University of Alberta  
Department of Earth and Atmospheric Sciences  

EAS 491: Resource Management and Environmental Policy  

Instructor: Dr. Tara McGee  
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Webpage: http://courses.eas.ualberta.ca/eas491/  
Office hours: Wednesdays 2-4pm and Thursdays 9-10am.  
Lecture room and time: Tuesdays and Thursdays 2-3:20, ESB 1-33.  

General Course Description:  
Roles of governmental and non-governmental organizations, industry and private enterprise, and advocacy organizations in addressing issues of resource scarcity and environmental policy. Institutions, policies and strategies for resource and environmental management at the provincial/state, national and international levels.  

Course Overview:  
This course explores the development and implementation of natural resources and environmental policy, through discussion of key concepts and readings, and analysis of a resource management or environmental policy case study. Students will select and examine the development and implementation of Canadian government policy (or policies) for a natural resource management and/or environmental issue.  

Course Evaluation:  
Term project  
Proposal and outline  5%  
Research paper  30%  
Presentation  10%  

Participation  
Participation in two debates  5%  
Participation in class discussions  5%  

Mid-term test  15%  
Final test  30%  

Readings:  

In addition, a course pack of readings is available from the bookstore.
### Course topics:

<table>
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<tr>
<th>Week and dates</th>
<th>Tuesday class topic</th>
<th>Thursday class topic</th>
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<tbody>
<tr>
<td>Week 1: 6 Sept.</td>
<td>Introduction</td>
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<td>Week 2: 11 &amp; 13 Sept.</td>
<td>The policy context</td>
<td>Institutions</td>
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<td>Week 4: 25 &amp; 27 Sept.</td>
<td>Policy actors &amp; networks</td>
<td>Debate</td>
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<td>Week 5: 2 &amp; 4 Oct.</td>
<td>Agenda setting</td>
<td>Agenda setting</td>
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<td>Week 6: 9 &amp; 11 Oct.</td>
<td>Test</td>
<td>Decision making</td>
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<td>Week 7: 16 &amp; 18 Oct.</td>
<td>Policy instruments</td>
<td>Policy instruments</td>
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<td>Week 9: 30 Oct. &amp; 1 Nov.</td>
<td>Policy implementation</td>
<td>Monitoring &amp; Evaluation</td>
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<td>Week 10: 6 &amp; 8 Nov.</td>
<td>Guest Speaker: TBA</td>
<td>Guest Speaker: Climate Change Policy</td>
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<td>Week 11: 15 Nov.</td>
<td>Break – no class.</td>
<td>Student presentations</td>
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<td>Week 12: 20 &amp; 22 Nov.</td>
<td>Student presentations</td>
<td>Student presentations</td>
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<td>Week 13: 27 &amp; 30 Nov.</td>
<td>Student presentations</td>
<td>Student presentations</td>
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<td>Week 14: 4 Dec.</td>
<td>Term paper due &amp; course wrap-up</td>
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### Readings and Exercises:

**Topic 1: Introduction to Resource Management and Environmental Policy**

- **Reading:**
  - Text chapter 1.

- **Exercise:**
  - In class on 6 September, select one of the Federal or Provincial government departments listed below, and obtain the following information, which you will present briefly (max. 5 minutes) in class on 18 September.
  - Describe your agency/department’s roles and responsibilities; and
  - Give one or two (brief!) examples of policies being developed and/or implemented by your department.

- Environment Canada – Canadian Wildlife Service
- Environment Canada – Freshwater
- Environment Canada - Other
- Agriculture and Agri-Food Canada
- Natural Resources Canada
- Fisheries & Oceans Canada
- Canadian Heritage
- Health Canada
- Parks Canada
- Alberta Sustainable Resources Development
- Alberta Environment
- Alberta Agriculture & Food
Topic 2: The policy context
• Reading:
  o Before 11 September class, read Text Chapter 2.

Topic 3: Institutions
• Readings:
  o Before 13 September class, read Text Chapter 3; and

Topic 4: Policy Actors and Networks
• Readings:
  • Before class on 20 September, read:
    o Text, chapters 4 & 6.
  • Exercise:
    o Debate: Collaboration – friend or foe?
    o Students will debate whether or not collaboration should be used as a resource management and policy approach.
    o The debate is based on the reading:
    o Students are responsible for reading more widely in order to support their position.

Topic 5: Agenda setting
• Before class on 2 October, read:
  o Text Chapter 5.
Topic 6: Decision making

- **Readings:**
  - Before class on 11 October, read:
    - Text, Chapter 7.

Topic 7: Policy Instruments

- **Readings:**
  - Before class on 16 October, read:
    - Text, Chapter 8.
  - **Exercise:**
    - **Debate:** *Are voluntary policy instruments effective tools for managing Canada’s natural resources and environment?*
    - Students will debate whether or not voluntary policy instruments (eg. education, incentives, self-regulation, etc.) would effectively protect Canada’s natural resources, as compared to non-voluntary instruments (eg. Regulation, fines, etc.).
    - The readings above will provide a start for this exercise, and students should also read more broadly from the policy literature to support their position.

Topic 8: Policy implementation

- Before 25 October class, read:

Topic 9: Monitoring & Evaluation

- Before 1 November class, read:
o Text, Chapter 9.

**Topic 10: Policy Case Studies**
- Before 6 November class, read [TBA]:

- Before 8 November class, read:
  - Albertans and Climate Change: Taking Action. Government of Alberta. [read the executive summary and skim through the rest of the report]
Assignments:

1. Term project:

Due dates:
- Proposal due 20 September at the beginning of class.
- Outline due 2 November.
- Presentation dates will be assigned during the first class.
- Final term paper due 4 December.

Objectives:
- To develop your literature research skills.
- To develop your analytical skills.
- To develop your presentation skills.

This project provides you with an opportunity to conduct an in-depth examination of the development and implementation of a natural resources or environmental policy. You may either select a policy for one of the following policy topics, or choose another that must be approved by Dr. McGee by the end of week 2.

A few examples of natural resource and environmental policy topics:
- Water policy (such as Federal Water policy; Alberta’s policy ‘Water for Life’)
- Forestry policy (such as National Forest Strategy)
- Fisheries policy
- Oceans policy (such as Canada’s Oceans Strategy)
- Biodiversity (such as Canadian Biodiversity strategy)
- Climate change
- Air Quality
- Mining and minerals
- Parks and protected areas
- Agriculture
- Wildlife (such as A wildlife policy for Canada)

The assignment includes four components:
- A 1-2 page proposal:
  - A brief description of the policy that you have selected (also include a website link to the policy).
  - Information that you have found about how the policy was developed, and how the policy is being (or has been) implemented.
  - A list of references that you have located so far.

- Outline:
  - A point form version of your final paper [see below]. For sections that you have not yet completed, tell me what your plans are, so that I can advise you accordingly. Also include a list of the references that you have consulted to date.
o **Research paper**, which analyzes your policy topic. Your paper will focus on *analysis* of your topic, but will also need to describe your policy why it was developed, how it evolved, and factors that have influenced policy development. This descriptive component should be a minor part of your paper. Analysis of the policy topic should form the bulk of your paper. Your analysis should draw from relevant literature, including academic journals, relevant books, and government reports. You may also draw (to a limited extent) from reputable websites. Your research paper (hard copy format) is due at the beginning of class on 4 December. Your research paper should be approximately 4000 words in length.

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<th>Your research paper should include:</th>
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<td>• Background to your topic (why was the policy developed in the first place?)</td>
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<td>• Brief description of the relevant policy.</td>
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<td>• Brief description of the historical evolution of the policy.</td>
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<td>• Discuss the significant factors that have influenced policy development, including the role of agencies, organizations, public and other stakeholders; and any other influences.</td>
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<td>• Identification and <em>analysis</em> of how the policy is being implemented. To what extent is the policy being implemented? Are its goals being met? This part of your research may involve an analysis of a single case study (or a few cases) or a broader analysis of how the policy is (or is not?) being implemented.</td>
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<td>• Areas for improvement in policy implementation. Identify and discuss any policy instruments that could be used to enhance existing policy? What barriers need to be overcome in order for the policy to be implemented effectively?</td>
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o **An oral presentation**, where you will present the results of your term project, and encourage discussion amongst your colleagues. In your presentation, briefly introduce your policy, then spend most of your time presenting your analysis of the policy.
  • A schedule will be set at the beginning of the term for in-class presentations.

**Assessment Criteria:**

**Proposal and Outline:**
  • Include components outlined above.
  • Evidence of good progress.

**Presentation:**
  • Presentation – organization; oral delivery; engagement with audience; visual aids.
  • Content – presentation of highlights of term project research; material covered at a suitable level; explanation of key concepts.
  • Discussion – encourage discussion.
Written report:
• Extent to which you have included all components outlined above.
• Extent of analysis of your policy.
• Range and suitability of references consulted.
• Degree of synthesis of information presented.
• Originality of research, analysis and recommendations for improvements in policy implementation.
• Structure of report - Is it coherent, does it flow logically?
• Presentation - Clarity and style of writing; referencing; general quality of presentation.
• Grammar, spelling, punctuation.

2. Participation:

All students are expected to participate actively in the course. 10% of your final mark for this course will be allocated to your participation. 5% of this mark will be allocated for participation in the two debates, and the remaining 5% on your participation in class.

3. Mid-term:

The mid-term test for this course is worth 15% of your final grade. The structure of the test will be discussed in class.

4. Final test:

The final test for this course is worth 30% of your final grade. The structure of the test will be discussed in class. All material covered in the course, including readings, lectures, discussions, and presentations, are examinable.