

GEOG 2153A – Environment, Economy, and Society

Course Outline: Section 001 Distance Studies 2023

1. Course Information

Delivery Mode: online and asynchronous



Classes Start	Classes End	Last Day to Add	Last Day to Drop	Exams
May 8	July 28	May 12	June 12	July 31-August 3

Monday May 22, 2023: Victoria Day Holiday

Friday, June 30, 2023: Observed Canada Day



Course Instructor	Contact Information	Office Hours
Elmond Bandauko	ebandauk@uwo.ca	By appointment via zoom



☒ Office hours will be held remotely using zoom, By appointment.

☒ Students will be able to sign up for an appointment via the course website on owl.

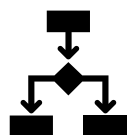
2. Calendar Description

The human uses of and impacts on environment and resources; the concept of sustainability; current resource issues.

x lecture hours, 0.5 course

Prerequisite(s): no prerequisites

Prerequisite checking is the student's responsibility.



Senate Regulations state, “unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course, and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

3. Textbook

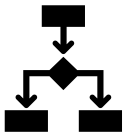


We will not be using any textbook in this course. We will mostly use peer reviewed articles, policy and working papers, where applicable. The reading material for each week will be posted on the course site on OWL.

4. Course Objectives and Format

By completing the activities associated with the course, you will be able to:

1. Understand the interdependence of the environment, economy, and society, and their interactions and impacts on each other.
2. Describe and critique the different pillars and foundations of sustainability and sustainable development.
3. Identify and describe the key environmental challenges and opportunities that society faces, such as climate change, resource depletion, and pollution, energy challenges etc.
4. Evaluate the social and cultural dimensions of environmental issues (e.g., climate change), including the distribution of benefits and costs across different communities and social groups.
5. Develop practical solutions to complex environmental problems through interdisciplinary collaboration and innovative problem-solving techniques.
6. Communicate effectively about environmental issues, policies, and solutions to a range of stakeholders, including policymakers, community leaders, and the general public.



All course material will be posted to OWL: <http://owl.uwo.ca>. Any changes will be indicated on the OWL site.

Google Chrome or Mozilla Firefox are the preferred browsers to optimally use OWL; update your browsers frequently. Students interested in evaluating their internet speed, please click [here](#). [Using the right browser is important, especially when using different features integrated with OWL]

If students need assistance, they can seek support on the OWL Help page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800.

5. Learning Outcomes

Upon successful completion of this course, students will be able to:

Insert Learning Outcomes



1. Explain the pillars of sustainability and critically assess the complex connections between the environment, the economy, and our society.
2. Analyze the functions of effective and equitable climate change adaptation and mitigation strategies in the development of sustainable systems and communities.

3. Recognize that climate change and other environmental hazards disproportionately impact vulnerable communities and examine how multiple intersecting factors influence how and to what extent an individual is affected.
4. Confront existing knowledge, questions, and assumptions, and describe new insights about self, community, and sustainability.
5. Write and communicate effectively to policymakers and other non-academic audience.



Geographical Skills

- ✓ Spatial thinking, spatial analysis & spatial processes of human and/or environmental processes (e.g. cultural, social, political, economic, scientific)

Generic Skills

1. Literature and secondary data sources: information search and retrieval, meta-analysis of published data, synthesis of information sources and literature, annotated bibliographies.
2. Critical and reflective reading, listening, thinking.
3. Writing – education and practice in writing essays, reports, notebooks.
4. Project planning, management, and design: time management, independent major project, research proposals.
5. Inter-personal skills: leadership, team facilitation

6. Course Content and Schedule

Week	Dates	Topic(s)	Readings
1	May 8-12	Introduction: Foundations of Sustainability	<ol style="list-style-type: none"> 1. Bob Giddings, Bill Hopwood & Geoff O'Brien (2002). Environment, Economy, and Society: Fitting them Together into Sustainable Development. <i>Sustainable Development</i>. 10, 187–196. https://doi.10.1002/sd.199 2. Sneddon, C., Howarth, R. B., & Norgaard, R. B. (2006). Sustainable development in a post-Brundtland world. <i>Ecological economics</i>, 57(2), 253-268. doi:10.1016/j.ecolecon.2005.04.013 3. Lélé, S. M. (1991). Sustainable development: a critical review. <i>World development</i>, 19(6), 607-621.
2	May 15-19	Our changing Climate	<ol style="list-style-type: none"> 1. IPCC, 2023. AR6 Synthesis Report Climate Change 2023. Synthesis Report for Policymakers. https://www.ipcc.ch/report/ar6/syr/ 2. Predictions of Future Global Climate: https://scied.ucar.edu/learning-zone/climate-change-impacts/predictions-future-global-climate 3. Bush, E., Bonsal, B., Derksen, C., Flato, G., Fyfe, J., Gillett, N., Greenan, B.J.W., James, T.S., Kirchmeier-Young, M., Mudryk,

Week	Dates	Topic(s)	Readings
			L., Zhang, X. (2022): Canada's Changing Climate Report in Light of the Latest Global Science. Assessment. Government of Canada. Ottawa, ON. 37p.
3	May 22-26	Just sustainability and Environmental Justice	<ol style="list-style-type: none"> 1. Hamil Pearsall & Joseph Pierce (2010) Urban sustainability and environmental justice: evaluating the linkages in public planning/policy discourse, <i>Local Environment</i>, 15:6, 569-580. https://doi.org/10.1080/13549839.2010.487528 2. Christopher G. Boone (2010) Environmental justice, sustainability and vulnerability, <i>International Journal of Urban Sustainable Development</i>, 2:1-2, 135-140. https://doi.org/10.1080/19463138.2010.513772 3. Michael Mascarenhas (2007) Where the Waters Divide: First Nations, Tainted Water and Environmental Justice in Canada, <i>Local Environment</i>, 12:6, 565-577. https://doi.org/10.1080/13549830701657265 4. Julian Agyeman (2008) Toward a 'just' sustainability?, <i>Continuum</i>, 22:6, 751-756. https://doi.org/10.1080/10304310802452487
4	May 29-June 2	Natural Resources Management-	<ol style="list-style-type: none"> 1. Stephen R. Kellert, Jai N. Mehta, Syma A. Ebbin, Laly L. Lichtenfeld (2000). Community Natural Resource Management: Promise, Rhetoric, and Reality, <i>Society & Natural Resources</i>, 13:8, 705-715. https://doi.org/10.1080/089419200750035575 2. Mitchell, B. (2005). Integrated water resource management, institutional arrangements, and land-use planning. <i>Environment and planning A</i>, 37(8), 1335-1352. 3. Maclean, K., Robinson, C. J., & Natcher, D. C. (2015). 3. Consensus building or constructive conflict? Aboriginal discursive strategies to enhance participation in natural resource management in Australia and Canada. <i>Society & Natural Resources</i>, 28(2), 197-211.
5	June 5-9	Circular economy	<ol style="list-style-type: none"> 1. Korhonen, J., Honkasalo, A., & Seppälä, J. (2018). Circular economy: the concept and its limitations. <i>Ecological economics</i>, 143, 37-46. http://dx.doi.org/10.1016/j.ecolecon.2017.06.041 2. Millar, N., McLaughlin, E., & Börger, T. (2019). The circular economy: swings and roundabouts?. <i>Ecological economics</i>, 158, 11-19. https://doi.org/10.1016/j.ecolecon.2018.12.012 3. Ghisellini, P., Cialani, C., & Ulgiati, S. (2016). A review on circular economy: the expected transition to a balanced interplay of environmental and economic systems. <i>Journal of Cleaner production</i>, 114, 11-32.

Week	Dates	Topic(s)	Readings
6	June 12-16	Environmental Policy & Politics	<ol style="list-style-type: none"> 1. Wapner, P. (2014). The changing nature of nature: environmental politics in the Anthropocene. <i>Global Environmental Politics</i>, 14(4), 36-54. 2. Bell, D., Gray, T., Haggett, C., & Swaffield, J. (2013). Re-visiting the 'social gap': public opinion and relations of power in the local politics of wind energy. <i>Environmental politics</i>, 22(1), 115-135. https://doi.org/10.1080/09644016.2013.755793 3. Harriet Bulkeley (2021) Climate changed urban futures: environmental politics in the anthropocene city, <i>Environmental Politics</i>, 30:1-2, 266-284. https://doi.org/10.1080/09644016.2021.1880713 4. Sharon Mascher (2018) Striving for equivalency across the Alberta, British Columbia, Ontario and Québec carbon pricing systems: the Pan-Canadian carbon pricing benchmark, <i>Climate Policy</i>, 18:8, 1012-1027. https://doi.org/10.1080/14693062.2018.1470489
7	June 19-23	Food Waste: a looming environmental, social & economic crisis	<ol style="list-style-type: none"> 1. Parizeau, K., Von Massow, M., & Martin, R. (2015). Household-level dynamics of food waste production and related beliefs, attitudes, and behaviours in Guelph, Ontario. <i>Waste management</i>, 35, 207-217. 2. Skaf, L., Franzese, P. P., Capone, R., & Buonocore, E. (2021). Unfolding hidden environmental impacts of food waste: An assessment for fifteen countries of the world. <i>Journal of Cleaner Production</i>, 310, 127523. https://doi.org/10.1016/j.jclepro.2021.127523 3. Quested, T. E., Marsh, E., Stunell, D., & Parry, A. D. (2013). Spaghetti soup: The complex world of food waste behaviours. <i>Resources, Conservation and Recycling</i>, 79, 43-51. https://doi.org/10.1016/j.resconrec.2013.04.011 4. Everitt, H., van der Werf, P., Seabrook, J. A., Wray, A., & Gilliland, J. A. (2022). The quantity and composition of household food waste during the COVID-19 pandemic: A direct measurement study in Canada. <i>Socio-Economic Planning Sciences</i>, 82, 101110. https://doi.org/10.1016/j.seps.2021.101110
8	June 26-30	Sustainable Cities	<ol style="list-style-type: none"> 1. Bai, X., Surveyer, A., Elmqvist, T., Gatzweiler, F. W., Güneralp, B., Parnell, S., ... & Webb, R. (2016). Defining and advancing a systems approach for sustainable cities. <i>Current opinion in environmental sustainability</i>, 23, 69-78. 2. Bibri, S. E., & Krogstie, J. (2017). Smart sustainable cities of the future: An extensive interdisciplinary literature review. <i>Sustainable cities and society</i>, 31, 183-212. 3. Harriet Bulkeley & Michele Betsill (2005) Rethinking Sustainable Cities: Multilevel Governance and the 'Urban' Politics of Climate Change, <i>Environmental Politics</i>, 14:1, 42-63. https://doi.org/10.1080/0964401042000310178

Week	Dates	Topic(s)	Readings
9	July 3-7	Thinking globally and acting locally on environmental issues	<ol style="list-style-type: none"> 1. Kukkonen, A., Ylä-Anttila, T., Swarnakar, P., Broadbent, J., Lahsen, M., & Stoddart, M. C. (2018). International organizations, advocacy coalitions, and domestication of global norms: Debates on climate change in Canada, the US, Brazil, and India. <i>Environmental Science & Policy</i>, 81, 54-62. 2. Corburn, J. (2009). Cities, climate change and urban heat island mitigation: Localising global environmental science. <i>Urban studies</i>, 46(2), 413-427. 3. Croese, S., Green, C., & Morgan, G. (2020). Localizing the sustainable development goals through the lens of urban resilience: Lessons and learnings from 100 resilient cities and cape town. <i>Sustainability</i>, 12(2), 550.
10	July 10-14	Environmental activism and resistance	<ol style="list-style-type: none"> 1. Hunsberger, C., & Larsen, R. K. (2021). The spatial politics of energy conflicts: How competing constructions of scale shape pipeline and shale gas struggles in Canada. <i>Energy Research & Social Science</i>, 77, 102100. https://doi.org/10.1016/j.erss.2021.102100 2. Brock Ternes, James Ordner & David Heath Cooper (2020) Grassroots resistance to energy project encroachment: Analyzing environmental mobilization against the Keystone XL Pipeline, <i>Journal of Civil Society</i>, 16:1, 44-60. https://doi.org/10.1080/17448689.2020.1717151 3. Theo LeQuesne (2019) Petro-hegemony and the matrix of resistance: What can Standing Rock's Water Protectors teach us about organizing for climate justice in the United States? <i>Environmental Sociology</i>, 5:2, 188-206. https://doi.org/10.1080/23251042.2018.1541953
11	July 17-21	Powering the world: Energy transitions and environmental issues	<ol style="list-style-type: none"> 1. Cantarero, M. M. V. (2020). Of renewable energy, energy democracy, and sustainable development: A roadmap to accelerate the energy transition in developing countries. <i>Energy Research & Social Science</i>, 70, 101716. https://doi.org/10.1016/j.erss.2020.101716 2. York, R., & Bell, S. E. (2019). Energy transitions or additions?: Why a transition from fossil fuels requires more than the growth of renewable energy. <i>Energy Research & Social Science</i>, 51, 40-43. 3. John R. Parkins, Christy Hempel, Thomas M. Beckley, Richard C. Stedman & Kate Sherren (2015) Identifying energy discourses in Canada with Q methodology: moving beyond the environment versus economy debates, <i>Environmental Sociology</i>, 1:4, 304-314
12	July 24-28	Sustainable agriculture and food systems	<ol style="list-style-type: none"> 1. DeLonge, M. S., Miles, A., & Carlisle, L. (2016). Investing in the transition to sustainable agriculture. <i>Environmental Science & Policy</i>, 55, 266-273. http://dx.doi.org/10.1016/j.envsci.2015.09.013

Week	Dates	Topic(s)	Readings
			<p>2. Lindgren, E., Harris, F., Dangour, A. D., Gasparatos, A., Hiramatsu, M., Javadi, F., ... & Haines, A. (2018). Sustainable food systems—a health perspective. <i>Sustainability science</i>, 13, 1505-1517.</p> <p>3. Wezel, A., Herren, B. G., Kerr, R. B., Barrios, E., Gonçalves, A. L. R., & Sinclair, F. (2020). Agroecological principles and elements and their implications for transitioning to sustainable food systems. A review. <i>Agronomy for Sustainable Development</i>, 40, 1-13. https://doi.org/10.1007/s13593-020-00646-z</p>

7. Communication



- ☒ Students should check the OWL site every 24 – 48 hours.
- ☒ A weekly update will be provided on the OWL announcements.
- ☒ Students should email the instructor using OWL “messages”.
- ☒ For any other communication, the student can email the instructor at ebandauk@uwo.ca
- ☒ I will monitor these emails daily and students will receive a response in 24 – 48 hours, except during weekends and holidays.

8. Evaluation

Below is the evaluation breakdown for the course.

Assessment	Format	Weighting	Due Date
Policy Brief	Written	20%	11.59 pm on June 8, 2023 , via owl
Essay/Research Paper	Written	40%	11.59 pm on 7 July 2023 , via owl
Reading Response	Written	10%	11.59pm on June 2, 2023 , via owl
Final Exam	Written, online	30%	To be scheduled by the Office of the Registrar between July 31 and August 2023



The evaluation methods described in the course outline are essential requirements for the course. Alternative assessments to quiz and the assignments are not possible as they would not match the intended learning objectives for the course.

Overview of assessments

Policy Brief (20%)

Policy briefs are a valuable tool for communicating research and recommendations to a non-specialized audience. They are effective in providing evidence-based policy advice that can help readers make informed decisions. To be effective, a policy brief should present research findings in plain language and provide clear policy recommendations. Instructions on how to prepare a policy brief will be available on the course website (OWL) during the first week, and a sample will be provided to guide you in crafting your own policy brief.

Essay/Research Paper (40%)

This type of assessment requires students to demonstrate their understanding of the course material and to provide an argument or analysis of a particular topic related to environment, economy, and society. The goal of this assignment is to enhance your critical thinking skills and ability to conduct in-depth research on a topic of interest to you and of relevance to the course. Detailed instructions on the essay/research paper will be posted on the course website during the first week.

Reading Response (10%)

Students will select a reading of their choice (from weeks 1, 2 and 3), mainly an academic article published in a peer reviewed journal and write a reading response. A reading response is not simply a summary of the text, but a critical analysis and reflection on its content. Be sure to engage with the text in a thoughtful and meaningful way. Your reading response should present a clearly developed argument. Research beyond the class readings is not necessary, although you may choose to do some. Detailed instructions on how to write the reading response will be posted on OWL during first week.



Final Exam (30%)

The final examination in this course will be composed of a variety of question types, including multiple-choice questions, short answer questions, and true/false questions. The questions will be based on the course material, including the lecture slides, readings, and, and will cover a range of topics covered from weeks 1-6. The exam will be comprised of 20 multiple-choice questions, 20 true/false questions and four written answer questions, each carrying 5 marks. Therefore, the final exam will be out of 60.

- ☒ All assignments are due at 11:55 pm EST unless otherwise specified.
- ☒ Written assignments will be submitted to Turnitin (statement in policies below)
- ☒ Rubrics are not provided in this course. Fair, objective, learning objective-based marking. criteria are provided in the assignment instructions that are then applied when marking.
- ☒ After an assessment is returned, students should wait 24 hours to digest feedback before contacting their evaluator; to ensure a timely response, reach out within 7 days.

Click [here](#) for a detailed and comprehensive set of policies and regulations concerning examinations and grading. The table below outlines the University-wide grade descriptors.

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

Information about late or missed evaluations:

There is no assessment worth less than 10% in this course. Therefore, any request for academic considerations due to illness/compassionate grounds/personal/religious reasons must be filed by the student directly to the appropriate Faculty Dean's academic counselling office and not the instructor. Any requests made to the instructional team directly will be ignored. All documentation must be secured within 48 hours of the assessment date or due date. Once documentation is secured from academic counselling, the instructor will apply the below policies.

- ☒ Late assessments without illness self-reports will be subject to a late penalty 2 %/day
- ☒ Late assessments with illness self-reports should be submitted within 48 hours of submission of the last illness self-report.
- ☒ An assessment cannot be submitted after it has been returned to the class.

Grades will not be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: *You* are responsible for your grades in this course

9. Accommodation Policies

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Academic Consideration for Student Absence

[Instructors are encouraged, in the first instance, to arrange participation requirements and multiple small assignments in such a way as to allow students some flexibility. A student seeking academic accommodation for any work worth less than 10% must contact the instructor or follow the appropriate Department or course specific instructions provided on the course outline.

In arranging accommodation, instructors will use good judgment and ensure fair treatment for all students. Instructors must indicate on the course outline how they will be dealing with work worth less than 10% of the total course grade. In particular, instructors must indicate whether medical documentation will be required for absences, late assignments or essays, missed tests,

laboratory experiments or tutorials, etc. Where medical documentation is required, such documentation must be submitted by the student directly to the appropriate Faculty Dean's office, and it will be the Dean's office that will make the determination whether accommodation is warranted. Given the University's Official Student Record Information Privacy Policy, instructors may not collect medical documentation.

In all cases where accommodation is being sought for work totalling 10% or more of the final grade in a course, students will be directed to the appropriate Faculty Dean's office.

Clearly define how the absence will be handled (e.g., an extension, make-up opportunity, or reweighting).

When defining the rules for excused absences, you should ensure that the essential requirements of the course are still met. For example, if the final examination is not cumulative, it would normally be advisable to offer a make-up for the midterm test rather than a reweighting to the final.

Students who have been denied accommodation by an instructor may appeal this decision to the appropriate Faculty Dean's office but will be required to present appropriate documentation.]

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet their academic responsibilities.

Policy on Academic Consideration for Medical Illness - Undergraduate Students

Student Medical Certificate (SMC)

Course Absences due to Daily COVID Screening Questionnaire

Missed assessments (e.g., presentations, essays, quizzes, tests, midterms, etc.) require formal academic considerations (typically academic counselling). [Methods for dealing with missed work and course content are at the discretion of the instructor(s). Students should be aware that some learning outcomes cannot be easily made up and may need to be completed in a subsequent year. Your instructor will provide you with further information as to how this applies within this course.

Students who demonstrate a pattern of routinely missing coursework due to self-reported COVID symptoms, and therefore do not demonstrate mastery of the learning outcomes of the course, will not receive credit for the course.]

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

10. How to Be Successful in this Class:

Students enrolled in this class should understand the level of autonomy and self-discipline required to be successful.



ication to keep track of your courses. Populate all your deadlines at the start of the term and of each week to get organized and manage your time.

onto OWL to ensure you have seen everything posted to help you succeed in this class.

reated on OWL or create your own to help you stay on track.

ough the lesson material. Treat this course as you would a face-to-face course. Keeping notes on a regular Word document will help you learn more effectively than just reading or

orming an online study group and try meeting on a weekly basis for study and peer support.

estions. If you are struggling with a topic, check the online discussion boards or contact your ig assistant(s).

sses. It seems easier to motivate ourselves knowing that there is something waiting for us at

11. Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>). Computer-marked multiple-choice tests may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

12. Western's Commitment to Accessibility

The Department of Geography and Environment strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519-661-2147 for any specific question regarding an accommodation. [Information regarding accommodation of exams](#) is available on the Registrar's website.

More information about "[Accessibility at Western](#)" is available.

13.Mental Health

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit Western's [Health and Wellness website](#) for more information on mental health resources.

14. Support Services

[Western's Support Services](#)
[Student Development Centre](#)

15.Important Dates

May 8: First day of classes
May 12: Last day to add
June 12: Last day to drop.
May 22: Victoria Day
June 30: Observed Canada Day
July 28: Classes end
July 31-August 3: Exams