

## **GEOGRAPHY 2520 – Natural Resources**

**“Resources are not, they become” – Erich Zimmermann (1951)**



Louis Helbig

Tuesday and Thursday 11:30-12:45

Room: St. Paul's College 258

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Office Hours: after class and by appointment

### **Course Outline**

The goal of this course is to address environmental issues from an interdisciplinary perspective, drawing on concepts from both the social and natural sciences. Throughout the course, we will consider general concepts and analytical techniques related to environmental management and sustainability and use these to reflect on conflicts that emerge out of the project of environmental governance. We focus on six resources that are fundamental to debates about how best to use the environment: agriculture, fisheries, forestry, energy, minerals and fresh water. These resources are framed within larger ecological, climatic and socio-natural systems. Topics to be considered in our examination of environment and sustainability include: resilience, resistance, risk and uncertainty, ecological perspectives, governance and regulation, and human impacts on the environment.

## **Course Objectives**

- 1) To consider the scientific, socio-cultural, and environmental issues that frame the management of resources in contemporary society.
- 2) To consider the political implications of the process and practice of environmental management for ecosystems and the social systems that exist as part of them.
- 3) To think critically about environmental issues and to think broadly about the integration of scientific, environmental and socio-cultural perspectives.
- 4) To consider how conflict over resources, both their definition and management, has shaped societies.

## **Course Requirements**

This course covers topics that may often fall close to home, debating issues and problems that we often feel very strongly about. They are certainly important discussions to have, and the goal is to expand our understanding of both the issues and the different perspectives surrounding them. To help ensure the success of the course, the following ground rules are necessary:

- *Arrive to class having done all of the readings and be ready to comment on them.*
- *Engage with the class – respect your peers, but feel free to challenge their ideas*
- *Remain focused in class – if you use a laptop, use it only for class-related activities.*

Like all courses, there is a significant amount of work required by students outside of the classroom time. Readings, assignments and preparation for the courses should take approximately an extra 4 hours a week throughout the course.

## **Lecture Schedule**

Please note: Readings are available through the U of M Library e-journal service or on the web.

<b>Theme</b>	<b>Class</b>	<b>Readings</b>
Introduction	January 5 & 7	+ Gavin Bridge. 2009. Material Worlds: Natural Resources, Resource Geography and the Material Economy. <i>Geography Compass</i> 3(3): 1217-1244.
Knowing Natural Resources	January 12 & 14	+ Pedykowski, Dena. 2003. Science(s) – which, when, and whose? Probing the metanarrative of scientific knowledge in the social construction of nature. <i>Progress in Human Geography</i> 27(6): 735-752.  + Moffatt, Ian. 2000. Ecological footprints and sustainable development. <i>Ecological Economics</i> 32 359–362.
Food and Agriculture	January 19 & 21	+ Alkon, Alison H. 2013. The Socio-Nature of Local Organic Food. <i>Antipode</i> 45(3): 663:680
Forestry	January 26 & 28	+ Maureen, Reed. 2000. Taking Stands: A feminist perspective on ‘other’ women’s activism in forestry communities of northern Vancouver Island. <i>Gender, Place &amp; Culture</i> 7(4): 363-387

Fisheries	February 2 & 4	+ Jacquet, Jennifer. 2009. Silent Water: A Brief Examination of the Marine Fisheries Crisis. <i>Environment, Development and Sustainability</i> 11: 255-263.
People and Knowledge as Resources	February 9 & 11	+ Goyes, David R. & South, Nigel. 2015. Land-Grabs, Biopiracy, and the Inversion of Justice in Colombia. <i>The British Journal of Criminology</i> . Advanced online publication. doi:10.1093/bjc/azv082  + Gadgil, Madhav, Berkes, Fikret, & Folke, Carl. 1993. Indigenous Knowledge for Biodiversity Conservation. <i>Ambio</i> 22(2): 151–156.  <b>Take Home Exam handed out</b>
BREAK	February 15-19	
Introduction	February 23 & 25 Introduction to Part 2 – Socionatural worlds and Contested Places	+ Li, F. (2013). Relating Divergent Worlds: Mines, Aquifers and Sacred Mountains in Peru. <i>Anthropologica</i> , 55(2), 399-411.  <b>Take Home Exam due February 25</b>
Energy	March 1 & 3 Oil, Geopolitics and the Fear of Running Out	+ Bocking, S. (2011). Our Wicked Addiction: Any intelligent discussion about the tar sands must explore the murky implications of ending their growth. <i>Alternatives Journal</i> , 37(5), 16-19. <a href="http://www.alternativesjournal.ca/energy-and-resources/our-wicked-addiction">http://www.alternativesjournal.ca/energy-and-resources/our-wicked-addiction</a>  + Campbell, C.J., & Laherrere, J.H. (1998). The end of cheap oil. <i>Scientific American</i> , 278(3), 78-83.
Water	March 8 & 10 A Renewable Resource? The Global Water “Crisis”	+ Desbiens, C. (2004). Producing North and South: a political geography of hydro development in Québec. <i>The Canadian Geographer</i> 48, 101–118.
Mining	March 15 & 17 Underground Geographies	+ Keeling, A., & Sandlos, J. (2013, July). Zombie Mines and (Over)burden of History. <i>Solutions</i> , 4(3), 80-83. <a href="http://thesolutionsjournal.com/node/23361">http://thesolutionsjournal.com/node/23361</a>  + Reece, E. (2005, April). Death of a mountain: Radical strip mining and the leveling of Appalachia. <i>Harpers</i> , April, 41-60.
Consumption and Extraction	March 22 & 24 Valuing Nature & “Tough Ore,” Extractive Economies	+ Costanza, R., et al. (1997). The value of the world’s ecosystem services and natural capital. <i>Nature</i> , 387, 253-260.  + Heffernan, T. (2013, July 8). The New Bronze Age.

		<i>Pacific Standard</i> , July. <a href="http://www.psmag.com/navigation/nature-and-technology/the-new-bronze-age-entering-the-era-of-tough-ore-60868/">http://www.psmag.com/navigation/nature-and-technology/the-new-bronze-age-entering-the-era-of-tough-ore-60868/</a>
Megaprojects	March 29 & 31	Movie
New Frontiers?	April 5 & 7 Consuming Places	Nature-Based Tourism  <b>Take Home Exam due April 21</b>

## Readings

Lectures have a reading attached to them. In an effort to reduce costs, we have chosen readings that are all available online through the U of M ejournal database: <http://umanitoba.ca/libraries/>. There is no textbook for the course and no coursepack. You can simply download each article and read it before you come to class. Please see us if you need a hand in locating these articles.

Here are some standard questions to consider for all of the readings:

- What is the central argument of the article?
- What evidence does the writer use to support her/his claim? Do you agree with the interpretation? Disagree? Why? How might you argue against the article?
- What analytical lens does the writer use to frame her/his analysis? How does this help or hinder the argument?
- How does the article engage with the central concepts of the class?

## Evaluation

### Reading Quizzes

There will be six pop quizzes throughout the semester on a randomly selected Tuesday. These quizzes will use 2-3 discussion questions posted on the **UMLearn** site the previous Thursday and will require you to do the readings for that week. Each quiz is worth 8% and we will only be using the top 5 highest scores or the 6 quizzes given. These discussion questions will allow you to test your ideas, clarify your understanding of the assigned readings and learn from your colleagues in class. Your presence and participation in the course is vital to your success. Class lectures are mandatory, as is your engagement in the discussion and exercises in the class. Reading quizzes and the associated discussion questions will help prepare you for class participation.

### Midterms

This course will be assessed based on two take-home midterm exams. There will be no final exam for this course. You will have two weeks to complete the exam and will be asked to provide essay answers. We will discuss format and specifics in class. Each exam will be worth **30%** of your final mark. The first take-home will be given out on February 11<sup>th</sup> (due February 25<sup>th</sup>) and the second exam will be handed out on April 7<sup>th</sup> (due April 21<sup>st</sup>). Both will be due as typed, 12-point font, 1.5-spaced hard copies. Late exams will be penalized 1 point for every 24-hour period that it is late.

### Important Dates

Reading Quizzes – see above (5 [out of 6] x 8% = 40%)

Midterm 1 – February 25 (30%)

Midterm 2 – April 21 (30%)

The **Grading Standard** for this course is as follows:

*A+ (90-100%) is Exceptional*

*A (80-89%) is Excellent*

*B+ (75-79%) is Very Good*

*B (70-74%) is Good*

*C+ (65-69%) is Satisfactory*

*C (60-64%) is Adequate*

*D (50-59%) is Marginal*

*F (0-49%) is Failure*

## **Course Policies and Miscellaneous Information**

### **Late Assignments**

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

### **Feedback**

Evaluative feedback will be provided by the voluntary withdrawal deadline date (March 18<sup>th</sup>).

### **A Note on Email**

We will happily answer email queries that you might have about course administration or other housekeeping duties – but we will only be checking email during regular office hours (ie. not on evenings and weekends). If your questions are more substantive (requiring a longer answer or explanation) we will ask you bring them to me before/after class or by appointment. In general, personal face-to-face communication is much preferred over email.

### **Cell Phones and Computers**

Many students prefer to take notes on laptops. This is fine as long as you don't use the computer for other purposes as this is disruptive for your classmates. Cell phones should be turned off at the beginning of class... and texting is a breach of classroom etiquette. Please do not text during class.

### **A Note on Lectures**

We will be using powerpoint and links to the internet during the lectures to illustrate and supplement the things we talk about in class. We will post the slides and links so that you can use them as study guides. The slides should be used as a general outline but not as a comprehensive guide to what we will be talking about. You should still take notes. Lecture notes will be posted after class or at the end of the week on UMLearn.

## **Student Support and Conduct**

### **Writing and Study Skills Support**

The Academic Learning Centre (ALC) offers services that may be helpful to you as you fulfill the requirements for this course. Through the ALC, you may meet with a study skills specialist to discuss concerns such as time management, reading and note-taking strategies, and test-taking strategies. You may also meet one-on-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. Writing tutors can also give you feedback if you submit a draft of your paper

online. (Please note that the online tutors require 48 hours, from Mondays to Fridays, to return your paper with comments.)

All Academic Learning Centre services are free for UofM students. For more information, please visit the Academic Learning Centre website at [umanitoba.ca/student/academiclearning/](http://umanitoba.ca/student/academiclearning/)

You can also talk to a member of the Academic Learning staff by calling 480-1481 or by dropping in at 201 Tier Building.

#### [Student Accessibility Services](#)

Student Accessibility Services (SAS) provides support and advocacy for students with disabilities of all kinds: hearing, learning, injury-related, mental health, medical, physical or visual. Students with temporary disabilities such as sprains and breaks are also eligible to use our services. SAS acts as a liaison between students and the faculty and staff of the University of Manitoba as well as support agencies within the province of Manitoba. Please phone: 474-6213 (voice) or 474-9690 (TTY) for service. You are not required to disclose your disability to the instructor.

#### [Student Counselling Centre](#)

Student Counselling Centre (SCC) offers individual, couple or family counselling in individual and groups formats. Please phone: 474-8592 or visit SCC at 474 University Centre.

#### *Policy on Respectful Work and Learning Environment*

[http://umanitoba.ca/admin/governance/governing\\_documents/community/566.html](http://umanitoba.ca/admin/governance/governing_documents/community/566.html)

#### *Inappropriate and Disruptive Student Behaviour*

[http://umanitoba.ca/admin/governance/governing\\_documents/students/279.html](http://umanitoba.ca/admin/governance/governing_documents/students/279.html)

#### *Accessibility Policy for Student with Disabilities*

[http://umanitoba.ca/admin/governance/governing\\_documents/students/281.html](http://umanitoba.ca/admin/governance/governing_documents/students/281.html)

#### *Withdrawal from class*

[http://umanitoba.ca/student/records/leave\\_return/695.html](http://umanitoba.ca/student/records/leave_return/695.html)

### **Academic Dishonesty: Plagiarism, Cheating and Examination Impersonation**

Plagiarism or any other form of cheating in examinations, term tests or academic work is subject to serious academic penalty (e.g. suspension or expulsion from the faculty or university).

Cheating in examinations or tests may take the form of copying from another student or bringing unauthorized materials into the exam room (e.g., crib notes, pagers or cell phones). Exam cheating can also include exam impersonation. (Please see Exam Impersonation, found in the Examination Regulations section of the General Academic Regulations). A student found guilty of contributing to cheating in examinations or term assignments is also subject to serious academic penalty.

To plagiarize is to take ideas or words of another person and pass them off as one's own. In short, it is stealing something intangible rather than an object. Plagiarism applies to any written work, in traditional or electronic format, as well as orally or verbally presented work. Obviously it is not necessary to state the source of well known or easily verifiable facts, but students are expected to appropriately acknowledge the sources of ideas and expressions they use in their written work, whether quoted directly or paraphrased. This applies to diagrams, statistical tables and the like, as well as to written material, and materials or information from Internet sources.

To provide adequate and correct documentation is not only an indication of academic honesty but is also a courtesy which enables the reader to consult these sources with ease. Failure to provide appropriate citations constitutes plagiarism. It will also be considered plagiarism and/or cheating

if a student submits a term paper written in whole or in part by someone other than him/herself, or copies the answer or answers of another student in any test, examination, or take-home assignment.

Working with other students on assignments, laboratory work, take-home tests, or on-line tests, when this is not permitted by the instructor, can constitute Inappropriate Collaboration and may be subject to penalty under the [Student Discipline By-Law](#).

An assignment which is prepared and submitted for one course should not be used for a different course. This is called “duplicate submission” and represents a form of cheating because course requirements are expected to be fulfilled through original work for each course.

When in doubt about any practice, ask your professor or instructor.

The Student Advocacy Office, 519 University Centre, 474-7423, is a resource available to students dealing with Academic Integrity matters.