Course Syllabus for ENVS 195

Introduction to Environmental Studies
Faculty of Environment, University of Waterloo

Instructor: Heather Cray
Office: EV1-304
E-mail: hcray@uwaterloo.ca
Office Hours: Thursdays 10:00am – 12:00pm
Or by appointment

Class Hours: Tuesdays and Thursdays 1:00pm – 2:20pm in RCH 101

Teaching Assistants: Norman Kearney
Stephanie Barr
Megan Baskerville
Kira Cooper
Hannah Backman
Melissa Mark

COURSE DESCRIPTION

Calendar Description

Introduction to Environmental Studies provides an overview of human ecological aspects of environmental studies from an inter-cultural and global perspective.

Course Overview

This first-year course introduces the field of environmental studies, exploring the relationships and interactions between humans and their natural, social, and built environments. Over the duration of the course, we will:

1) Explore the variety of drivers underlying human interaction with the natural world, including demographic, economic, and socio-cultural/ethical drivers;
2) Develop an understanding of the planetary systems and processes that have been disturbed by human activity and contribute to the environmental challenges that we face today;
3) Examine key planning and management approaches, concepts, and frameworks that may be useful for responding to environmental challenges; and
4) Critically analyze specific environmental challenges we face as global citizens and some of the key debates / proposed solutions related to these challenges. These environmental challenges will be studied at the global, national and local levels, and the complexity and interconnectedness of these various challenges are examined.
The course promotes acquisition of core environmental knowledge (concepts, principles, practices) from the perspectives of social sciences, environmental sciences, and management. A transdisciplinary, mixed teaching approach is used throughout the course to help make learning meaningful for students. Lectures, videos, in-class discussions and activities, reflection assignments, case studies, and authentic assessment activities are designed to provide students the opportunity to explore and analyze environmental issues from a variety of perspectives.

**Intended Learning Outcomes (ILOs)**

By the end of the course, students should be able to:

- Articulate key perspectives on the demographic, economic, and socio-cultural/ethical drivers that have led to environmental degradation.
- Situate their own values and perspectives of key drivers of environmental degradation within the context of other perspectives.
- Comprehend the movement of energy through ecosystems and the impacts of disruptions on energy flows within ecosystems.
- Explain the key storage pools and movements between storage pools for identified biogeochemical cycles and the impact of disruptions to these cycles.
- Apply planning and management concepts and frameworks to key environmental issues.
- Appreciate the causes and implications of key environmental challenges, including climate change and air pollution, agriculture, waste management, energy, and oceans and fisheries.
- Identify the pros and cons of potential solutions to key environmental challenges
- Utilize basic terminology and concepts as applied in the field of environmental studies

**Required Text**


The required text has been selected to assist in understanding environmental issues from a variety of different perspectives, including Canadian and internationally. The text has many references to further reading in both printed sources and electronic web sites at the end of each chapter. The text will be useful (and in some cases, required) for completing the assignments in the course.

**Course Evaluation**

Your final mark will be determined based on: in-class quizzes, reading quizzes, lecture reflections, classroom activities, and one final exam. Details regarding each of the assignments will be provided in class and, in some cases, LEARN.
ENVS 195 – Introduction to Environmental Studies
Winter 2019

<table>
<thead>
<tr>
<th>Grade Item</th>
<th>Total Value</th>
<th>Details</th>
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<tbody>
<tr>
<td>In-class quizzes</td>
<td>10%</td>
<td>12 total, top 10 counted</td>
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<tr>
<td>Reading quizzes</td>
<td>10%</td>
<td>11 total, top 10 counted</td>
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<tr>
<td>Lecture reflections</td>
<td>36%</td>
<td>4 total, top 3 counted</td>
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<tr>
<td>Classroom activities</td>
<td>24%</td>
<td>5 total, top 4 counted</td>
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<tr>
<td>Final exam</td>
<td>20%</td>
<td>During Final Exam Period</td>
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</table>

1. In-Class ‘Participation’ Quizzes (10%)
   a. Dates not announced for in-class ‘participation’ quizzes. Responses will take the form of online multiple choice and true/false questions answered on LEARN during class time. Please ensure you have a device (laptop, smartphone) available in class to respond to these questions during class time – no options will be available to complete these questions outside of class time. Please speak to the instructor if this creates any undue hardship or accessibility concerns and alternative arrangements may be made on a case-by-case basis. Note that these arrangements must be made at the beginning of term by speaking to the professor during office hours – not during class.
   b. A total of 12 in-class ‘participation’ quizzes will be completed during class time. If you miss a quiz, no accommodation will be made, as there are options to make this up throughout the term. If you complete all twelve (or eleven) in-class quizzes, LEARN will automatically select the top ten marks when calculating the final grade (each in-class quiz is worth 1% of the final grade).
   c. These quizzes should be completed individually and considered as preparation for the final exam in the course.

2. Readings Quizzes (10%)
   a. Dates for readings quizzes are noted in the course outline. Responses will take the form of online multiple choice and true/false questions answered on LEARN on your own time.
   b. Each quiz will be ‘open’ to complete for a period of approximately one week (see dates on weekly schedule). Correct answers to the readings quizzes will be available for review once the quiz has closed.
   c. Eleven readings quizzes will be available throughout the term. If you miss a quiz, no accommodation will be made, as there are options to make this up throughout the term. If you complete all eleven readings quizzes, LEARN will automatically select the top ten marks when calculating the final grade (each readings quiz is worth 1% of the final grade).
d. These quizzes should be completed individually and considered as preparation for the final exam in the course.

3. **Lecture Reflections** (Top three of four marks count: 3 x 12% = 36%)
   a. Dates for each lecture reflection assignment (this includes content from three to four lectures) are listed on the course schedule. Each lecture reflection should include a well-thought-out response to questions provided in the instructions and should be based on the lecture content and assigned readings – these are completed individually, outside of class time.
   b. Instructions for completing each lecture reflection will be provided on LEARN and responses will be due via LEARN a few days after the last lecture for that particular reflection.
   c. Note that it is your responsibility to decide how many and which lecture reflections you will complete. You can complete all four reflections if you choose – if you do so, the top three marks will count towards your final grade calculation. You may also choose to complete three reflections – in this case, each grade will count towards the final grade.
   d. Note that no accommodations will be made for one missed lecture reflection. You will just be responsible for completing all remaining lecture reflections. If you miss more than one lecture reflection, you will need to submit documentation to support missing both reflections for a potential accommodation.
   e. All Lecture Reflection submissions will be screened through Turnitin.

4. **Classroom Activities** (Top four of five marks count: 4 x 6% = 24%)
   a. See weekly schedule for dates; instructions for each assignment will be provided in class the day of – no instructions will be provided on LEARN.
   b. Note that it is your responsibility to decide how many and which classroom activities you will complete. You can complete all five activities if you choose – if you do so, the top four marks will count towards your final grade calculation. You may also choose to complete four activities – in this case, each grade will count towards the final grade.
   c. Note that no accommodations will be made for one missed classroom activity. You will just be responsible for completing all remaining classroom activities. If you miss more than one classroom activity, you will need to submit documentation to support missing both activities for a potential accommodation.
   d. All Classroom Activity submissions will be screened through Turnitin.

5. **Final Exam** (20%)
   a. To be scheduled during the final exam period in April.
b. Final exam will take the form of multiple choice and true/false questions and will be similar to the questions included in the in-class and readings quizzes (but not the same questions!).

**COURSE POLICIES**

**Citing Guidelines:**

Students are expected to source/cite all materials, information, ideas, and data taken from any sources using APA citation formatting. This includes information used from the textbook for completing classroom activities (unless otherwise indicated by the instructor), and lecture/textbook/assigned readings content for the lecture reflections. Information that is paraphrased should include a citation in the author, date format (O’Connell, 2018). Information that “is quoted directly should be written in quotation marks and cited with the author, date, page/paragraph number format” (O’Connell, 2018, p. 17). Direct quotations should be used whenever five or more words in a row are copied directly; you may use terminology related to concepts and processes without needing to quote directly. A bibliography should be included at the end of each assignment, with full bibliographic information for all sources listed in alphabetical order. Note that only sources cited in-text should be included in the bibliography.

Lecture content can be cited using the following template:


When citing lectures in-text, you can cite as follows: (Cray, 2019).

For more details and information on citing using the APA citation style, please see the ‘APA Citation Guide’ provided in LEARN under the ‘Resources’ tab in the ‘Content’ section of LEARN.

**Recording Lectures:**

Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow classmates. Posting of videos or links to the video to any website, including but not limited to social media sites such as: facebook, twitter, etc., is strictly prohibited.

**Course Communication:**

All communication with students must be through either the student’s University of Waterloo email account or via Learn. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.
Submitting Assignments:

All assignments should be submitted via LEARN unless otherwise indicated. All students must make arrangements for their assignments to be submitted to the appropriate dropbox on LEARN by the time and date indicated in the weekly schedule. Assignments should not be handed to the professor in class or emailed to the professor, unless indicated. LEARN provides a date and time stamp for all assignments submitted to the dropbox – this will be the date used to determine any late penalties that will be applied.

Late Assignments:

The assignment will be graded as per the above guidelines, and then 5% will be deducted for each day of the week that an assignment is late. The instructor reserves the right to waive this deduction if the following prevents the student from handing in an assignment on time:

1. Valid medical reason such as illness or accident (appropriate proof such as a Doctor’s note is required);
2. Personal or family emergency (with suitable proof where possible);
3. Other valid reasons beyond the control of the student (to be approved on a case-by-case basis at the discretion of the instructor).

NOTE: If you know in advance that you will not be able to meet a particular deadline for any reason, please contact the instructor to see if alternative arrangements can be accepted.

NOTE: late assignments will not be accepted after the date when the majority of assignments are handed back (i.e. after the markers have graded most papers and handed these back in class).

Please ensure that you are diligent in backing up computer files and making draft copies of all assignments, as computer/disk failures, printer problems, etc, will not normally be considered a valid reason to waive the late assignment deduction. NOTE: Perhaps the easiest way to prevent computer file loss is to send to yourself an email attachment of your assignment after each significant work session.

Unclaimed assignments:

Unclaimed assignments will be retained until one year after term grades become official in quest. After that time, they will be destroyed in compliance with UW’s confidential shredding procedures.

Turnitin:

Text matching software (Turnitin®) will 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, and are subject to the USA PATRIOT ACT, 2001; 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 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.

**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 POLICIES**

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. The University’s guiding principles on academic integrity can be found here: [http://uwaterloo.ca/academicintegrity](http://uwaterloo.ca/academicintegrity). ENV students are strongly encouraged to review the material provided by the university’s Academic Integrity office specifically for students: [http://uwaterloo.ca/academicintegrity/Students/index.html](http://uwaterloo.ca/academicintegrity/Students/index.html).

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance.
from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also complete the following tutorial: https://uwaterloo.ca/library/get-assignment-and-research-help/academicintegrity/academic-integrity-tutorial.

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline: https://uwaterloo.ca/secretariat-general-counsel/policiesprocedures-guidelines/policy-71.

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance: https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70.

OTHER COURSE POLICIES & INFORMATION

Research Ethics:

Please note that the ‘University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Director, Office of Human Research and Animal Care (Office). The ethics review and clearance processes are intended to ensure that projects comply with the Office’s Guidelines for Research with Human Participants (Guidelines) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.). If the development of your research proposal consists of research that involves humans as participants, the please contact the course instructor for guidance and see http://iris.uwaterloo.ca/ethics/

Note for students with disabilities:

The AccessAbility Office located in Needles Hall, Room 1132, 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 the AccessAbility Office at the beginning of each academic term.

Mental Health:

The University of Waterloo, the Faculty of Environment and our Departments consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. Please note that help is available. Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services (www.uwaterloo.ca/counselling-services) is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential
counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

Writing and Communication Centre

The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 25- or 50-minute appointment and to see drop-in hours, visit uwaterloo.ca/wcc. Group appointments for team-based projects, presentations, and papers are also available.

*Please note:* communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies but will not change or correct your work for you.

Religious Observances:

Student needs to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

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, [www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm). When in doubt please contact your Undergraduate Advisor for details.

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) [www.adm.uwaterloo.ca/infosec/Policies/policy72.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm)
## COURSE STRUCTURE

The Course is organized in four modules, generally corresponding to the course objectives and the progression of chapters in the course text:

Module 1: Introduction and Values (Lectures 1 – 5)
Module 2: The Ecosphere (Lectures 6 – 11)
Module 3: Planning and Management (Lectures 12 – 15)
Module 4: Resource and Environmental Management (Lectures 16 – 24)

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<tr>
<th>Lec.</th>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
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</table>
| 1    | Tues Jan 8 | Course Introduction & Overview | Textbook Reading:  
- Ch. 1 (Introduction, pp. 3-5; Defining Environment and Resources, p. 5; The Global Picture, pp. 13-27; Ecological Footprint, pp. 30-31; Implications, pp. 34-36)  
Assigned Readings:  
Assignments:  
- Lecture Reflection 1 completed on lectures 2, 3, 4 & 5 + textbook & assigned readings for each lecture  
Reflection 1 due date: Mon. Jan. 28th by 11:59pm  
- Readings Quiz #1 available for completion from Tues. Jan. 8th at 12:01am until Fri. Jan. 18th at 11:59pm |
| 2    | Thurs Jan 10 | Environment, Resources and Population |  |
| 3    | Tues Jan 15 | Environmental Value Systems | Textbook Reading:  
- Ch. 1 (Three Waves of Environmental Management, pp. 5 – 6);  
- Ch. 5 (Ethics and Values, pp. 163 – 164)  
Assigned Readings:  
Assignments:  
- Lecture Reflection 1 completed on lectures 2, 3, 4 & 5 + textbook & assigned readings for each lecture  
Reflection 1 due date: Mon. Jan. 28th by 11:59pm  
- Readings Quiz #2 available for completion from Sun. Jan 13th at 12:01am until Sun. Jan. 20th at 11:59pm |
<p>| 4    | Thurs Jan 17 | Animal Rights and Ethics |  |</p>
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<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Class / Activity</th>
<th>Textbook Reading:</th>
<th>Assignments:</th>
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<tr>
<td>5</td>
<td>Tues</td>
<td>Water Ethics</td>
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<td>Jan 22</td>
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<td>Ch. 2 (Ecosystem Structure, pp. 61-70; Implications, pp. 78-79)</td>
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<td>Ch. 3 (Ecological Succession, pp. 83-91, Box 3.1; Invasive Species, pp. 92-96; Feedbacks, pp. 97-98)</td>
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<td>6</td>
<td>Thurs</td>
<td>Dynamic Ecosystems</td>
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<td>Jan 24</td>
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<td>Lecture Reflection 1 completed on lectures 2, 3, 4 &amp; 5 + textbook &amp; assigned readings for each lecture</td>
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<td>Reflection 1 due date: Mon. Jan. 28th by 11:59pm</td>
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<td>Lecture Reflection 2 completed on lectures 6, 8 &amp; 9 + textbook &amp; assigned readings for each lecture</td>
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<td>Reflection 2 due date: Mon. Feb. 11th by 11:59pm</td>
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<td>Readings Quiz #3 available for completion from Sun. Jan. 20th at 12:01am until Sun. Jan 27th at 11:59pm</td>
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<tr>
<th>7</th>
<th>Tues</th>
<th>Classroom Activity 1: Energy Flows and Ecosystems</th>
<th>Textbook Reading:</th>
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<td></td>
<td>Jan 29</td>
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<td>Please read Chapter 2 (pp. 45-61) prior to attending class for Classroom Activity 1</td>
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<td>Ch. 4 (Introduction and Biogeochemical Cycles, pp. 114-118; Phosphorus Cycle, pp. 118-121, Carbon Cycle, pp. 126-128, Domestic Guest Statement, pp. 129-130; Hydrological Cycle, pp. 128-134, Eutrophication, pp. 134-140; Boxes 4.3, 4.6 - 4.10)</td>
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<td>8</td>
<td>Thurs</td>
<td>Matter Cycling I</td>
<td>Assigned Readings:</td>
<td>Assignments:</td>
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<td>Caron, C. (2018). Fish Will Start Losing Sense of Smell as Carbon Dioxide Levels Rise, Study Finds. Available online: <a href="https://goo.gl/w7RNbx">https://goo.gl/w7RNbx</a></td>
<td>Lecture Reflection 2 completed on lectures 6, 8 &amp; 9 + textbook &amp; assigned readings for each lecture</td>
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<td>Reflection 2 due date: Mon. Feb. 11th by 11:59pm</td>
<td>Reflection 2 due date: Mon. Feb. 11th by 11:59pm</td>
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<td>Readings Quiz #4 available for completion from Sun. Jan. 27th at 12:01am until Sun. Feb. 3rd at 11:59pm</td>
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<td>Date</td>
<td>Topic</td>
<td>Textbook Reading</td>
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<td>9 Tues Feb 5</td>
<td>Matter Cycling II</td>
<td><strong>Textbook Reading:</strong>&lt;br&gt;- Ch. 2 (Biodiversity, pp. 70-78)&lt;br&gt;- Ch. 14 (Introduction and Valuing Biodiversity, pp. 477-482; Causes of Extinction, pp. 482-494; Vulnerability to Extinction, pp. 494-496; Responses to Biodiversity Loss, pp. 496-501)&lt;br&gt;<strong>Assigned Reading:</strong>&lt;br&gt;- Barbier, E. B., Burgess, J. C., and Dean, T. J. (2018). How to pay for saving biodiversity. Available online: <a href="http://science.sciencemag.org.proxy.lib.uwaterloo.ca/content/360/6388/486">http://science.sciencemag.org.proxy.lib.uwaterloo.ca/content/360/6388/486</a>&lt;br&gt;- [Smithsonian] (2018) New Smithsonian study links declines in suburban backyard birds to presence of nonnative plants. Available online: <a href="https://nationalzoo.si.edu/news/new-smithsonian-study-links-declines-suburban-backyard-birds-presence-nonnative-plants">https://nationalzoo.si.edu/news/new-smithsonian-study-links-declines-suburban-backyard-birds-presence-nonnative-plants</a>&lt;br&gt;<strong>Assignments:</strong>&lt;br&gt;- Readings Quiz #5 available for completion from Sun. Feb. 3rd at 12:01am until Sun. Feb. 10th at 11:59pm&lt;br&gt;- Lecture Reflection 2 completed on lectures 6, 8 &amp; 9 + textbook &amp; assigned readings for each lecture&lt;br&gt;- Classroom Activity 2: Activity completed during class time. Activity 2 due Fri. Feb 15th by 11:59pm via LEARN</td>
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<td>10 Thurs Feb 7</td>
<td>Biodiversity</td>
<td><strong>Textbook Reading:</strong>&lt;br&gt;- Ch. 5 (Context, p. 157; Context in the Big Picture, pp. 157-162, Vision, pp. 162-163; Long-Term View, pp. 166-167; Social Learning, pp. 167-168; Environmental Justice, p. 168)&lt;br&gt;- Ch. 6 (Stakeholder and Participatory Approaches, pp. 173-175; Precautionary Principle, p. 180)&lt;br&gt;<strong>Assignments:</strong>&lt;br&gt;- Classroom Activity 2: Activity completed during class time. Activity 2 due Fri. Feb 15th by 11:59pm via LEARN&lt;br&gt;- Readings Quiz #6 available for completion from Sun. Feb. 10th at 12:01am until Sun. Feb. 17th at 11:59pm</td>
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<td>11 Tues Feb 12</td>
<td>Classroom Activity 2: Biodiversity in action</td>
<td><strong>Textbook Reading:</strong>&lt;br&gt;- Ch. 5 (Context, p. 157; Context in the Big Picture, pp. 157-162, Vision, pp. 162-163; Long-Term View, pp. 166-167; Social Learning, pp. 167-168; Environmental Justice, p. 168)&lt;br&gt;- Ch. 6 (Stakeholder and Participatory Approaches, pp. 173-175; Precautionary Principle, p. 180)&lt;br&gt;<strong>Assignments:</strong>&lt;br&gt;- Classroom Activity 2: Activity completed during class time. Activity 2 due Fri. Feb 15th by 11:59pm via LEARN&lt;br&gt;- Readings Quiz #6 available for completion from Sun. Feb. 10th at 12:01am until Sun. Feb. 17th at 11:59pm</td>
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<td>12 Thurs Feb 14</td>
<td>Planning &amp; Management Philosophy</td>
<td>MID-TERM STUDY BREAK (NO CLASS FEB 19TH OR FEB 21ST)</td>
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<th>Textbook Reading</th>
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<td></td>
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<td></td>
<td>Ch. 13 (Sustainable Urban Development, pp. 447-456; Waste Management, p. 467)</td>
<td></td>
<td>Readings Quiz #7 available for completion from Mon. Feb. 25th at 12:01am until Mon. Mar. 4th at 11:59pm</td>
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<td>Thurs Feb 28</td>
<td>Waste Management</td>
<td>Guest Statement from 4th Edition: Urban Waste Management (see PDF document on LEARN)</td>
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<td>14</td>
<td>Tues March 5</td>
<td>Classroom Activity 3: Fashion and Sustainability</td>
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<td>Ch. 13 (Air Pollutants, pp. 450-451, Box 13.2; Sudbury, Ontario: Remediating Mined Landscapes, pp. 462-465; Air Quality, p. 467) (for Lecture Reflection 4)</td>
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<td>Dockrill, P. (2019, Jan. 3). China’s war on air pollution has had a sinister side effect no one saw coming. Science Alert. Available online: <a href="https://www.sciencealert.com/china-s-war-on-air-pollution-has-had-a-sinister-side-effect-we-never-expected">https://www.sciencealert.com/china-s-war-on-air-pollution-has-had-a-sinister-side-effect-we-never-expected</a></td>
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<td>15</td>
<td>Thurs March 7</td>
<td>Air Pollution</td>
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|       |           |                                            |                                                                                  | Complete online quiz for Classroom Activity 3 prior to attending class (quiz available from Thurs Feb. 28th at 4:00pm until Tues. Mar. 5th at 12:00 noon). Please do not ‘research’ or ‘search’ for answers prior to completing the quiz – there is no penalty for wrong answers – there is only credit for completing the quiz. | Classroom Activity 3: Activity completed during class time. **Activity 3 due Fri. Mar. 8th by 11:59pm via LEARN**
<p>|       |           |                                            |                                                                                  |                                                                                   | Readings Quiz #8 available for completion from Sun. Mar. 3rd at 12:01am until Sun. Mar. 10th at 11:59pm |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Textbook Reading:</th>
<th>Assigned Reading:</th>
<th>Assignments:</th>
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<tr>
<td>Mar. 12</td>
<td>Tues</td>
<td>Climate Change</td>
<td>• Ch. 7 (Nature of Climate Change, pp. 202-204; Scientific Evidence Related to Climate Change, pp. 204-207)</td>
<td>• Please read chapter 7 (Modelling Climate Change, pp. 207-209) prior to attending Classroom Activity 4</td>
<td>• [SciShow] (2017, Aug. 4). Earth, Two Degrees Warmer. Available online: <a href="https://youtu.be/PERCDA7CPjY">https://youtu.be/PERCDA7CPjY</a></td>
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<td>• Classroom Activity 4: Activity completed during class time. Activity 4 due Sun. Mar. 17th by 11:59pm via LEARN</td>
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<tr>
<td>Mar. 14</td>
<td>Thurs</td>
<td>Classroom Activity 4: Climate Change</td>
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<td>• Lecture Reflection 3 completed on lectures 14, 16 &amp; 17 + textbook &amp; assigned readings for each lecture Reflection 3 due date: Fri. Mar 22nd by 11:59pm</td>
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<td>• Readings Quiz #9 available for completion from Sun. Mar. 10th at 12:01am until Sun. Mar. 17th at 11:59pm</td>
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<td>Mar. 19</td>
<td>Tues</td>
<td>Agriculture and Soils</td>
<td>• Ch. 10 (Modern Farming Systems, pp. 334-341, Box 10.3; Environmental Challenges of Agriculture, pp. 343-356)</td>
<td>• Ch. 8 (Box 8.1: Coral Reefs, pp. 244-245; Ocean Management Challenges, pp. 246-260; Global Responses, pp. 260-261, Box. 8.5)</td>
<td>• [Al Jazeera] (2011, Sep. 30). The Great Green Wall. Available online: <a href="https://youtu.be/bdRDfXFjgZg">https://youtu.be/bdRDfXFjgZg</a></td>
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<td>Mar. 21</td>
<td>Thurs</td>
<td>Oceans Management Challenges</td>
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<td>• Lecture Reflection 3 completed on lectures 14, 16 &amp; 17 + textbook &amp; assigned readings for each lecture Reflection 3 due date: Fri. Mar 22nd by 11:59pm</td>
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<td>• Lecture Reflection 4 completed on lectures 19, 20, 21 &amp; 22 + textbook &amp; assigned readings for each lecture Reflection 4 due date: Fri. Apr. 5th by 11:59pm</td>
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<td>• Readings Quiz #10 available for completion from Sun. Mar. 17th at 12:01am until Sun. Mar. 24th at 11:59pm</td>
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| 21       | March 26      | Fisheries                     | - Ch. 8 (East Coast Fisheries, pp. 264-270)            | - [The National] (2017, June 28). *Newfoundland cod fishery: Lessons not learned* [Video file]. Retrieved from:  
https://www.youtube.com/watch?v=0sFmT8IXGhw  
- [Vox] (2018, April 23). Why Atlantic fish are invading the Arctic. Available online:  
https://youtu.be/-3h4Xt9No9o  
- [Kurzgesagt – In a Nutshell] (2018, Jul. 1) Plastic Pollution: How Humans are Turning the World into Plastic. Available online:  
https://youtu.be/RS7IzU2VJIQ  
- [Conservation International] (2018, Nov. 2). Taking on a Scourge of the Seas: Ghost Nets. Available online:  
https://youtu.be/GFISBYK7Nuo  
- Rainey, J. (2018). Banning plastic straws will not be enough. Available online:  
| 22       | March 28      | Ocean Pollution + Skills Identification & Articulation Workshop | - Lecture Reflection 4 completed on lectures 19, 20, 21, & 22 + textbook and assigned readings for each lecture.  
Reflection 5 due date: Fri. Apr. 5th by 11:59pm  
- Readings Quiz #11 available for completion from Sun. Mar. 24th at 12:01am until Sun. Mar. 31st at 11:59pm |
| 23       | April 2        | Classroom Activity 5: Energy  | - Please read prior to attending Classroom Activity 5: Ch. 12 (Athabasca Oil Sands, pp. 430-436)  
- Please watch the following video prior to attending Classroom Activity 5: Thompson, N. & Radford, T. (Directors). (2012). To the Last Drop. Al Jazeera’s Witness program. (Video available on LEARN) |
| 24       | April 4        | Course Wrap-Up                | - Classroom Activity 5: Activity completed during class time.  
Activity 5 due Fri. Apr. 5th at 11:59pm via LEARN  
- Lecture Reflection 4 completed on lectures 19, 20, 21, & 22 + textbook and assigned readings for each lecture.  
Reflection 5 due date: Fri. Apr. 5th by 11:59pm |
|          | April 10-27th  | Final Exam period             |                                                       |                                                                                   |