



UNIVERSITY OF
ALBERTA



RENR 491- Land (Use) Planning in Canada's North

In Winter 2022, RENR 491 **Land (Use) Planning in Canada's North** is being offered at Yukon University as part of the Northern Environmental and Conservation Sciences, B.Sc. Program. All students registered in RENR 491 must adhere to the requirements outlined in this course syllabus. University of Alberta students must also be aware of, and adhere to, the University's Code of Student Behaviour, referenced in the outline.

INSTRUCTOR: Jared Gonet and Kim Lisgo

OFFICE HOURS: online by appointment

OFFICE LOCATION: N/A

E-MAIL: gonet@ualberta.ca and klisgo@ualberta.ca

CLASS DAYS & TIMES: Tuesdays and Thursdays, 2:30–3:50 pm

CLASS LOCATION: *Hybrid* – Online and room A2603 when in-person is possible

COURSE DESCRIPTION

This is the capstone course for the Northern Systems Major, providing students with a comprehensive overview of contemporary approaches to conservation and land planning, with focused applications to northern systems in Canada. Building on foundations, the course materials address the integration of social, environmental and economic values, and emphasize maintenance and stewardship of ecosystem integrity through proactive planning and management measures.

COURSE PREREQUISITES AND/OR CO-REQUISITES

Enrolment and 81 credits at the university level in Yukon University/University of Alberta BSc in Environmental and Conservation Sciences degree program, or consent of the Instructor.

LEARNING OUTCOMES

Capstone courses synthesize knowledge and skills acquired over four years of a program. These courses are integrative and experiential and are generally taken in the final year of a student's program. Objectives for RENR 491 include:

- Integrating and building upon concepts, tools, information and knowledge from the Northern Systems major, and applying these to empirical problems and settings associated with conservation planning and land planning in northern Canada.
- Exposing students to a diversity of perspectives representing a range of disciplines and considerations relevant to conservation and land planning in northern Canada and beyond.
- Experiencing problem solving and project work through simulated planning and teamwork.
- Building knowledge and applying ethical conduct and professionalism in the pursuit of activities associated with conservation and land planning.
- Demonstrating effective oral and written communication skills through classroom and group interactions, assignments, and presentation of a capstone project in a public venue(s).

Upon successful completion of this course students will be able to do the following:

- Understand land planning processes, challenges and opportunities in Canada's north.
- Understand the contexts in which planning is undertaken and how this affects processes.
- Think critically about the challenges and opportunities that occur in land planning and contribute solutions in a constructive manner.
- Consider collaborative planning processes from a two-eyed seeing perspective.
- Contribute to the design and implementation of land planning processes in the workplace.
- Bring forward creative approaches for engaging participants in planning processes.
- Know the roles of the many participants, including the role of the planner.
- Know how to create a story map for effective communication of core concepts and consideration of land planning and other processes.

COURSE FORMAT

This course consists of two 90-minute online and synchronous classroom sessions per week—which will include a mix of lectures, guest presentations, practical exercises and discussions—and additional lab sessions. The course will take advantage of special learning opportunities that may arise during the course (e.g., attendance and participation in government and NGO consultations on planning exercises). Students may be expected to attend select events outside regular class time. A combination of lecture-based and participatory approaches will be employed. Discussion of required readings, interaction with guest lecturers, and student presentations will form important components of the class and of student evaluation. The course will be highly participatory and students are expected to actively engage and contribute to class discussions and term projects.

Delivery format

Delivery will be blended between online Zoom sessions and face-to-face, as COVID protocols allow.

EVALUATION

The course grade will be determined as follows:

	Percent
Assignment 1	15
Assignment 2	15
Assignment 3	15
Participation and Attendance	5
Questions for lectures	5
Capstone	45
Total	100%

Attendance and Participation

Attendance at class lectures is mandatory and a participation mark (10%) will be assessed based on attendance and participation in discussions and group work.

Questions for Lecturers

Based on guest presentations given and readings, students are expected to ask at least one question for each guest lecturer, if time does not permit please provide the question after the class. This will account for 10% of your grade.

Independent and Group Assignments

Three independent written assignments associated with lectures, required readings, and case studies will comprise 45% of the final grade for this course. Your capstone project will comprise 45% of the final grade allocation. Further information on the independent assignments and the capstone project is available in separate files on the class site.

All assignments in the course must be completed by each individual student to pass the course. Late assignments will be penalized 10% for each day after the deadline.

The instructor will provide detailed marking schemes and guidelines for each evaluation component of the course.

Precision and care in writing and presenting planning documents is an important professional standard. Accordingly, the overall quality of written assignments will be graded, on the following basis:

- It contains the title, assignment number, your name, course number, date and page numbers.
- It is well-written with proper grammar and spelling.
- It has a consistent writing and referencing style. Students should be familiar with, and apply a style manual, such as the [Harvard](#) or [Chicago style](#) manual, to ensure consistent punctuation, capitalization and referencing.
- It is a clean, professional looking document with consistent line spacing, headings, etc.

Oral presentations will also be graded, on the following basis:

- Quality and clarity of the presentation materials (noting the standards above for written assignments).
- Delivery style.
- Depth of knowledge, as reflected in the student's ability to field questions and elaborate on the topic.

Exams

There are no exams in this course.

Due Dates and Late Assignments

Written assignments are to be submitted in MS Word format, as an email attachment. They are due before midnight on the day indicated for each assignment and are considered late if not received by this time. After this time, late assignments will be deducted 10% per day.

The following are deadlines for the independent assignments and capstone project (see schedule at end):

- Three deadlines for the independent assignments, as follows:
 - Assignment 1- Jan 31, 2022
 - Assignment 2 - Feb 14, 2022
 - Assignment 3 - Feb 28, 2022
- Deadlines related to the Capstone Project as follows:
 - Practice presentations on April 7, 2022
 - Presentations delivered on April 12, 2022
 - Final story map due April 19, 2022

Assignment of grades

The total numerical score will be converted to a grade on the following letter grading system:

Letter grade	Percentage
A+	95-100
A	90-94
A-	85-89
B+	79-84
B	75-78
B-	71-74
C+	67-70
C	64-66
C-	60-63
D+	55-59
D	50-54
F	0-49

COURSE WITHDRAWAL INFORMATION

Students should refer to the UAlberta calendar for important dates (calendar.ualberta.ca).

TEXTBOOKS AND LEARNING MATERIALS

There is no required textbook for this course. Please see the course outline for lists of learning materials required to be reviewed before specific classes.

COURSE WEBSITE

A course website will be used to share lectures, assignments, readings and reference materials, gradings, and announcements about the course. It will be available via eClass: <https://eclass.srv.ualberta.ca/>

ACADEMIC INTEGRITY

Yukon University Academic Standards and Regulations

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to YukonU Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

University of Alberta Academic Integrity and Code of Student Behaviour

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students at the University of Alberta are subject to the Code of Student Behaviour, as outlined at:

<http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx> Please familiarize yourself with it and ensure that you do not participate in any inappropriate behavior as defined by the Code. Key components of the code include the following statements.

30.3.2(1) No Student shall submit the words, ideas, images or data of another person as the Student's own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) c. No Student shall represent another's substantial editorial or compositional assistance on an assignment as the Student's own work.

PROFESSIONALISM AND CLASSROOM RULES OF ENGAGEMENT

Students are expected to attend all lectures and labs, be engaged and courteous in all course activities, and to be on time for class. Please do not use cellular phones during class. Laptops are permitted for note taking and in-class work; however, please do not use laptops in class for non-class-related activities. While in computer labs, students are expected to refrain from using the computers to engage in non-class-related activities (e.g. Facebook, etc.).

ELECTRONIC DEVICES

See 'professionalism' above.

RECORDING OF LECTURES, LABS, ETC.

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Please note that some classes in the B.Sc. Northern ENCS Program may be recorded using web conferencing software, and links to recordings may be posted on the class website.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.ca.

TOPIC OUTLINE

#	Date	Topic
1	Thurs Jan 6	<p>Introduction</p> <ul style="list-style-type: none"> • big picture of how the various lecture topics fit together • course/capstone project • high-level overview of planning in the north (what's happening out there now) <p>(Kim Lisgo and Jared Gonet)</p>
2	Tues Jan 11	<p>Processes in Planning</p> <ul style="list-style-type: none"> • review of western science approaches to land planning (e.g., Systematic Conservation Planning, Adaptive Management, BEACONs) • general processes in Indigenous Land Planning <p>(Kim Lisgo and Jared Gonet)</p>
3	Thurs Jan 13	<p>Continuation of previous class</p> <p>(Kim Lisgo and Jared Gonet)</p>
4	Tues Jan 18	<p><u>Land Relationship Planning</u></p> <p><i>(Joe Copper Jack, Ta'an Kwach'an Elder)</i></p>
5	Thurs Jan 20	<p><u>Indigenous Knowledge in LUP in the North - Shortcomings / Successes</u></p> <p><i>(Gillian McKee, Independent Consultant)</i></p>
6	Tues Jan 25	<p><u>Dawson Land Use Plan and Settlement Land Planning</u></p> <p><i>(Natasha Ayoub / Alex Pysklywecx, Tr'ondek Hwech'in Government)</i></p>
7	Thurs Jan 27	<p><u>Harnessing Knowledge and Reconciliation</u></p> <p><i>(Chrystal Mantyka-Pringle, Wildlife Conservation Society Canada)</i></p>
8	Tues Feb 1	<p><u>Topic TBD</u></p> <p><i>(Hilary Cooke, Wildlife Conservation Society Canada)</i></p> <p>Assignment 1 due - Midnight Jan. 31</p>
9	Thurs Feb 3	<p>Climate Change and Connectivity from a Western Science Perspective</p> <p>(Kim Lisgo)</p>

10	Tues Feb 8	Climate Change / Connectivity from Indigenous Perspectives (Jared Gonet)
11	Thurs Feb 10	Cultural / Biocultural values in planning (Jared Gonet)
12	Tues Feb 15	<u>Dawson Plan - e.g., wetlands</u> <i>(Jamie Kenyon, Ducks Unlimited Canada)</i> Assignment 2 Due - Midnight Feb. 14
13	Thurs Feb 17	<u>Dawson Plan - Salmon</u> <i>(Al von Finster, chair of the Yukon Salmon Sub-committee and retired DFO fisheries biologist)</i>
no class	Tues Feb 22	reading week
no class	Thurs Feb 24	reading week
14	Tues Mar 1	Lab - Capstone Project (Kim Lisgo) Assignment 3 Due - Midnight Feb. 28
15	Thurs Mar 3	<u>IPCA and Implementation / Guardians</u> <i>(Gillian Staveley, Director at Dena Kayeh Institute)</i>
16	Tues Mar 8	Lab - Capstone Project (Kim Lisgo)
17	Thurs Mar 10	<u>How We Walk With Land and Water</u> <i>(Anna Crawford and others)</i>
18	Tues Mar 15	Lab - Capstone Project (Kim Lisgo)

19	Thurs Mar 17	<u>Lessons from Peel</u> <i>(Dave Loeks, former Chair of the Peel Land Use Planning Commission)</i>
20	Tues Mar 22	Lab - Capstone Project (Kim Lisgo)
21	Thurs Mar 24	Topic TBD.
22	Tues Mar 29	Lab - Capstone Project (Kim Lisgo)
23	Thurs Mar 31	Together Today For our Children Tomorrow - Land Planning in the Future, challenges, opportunities (Jared Gonet and Kim Lisgo)
24	Tues Apr 5	Lab - Capstone Project (Kim Lisgo)
25	Thurs Apr 7	Dry run of capstone presentations (Kim Lisgo and Jared Gonet)
26	Tues Apr 12	Capstone presentations (Kim Lisgo and Jared Gonet)