GEOG*4220 Local Environmental Management
Department of Geography, Environment and Geomatics
University of Guelph

Course Outline: Winter 2025

General Information

Land Acknowledgement
The University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer respect to our Anishinaabe, Haudenosaunee and Metis neighbours. Today, this gathering place is home to many First Nations, Inuit, and Me tis peoples and acknowledging them reminds us of our important connection to this land where we work and learn.

Course Description: This course explores local environmental management from two perspectives: state-driven (where local government agencies or forums created by governments are used) and non-state driven (where local actors come together in new governance arrangements to undertake environmental management). Through comparing and contrasting these broad perspectives in an experiential learning setting, the course builds understanding of a key trend in environmental governance.

Class Schedule: Tuesday/Thursday 10:00 am – 11:20 pm
Location: MCKN 115

Seminars: Hutt 240B Monday 1:30-2:20
                     Tuesday 2:30-3:20
                     Wednesday 10:30-11:20

Instructor Information
Instructor Name: Dr. Lauren Sneyd
Instructor Email: lsneyd@uoguelph.ca

GTA Information
GTA Name: M Manjurul Islam
GTA Email: mmanjuru@uoguelph.ca

GTA Name: Madeline Medrano
GTA Email: mmedrano@uoguelph.ca

Course Content

Detailed Course Description

This course offers a survey of themes and issues in local environmental management and sustainability, with specific attention to the contemporary social and ecological challenges facing people and communities in Canada and around the world. Themes include: place-building, stewardship, resilience, social and environmental justice, urban sustainability, indigenous knowledge and sovereignty, and societal transformations to sustainability and more.

Our weekly meetings will attend to the:

- root causes of contemporary sustainability problems;
- ecological and social science concepts, frameworks, and theories that comprise environmental management, sustainability, and resilience;
- complexities, challenges, and best practices in environmental management and sustainability planning, and decision-making, including roles and initiatives of state and non-state actors.

Specific Learning Outcomes:

- Be able to critically discuss the cultural and behavioral roots of environmental / sustainability problems;
- Knowledge of different management paradigms and issues at local, regional, and global scales;
- Recognize the differences between sustainability and modern, industrial / neoliberal approaches to managing the environment;
- Identify and clarify one's own positionality and values in relation to environmental / sustainability problems;
- Follow societal debates about the values, interests and controversies involved in pursuing local solutions, and
- Be familiar with major concepts and topics in sustainability, including: limits to growth and de-growth; weak and strong sustainability; resilience and vulnerability; social and environmental justice; food security and sovereignty; indigenous knowledge and practices among others.

Course Delivery:

The course will be delivered in a classroom lecture and seminar format. From Week Six of the semester, our in-person course will be following a multi-modal (ie. use some virtual or online components) delivery. Each week we will follow a schedule for seminar and presentations. The course instructor will provide instructional material through PowerPoint presentations and other multimedia sources. Associated resources and other relevant material will be posted in the Content section on the course website.

Members of the class will participate in both informal and formal presentations and other relevant in-class activities. The seminar format will involve group work and group

discussion. The in-class format will enable students to practice their communication and knowledge translation skills.

Lecture Content:
GEOG*4220 provides training in scientific communication via interactive lectures, discussions, presentations, and assignments within the context of local environmental management. The course is based on the premise that soft skills, especially communications skills, are a key prerequisite to effective environmental management practices.

Mandatory readings and learning materials will be posted on Courslelink. There is no text to purchase.

Course Schedule
The following summary of weekly topics/activities is subject to minor changes.

Our CourseLink's content page includes chapters, links, blogs, podcasts, how-to's and videos to read or watch each week. Please read **before class and before seminar** as we will be working in groups from the content, and it is important for students to be familiar with the content for lecture and in class discussions. The list of weekly content is below, and the complete list is on CourseLink. I will also update the content throughout the semester as needed, please follow along each week.

Week 1 January 7/9
Introductory Session
        Review of course outline, introductions and contextualizing local environmental concerns

Week 2 January 14/16
        Fundamental issues in local environmental management

Week 3 January 21/23
        Local concerns and local actors, who are the stakeholders?

Week 4 January 28/30
        Conceptualizing sustainable community-based natural resource management

Week 5 February 4/6
        Working with nature: Nature-based solutions

Week 6 February 11/13
        Indigenous perspectives and practices on environmental management: Decolonializing local environmental management

Student presentations

Reading Week

Week 7 February 25/27
Gender, inequalities and sustainable community: Intersectional environmentalism
Student presentations

Week 8 March 4/6
Urban environmental management: Sustainable and resilient cities
Student presentations

Week 9 March 11/13
Collective conservation and co-management of local environment: Forests
Student presentations

Week 10 March 18/20
Participatory sustainable communities: Fisheries, Ocean and Coastal Management
Student presentations

Week 11 March 25/27
Economies and sustainable communities: Food Systems
Student presentations

Week 12 April 1/3
Conclusions and lessons learned

Course Requirements and Assessments

Two learning reflections	30% (15% each)	Week 1-6 (Feb 14 5:00pm)
		Week 7-12 (April 4 5:00pm)
Major research project	30%	April 11 11:59pm
Group presentation	20%	Weeks 6 -11
Individual group reflection	5%	April 11 11:59pm
Participation in seminar	15%	Throughout

Assignment guidelines

Two learning reflections

Each learning reflection will be about 1000 words, APA style, written assignment to be submitted to the electronic dropbox on Courselink

For the learning reflections, students are to reflect on the readings, lecture and seminar content from the first and second half of the course. Emphasis will be on the readings. Students are to articulate what you believe to be ways that local environmental management can contribute to local sustainability, gender empowerment, healthy communities, food security, conservation and biodiversity management and the like that can enable sustainable innovation, transformation or improving environmental outcomes. Please use evidence from the literature we have read to date and our class sessions to support your answer. Please consider your role as an aspiring local environmental manager, how do you want to contribute to innovations and/or address sustainability issues? End with: what is one question you want to be able to answer by the end of this course in relation to local environmental management. Please also pay attention to style, referencing, citing, paragraphs, grammar, spelling and general writing style.

Major Research Project

The major term project engages students with the challenge of researching and developing community-driven, inclusive, gender responsive, nature-based solutions (NbS) to the climate emergency. We will touch on many themes throughout the semester that students can build on in their research for the final project that highlights local environmental management issues/case of their choice. Students are required to apply insights from their global overview of the literature to individually and collaboratively develop strategies to advance scientific goals related to inclusive empowerment and nature-based adaptation and resilience. Nature-based solutions are actions that use natural processes and nature to address environmental and social issues such as climate change, food and water security, disaster risk reduction, biodiversity, conservation and human well-being. Examples of NbS are restoring, conserving and managing of wetlands, grasslands, coastlands, and forests, tree planting, habitat restoration, rehab and rehabilitation, managing environments like mangroves, local food systems and local fisheries. Students must employ social science insights to produce creative, community-driven strategies to advance science-based targets and indicators. And they would learn how to distill and re-present these local environmental management policy/research materials in a range of accessible and culturally appropriate formats. The location and topic (case) are up to the group to decide. Students will be asked to form groups of 3-4 students during the introductory sessions in January. There will be a time during seminar to approve the topics in Week 4. A total of twenty groups will be created, and efforts will be made to ensure that the groups reflect a range of disciplinary backgrounds, approaches and geographic regions. Each group will be asked to select a case study or project on managing community-driven, gender responsive, nature-based solutions (NbS) to the climate emergency.

The case studies will be presented on Thursdays during Weeks Six through Eleven of the course. The Major Research Project and Presentation offers students the opportunity to take ownership of the course and delve into cases that students find to be important and

impactful for their research and learning. Each group should prepare slides and informative handouts to complement their 20-minute oral presentations. The time allotted for the formal presentation will be 25 minutes. After the presentation it is expected that the presenters will articulate questions that will drive a lively class discussion. Groups should ensure that the course instructor receives a copy of their presentation (i.e. slides or notes) via CourseLink at the very latest by 12pm the day before their presentation. Each presentation will be evaluated by the course instructor and by students. A sperate handout for this activity is available on Coursleink.

The connected major research paper will be 30 double spaced pages APA style with ~15 academic sources plus other materials. This is a group project. All students are expected to contribute to the development of a polished, edited and clean report. A 5% reflection will be submitted at the end of the semester on the group dynamic and tasks undertaken by each student (available in the separate handout). Marks could differ within groups if responsibilities are not divided and completed by each group member. GEOG 4220 is a fourth-year capstone GEG course in environmental management and expectations are set that a group can manage the successful completion of a group work assignment similar to the expectations in a professional group environment.

Written assignment and presentations are to be submitted to the electronic dropbox on Courselink

Group Presentation

Criteria		Exceed	Met	Needs to improve
Proper & effective use of media	• Media/Images is/are relevant to the topic presented • Media/Images is/are clearly viewable and appropriate • Text associated with media/ images is informative & accurate			
Presentation of script and integration of information	• Information is presented in a logical flow • All information presented pertains to the topic • All content is clearly and accurately stated			
Accuracy and quality of the presentation	• Presentation provided sufficient information & detail • Created logical links between different sets of information			

	• Presented to audience, didn't read from presentation			
Understanding of the subject	• Explained content correctly for level of audience • Included relevant, understandable information • Stated all terms, procedures, & vocabulary correctly			
Explicitly met criteria of assignment	• Directly addressed the interaction between local environmental management and sustainability • Explained a logical and informed relationship between human health and environmental health (or vice versa). Special attention to gender, indigenous and environment was given			
References properly cited	• All media and academic resources are used • Scientific and other resources are cited correctly			
Student attendance	• Students attended final class presentation • Students provided constructive feedback on other presentations			
Submitted all required documents according to published timelines	• All content was submitted on time according to published timeline during the semester			

Seminar participation (15% of the final course grade):
We will be practicing and workshopping various forms of communication skills in small groups in class. It is important to attend class to participate in these activities.

It is crucial that students participate and contribute to class interaction. The participation component of the grade will evaluate your ability to participate and contribute to the weekly discussions in the seminar. Criteria for the evaluation of participation will include regular attendance, knowledge of assigned readings, and the ability to make relevant, substantive, and original contributions to advance the discussion. As this course will be conducted in seminar format with a focus on the assigned readings it will entail intensive

weekly discussions and may focus on in-class, active learning in small groups. We will be using the chat function in MS Teams for smaller virtual group discussions if and when needed. Attendance and informed participation by all will be expected. Students are required to do the assigned readings before class. Individual contributions to seminar discussions and group activities will be evaluated on the performance scale:

Grade	Attendance	Participation/Discussion	Reading
14-15	Always	Excellent: leads debate; offers original analysis; uses assigned reading to back up arguments; offers valuable comments in virtually every seminar.	Clearly has done and understands virtually all of the reading; intelligently uses the course material in the seminar discussions.
12-13	Almost always	Good: thoughtful comments for the most part; willing, able, and frequent contributor.	Has done most reading; provides competent analysis of reading when prompted.
10-11	Frequent	Fair: has a basic grasp of key concepts; arguments sporadic and at times incomplete or poorly supported.	Displays familiarity with most reading, but tends not to analyze it or explore connections between different sources.
8-9	Occasional	Not good: remarks in class marred by misunderstanding of key concepts; only occasionally offers comments or opinions.	Actual knowledge of material is outweighed by improvised comments and remarks.
0-7	Rare	Poor: rarely speaks, and parrots other students when put on the spot to offer an opinion.	Little to no apparent familiarity with assigned material.

Students will submit a final report on their participation **DUE 11 April** (200-300 words) and answer the following questions:

1) In the classroom and small groups, I contributed to the class in the following ways:

2) My level of participation was:
       High
       Average
       Low
Justify your rating, please provide detailed examples:

3) To prepare for class, I

4) Outside of the classroom, I contributed to the class in the following ways (e.g., discussed content with classmates/others, extra readings, sought assistance with writing, researching, and/or statistical interpretation) provided feedback to other groups).

Your self assigned grade for participation ___/15 and will be reviewed by the professor and TAs.

1. Course statements

Artificial Intelligence (AI) will <u>not</u> be used in this course:
Unauthorized student use of AI systems (ex. ChatGTP and others) undermines student learning, the achievement of learning outcomes and **<u>violates the University's academic misconduct policies.</u>**

The University is committed to ensuring that the use of AI in teaching and learning complies with existing policies and regulations that govern academic and scholarly integrity. We continue to engage the University community, including students, as we work to refine academic integrity policies and their intersection with AI tools. We affirm the following: Students' work must reflect their unique intellectual capacity and demonstrate the application of critical thinking and problem solving. Unauthorized use of AI to complete assessments violates the fundamental intellectual purposes of the University and does not demonstrate student achievement of course learning outcomes.

Submission of materials completed by AI, without permission of the instructor, constitutes an offence under the University's academic misconduct policies, either as a form of plagiarism or the use of unauthorized aids.

Submitting a paper that has been written with AI will result in a grade of zero and an academic misconduct report will be filed with the offices of the Dean and the Chair of Food Science. Only submit your own work.

Written Assignments
All course assignments are discussed in detail in the assignments guides available on Courselink. Please download them and review.
<u>Note that *extensions are not possible*</u>

- You know the due dates of assignments from the first day of classes – it is your responsibility to plan your time so that you meet those dates. Time management is one of the objectives of this class.
- Assignments must be submitted on CourseLink on the day they are due, otherwise they will be considered late.
- Emailed assignments or assignments dropped off in the main GEG office WILL NOT be accepted.
- Computer problems are not sufficient for an extension. MAKE SURE YOU BACK UP YOUR WORK.
- The exception to the late assignment/make-up exam policy is if you have a documented medical or recognized reason (in other words, only medical and compassionate reasons are recognized). Final decisions about extensions are at my discretion (i.e. documentation does not automatically equal an extension). You are responsible for contacting me in a timely manner (within one week) if you have a documented medical/family/compassionate emergency.

Teaching Assistants and Emailing

I do not reply to emails that should be addressed to a Teaching Assistant. The duties of Teaching Assistant include assisting you with questions about course content, assignments and disputed grades. They also mark some of your assignments and lead seminars. The TA will be available by appointment for consultations each week if necessary. Their contact information will be posted on Courselink in the beginning of the semester.

If you have a general question about an assignment, post it in the appropriate Discussion section of the course website – do not email me and do not email the Teaching Assistant directly. If you email us with a general question, we will reply telling you to post it online.

- When you post, put your question (or the theme of the question) in the subject heading.
- If you have a question about an assignment, make sure you check to see if it has already been answered before posting it. I do not respond to repeat questions. \

If you do email the professor or the TA, please put the course code in the subject line of the email and a brief statement about the nature of the email: GEOG 4220. Emails without the course code will not be responded to.

Disputing a Grade

If there is an addition error, please let me know via email. Otherwise, we do not discuss marks over email or in class. Please schedule a meeting.

If you seek to appeal your grade, university policy requires that you speak with the TA who graded your paper before you speak with the professor. The TA who graded your paper will put their initials in brackets at the end of the grade line on courselink. If you want the paper re-graded, please write the TA 100 words explaining why you feel a higher grade is

deserved. The means you have to explain why you think your assignment deserves more marks based on the quality of your work and the assignment guidelines/expectations. The TA is empowered to raise your grade should they find your argument compelling. If you remain unsatisfied at the end of that appeal, you can appeal to the professor in writing. Please note that, on appeal, your grade can go up, down, or stay the same. We do not accept assignments for re-consideration with 24 hours of the assignment being handed back. No appeals will be accepted more than one week after the submission date.

Extra Credit
There are no opportunities for extra credit in this course.

Respectful Learning Environment
Students are expected to adhere to all University policies regarding respectful conduct in all aspects of this course. This includes classroom conduct and online conduct through social media, message boards, Teams chat, etc. A respectful learning environment also includes the appropriate use of laptops and other kinds of electronic devices in class.

Attendance and Note-taking
As material discussed in class will differ from the text material, attending class is important. If you miss a class, it is strongly recommended that you obtain the notes from another student. You are not required to tell me that you have missed class.

Course Website:
There is a course website at http://courselink.uoguelph.ca. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Late Assignments:
Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

Receipt of Grades:
After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.

Turnitin Software:

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

2. University 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 in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

Drop date:
Students have until the last day of classes to drop courses without academic penalty. The regulations and procedures for Dropping Courses are available in 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 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.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar.

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. NO recording.

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.

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).

<u>Online Behaviour</u> From Cate Dewey, the Associate Vice Present, Academic: 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 user name and password

Recording lectures without the permission of the instructor