

# HGP 250

## Natural Resources & Environmental Management



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### **CLASSES**

Time: Mondays, Wednesdays, and Fridays, 9:00 to 9:50 pm

Location: TEL 150

### **CALENDAR DESCRIPTION**

Geographic concepts and perspectives on renewable and non-renewable natural resources. *Prerequisite:* Any first year course.

### **COURSE OBJECTIVES**

The primary goal of the course is to introduce students to the changing relationship between human systems and natural systems from a sustainable development perspective. *By the end of the course students should:*

- Understand the basic role that resources have played in the development and growth of human society.
- Understand the influence of economic, socio-cultural, and political factors upon natural resource use and environmental governance.
- Understand the concept of sustainable development.
- Understand the key approaches currently employed to shift society towards greater levels of sustainability.
- Appreciate the complexity that individual and group interests have on instituting changes towards a more sustainable system.

### **COURSE OVERVIEW**

Humans depend upon the resources of the earth for our survival and our prosperity. Over time we have developed complex institutions that guide our use of those resources. Governments, our economic system, and our informal and formal social institutions all have an influence upon our 'relationship' with natural resources. This course explores that relationship. The course takes a broad perspective and students should feel comfortable taking it regardless of where they currently stand on environmental issues. The course includes the following topics:

- Development, Economic Growth, and Environmental Sustainability
- Property Rights and Economic Approaches to Environmental Protection
- Social Dilemmas, Common Property, and Collective Action
- Command and Control Approaches to Environmental Governance
- Cultural Institutions and the Environment
- Stakeholders and Politics
- Principles of Environmental Governance
- Specific Instruments (Tools) Employed in Environmental Management
- Case Studies of Specific Environmental Issues and Natural Resources

## **LECTURE STRUCTURE**

This is a fairly large lecture class (with 100+ students) and will primarily follow the 'traditional' lecture format, though some classes will involve class discussion and smaller group discussions. Throughout the course various video clips and other forms of media will be employed where possible. There may be one or two classes where videos are shown. As per my personal lecture style, I strive to make every class both entertaining and enriching for students.

## **GRADING AND EVALUATION**

Student grades will be determined using the following breakdown

1. Reading Quizzes (4 @ 3.0% each) .....	12%
2. Mid-Term Exam 1 (Oct 7 <sup>th</sup> ) .....	22%
3. Mid-Term Exam 2 (Nov 4 <sup>th</sup> ) .....	22%
4. Final Examination (See University Exam Schedule) .....	44%

### *Reading Quizzes*

The reading quizzes consist of seven quizzes that are given randomly throughout the course and cover the content of all readings due since the last reading quiz. The readings will be posted on your *EClass* page with the due date for the reading identified. I will not give quizzes on days that there is no reading due. The student's quiz mark will be made up of their **top four marks** on these seven quizzes. This means that **the lowest three marks that the student receives on a quiz will be discarded. There will be no make-up quizzes.** The quizzes will be very straightforward, meaning that if students have done the reading, they should do well on the quizzes. I employ this approach because it encourages students to keep up with the readings throughout the course and it rewards them for doing so.

### *Mid-Term Exams*

The mid-term exams will consist of multiple choice (12-15 questions), fill in the blank and very short answer questions (10-15 questions), and written answer questions (2 short answer questions that can be answered in about one written paragraph or through a diagram). The mid-term exams will focus upon the material covered in lectures. The mid-terms cover material for all classes preceding the midterms, but any questions from the lecture immediately preceding the mid-term will be very basic in nature. Questions will not be drawn from the readings unless the topics were discussed in the lectures.

A student who cannot write a term test or exam because of an incapacitating illness, severe domestic affliction or other compelling reasons can request to have the weight of their mid-term exam applied to their final exam. Applications are to be made in **writing (email is fine) to the professor, within 48 hours of the missed exam.** Deferral of term work is a privilege not a right; there is no guarantee that a deferral will be granted. Students can consult Section 23.3 of the *University of Alberta Calendar* for more information.

### *Final Exam*

The location of the final exam is set by the university. The tentative date for the exam is Dec 16th at 9am. The final exam will cover material from the course as a whole, though it will focus more on the second half of the course. This will be discussed in class in detail.

A student who cannot write the final exam because of an incapacitating illness, severe domestic affliction or other compelling reasons can apply for a deferred final examination. Such an application must be made to the student's faculty office within 48 hours of the missed examination and must be supported by a Statutory Declaration or other appropriate documentation (see Calendar section 23.5.6). The deferred exam will be held on, January 16<sup>th</sup>, 2017 at 1:00 pm at a location to be announced. Once students have been given permission for a deferred exam, **they must contact Dr. Summers by email to arrange to write the exam.**

### *Final Grades*

All assignments and examinations in this course will be given a numerical score. A cumulative course mark will be calculated from those scores, weighted as tabulated above. A final letter grade will be assigned based upon your cumulative mark and my analysis of the class's cumulative mark distribution. Where possible, natural breaks in the cumulative mark distribution will be used in assigning grades, but no pre-determined distribution of grades will be imposed on the class. Your grade will reflect a combination of your absolute achievement and relative standing in the class. Any grade above 50% will be assigned a passing grade (a letter grade of D or better). Final grades will remain unofficial until approved by the Faculty Council or its designate (i.e. the departmental chair).

### **PROFESSIONAL PLANNING ACCREDITATION REQUIREMENTS**

The Canadian Institute of Planners, CIP, stipulates specific criteria required for an accredited Planning degree in Canada. The Alberta Professional Planners Institute (APPI) is a professional regulated organization of private and public sector planners practicing in Alberta, the Northwest Territories and Nunavut. Together, the CIP and the APPI mandate specific academic and professional requirements for both an accredited Planning degree and for provisional and professional membership in the provincial and national Planning organizations.

The curriculum plan for this course satisfies the following professional planning degree accreditation requirements as set out by the CIP and which are therefore requirements towards obtaining the accredited Planning degrees offered by the Planning Program at the University of Alberta:

#### *(i) Knowledge Components & Criteria:*

- Environmental and Ecological Aspects of Planning
  - understanding of biophysical environments and systems
  - understanding of the relationship between ecological, social and economic factors in planning
  - understanding of the concepts of sustainable development

#### *(ii) Skills Components & Criteria:*

- Written, Oral and Graphic Communication Skills
  - demonstrated ability to communicate effectively in written, spoken and visual forms

### **TEXTBOOK/READINGS**

There is no textbook for the course. Readings will be available on-line or will be given out in class.

### **REPRESENTATIVE EVALUATIVE MATERIAL**

Sample materials that are representative of the types of questions that will be used on the midterm and final will be available on the course website at least three weeks prior to each exam.

### **COURSE POLICIES**

*A Note on Attendance:* Learning in this course will take place largely in the lecture sessions. **It is highly unlikely that you will do well in this class without attending.** Some class notes may be made available on-line to students, but these will not contain the full material covered or presented in class. If you miss a class you will need to obtain notes from another student. If you miss a quiz, you will receive a zero for that quiz.

Please try to arrive in class on time, so as not to disrupt your colleagues. If you are running late, however, it is better to come to class late than to miss it entirely. Please keep the talking during class down to a minimum; even low voices can be quite disruptive to the students around you.

If students have an issue or question regarding the grading of an assignment or exam, please provide me with the concern/complaint in writing with the assignment/exam. I will review the grading and return it to the student with any adjustments deemed necessary.

### **STRATEGIES FOR SUCCESS**

This class requires that students develop an understanding of the material that is covered. There is a lot of material covered in the class and it tends to build upon itself throughout the course. Students who have done well in previous years have tended to regularly attend class and keep up with the material. They have also done the readings and written all of the reading quizzes. I find that understanding of the material covered in class is enhanced through discussing the material with fellow students. I would encourage you to engage in such discussions before and after class. I would also encourage you to post questions, comments, and responses online on the EClass site.

This is perhaps best explained though an example. In class we will cover the concept of the “tragedy of the commons”. In class, we will learn the definition of this and we will discuss one or two examples of it. Throughout the class we will refer back to it and use it to understand case studies. As you sit in class and do your readings, you will develop some appreciation for the concept; however most of this will involve passive forms of learning. If, following class, you are wondering how the concept of the tragedy of the commons relates to household energy use, you might engage in a conversation about it either online or with friends. You might start by posing a question like “The primary reason that household energy use has increased over the last few decades is because of the tragedy of the commons affect, do you agree with this or disagree?” As others respond and explain their position and you respond and explain yours, you will be engaged in active learning and your understanding of the concept will be greatly enhanced. You will truly understand the concept and not simply be limited to a rote form of memorization.

Students who regularly engage in this type of discussion or even spend time thinking about the application of the concepts learned in class on every day issues will have a much better class experience than those who simply try to engage with course material through rote learning (memorization).

Lastly, I highly recommend setting aside an hour a week just to review the material in this course and ensure that you have a good understanding of it. Feel free to post questions and/or responses on the EClass webpage. If you are having trouble with the material or have questions, please feel free to make an appointment with the TAs or with myself to discuss it.

### **STUDENTS WITH SPECIAL NEEDS**

Specialized Support and Disability Services (SSDS) provides assistance to University students whose disabilities involve any number of conditions affecting mobility, vision, hearing, learning or mental or physical health. Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental or physical health are encouraged to discuss their needs with Specialized Support and Disability Services. Please feel free to talk to me about any matter related to Special Needs.

### **ACADEMIC INTEGRITY**

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.governance.ualberta.ca](http://www.governance.ualberta.ca)) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

All forms of dishonesty are unacceptable at the University. Cheating, plagiarism and misrepresentation of facts are serious offenses. Anyone who engages in these practices will receive at minimum a grade of zero for the exam or paper in question and no opportunity will be given to replace the grade or redistribute the weights. Any offense will be reported to the appropriate Dean, who will determine the disciplinary action to be taken. Typical sanctions for serious violations of the *Code* have included disciplinary grade reductions, disciplinary failing grades, suspension or permanent expulsion from the University.

### **LEARNING AND WORKING ENVIRONMENT**

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the Student Ombuds Office: (<http://www.ombudservice.ualberta.ca/> ). Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110> .

### **RECORDING**

“Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).”

*“Policy about course outlines can be found in §23.4(2) of the University Calendar”*