14th, 2022

Most environmental issues are inherently complex and nuanced and it’s a huge challenge to come up with a simple narrative to share with the media, policymakers, or the public. In addition, environmental advocates often suffer from the “curse of too much knowledge” about their subject matter and can easily slip into overwhelming their audience with a plethora of information, instead of focusing on the big picture of why the issue matters and why their audience should care – in other words “So What?”.
Thankfully, there is a simple tool, called the Message Box, that can help one distil the most important messages that will most strongly resonate with your audience and help you to prioritize those messages and frame them appropriately to be interesting and relevant. In this assignment, you will be responsible to analyze a current environmental issue using the Message Box in order to identify key frames and messages for how you could communicate that issue effectively to policymakers. Assignment instructions will be posted on Courselink.

Mid-Term Exam; Take-Home (20%). Due (Dropbox) October 28th, 2022
The objective of the mid-term is to ensure that you review and critically engage with the material introduced in lectures, films, and readings. The mid-term exam will be a mix of short answer and essay questions. It will cover material from the lectures during weeks 1 - 7.

**Government Briefing Note Assignment (20%). Due (Dropbox) November 11th, 2022**

Engaging with government officials in environmental policy is critical, because science and other forms of evidence to protect biodiversity or tackle climate change rarely, if ever, influences decision-making on its own. Notwithstanding the challenges in informing and influencing government policy decisions, there are a number of different models of engaging with decision-makers that can help to bridge the gap between those who are inside and outside of government.

Among the most common forms of dialogue is the policy briefing note. Policy briefs typically include one-off communications between stakeholders and government officials with the purpose of disseminating knowledge in order to inform and/or influence policy. They are usually short and concise forms of correspondence (no more than a few pages long) that address a single priority policy problem and are highly context specific. Most policy briefs are accompanied with a list of recommendations to advance solutions that are representative of the perspective of the person or organization who has authored the document. Policy briefs are the most common method of disseminating knowledge to policy makers and are regularly employed in the conservation sector. Assignment instructions will be posted on Courselink.

Purpose

You are responsible for writing a 2 – 5, page policy brief on an environmental issue that is near and dear to your heart for an existing or hypothetical decision-maker. The pieces will be read by the TA and evaluated according to the following criteria:

- **Newsworthiness**
- **Timeliness**
- **Strength of argument**
- **Clarity of writing and freshness of opinion**

**Final Exam (40%). December 16th, 2022; 8:30 AM - 10:30 AM**

The final exam will cover material from the whole term. The types of question you may encounter can include:

- **Multiple choice**
- **True or False**
- **Short Answers**
- **Long Answer (Essay)**

**Late Policy**
If you choose to submit your individual assignments to the Dropbox tool late, the full allocated mark will be reduced by 10% per day after the deadline for the submission of the assignment to a limit of five days at which time access to the Dropbox folder will be closed.

Extensions will be considered for medical reasons or other extenuating circumstances. If you require an extension, discuss this with the instructor as soon as possible and well before the due date. Barring exceptional circumstances, extensions will not be granted once the due date has passed. These rules are not designed to be arbitrary, nor are they inflexible. They are designed to keep you organized, to ensure that all students have the same amount of time to work on assignments, and to help to return marked materials to you in the shortest possible time.

Course Structure

The course is organized so that one unit is equal to one weeks’ worth of learning and effort. It is structured as follows:

- Unit 01: Introduction to the Anthropocene and Natural Biomes of the Planet
- Unit 02: The Status and Threats to Biodiversity
- Unit 03: Environmental Communications
- Unit 04: Biodiversity Policy in Canada: Case Study on British Columbia
- Unit 05: Biodiversity Policy in Canada Continued: Species at Risk Act
- Unit 06: Introduction to Indigenous Peoples in Conservation
- Unit 07: Parks and Protected Areas Planning
- Unit 08: Indigenous-led Conservation: Indigenous Protected and Conserved Areas (IPCAs)
- Unit 09: Cumulative Impacts and Environmental Assessment Policy
- Unit 10: Introduction to Natural Capital
- Unit 11: Natural Capital and Land Use Planning and Policy in Urbanized Landscapes
- Unit 12: EcoHealth and the Role of Urban Nature in Public Health

University of Guelph Policy Statements:

E-mail Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly. e-mail is the official route of communication between the university and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor [or the teaching assistant in the
case of the proposal or essay] in writing, with your name, id#, and e-mail contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later. Note: if appropriate documentation of your inability to meet that in-course requirement is necessary, the course instructor, or delegate, will request it of you. Such documentation will rarely be required for course components representing less than 10% of the course grade. Such documentation will be required, however, for Academic Consideration for missed end-of-term work and/or missed final examinations. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

**Drop Date**

The last date to drop one-semester Fall 2021 courses, without academic penalty is December 3, 2021. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar.

**Copies of Out-of-Class Assignments**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

**Accessibility**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway. Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

**Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and enjoins all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. The University of Guelph takes a serious view of academic misconduct, and it is your responsibility as a student to be aware of and to abide by the University’s policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission from the relevant instructors. To better understand your responsibilities, read the Undergraduate Calendar for a statement of
Students’ Academic Responsibilities; also read the full Academic Misconduct Policy.

You are also advised to make use of the resources available through the Learning Commons (http://www.learningcommons.uoguelph.ca/) and to discuss any questions you may have with your course instructor, TA, or academic counsellor.

Instructors have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion, can be imposed. Hurried or careless submission of work does not exonerate students of responsibility for ensuring the academic integrity of their work. Similarly, students who find themselves unable to meet course requirements by the deadlines or criteria expected because of medical, psychological or compassionate circumstances should review the university’s regulations and procedures for Academic Consideration in the calendar and discuss their situation with the instructor and/or the program counsellor or other academic counsellor as appropriate.

University Policy on Academic Misconduct

*Academic misconduct, such as plagiarism, is a serious offence at the University of Guelph. Please consult the Undergraduate Calendar for offences, penalties and procedures relating to academic misconduct.*

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Academic Calendars are the source of information about the University of Guelph’s procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Online Behaviour

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
• Posting or selling course materials to course notes websites
• Having someone else complete your quiz or completing a quiz for/with another student
• Stating false claims about lost quiz answers or other assignment submissions
• Threatening or harassing a student or instructor online
• Discriminating against fellow students, instructors and/or TAs
• Using the course website to promote profit-driven products or services
• Attempting to compromise the security or functionality of the learning management system
• Sharing your username and password

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

For information on current safety protocols, follow these links: https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/
https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives

Public Health & COVID-19

It is our shared responsibility to ensure our classroom space remains a safe and healthy environment for all of us. Strict compliance with all public health regulations set forth by the Government of Ontario, Wellington-Dufferin-Guelph Public Health, and the University of Guelph is required. Please be sure you are familiar with all the University of Guelph’s COVID-19 policies.
• If you, or someone in your household, is feeling ill, please do not come to campus. I will do the same if necessary. Please follow the most up to date rules on ‘self-isolation’ provided by the Government of Ontario. In the event of my own self-isolation or illness, there may be significant changes to the course based on what I am able to do under these conditions.

• Students who do not comply with public health regulations, including but not limited to physical distancing and proper mask wearing (covering nose and chin), will be asked to leave the class immediately. Breaches of public health regulations will be reported to the Student Conduct Support Coordinator, the Chair of the Department of Geography, Environment & Geomatics, and the Associate Dean (Academic) of the College of Social and Applied Human Science. The Campus Police may also be involved.

• Lectures and/or labs may be cancelled or moved to the online environment if I deem there are significant or sustained breaches to public health regulations in the class. This includes proper mask wearing (covering nose and chin). As long as a mask mandate is in place, you should limit eating and drinking in class.

• At any point during the class, you may stop the lecture/lab to inform the instructor of any breaches to public health. Simply raise your hand or stand up and say ‘there is a breach to public health occurring.’ You do not have to identify where or who.

• If you require a short-term accommodation due to COVID-19, please contact me as soon as possible. This will be addressed as per the earlier policy. Longer or more complex accommodation should be addressed to Student Accessibility Services as soon as possible.

• You are strongly encouraged to familiarize yourself with Student Accessibility Services, your academic advising office (e.g., BACO, BSc Advising etc.) and Health Services should you require their assistance during the semester.

• If it becomes necessary to move this course completely online during the semester, all changes will be communicated via CourseLink, and will comply with University of Guelph policies.