

BRANDON UNIVERSITY
DEPARTMENT OF GEOGRAPHY

38:492

RESOURCE MANAGEMENT AND SUSTAINABLE DEVELOPMENT

Instructor: Dr. C. D. Malcolm

Office: BB 4-05

Phone: 727-9770

Office Hours: Mon., Wed. & Fri. 9:00 to 9:30 AM and 11:30 AM to 12:00 PM

Lectures: Mon., Wed., & Fri. @ 12:40 to 1:30 PM in BB 4-22

The prerequisites for this course are 38:276 or 39:292 or 14:293 and 38:384 or 38:374. In other words you need at least one second and one third year course from a selection of core courses in the Environmental Studies Concentration.

It is your responsibility to make sure you possess these prerequisites. You will be expected to demonstrate your understanding of resource management from these prerequisites.

Although not prerequisites, courses such as (279) Introduction to Geographic Research Methods, (286) Computer Cartography, (365) Applied Quantitative Methods in Geography, and (376) Introduction to GIS, may allow you to get more out of the course.

Outline

Resource Management and Sustainable Development is the “capstone” course for the Environmental Studies Concentration in Geography. As such, it builds on ideas you have learned in other courses required for the concentration. At this point you have spent many lectures learning concepts and discussing cases studies in natural resource management. You are expected to draw on your understanding of both scientific and socio-economic material from your prior courses throughout the term.

In this course we are going to concentrate on broader issues with respect to humans and the environment: how we view and value natural resources, how we approach their management, the controversies surrounding our values and actions, and ultimately, how humans move towards sustainable use of the earth’s resources. This course will be in seminar format, which means that we all participate – discussion is the primary mode of learning.

There are three main components to this course:

1. First, to get our heads back into the sustainability dilemma we will begin with some discussions of a few of the early chapters of our textbook (available at the bookstore):

Mitchell, B. (ed). 2015. Resource and Environmental Management in Canada. Oxford, Toronto.

Chapter 1: Conflict and Uncertainty: Issues, Context, Challenges, and Opportunities

Chapter 2: Canada's Role in Global Sustainability: Successes, Failures, and Opportunities

Chapter 4: Adaptive Environmental Management

Chapter 6: Participatory Approaches to Resource and Environmental Management

Read each chapter and bring three main points and three questions for discussion, to be submitted.

2. We will then begin to discuss your major term project. Having spent the last three to four years listening to your professors tell you how humans are damaging the earth and what must be done, it is now up to you to take up that challenge in a small way. We will discuss in class what types of projects you might wish to take on for the semester. You may work in groups or by yourself. You are expected to contribute to the structure and goals of the project.

We will spend time in class developing your project with the help of your classmates. To begin this process you will all be responsible for bringing one paper to class that you think contributes to a discussion of what we must consider in developing the framework for your own project. You will lead a short discussion on the paper. You must submit the paper to me one week before you are scheduled to lead your discussion so that everyone in class can read the paper. The purpose of this exercise is to let your classmates help you develop the project.

Leading a discussion does not simply mean presenting a summary of the paper (although some summary is helpful), but rather engaging the class in discussion of the particular theme or argument presented in the paper and how you think it contributes to the development of your project. The contribution could be subject matter or an analysis of an approach to implement a project similar to yours. You should come to class with some questions to encourage conversation.

Successful learning requires that all students have read the appropriate chapter for each lecture so that everyone participates in discussion. Marks will be allocated for leading and participating in discussion. As part of your participation mark, if you are not leading the discussion you are required to bring three main points and three questions with you to class to add to the discussion (they may or may not actually be used, depending on where the conversation takes us).

Part way through term you will present a proposal of your project to the class.

Near the end of term you will submit a written report of your project and present it to the class, in the form of a PowerPoint presentation.

As you are aware, producing a high-quality term project requires the discipline to accomplish required tasks in a timely manner (*i.e.* not beginning 3 days before the due-date!). This requirement is a skill that requires practice. Therefore, as a class, we will discuss and establish due dates for project deliverables.

3. While you are working on your projects you will also each be responsible to lead a discussion and create a small exercise for your classmates to complete based on one of the chapters from *Part Three: Resource and Environmental Management in Practice*, in your textbook.

You must first lead the class in a discussion (two periods) on this chapter. The expectations apply to this discussion as described above (including submission of three main points and three questions by those not leading the discussion). In addition, you are expected to bring in supplementary material related to your chapter to give some current context for our discussion. This additional material may be in the form of peer-reviewed journal papers or popular media, such as magazine, newspaper, or e-news articles.

In a third period you will lead your classmates through an exercise that you have created that is related to the chapter. Don't worry, I'll help you through this.

As a class we will determine dates for this assignment as well.

Mark Allocation

Participation (question submissions 20%
and discussions)

Term Project

Leading first paper discussion	10%
Proposal	5%
Presentation	15%
Final Report	15%

Lectures (text chapters)

Presentations	20%
Class assignments	<u>15%</u>
	100%

Academic Conduct

Academic dishonesty is unacceptable in this course and at Brandon University in general. Students caught cheating will be met with disciplinary action. Cheating includes, but is not limited to, the use of notes during tests, copying other students' work in tests or on assignments, and plagiarism. Please refer to Section 3.13 in the 2017-18 Brandon University Calendar for more information.

Grade Allocation

The following grade allocation is used at Brandon University. Please refer to Section 3.11.3 in the 2017-18 Brandon University Calendar for more information.

Final Mark (%)	Grade	Grade Points	Final Mark (%)	Grade	Grade Points
90 – 100	A+	4.3	67 - 69	C+	2.3
85 - 89	A	4.0	63 - 66	C	2.0
80 - 84	A-	3.7	60 - 62	C-	1.7
77 - 79	B+	3.3	50 - 59	D	1.0
73 - 76	B	3.0	0 - 49	F	0
70 - 72	B-	2.7			

Accessibility Services

Brandon University values diversity and inclusion, recognizing disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive for all students. The Student Accessibility Services (SAS) office works with students who have permanent, chronic, or temporary disabilities. SAS will provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical, medical, or temporary), you are invited to contact Student Accessibility Services to arrange a confidential discussion at (204) 727-9759 or email malyonm@brandonu.ca. If you are registered with SAS and have a letter requesting accommodations, you are encouraged to contact the instructor early in the term to discuss the accommodations outline in your letter. Additional information is available at the Student Accessibility Services website.