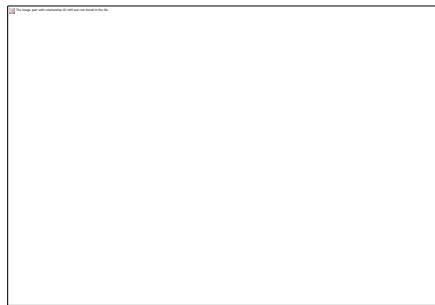


**GEOG 3022 Environmental and Natural Resources  
Fall 2017**

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Course Timetable: Tuesday 8:35-11:25



### Setting the Stage

*“Earth provides enough to satisfy every man's needs, but not every man's greed.” Mahatma Gandhi*

*“The cost of our success is the exhaustion of natural resources, leading to energy crises, climate change, pollution, and the destruction of our habitat. If you exhaust natural resources, there will be nothing left for your children. If we continue in the same direction, humankind is headed for some frightful ordeals, if not extinction.” Christian de Duve (1974 Nobel Prize Winner)*

Do we really have enough resources to take care of our basic human needs - shelter, food, clothing and warmth - as Mahatma Gandhi suggests? Or, has our greed and desire for increasingly more, beyond our basic needs, (particularly in the “developed” world, but increasingly in other parts of the world too), created a situation where our future well-being or very existence is threatened, as Christian de Duve insists?

Our lifestyle, standard of living, needs and wants, and increasing reliance on technology, all require more and more natural resources. Moreover, whether it is for manufacturing or for energy production, resource use and extraction come with major implications for the well-being of society and the natural environment. We are now seeing the most extreme example of this in the impact that two-hundred years of fossil fuels extraction and use is having on the world's climate.

But, what are we prepared to do without? Are we prepared to sacrifice our standard of living in order to address some of the major environmental crises we now face? On the other hand, do we really need to make sacrifices or do we have the technological capability to make necessary changes while maintaining a current standard of living, not only for those of us in the “developed” world but also extending the same to people in the “developing” world? More often than not we have been faced with the stark reality of choosing between the economic positions presented by corporations, business interests, and governments on the one hand and social, cultural and environmental concerns on the other.

How do we make the connections between our wants and needs and the impacts associated with fulfilling them? How do we manage our use of resources in order to address serious environmental, social and cultural concerns?

Once the domain of economics, today resource management has become increasingly more interdisciplinary. Over the past three decades, resource management has increasingly stressed environmental sensibility. However, have environmental concerns truly gained equal standing in decisions concerning resource extraction and use alongside economic and political concerns? You just have to read the wording of Donald Trump’s Executive Order to allow the continued construction of the Keystone Pipeline, despite protests from American Indigenous peoples, environmentalists, and communities, to see the problems that we still face:

*“By the authority vested in me as President by the Constitution and the laws of the United States of America, it is hereby ordered as follows: “Section 1. Policy. (a) It is in the national interest to promote clean and safe development of our Nation’s vast energy resources, while at the same time avoiding regulatory burdens that unnecessarily encumber energy production, constrain economic growth, and prevent job creation. Moreover, the prudent development of these natural resources is essential to ensuring the Nation’s geopolitical security.” Donald Trump 28 March 2017*

## Course Objectives

*“Saving our planet, lifting people out of poverty, advancing economic growth... these are one and the same fight. We must connect the dots between climate change, water scarcity, energy shortages, global health, food security and women’s empowerment. Solutions to one problem must be solutions for all.” Ban Ki-moon*

In this course, we will examine the changing ways in which we harvest the planet for the resources we depend upon. We will look at the social, economic, political and cultural contexts (and the inherent tensions between these) within which we identify resources, harvest and/or manage them and use them. While this course will focus on Canada, many of the ideas concerning integrated resource and environmental management discussed in the course are shared globally. The course itself will be divided between lectures introducing various ideas and approaches used in resource and environmental assessment, and discussions drawing from various sectors and issues affecting Canadians today.

This course is designed to be more pragmatic, seeking to integrate ideas about integrated resource and environmental management with practical approaches and methodologies used professionally.

### Course Textbook

There is no text book for this course.

### Class Organization

This is a three-hour class. It will consist of lecture, videos for discussion, and practical instruction. We will have several guest lectures through the term. These speakers are drawn from various areas of resource and environmental management. It is important that you make an effort to attend those talks. Moreover, you must come prepared to ask questions and interact with the material they present.

### Deliverables and Grading

Course grading is based upon a series of applied assignments and a final take-home examination. All deliverables are mandatory. Failure to complete any one of the tasks could result in the student failing the course.

### Case Study Proposal

You will be required to choose between the four hypothetical proposals, presented in Appendix 2. You will be able to build your proposal during the semester. We will be covering specific sections (or groupings of sections) each week using a case study to illustrate the application of ideas presented in the week's lecture.

This is the major deliverable of this course, worth 50% of your final grade. It is meant to introduce you to the pragmatic side of resource and environmental management. You will be expected to produce a detailed proposal of how you would go about undertaking an in-depth assessment of a proposal that will have both environmental and social impacts. The scope of this proposal is presented in Appendix 3 and an associated grading rubric in Appendix 4.

You will be required to submit three drafts, which will be graded, but more importantly, will provide you with feedback from myself. The deadlines are as follows:

- Discourse Analysis
- Draft Sections of you Introduction, Issues, Study Area(s), Framework/Approach
- Draft of Sections: Public Participation, Knowledge
- Draft of Sections: Implementation, Monitoring, Evaluation, Conclusion
- **Final Proposal**

### Take-Home Examination

This will be a visioning exercise that will allow you to think beyond your proposal and consider future possibilities. Further details will be discussed at a later date. **Due date:**

## Grading

The grading of these components is as follows:

<b>Discourse Analysis</b>	<b>15%</b>
<b>Case Study Proposal</b>	<b>55%</b>
<ul style="list-style-type: none"><li>• Draft of Sections: Introduction, Framework, Study Area(s), Issues</li><li>• Draft of Sections: Visioning, Public Participation, Knowledge</li><li>• Draft of Sections: Implementation, Monitoring, Evaluation, Conclusion</li><li>• Final Submission</li></ul>	5% 5% 5 % 40%
<b>Final Take-home Examination</b>	<b>30%</b>
<b>Total</b>	<b>100%</b>

## Grades

In accordance with the Carleton University Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 56-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND (Failed, no Deferral) = Student could not pass the course even with 100% on final exam.

Final grades are subject to the Dean's approval.

## Deferred Assignments/Grades

Only official deferrals petitioned through the Office of the Registrar will be honoured. Students who are unable to complete a final paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrarial Services Office for permission to extend a term paper deadline or to write a deferred examination. Permission can be granted only if the request is fully and specifically supported by a medical certificate or other relevant documents.

## Drop/Withdrawal Date

Please refer to the 2013-2014 Undergraduate Calendar for the final day that one is permitted to withdraw from a fall term course.

## Written Assignments

If you feel you need assistance in improving your writing skills, you are encouraged to get in touch early in the term with the Writing Tutorial Service (Room 229, Patterson Hall, <http://www.carleton.ca/wts/>).

## Requests for Academic Accommodations

### For Students with Disabilities:

Students with disabilities needing academic accommodations are required to contact a coordinator at the Paul Menton Centre (PMC) to complete the necessary letters of accommodation. The student must then make an appointment to discuss their needs with the instructor at least two weeks prior to the mid-term exam. This is to ensure sufficient time is available to make the necessary accommodation arrangements.

### For Religious Observance:

Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

### For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

## Academic Standing and Conduct

Students must familiarize themselves with the regulations concerning academic standing and conduct in the 2012/2013 Carleton University Undergraduate Calendar.

## Retain Copies of Work Submitted

Students are strongly advised to retain a hard copy (and electronic backup) of all assignments and term papers in the event of loss for whatever reason.

## Student Life Services

Student Life Services, located in Room 501 of the Unicentre, offers a wide range of programs and services to assist students in adjusting to academic life, in improving their learning skills, and in making academic and career decisions.

### **University Regulations Regarding Cheating and Plagiarism**

University regulations stipulate that any allegation of plagiarism, cheating or violations of examination conduct rules will be thoroughly reviewed. Each case must be reported to the Dean, who investigates each allegation. If there is no resolution following this investigation at the Dean's level, a tribunal will be appointed by the Senate to review the case and make a final decision.

Note on Plagiarism: Webster's Dictionary defines plagiarism as stealing. Plagiarism is the submission of someone else's writing/ideas/work as your own. All ideas presented which are not your own must be properly referenced. While forms of plagiarism may vary, each involves verbatim or near verbatim presentation of the writings or ideas of others' as one's own without adequately acknowledging the original source. Plagiarism includes (but is not limited to) copying from a book, article or another student, downloading material or ideas from the Internet, or otherwise submitting someone else's work or ideas as your own.

