

GEOG 4220: Local Environmental Management (Humans and the environment)

Instructor: Dr. Philip Loring

Jan 9-April 6, 2023

Main Lecture: Tues & Thurs; 11:30AM-12:50PM; ROZH, 105 LEC

Labs: Tues, 16:30 - 17:20; Thurs, 10:30 - 11:20 Hutt 020 (Tues) & 236 (Th)

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Office Hours: By appointment

Course Notes: See CourseLink

Assessment:	1. Quizzes (5x5)	25%
	2. Term paper outline	10%
	3. Group project working agreement	5%
	4. Group class facilitation	25%
	5. Peer reviews of group facilitation	10%
	6. Term paper	25%
	7. Surveys (Online)*	5%

*(yes, these are bonus, flex-points to make up for unexpected challenges)

Course Description

Think local, act global? Think global, act local? Or, think local, act local?

This course offers a survey of themes and issues in environment and sustainability, with specific attention to the contemporary social and ecological challenges facing people and communities in Canada and around the world. Themes include wilderness, stewardship, resilience, social and environmental justice, and societal transformations to sustainability. At the core of this course is a group study of some locally-scaled environment-related problem or topic that you will present to the class. Our weekly meetings will also attend to the core ecological and social science concepts, frameworks, and theories that comprise “environmental management” as we know it today. The goal is not to memorize these definitions and frameworks, but to get a critical handle on what it means to talk about sustainability as well as to develop a working knowledge of the root causes of contemporary sustainability problems. That is, you will learn how to ground your thinking about environmental problems in the best available science for decision-making and planning. A continuing question among sustainability scientists and applied scientists more generally is the extent to which science can provide inputs into or even best practices for what are largely societal dilemmas, and we will repeatedly address this question here. Appropriate to the subject matter at hand, the course draws on material from the natural and social sciences as well as the liberal and fine arts.

Anticipated Learning Outcomes

1. Be able to critically discuss the cultural and behavioral roots of environmental problems
2. Knowledge of different management paradigms and issues at local, regional, and global scales
3. Recognize the paradigmatic differences between sustainability and modern, industrial/neoliberal approaches to the environment.
4. Identify and clarify one’s own positionality and values in relation to environmental problems
5. Follow societal debates about the values, interests and controversies involved in pursuing local solutions

6. Be familiar with major concepts and topics in sustainability, including: growth, limits to growth, and de-growth; greenwashing; weak and strong sustainability; resilience and vulnerability; social justice, food security and sovereignty.

Course Materials

Books (required): Loring, Philip A. "Finding Our Niche: Toward a Restorative Human Ecology". Fernwood Press

Additional readings will be shared CourseLink. I have not predetermined the reading list; it will be updated as the literature is updated. Readings will be shared no later than one week prior to class for which that reading is due. **Note: Readings are listed for the entire week; I recommend reading them before your lab meeting!**

Course Topics and Schedule (subject to change):

Please note, lectures will be available in person and via ZOOM at the link provided on Courselink. As possible, lectures will be recorded and posted online. Labs are only in-person.

Week 1	Introductions
Tues 1/10	Mini-lecture: The stakes; overview of and plan for the course; Watch: Das Rad: https://vimeo.com/7867746 Interactive: What is environment? What is management? What is sustainability?
LABS	Readings: (All) Costanza; Activity: Jig Saw & Discussion
Thurs 1/12	Lecture: The Difficulties of Sustainability Activity: Survey of class goals (online)

Week 2	"Wild and Pristine"
Tues 1/17	Lecture: A brief history of environmentalism and environmental management
LABS	Readings: All: FoNCH1 (optional), FoNCH2-Pristine Activity: Baselines and change
Thurs 1/19	Lecture: The Great Forgetting

Week 3	"Keystone"
Tues 1/24	Lecture: Ecological metaphors Watch: Some animals are more equal than others https://www.youtube.com/watch?v=hRGg5it5FMI
LABS	Readings: FoNCH3 Activity: Stack Sort
Thurs	Mini-lecture: Current Issues

1/26	
Fri 1/27	Week 2 Quiz Due

Week 4	“Engineers”
Tues 1/31	Lecture: Social & ecological engineering
LABS	Readings: FoNCH4 Activity: Watch & Discuss: Wetland/Waste Land https://www.youtube.com/watch?v=-ut3x-wGyuQ
Thurs 2/2	Discussion: Current Issues
Fri 2/3	Week 3 Quiz Due

Week 5	“Novel”
Tues 2/7	Lecture: Inherent, Instrumental, and Relational values
LABS	Readings: FoN CH5 Activity: Climate wedges
Thurs 2/9	Lecture: Overview of the group project and assignment
Fri 2/10	Week 4 Quiz Due

Week 6	Group project Topic Selection and overview
Tues 2/14	TBD – Possible Duker Lecture
LABS	Read: FoN CH6 Group Work and Group Work Agreement Activity
Thurs 2/16	Group Work
2/17	Week 5 Quiz Due

2/20-24	No Class
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Week 7	“Indigenous Guardians”
Monday 2/28	Lecture: Moral standing, objectification, subjectification Listen (before class): “Water Justice” https://www.speaker.com/user/voicedradio/episode-8-water-justice
Lab	Read: FoN Ch7, FoN Epilogue (optional) Watch (in class): We are fishing people
Thurs 3/2	Lecture: TBD

Friday 3/3	Group Work Agreement Due Week 6 Quiz Due
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Week 8	“Incentives and Institutions”
Tues 3/7	Lecture: Incentives, Rationalization, and Institutions
LABS	Activity: Red/Black Challenge
Thurs 3/9	Lecture: Commons, enclosure, and re-commoning
Fri 3/10	Term Paper Outline Due

Week 9	“Management and Governance”
Tues 3/14	Lecture: Management, governance, feedbacks, and power
LABS	Read: A) Holling and Meffe; B) Sutherland; C) Carlson and Berkes; D) Natcher and Davis Activity: Jig saw
Thurs 3/16	Lecture: Measure, proxy, framework, theory
Fri 3/17	

Week 10	“Problems and solutions”
Tues 3/21	Lecture: Consumer and non-consumer action, resistance, disruption, and social innovation
LABS	Read: (All) Jensen, Shorter Showers; A) Hopepunk (listen); B) Assadourian; C) Jensen Pacifism as Pathology; D) Marris Youth activism Activity: Debate: Disruptive protest and climate change
Thurs 3/23	Lecture: TBD Surveys close

Week 11	Group Presentations, Part 1
Tues 3/28	Tues-1;Thurs-1 Presentations
LABS	Lab open for group prep/study
Thurs 3/30	Tues-2;Thurs-2 Presentations

Week 12	Group Presentations, Part 2
Tues 4/4	Tues-3;Thurs-3 Presentations
LABS	Lab open for prep/study

Thurs 4/6	Tues-4;Thurs-4 Presentations
Friday 4/7	
Friday 4/14	Term papers due;

Course Assignments

Quizzes [25%]: There will be five quizzes (5 points each, **Due by end of following week**) that follow along with the main text, *Finding Our Niche*, and the discussions from class. These are online. You will have two attempts each.

Group Project Working Agreement [5%]: **Due 3/3.** You and the others in your assigned group will compose and sign a group working agreement related to your responsibilities to one another for the group project. Each person will submit a copy of the agreement signed by everyone in the group. A template can be found online.

Term Paper Outline [10%]: **Due 3/10.** You will be writing a term paper on an environmental management-related topic of your choice. Consult with the Instructor and/or TA for the appropriateness of your topic. This outline should be no longer than a page, should include a brief, 2-3 sentence topic statement and then a bulleted outline of the structure of the paper as well as a list of at least 5 outside references that you plan to include in the paper.

Group class presentation [25%]: **Dates for each group listed above.** You will identify, research, and ultimately present on a topic from a predetermined list related to environmental management. Group presentations will be 25 minutes in length with 5 minutes for questions.

Group presentation peer reviews [10%]: **Due 4/7.** You will provide substantive peer review feedback to the members of one of the other presenting groups in your lab group for their presentations. Group 1 will review 2, 2 will review 1, 3 will review 4, and 4 will review 3. A worksheet will be provided.

Term Paper [25%]: **Due 4/14.** You will write a term paper on a pre-selected topic (previously explored with your term paper outline assignment). 4000-6000 words (not including references). Given advances in publicly-available Artificial Intelligence, I ask also that everyone upload an early rough draft—it will not be graded but serves as proof of work.

Surveys [+5%]: **Surveys close 3/10.** As a bonus, I will post periodic surveys about current issues and the class on Courouselink. Participating in these surveys will get you up to 5 extra points.

General Policy on Late Assignments / Make-up Tests

All writing assignments are to be submitted via the Courselink dropbox no later than 11:59 pm on their due date. Late assignments will not be accepted without prior communication related to some legitimate and verifiable issue. Begin your writing assignments early so that you have plenty of time to organize your submissions to the Courselink dropbox. Only under very specific and rare occurrences will computing challenges be accepted as a reason for an extension to the due-date. Students are expected to make every effort to meet deadlines. That said, when you find yourself unable to meet a deadline because of illness or compassionate reasons, please inform the course instructor and the teaching assistant by way of email or in person immediately, prior to the due date of a given assignment. We are only able to make accommodations if we are aware of your situation, so please keep the lines of communication open as early and often as possible.

Participation and Classroom Discussion Guidelines

What is participation?

Beyond expressing your own relevant thoughts and experiences, participation means listening to, responding to, and leaving room for others in the discussion. People have many different ways of making sense of what they are learning. Everyone participates differently.

Some people don't know what they think until they have what they say. While they can provoke creative thoughts in their listeners, sometimes they can go on, at length, without making much of a point. Others need to clarify the object of inquiry by asking fundamental questions. They remind us that what may seem obvious at first is often worthy of some profound thought. Another type of participator offers concise summary observations, keeping the discussion on track. All these different styles make important contributions to a class.

Respect for others is the key ingredient for participation. The goal of participating in discussion is to talk through interesting ideas, not criticize people's mistakes and weaknesses in expressing themselves.

Key Hints to Prepare for Discussion of Course "Texts" (Texts can be articles, books, reports, multimedia etc.).

Critical Reading or viewing: This is more than a quick skim! You need to figure out whether you agree with the author or speaker. This involves two stages: 1.) a summary that ensures that you understand and remember what you have read, 2.) a critique where you bring your own ideas and reasoning to bear on the material.

Summary: Read each paragraph (or view sections) and note the main idea. Make notes on the whole piece and cross out those ideas that are repetitious. Look for clues in the author's text that point you to what the authors thinks is important (e.g. A major argument, "To summarize..."). Try to use your own words and style to summarize the major points. Then, summarize the article in no more than one paragraph.

Critique: Learn something about the author/creator of the work. How might his/her disciplinary orientation shape her/his approach to the issue? Evaluate the work at it stands and in relation to other work in the field. Does it fulfill the promises made? What did you find valuable, interesting, challenging? What biases or beliefs could you identify in the text and in yourself as the reader? In terms of summarizing, what was hard to understand? Were there any gaps? Did you understand the examples? Did the text give enough evidence to support its claims and its thesis? Were there absences that were unaccounted? Overall, did you like the text? Was it full of jargon? Where does it fit with material on the same issue?

What should I expect in a class discussion?

The following are suggestions for creating a participatory, supportive and open context for our class discussions. These suggestions are intended to help you structure your contributions, both verbally in class and in the online discussion forums.

- 1) Take your fair share of time for speaking but leave room for others.
- 2) When reading/activity groups are asked to report back to the class, allow different group members to take a turn summarizing the group discussion.
- 3) Don't pressure others to speak, but also don't cut them off when they start a sentence. Remember that there are different styles of participation.
- 4) Respect is a key ingredient for effective participation. Respect the contributor and the people being spoken of or for. Be inclusive and modest in your statements. Remarks that stereotype other people or express prejudices by gender, ethnic background, national origin, ability, age etc. are objectionable and should be challenged.
- 5) Be patient with one another and tolerant of slip-ups. We all have false assumptions and exhibit unintentionally hurtful opinions at times. If something offends or puzzles you, ask for clarification first, before you challenge it. Give everyone the benefit of the doubt.
- 6) Anticipate being challenged sometimes. Potentially contentious social categories can be so fundamental to understandings of our world that we are never going to be absolutely perfect. The way to challenge objectionable remarks is to question the viewpoint or analysis, not label the contributor. People can re-think statements more easily when they are not identified by what has been said or labeled as racist, sexist or homophobic etc.
- 7) Understand that everyone has a different level of comfort in sharing their personal opinions and experiences and respect their position. Please do not discuss others'

personal stories outside of class unless you do so in such a manner that there is no way the person can be identified.

- 8) Accept that everyone speaks and acts only for themselves. Don't expect others to give 'official' opinions of groups with which they are identified.
- 9) Expect that you will make mistakes. Everyone else will too, including the instructors. Mistakes are often the key points for learning.
- 10) Express respectful disagreement with anything you feel should be questioned, including things put forward by the instructors. Try to frame your interjections in the form of a question.
- 11) Be courteous – arrive on time, excuse yourself when you leave, give your full attention to the person speaking.
- 12) Bring your sense of humour to the class. Use it!

Academic Integrity Statement

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of 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. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

For the purposes of this class, plagiarism is defined as the theft of the intellectual creation of another person without proper attribution. It is the use of someone else's words or ideas or data without proper documentation or acknowledgment. Quotations must be clearly marked, and sources of information, ideas, or opinions of others must be clearly indicated in all written work. This applies to paraphrased ideas as well as to direct quotations. A student must acknowledge and fairly recognize any contributions made to their personal research and scholarly work by others, including other students.

- Any direct copy of text, beyond 4-6 consecutive words, is considered plagiarism
- Uncited use of photos or drawings or other visual materials is considered plagiarism
- Presenting an idea, concept, or theory as your own, even if in your own words, when it clearly was pulled from someone else's work, is also plagiarism.

To combat plagiarism it is best to practice “generous scholarship”, which seeks to err on the side of caution in giving people credit for their work. Your work is stronger, not weaker, if it is heavily cited.

There are many resources on campus to assist you with proper citation and paraphrasing. Please see the instructor for help with these. These include the software TurnItIn, which we will not use for final assignments, but you are free to use in order to check your work.

When in doubt about a citation requirement or your approach to paraphrasing, ask your librarian or your course instructor or your academic supervisor for assistance.

Before you submit any written work, review it against the following checklist:

- I have acknowledged the use of all ideas with accurate citations.
- I have used the words of another author, instructor, information source, etc., and I have properly acknowledged this and used proper citation.
- In paraphrasing the work of others, I have put the idea into my own words and did not just change some words or rearrange the sentence structure.
- I have checked my work against my notes to be sure that I have correctly referenced all quotes or ideas.
- When using direct quotations I have used quotation marks (or other means to clearly identify the quoted text) and provided full citations.
- Apart from material that is a direct quotation, everything else in the work is presented in my own words.
- When paraphrasing the work of others I have acknowledged the source or the central idea.
- I have checked all citations for accuracy (e.g. page numbers, journal volume, dates, web page addresses).
- I have used a recognized reference style (i.e. APA, MLA, Chicago etc.) consistently throughout my work.
- My list of references/ bibliography includes all of the sources used to complete the work.
- I have accurately and completely described any data or evidence I have collected or used.
- I fully understand all of the content (e.g., terms, concepts, theories, data, equations, ideas) of the work that I am submitting.
- The content of the work has not been shared with another student, unless permitted by the instructor.
- The content of the work reflects wholly my own intellectual contribution or analysis and not that of another student(s), unless the instructor approved the submission of group or collaborative work.
- If another person proofread my work it was for the sole purpose of indicating areas of concern, which I then corrected myself.
- This work has not been submitted, whole or in part, for credit in another course or at another institution, without the permission of the current course instructor(s).

Student Accessibility Services

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services

as soon as possible. For more information, contact SAS at 519-824-4120 ext. 56208 or emailcsd@uoguelph.ca or see the [website](#).