



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

In Winter 2024, 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: Room A2204 and A2702 GIS Lab

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 StoryMap for effective communication of core concepts and consideration of land planning and other processes.

COURSE FORMAT

This course consists of two 80-minute classroom sessions per week—which will include a mix of lectures, guest presentations, practical exercises, discussions, labs. 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 in person, as COVID protocols allow. If unwell, students are encouraged to stay home and participation via Zoom will be available.

EVALUATION

Assignments are Mandatory. The course grade will be determined as follows:

	Percent
Written Assignment 1 (Three Parts 7% each)	21
Discussion and Preparation	10
Participation and Attendance	9
Capstone Project	60
Total	100%

Attendance and Participation

Attendance at class lectures is mandatory and a participation mark (9%) will be assessed based on attendance and participation in discussions and group work.

Missing guest lectures without excuse will be notable in assessing this mark.

Discussion and Preparation

Some classes will have prepared questions that the student will think on during class, or prepare some thoughts ahead of time. Classes will spend time discussing the questions or ideas surrounding the questions. Students may submit written *short* written answers in lieu or if a class is missed.

Independent and Group Assignments

A written assignment, as well as discussions, associated with lectures, required readings, and case studies will comprise **40%** of the final grade for this course. Your capstone project will comprise **60%** 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):

- Deadlines for the independent assignments, as follows:
 - Assignment 1:
 - Part 1 – Jan. 19, 2024
 - Part 2 – Jan. 26, 2024
 - Part 3 – Feb 9, 2024
 - Discussion and Preparation – Ongoing Basis
- Further information on the Capstone Project will be provided in class, during the first two weeks of term.

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 (Expect one more Discussion Topic at least, One or Two lecture times may change)

#	Date	Topic
1	Thurs Jan 4	<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>(Jared Gonet & Kim Lisgo)</p> <p>Discussion: What is Land and Conservation Planning?</p>
2	Tues Jan 9	<p>Ways of Knowing in Land Planning: Indigenous and Western Knowledge and Bridging both. (Kim Lisgo and Jared Gonet)</p> <p>Discussion: <i>Knowledge Systems and Ethical Space</i></p> <ul style="list-style-type: none"> • What is a knowledge system? Your own? • What is Ethical Space and/or How does it help inform planning in a two-eyed seeing context? • What are the benefits and limitations of western science in planning? <p>Key Potential Readings:</p> <ul style="list-style-type: none"> • Ermine, 2007, Ethical Space of Engagement • McGregor, 2021, Indigenous Knowledge Systems in Environmental Governance
3	Thurs Jan 11	<p>What is a Land plan? What is a Land vision?</p> <ul style="list-style-type: none"> • Approaches to Land Planning: Governance, Relations, Conservation Area Design <p>(Kim Lisgo and Jared Gonet)</p> <p>Discussion <i>Land Planning in Indigenous and Eurocentric Scientific Settings</i></p> <ul style="list-style-type: none"> • Why is self-determination an outcome? • Why an importance on cultural resurgence and research? • What are the benefits of systematic planning? Challenges? <p>Key Potential Readings</p> <ul style="list-style-type: none"> • Effective Land Use Planning Practices in Land Use Planning by First Nations in British Columbia. Pg 1-24, 45-57 • Margules and Pressey 2000, Systematic Conservation Planning

4	Tues Jan 16	How We Walk with Land and Water (Nicole Percival, Mark Wedge, Anna Crawford)
5	Thurs Jan 18	Land Relationship Planning (Joe Copper Jack, Ta'an Kwach'an Elder) OR Talk on Climate Change in Planning
Due Date	Jan 19	Due: Assignment 1, Part 1
6	Tues Jan 23	Land Planning in the Yukon (Tim Sellers or Sam Skinner from Yukon Planning Council)
7	Thurs Jan 25	<p>Cultural / Biocultural values in Planning and Southern Lakes Caribou (Jared Gonet)</p> <p>Potential to join workshop on EEECC/Nature Agreement Yukon workshop</p> <p>Discussion: <i>Biocultural Approaches in Planning</i></p> <ul style="list-style-type: none"> • How does biocultural work help change the way we do planning? • Is it important? • Does culture belong in planning? <p>Key Potential Readings:</p> <ul style="list-style-type: none"> • https://southernlakescaribou.com • Caillon et al. - 2017 - Moving beyond the huma & nature dichotomy • Bridgewater and Rotherham - 2019 - A critical perspective on the concept of biocultur
Due Date	Jan 26	Due: Assignment 1 - Part 2

8	Tues Jan 30	Indigenous Knowledge in LUP in the North - Shortcomings & Successes (Gillian McKee, Independent Consultant)
9	Thurs Feb 1	LAB + Western values in planning (and maybe CC) (Kim Lisgo)
10	Tues Feb 6	Indigenous Knowledge in Cumulative Effects and Environmental Assessment (Lawrence Ignace, PhD Candidate)
11	Thurs Feb 8	Harnessing Knowledge and Reconciliation (Chrystal Mantyka-Pringle, Wildlife Conservation Society Canada)
Due Date	Feb 9	Due: Assignment 1 - Part 3
12	Tues Feb 13	IPCA and Implementation / Guardians (Gillian Staveley, Director at Dena Kayeh Institute)
13	Thurs Feb 15	Lab - Planning across Borders - Water Relations (Kim Lisgo and Jared Gonet)
no class	Tues Feb 20	reading week
no class	Thurs Feb 22	reading week
14	Tues Feb 27	Lab - Capstone Project (Kim Lisgo)
15	Thurs Feb 29	CPAWS / YCS - Presentation topic TBD but most likely around conflicts and solutions in land planning (Lewis Rifkind and Randi Newton)
16	Tues Mar 5	Lab - Capstone Project (Kim Lisgo)
17	Thurs Mar 7	Lab - Capstone Project (Kim Lisgo)

18	Tues Mar 12	Lab - Capstone Project (Kim Lisgo)
19	Thurs Mar 14	Lab - Capstone Project (Kim Lisgo)
20	Tues Mar 19	Lab - Capstone Project (Kim Lisgo)
21	Thurs Mar 21	Lab - Capstone Project (Kim Lisgo)
22	Tues Mar 26	Lab - Capstone Project (Kim Lisgo)
23	Thurs Mar 28	Lab - Capstone Project (Kim Lisgo)
24	Tues Apr 2	Lab - Capstone Project (Kim Lisgo)
25	Thurs Apr 4	Dry run of Capstone Presentations (Kim Lisgo and Jared Gonet)
26	Tues Apr 9	Capstone Presentations (Kim Lisgo and Jared Gonet)