



GEOG 456/GEOG 694
Transforming Canadian Resource Management

Course Outline, W2019

Course Instructors: Trevor Swerdfager, Senior Vice-President, Operations, Parks Canada Agency, Ottawa, Ontario, Canada; trevor.swerdfager@uwaterloo.ca, and Elaine Ho, PhD Candidate, Faculty of Environmental Studies, University of Waterloo

Office Hours: In weeks that class meets in Waterloo, Mondays 5-6p.m. in EV1-103; other times electronically on request

Course Location and Time: ROOM TBD, Mondays 6:30-9:20p.m. (8 meetings, see course schedule) plus two-day field trip to Ottawa February 25-27, 2018

Additional Resources: TBD

Course 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 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.

At the practical scale, the course seeks to illustrate this theoretical framework in practice in the context of the federal government. The course instructor is the Senior Vice-President, Operations, Parks Canada Agency in Ottawa. Drawing upon his experience in the federal domain, the course includes a three-day field trip to Ottawa during which the focus is placed on fish, forest and wildlife management decision making in the federal government. (The field trip will feature an evening lecture in Ottawa on Monday, February 25th and full days of meetings the 26th and 27th ending in time for students to return to

Waterloo at the end of the day on the 27th.) Through a series of one hour engagement sessions with Members of Parliament, senior public servants and the leaders of major environmental and industry organizations based in Ottawa, students will be exposed to wide range of real world perspectives on the issues covered in the course and the varied perspectives senior leaders bring to these issues. As outlined below, the major assignments for the course centre around the preparation of a mock “Memorandum to Cabinet” and related presentation material on a selected issue with these varied perspectives and the course theoretical foundation in mind.

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;
- 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

GEOG 474	Due	Value
Literature Review A	Feb. 4	20%
Presentation slide deck	Mar. 14	25%
Memo to Cabinet	April 18	40%
Participation		15%

GEOG 694	Due	Value
Literature Review B	Feb. 4	15%
Presentation slide deck	Mar. 14	20%
Memo to Cabinet	April 18	30%
Term Paper	April 18	20%
Participation		15%

Assignment Details

Literature Review A (for GEOG 474)

Prepare an annotated bibliography which includes a summary of:

- a) The Species At Risk Act, the Migratory Birds Convention Act, the Canadian National Parks Act and the Fisheries Act; and,
- b) A 400-700 word summary of at least **three** sources pertaining to the student's major assignment topic (see below) 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 of them. All sources addressed in the narrative bibliography must be submitted with the bibliography ideally in pdf format.

Literature Review B (for GEOG 694)

Prepare an annotated bibliography which includes:

- a) A summary of the Species At Risk Act, the Migratory Birds Convention Act, the Canadian National Parks Act and the Fisheries Act; and,
- b) A 400-700 words summary of at least **six** sources pertaining to the student's major assignment topic (see below) 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 of them. All sources addressed in the narrative bibliography must be submitted with the bibliography ideally in pdf format.

Presentations

Through group discussion and collaboration, prepare a maximum ten-slide presentation addressing one of the five questions listed in Assignment Topics section below. The presentation should build on lessons learned as part of the Ottawa field trip at the end of February and 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 an implementation plan for the proposed approach. Students will be free to submit presentations on their own or in groups of two, three, four or five students. Group members will all receive identical marks. The course instructor will invite one student or group to deliver their presentation in class on March 11, 2018 in a "mock Cabinet" session.

Memorandum to Cabinet

Working individually, prepare a mock “Memorandum to Cabinet” final term paper that draws upon course readings, the material covered in the annotated bibliography, the presentations prepared in element two above and field trip observations to address one of the questions listed. A modified version of the template used for real Cabinet presentations in the federal government will be distributed in class in January and must be followed. Its structure will follow the key elements of the presentation prepared in element two but will also include a requirement to present two options to the proposed solution, 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 seven single-spaced 8.5” by 14” pages plus a bibliography which will **not** count toward the page limit.

Participation

It is expected that students will be present for all eight lecture sessions in Waterloo, the evening lecture in Ottawa and the Ottawa field trip. It is also expected that all students will participate in discussion and dialogue in class; time will be built in to each class session to allow for discussion. People invited to deliver their presentation deck will not be required to do so; anyone agreeing to present will be expected to do so in a clear, concise and professional manner. Overall participation will be evaluated based on these expectations.

Term Paper (GEOG 694 only) – choose 1 Option

Option 1

Create a “Question and Answer” briefing package suitable for use by a Minister participating in a Cabinet discussion of the Memorandum to Cabinet. Supported by appropriate references (which shall not count in the word limit), this package will provide background information on all detailed aspects of the issue addressed in the Memorandum. You will need to anticipate questions from a wide variety of perspectives and will need to summarize complex issues and questions in very short and concise form.

Option 2 (for students who wish to use this course as an MCC elective; others may choose this Option as well)

Focus on the climate change aspects of the issue addressed in the Memorandum to Cabinet. In this context, describe the manner in which climate change has created and/or exacerbated the issue at play, what climate change adaptation and response opportunities or challenges it present and how the option recommended in the Memorandum to Cabinet will advance progress in addressing these issues and challenges. Max. 2,500 words excluding references.

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.

Course Schedule

Date	Topic	Readings
January 7th	L1 – Introductions, Logistics, Course Overview	
January 14 th	L2 – Conservation’s Map: The Subsistence Layer	Chapter Two, The Pentagon’s New Map by Thomas Burnet An Introduction to Critical Cartography, Jeremy Crampton, (pdf included)
January 21 st	L3 – The Utilitarian Layer: Fisheries Guest Speaker, Mr. Josh Laughren, Executive Director, Oceana Canada.	Oceana Fisheries Audit, 2017 (pdf included) The Fisheries Act (pdf included)
January 28 th	L4 – The Utilitarian Layer: Wildlife and Forests	Chapter One, “A History of Ideas in Game Management” in Leopold, Aldo. 1948 <u>Game Management</u> Charles Scribner and Sons, New York Chapter One “The Bay Men” in, Newman, Peter C. 1985. <u>Company of Adventurers</u> Viking Penguin Books, Markham, Ontario.
February 4 th	L5 – The Intrinsic Value Layer; Parks and Endangered Species (note assignment one is due this day by start of class)	<u>The Species At Risk Act</u> (pdf attached) National Parks Strategic Plan (pdf attached)
February 11 th	L6 – a) Our Final Two Layers – Private Conservation and Land Claims based Co-Management; and b) Francis Fukayama and Political Decay	Chapter 31 “Political Decay” in Francis Fukuyama, <u>Political Order and Political Decay</u> , 2014, Farrar, Straus and Giroux. Chapter One – “So Close and Yet so Different” in Acemoglu, Daron and Robinson, James A. 2012 <u>Why Nations Fail</u> , Crown Publishers, New York
February 18 th	Reading week – no class	

February 25 th In Ottawa	L7 – Decision making in Ottawa (note this lecture will be in Ottawa commencing at the usual time of 6:30 likely on the University of Ottawa campus)	Chapter One “Introduction” in Savoie, Donald. 1999. <u>Governing from the Centre</u> University of Toronto Press, Toronto
February 26 th In Ottawa	Field trip in Ottawa, detailed schedule to be listed separately	
February 27 th In Ottawa	Field trip in Ottawa, detailed schedule to be listed separately but ending by 4pm.	
March 4 th	No class	
March 11 th	L8 - Group presentations in class	
March 18 th	No class	
March 25 th	L9 – Considering “success”, Glimmerings of the New Map	Chapters One “The Characters of the Story” and Chapter Two “Attention and Effort” in Kahneman, Daniel. 2011 <u>Thinking Fast and Slow</u> Anchor Canada Books Genetic Therapies: Post-Human” pages 463-483 in Mukerjee, Siddhartha. 2016, <u>The Gene, An Intimate History</u> Scribner Press, New York

Presentation and Memorandum to Cabinet (MC) topics

NOTE:Students will be assigned to one of these topics though every effort will be made to assign students to their first or second preferred subject. Depending on final enrollment, four or five students will be assigned to each question and students should work with their colleagues as a discussion group and work team to address the question and its related issues. Each student is free to submit a deck on their own or as a member of a group of two, three, four or five students. All members of a group will receive the same mark.

Topic One

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. Should the Government authorize the harvest of Elk, Bighorn Sheep or moose by First Nation Treaty 8 rights holders in Jasper National Park? If so, under what conditions? If not, how should the government address the concerns and interests of these rights holders?
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?

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. The University's guiding principles on academic integrity can be found here: <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>

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/academic-integrity/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/policies-procedures-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>

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.

Mental Health:

The University of Waterloo, the Faculty of Environment and our Departments/Schools 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 <http://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.

Religious Observances:

Students need 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. See Policy 70 - Student Petitions and Grievances, Section 4, 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

Communications with Instructor and Teaching Assistants:

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.

Turnitin: 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, 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.