

**COURSE SYLLABUS**  
**ENST/GEOG 3022: Environmental and Natural Resources**  
**Carleton University**  
**Late Summer Semester, 2017**

**Professor:** Dr. Mary Trudeau  
**Course Time:** Mondays and Wednesdays, 18:05 - 20:55  
**Course Location:** TBD  
**Office:** TBD  
**Office hours:** Mondays 16:30 - 17:30  
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**Phone:**  
**TAs:**

**COURSE DESCRIPTION:**

In this course, we address the description and explanation of fundamentals and theory to environmental and natural resources. Included in this scope are issues related to planning and management of resources as well as their extraction and exploitation. The interface of resources with human systems will always be central to the discussion. While the scope of the course focuses on Canadian resource issues, the international context is ever-present. Core resource sectors are discussed, including the fishery, agriculture, forestry, energy and extractive industries. Water governance, nutrients, cities and conservation provide alternative lenses for exploring resource management issues. The approach of the course is inter-disciplinary and draws upon the sub-disciplines of planning, management, governance, etc. to expand and comprehend the scope of concerns and debates.

**TEXTBOOK:**

**Resource and Environmental Management in Canada.** Fifth Edition  
Edited by Bruce Mitchell, Oxford University Press, 2015

**STUDENT EVALUATION:**

Course grading is based upon several assignments and exams. Completion of all deliverables is mandatory and failure to complete any one of the tasks could result in the student failing the course.

1. **Assignment 1:** 10%. Due: July 17<sup>th</sup> (July 19<sup>th</sup> for students doing Debate 2). Articulate your worldview and assess the congruence of your lifestyle choices and personal resource management with your worldview. For example, does your lifestyle demonstrate planetary stewardship or something else? Explore. Your essay must indicate your world view, identify habits or activities that are congruent with your worldview and habits or activities that are not congruent with your worldview. 1000 words. Marks will be deducted if the word count is exceeded.
2. **Debates:** Total 35% broken down as follows:

- Written synopsis of argument and point of view (Due before 5:00pm the day of your scheduled debate) – 15%. A list of the points you intend to raise during the debate with sources referenced; notes on potential arguments raised by the opposing side and responses; a statement of your true position (which could be opposed to the position you take in the debate) and why you hold this position. (See Appendix 1 for more information on format and content of the debate synopsis).
  - Debate in class – 5%. Commitment to argument, ability to respond to issues raised, delivery (especially voice projection) and preparedness (especially time used and use of notes).
  - Participation in debates – 15%. For each debate, students will be required to post to CULearn answers to four questions as described following. Note that participation marks are awarded only for answers to the questions posted before class (Question 1), during class time set aside to respond or immediately after each debate. Questions and marks, allocated across all debates, include:
    - 1% What side of the debate were you on before the discussion started? (Pro, con, had no position on the topic.)
    - 8% What was the most compelling fact/ argument brought forward during the debate? You are required to identify a specific argument or fact raised during the debate and briefly explain why you found it compelling.
    - 4% Was your position changed as a result of the debate? Alternatively, was your position solidified/ reinforced? How?
    - 2% Do you feel more prepared to debate your point of view on this debate topic with others? Why or why not?
  - Note: if the debate is not presented, the maximum possible grade for the Debate portion of the evaluation is 50% of marks received for all debate components including 0/5 for the in-class component.
3. **Midterm.** 20%. July 26<sup>th</sup>
4. **Final exam.** 35%. Date: TBA. Exam format is short answer and essay questions; spelling, grammar and sentence structure are considered as part of the mark assigned. Final exams are kept in by Departmental Administration and can be reviewed in the office by appointment.

For written assignments, spelling, grammar, proper citation of sources, organization and presentation are important aspects of the assignment.

Standing in a course is determined by the course instructor, subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean. Note that Deferred Final Exams must be applied for at the Registrar's Office and are available ONLY if the student is in good standing in the course and the student has completed the midterm exam, the first assignment and the written debate assignment.

## **CLASS STRUCTURE WITH DEBATES:**

For class 3 and beyond, each class will start with a lecture of 1 to 1.5 hours. Following a break, a debate will take place, followed by discussion and questions involving the full class. Time will then be set aside for students to respond to the participatory questions. (Students presenting debates are exempt from responding to the participation questions for the week they present their debates.) The class will wrap up with summary comments and reiteration of key points.

Debate topics will be assigned during the first class. The number of students on each side of the debate will depend on enrollment numbers. Each student must produce an original debate report (see Appendix 1). However, students may choose to work with other students debating the same topic to reduce repetition of similar points. Each debater will start with a 5 minute opening statement, with the sequence alternating between pro and con positions on the debate statement. Each student will then have time for up to two counter arguments to opposing points presented. The floor will then open to the audience (i.e. other students) for questions, moderated by the professor. The debate portion will conclude and each student will have five minutes to state their personal position on the debate – whether they were in agreement with the position they were assigned and why they hold this position.

## **TOPIC MODULES (the sequence may evolve during the semester):**

**1. July 5: Introduction to the course.** Key concepts. Worldview, values and informed debate. Introduction of Assignment 1. Debate topics assigned.

Text Chapters 1,2

**2. July 10: Resource management and governance in context of climate change and biodiversity loss.** Adaptive management, governance models in Canada; signs the planetary limits are being reached.

Text Chapters 4, 7, 8

**3. July 12: Marine and freshwater fisheries in Canada.** Lessons of the cod fishery and applicability to management of other natural resources.

**Debate 1:** Canada should invest in technologies to manipulate the climate as part of its response to climate change.

Text Chapter 9

**4. July 17: Agriculture and soils.** Farmland management and environmental services.

**Debate 2:** Canada has learned the lesson of ‘tragedy of the commons’ from the cod fishery and is preventing repetition of fishery resource decline.

Text Chapter 10

**5. July 19: Forest resources.**

**Debate 3:** Biotech patents are important to support on-going research needed for food supplies of the future.

Text Chapter 11

**6. July 24: Nutrients.**

**Debate 4:** Public participation is necessary for sound environmental decision-making.  
Lecture topic not covered in course text.

**7. July 26: Midterm 20%. 1-hour lecture will follow the midterm: Water - resource and habitat**

Text Chapter 14

**8. July 31: Energy Resources – supply and demand.**

**Debate 5:** Hydropower is a sustainable energy source.  
Text Chapter 15

**9. August 2: Extractive industries.**

**Debate 6:** Biofuels, such as canola oil, should be promoted by Canada for use in North America, Europe and beyond.

Text Chapter 16

**10. August 9: Urban environments and city form.**

**Debate 7:** Nations that buy oil from Alberta's tar sands share in the carbon footprint of Alberta's oil sands development.

Text Chapter 17

**11. August 14: Parks, protected areas and conservation**

**Debate 8:** Eco-tourism should be promoted as a method to protect threatened ecosystems.

Text Chapters 13, 14

**12. August 16: Wrap up of any outstanding lecture materials. Review of key concepts, discussions and debates.**

**Final Exam 35%. Schedule TBD.**

**PLAGIARISM:**

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*” This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without

prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

### **REQUESTS FOR ACADEMIC ACCOMMODATIONS:**

You may need special arrangements to meet your academic obligations during the term . For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www.carleton.ca/equity/>

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www.carleton.ca/equity/>

**Academic Accommodations for Students with Disabilities:** The **Paul Menton Centre** for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your ***Letter of Accommodation*** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable) at <http://www.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www.carleton.ca/equity/>.

## Appendix 1

### Written Debating Assignment

You are required to produce a five-page (and no more than five page) document on the selected topic you are debating. Debating points should be produced in bulleted point form rather than paragraph format. You must include support for your statements (examples, references). You also need to anticipate what the opposing debate team will raise during the debate and counter these arguments. Finally, you need to include a paragraph on your actual position on the topic since your position may differ from the side for the debate to which you have been assigned. Your paper should be organized as follows:

#### ***1. Title***

#### ***2. Debate Question***

Include at the top of the first page the actual question being debated.

#### ***3. Background to the Issue being debated***

Provide background information on the scope and importance of the topic being debated. The purpose of the background section is to provide the context of the debate. Why is it an important topic? Who are the actors involved in this topic? What are the issues that make up this topic? Some statistics or facts are expected here as well.

#### ***4. Arguments for the Debate***

Present the points (at least 3 key arguments) to support your side of the debate.

1. **Argument 1**....
2. **Argument 2**....
3. **Argument 3**....

#### ***5. Anticipated Arguments of Opponents***

Present a series of points that may be raised in opposition to your argument and the counter arguments that you expect your opponents to raise during the debate (or that may be raised by students in the audience). You need to present your responding debating points to these arguments:

1. **Opposing Argument 1.** Present the anticipated argument by the opposing side, then the first point you wish to make followed by evidence to support your counter-argument.
2. **Opposing Argument 2.** etc. ..

#### ***6. Concluding Statement on the debate***

Present a short closing argument that synthesizes your debating points into clear statements in support of your position on the debate topic.

#### ***7. Personal position on the topic***

In one paragraph, state your personal position on the topic of debate and why you hold this position. You can identify arguments you present and/or your worldview and values in support of your position.

#### ***8. References***

You must cite and reference all of your supporting evidence as well as the sources for all arguments.