

## SAULT COLLEGE OF APPLIED ARTS &amp; TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

SUSTAINABLE RESOURCE MANAGEMENT

COURSE TITLE: \_\_\_\_\_

FOR 311-4

CODE NO.:

SEMESTER: \_\_\_\_\_

VI

INTEGRATED RESOURCE MANAGEMENT TECHNOLOGY

PROGRAM: \_\_\_\_\_

MARK HARVEY

AUTHOR: \_\_\_\_\_

JANUARY 1996

DATE: \_\_\_\_\_

PREVIOUS OUTLINE DATED: \_\_\_\_\_

DECEMBER 1994

APPROVED: \_\_\_\_\_

*K. Good*  
 \_\_\_\_\_  
 DEAN, SCHOOL OF SCIENCES &  
 NATURAL RESOURCES

*Jan 3, 1996*  
 \_\_\_\_\_  
 DATE

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**TOTAL CREDIT HOURS: 64**

**I. PHILOSOPHY/GOALS:**

The concept of sustainability is being used as cornerstone in the development of policy and programs by governments throughout the world. This is especially true in the resource sector. Students graduating from resource based programs require a broad based understanding of the issues of sustainable development from a local to a global scale.

Students will discuss and debate the effects of global issues on our local resource based economies. Local and regional resource sustainable development policies and initiatives will be focused on through guest lectures, videos, reading assignments and case studies.

This course will provide the opportunity for students to participate in the processes needed to develop programs that will ensure sustainable resource management in the 21st century.

**II. STUDENT PERFORMANCE OBJECTIVES:**

Upon successful completion of this course the student will be able to:

1. List six methods promoted in "*New Forestry*" that will help ensure the sustainability of our forest resource.
2. List five or more current or past forest resource management practices that are not sustainable.
3. Describe a minimum of eight major global issues in sustainable development.
4. List and describe the major components of the OMNR's sustainable development programs.
5. Evaluate the effectiveness of Canada's "*Green Plan*".
6. Evaluate the effectiveness of UNECD to promote global sustainable development.
7. Demonstrate how global resource and economic issues can impact on the sustainability of the resource based industries in Canada.
8. Plan research and prepare an action plan to promote the sustainability of a managed forested landscape in Ontario.
9. Evaluate the effectiveness of proposed Bill 171 to achieve sustainable forest resource management.
10. Analyze and assess the 6 criteria and indicators of sustainable forest management outlined under the National Forest Strategy.



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III. LEARNING ACTIVITIES:

- Weeks 1&2     Defining Sustainable Development  
                  Concepts in Sustainable Development  
                  Video #1  
                  Video #2  
                  Video #3  
                  Assignment #1 "Our Common Future"
- Weeks 3&4     Review of the Major Initiatives in Sustainable Development  
                  1. Brundtland Report  
                  2. UNCED Earth Summit Rio 1992  
                  3. Canada's Forestry Accord and the National Forestry  
                      Strategy, Canadian Council of Forest Ministers  
                  4. Ontario's Green Plan  
                  5. Ontario's Sustainable Development Program  
                  6. Bill 171  
                  Assignment #4
- Week 5         Field Trip to the Algoma Highlands Nature Conservancy. Part  
                  of Assignment #4.
- Weeks 6&7     Sustainable Development in the Forest Community  
                  1. Sustainable Development in the forest community  
                  2. New Forestry in North America, the work of Herb Hammond,  
                      Jerry Franklin, Hammish Kimmins and others  
                  3. The paradigm shift in forestry  
                  Test #1
- Week 7         Assignment #3
- Week 8         Federal and Provincial Sustainable Forestry Initiatives,  
                  presented by OMNR and Forestry Canada staff  
  
                  Forest Resource Conflicts and Sustainability. Video
- Week 9         1. Case Study from Sustaining Our Natural Resources. Students will be  
                  involved in a workshop activity in decision making for  
                  resource based communities. The activity will stress the  
                  team approach to decision making.
- Weeks 10&11   Sustainable Development and the Developing Nations  
                  1. Deforestation and Desertification  
                  2. Population Pressures  
                  3. Pollution  
                  4. Poverty and Education  
                  5. Urbanization  
                  6. Biodiversity  
                  7. Developed Nation Assistance to the Third World Countries

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**III. LEARNING ACTIVITIES: (continued)**

- Week 12            Assignment #4 Completed
- Week 13            Test #2  
                     Presentations from Assignment #2
- Week 14            Presentations from Assignment #2

**ASSIGNMENTS**

**Assignment #1 "Our Common Future"**

Students will read the introduction and Chapters 1 and 2 in "Our Common Future" and prepare a 3-page 800-word summary from this reading.

**Assignment #2**

Working in groups of 3, students will present a critique of 1 chapter from "An Ecosystem Approach to Living Sustainably", OMNR 1995.

**Assignment #3**

Each individual student will read proposed Bill 171 the Crown Forest Sustainability Act, and then prepare a written critical analysis of the bill.

**Assignment #4**

Students as a class will prepare a mosaic of aerial photos and wall display of the Algoma Highlands Nature Conservancy. 40% of the grade that each student will receive for this assignment will be based upon their individual contribution to the overall project.



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**V. EVALUATION METHODS:**

Test #1	Open Book Test Global	
	Outlook 2,000	20%
	Assignment #1	10%
	Assignment #2	10%
	Assignment #3	15%
	Assignment #4	25%
Test #2		20%
		<hr/>
		100%

*80% attendance is mandatory to achieve a C grade or higher.*

A+	90 - 100%
A	80 - 89%
B	70 - 79%
C	60 - 69%
R	< 60%

**VI. REQUIRED STUDENT RESOURCES:**

1. *Our Common Future*. The World Commission on Environment and Development 1987. Oxford University Press. Oxford UK. 400 p. References
2. *Global Outlook 2000*. United Nations Publications 1990. 340 p.

**VII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY  
BOOK SECTION:** (Other references available in Library or from the instructor)

1. *Caring for the Earth*. United Nations Environment Programme (UNEP) 1992. The United Nations New York NY. 10017 USA.
2. *Sustaining Our Natural Resources*. Ontario Ministry of Natural Resources. 1993. Queen's Printer Toronto, Ont. 37 p.
3. *Balancing Act*. Hammish Kimmins, 1992. University of British Columbia Press Vancouver BC. 244 p.

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VII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY  
BOOK SECTION: (Other references available in Library or from the  
instructor) (cont'd)

4. Toward a Common Future. Michael Keating 1989. Minister of Supply and Service Canada. Ottawa. 47 p.
5. Sustainable Development and Forest Management, National Forum Proceedings. Canadian Council of Forest Ministers 1990. N.S. Dept. of Lands/Forestry Canada.
6. Sustainable Development Initiatives in Canada, Activities in Progress. Sustainable Development/State of the Environment Reporting Branch, Environment Canada 1990. Minister of Supply and Service Canada.
7. Nations of the Earth Report. United Nations Conference on Environment and Development, 1992. United Nations Report Ottawa, Ont. 322 p.
8. The Global Partnership for Environment and Development. United Nations Report, 1992. 116 p.
9. State of the World. Lester R. Brown, 1992. World Watch Institute Report. 336 p.
10. One World For One Earth. Philip Sarre and Paul Smith With Eleanor Morris, 1991. 188 p.
11. The Global Ecology Handbook. What You Can Do About the Environmental Crisis. Edited By W.H. Corson 1990. Beacon Press Boston. 414 p.
12. An Ecosystem Approach to Living Sustainably. OMNR 1995. Queen's Printer for Ontario and the Great Lakes Branch, OMNR Peterborough Ont. 77 p.

VIII. SPECIAL NOTES:

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.