



**GEOG 456/ERS 474/GEOG 694**  
**Transforming Canadian Resource Management**  
Course Outline, W2021

**Course Instructor:** Trevor Swerdfager, “Practitioner-In-Residence”, Faculty of Environment, University of Waterloo, [trevor.swerdfager@uwaterloo.ca](mailto:trevor.swerdfager@uwaterloo.ca)

**Teaching Assistant:** TBD

**Office Hours:** By email or appointment any time during the week except weekends

**Class Time:** Via Zoom, Friday mornings 8:30 – 11:30. In most weeks, we will not use the full time slot but. In weeks with guest speakers we will book them for one hour slots during this time period.

**Course Format:** The course will be delivered online, primarily through the use of asynchronous lecture material but also including live discussion sessions and/or guest speakers via Zoom on Friday mornings. There will be approximately three hours of recorded lecture material per week. Each Week in Learn will include a powerpoint file of the lecture material, an mp4 file that is a video of the recorded lecture, the week’s readings and, in several but not all weeks, a video file of any guest speaker that joins us. Students are encouraged to slot Friday mornings in to their schedules but if they cannot make one or more sessions, they can refer the recordings of the session which will posted shortly after they are completed. All course readings and supplementary materials will also be grouped in to the “Readings” folder in Learn.

Students will be encouraged, but not required, to work in groups of five or six on one of the primary essay topics as described further below. The goal is to promote team learning, sharing of workloads and broader information sharing. Students who are unable, for whatever reason, to work in a group format will not be penalized in any way and will be free to complete all assignments on their own.

## **Course Content Description:**

Housed in the Geography Department, this course is situated within the Faculty's thematic areas of climate change, resource management and sustainability and is designed to support the learning programs of students from across the Faculty as well as the university more broadly. The course has both theoretical and practical dimensions. On the theoretical plane, it starts from the central premise that for the most part, our collective efforts to manage and protect the fish, forests and wildlife resources of Canada are not succeeding no matter how "success" is defined. With the goal of understanding why this is so and what to do about it lecture material and related readings invite students to consider "a conservation map" as a central metaphor for understanding how resource management in Canada functions today. The course then "maps out" the nature of modern day conservation programs and traces the evolution of three primary "layers" on conservation's map – a subsistence layer, a utilitarian layer and an intrinsic value layer – and how they have given rise to the program suite that characterizes resource management in Canada today. The discussion then shifts to an identification of a set of common assumptions shared by the resource management systems flowing from these layers and argues that none of these assumptions are valid today. Not surprisingly therefore, it is argued that the conservation map of today no longer works and that we need a new one. It concludes with observations on what this new map could look like and how we might go about building it.

At the practical scale, the course seeks to illustrate this theoretical framework in practice in the context of the federal government decision making. The course instructor has recently retired from a 30-year career in the Public Service of Canada where he was most recently the Senior Vice-President, Operations, Parks Canada Agency in Ottawa. Drawing upon his experience in the federal domain, the course focusses on federal decision making in the conservation domain with the goal of illustrating how the layers and dynamics referenced above apply in real life at the federal scale. The course only briefly describes federal programs and structures and assumes that students will have a working knowledge of these topics based on earlier parts of their programs. Instead, the focus is more upon understanding what issues, perspectives and information decisions makers in this area draw upon. With that in mind, a series of guest speakers will join the class virtually on Friday mornings to provide their insights and viewpoints in this regard. Speakers will include elected leaders, senior officials and the leaders of various environmental and industry groups. In addition, as outlined below, the major assignments for the course centre have been designed to simulate federal decision-making products with a view to offering insight in to how these issues are managed in "real life".

**Learning objectives** – Following completion of this course, students should be able to:

- Describe the key formative value systems and historical trends that have shaped resource conservation programming in Canada today;

- Identify, link and critically evaluate multiple perspectives and actors in resource management decision making in the federal system;
- Describe, at a general theoretical level, how fish, forest and wildlife institutions function in the Canadian context including a general understanding of the respective roles and responsibilities of federal, provincial and aboriginal governments;
- Understand and analyze resource management issues from multi-actor, multi-institutional perspectives;
- Author materials similar to those used in the workplace to support conservation related decision-making;
- Generate insights into how best to develop and position solutions to today's conservation issues with the goal of advancing sustainability based approaches rather than more traditional single solution paradigms; and,
- Advance and deepen their thinking regarding potential future transformation of fish, forests and wildlife management in Canada

**The Course Evaluation Framework**

<b>GEOG 456/ ERS 474</b>	<b>Due</b>	<b>Value</b>
1. Annotated Bibliography A	Feb. 5	20%
2. Briefing Note	Feb 26	20%
3. Presentation slide deck	Mar. 9	25%
4. Final Term mock MC	April 12	35%

<b>GEOG 694</b>	<b>Due</b>	<b>Value</b>
1. Annotated Bibliography B	Feb. 5	15%
2. Briefing Note	Feb 26	15%
3. Presentation slide deck	Mar. 9	25%
5. Discussion Paper <b>(Grads Only)</b>	April 6	15%
4. Final Term mock MC	April 12	30%

**Assignment Details**

Note: for written assignments (other than presentation slides), student should use standard letter (8.5" by 11") pages with 1" margins and size 12 font. Page numbers at the bottom of each page and the student's name/ID in either the top or bottom header are recommended.

The course has five "Assignment Topics". Students will be invited to select a Topic to work on and every effort will be made to assign each student to their first or second choice. Depending on final class size, each topic will have 5-7 students assigned to it. Students working on the same topic are encouraged, but not required, to connect with each other to share information, ideas and research workload. Students may choose to submit assignment 3 jointly as described below if they wish to do so. All other assignments are to be authored and submitted individually. The five topics are as follows:

## Assignment Topics

1. If it is built, the proposed Transmountain Expansion Pipeline will result in substantially increased shipping traffic into and out of the Port of Vancouver and therefore has the potential to negatively affect the endangered Southern Resident Killer Whale population. Given this concern, should the federal government proceed with implementing its decision to authorize the project and its related shipping activity from the Port of Vancouver? If so, under what if any conditions and if not, how should it proceed with reversing its previous decision authorizing the project?
2. Should the Government trigger the s.58 habitat safety net provisions of the Species At Risk Act to halt all logging in critical habitat areas of the Boreal Caribou? How should it proceed to implement whichever decision it makes with respect to this question?
3. Should the Government re-open the Northern Cod fishery to allow a harvest in a manner that re-kindles the industry in preparation for when stocks rebound to levels suitable for larger scale harvests? If so, under what terms and conditions should the harvest proceed? If not, how should the Government address the needs of the fishing communities of Newfoundland and Labrador?
4. The Government of Newfoundland and Labrador, together with a variety of industry partners, is considering the construction of a new "fixed link" bridge connecting Labrador and the island of Newfoundland in a manner similar to Confederation Bridge between New Brunswick and Prince Edward Island. Assuming the construction is technically and financially feasible, should the project be allowed to proceed and if so, under what conditions? If not, why not and what alternatives should be considered?
5. In an effort to ensure that Natural Region 3 is represented in the National Parks system, should the Government expropriate land in the Okanagan Valley area to establish a new national park that would eliminate the grazing of cattle and other economic activities in the area? If so, how should it proceed to do so? If not, how should the Government complete the Parks System for this Natural Region?

With a focus on your selected topic area the course assignments are as follows:

### **1A) Annotated Bibliography A (for GEOG 456/ERS 474)**

Prepare an annotated bibliography which includes:

- a) A 400-700 word summary of at least **four** sources pertaining to the student's major assignment topic including at least one dealing with each of: aboriginal resource management systems or issues; government-led fish, forest or wildlife management programs or issues; and parks or endangered species programs or issues. Sources can be peer-reviewed articles, books, book chapters, policy reports from non-governmental organizations or government reports. Website articles or media stories are not to be included. The summaries should identify the main content presented in the source and, where appropriate, the main conclusions presented in the document. The summaries **do not** need to analyse the materials or include a narrative synthesis or overview of them. All sources addressed in the narrative bibliography must be submitted with the bibliography ideally in pdf format.

### **1B) Annotated Bibliography B (for GEOG 694)**

Prepare an annotated bibliography which includes:

- a) A 400-700 words summary of at least **seven** sources pertaining to the student's major assignment topic including at least one dealing with each of: aboriginal resource management systems or issues; government-led fish, forest or wildlife management programs or issues; and parks or endangered species programs or issues. Sources can be peer-reviewed articles, books, book chapters, policy reports from non-governmental organizations or government reports. Website articles or media stories are not to be included. The summaries should identify the main content presented in the source and, where appropriate, the main conclusions presented in the document. The summaries **do not** need to analyse the materials or include a narrative synthesis or overview of them. All sources addressed in the narrative bibliography must be submitted with the bibliography ideally in pdf format.

### **2. Briefing Note**

Prepare a maximum two page (single spaced), briefing note which:

- Describes the issue
- Identifies the indigenous, market and intrinsic layer dimensions of the issue
- Identifies the key participants in the issue and their viewpoints
- Includes any other information or insights relevant to the issue

This paper DOES NOT need to include a recommended solution or path forward; that comes in the next assignment!

### **3. Presentation Deck**

Through group discussion and collaboration, prepare a ten-slide presentation addressing the selected Assignment Topics section below. The presentation should build on the readings, lecture material, the briefing note from the assignment above and insights provided by guest speakers over the course of the term. The deck must summarize the issues at play and their background, identify key perspectives on the issue and propose a solution to it. The presentation must also include an analysis of the proposed solution's federal-provincial implications, its implications for key stakeholder groups, its gender implications, and a general indication of how the proposed approach would actually be implemented. Students will be free to submit presentations on their own or in groups of two, three, four, five or six students. Group members will all receive identical marks. The course instructor will invite one student or group for each question to deliver their presentations via Zoom in class on March 19<sup>th</sup> or 26<sup>th</sup> in a "mock Cabinet" session.

#### **4. Final Term mock "Memorandum to Cabinet" (MC)**

Working individually, prepare a maximum 9 page (single spaced) mock Memorandum to Cabinet that draws upon course readings, lecture materials, guest speakers and previous assignments to address your assigned topic. A modified version of the template used for real Cabinet presentations in the federal government will be posted in Learn separately and must be followed. Guidance regarding its completion will be provided in lectures at several points in the course. In general terms, it is to describe the issue, the background to it, three options for dealing with it, a detailed analysis of stakeholder perspectives on the proposed solution and a robust description of how the solution would be implemented if adopted. The paper is not to exceed nine single-spaced pages plus a bibliography which will **not** count toward the page limit.

#### **5. Discussion Paper for Graduate Students Only**

Prepare a maximum three page single spaced discussion paper on ONE of the following two aspects of your assignment topic:

5a – Describe and discuss the implications of this issue for indigenous people in and around the project area and, to the extent appropriate, nationally. The paper should describe indigenous interests in the issue, how they will be affected and how these interests could or should be most effectively addressed or accommodated.

5b – Describe and discuss the climate change implications of the issue. The paper should describe how different approaches to the issue would affect climate change, how climate change is affecting the factor at play in the issue and how solutions to the issue should be viewed through a climate change lens.

### **Late Policy for All Assignments**

This course is designed to give you exposure to life beyond the university. Consequently, a strict penalty of 10% (absolute, not of earned grade) per 24 hour period including weekends will be assigned to late work. All assignments are due to the relevant dropbox on Learn no later than 11:30 p.m. on the day they are due.

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### **Intellectual Property:**

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

**Academic integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check [the Office of Academic Integrity](#) for more information.]

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

**Discipline:** A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check the Office of Academic Integrity for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.

**Appeals:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals.

**Note for students with disabilities:** AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

**Turnitin.com:** Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.