ADMN 548: Transformative Governance for Planetary Health
Course Syllabus

Term: Spring 2025

My Territorial Acknowledgment.

My name is Heather Castleden. My ancestry is mainly English and Scottish. My ancestors are part of the wave of western European settler colonialists who arrived in what is now called "Canada", and dispossessed Indigenous Peoples of their lands. I was born in the territory of the Yellowknives Dene. Having lived in multiple Indigenous territories across the colonial state of Canada and having received teachings from many generous and patient Indigenous Elders and Knowledge-Holders over my lifetime, I am grateful to now live and work here in the District of Saanich.

I acknowledge that the University of Victoria, where I work and we all learn, are in the unceded territories of the ləkʷəŋən speaking peoples of the Esquimalt and the Songhees Nations and my home is on the unceded territories of the SENĆOŦEN speaking peoples of the W̱SÁNEĆ First Nations. I have deep respect for these Indigenous Peoples as the Knowledge-Holders and Carers of this land and these waters since time immemorial.

I recognize how white supremacy works through settler colonialism in this country, and I have a life-long commitment to support and engage in efforts to decolonize the current system we are in. Thus, I commit to addressing Indigenous-specific structural, systemic, and everyday violences of colonialism and racism, I also commit to supporting Indigenous rights, resurgence, and self-determination.

I am also committed to a lifelong learning process of how to be a good (albeit uninvited) guest, I will continue to confront structural, systemic, and everyday racism, and I support Indigenous rights, resurgence, and self-determination. The distinct relationships that Indigenous Peoples have with land and water to this day, have informed the ways in which we will be engaging in the course materials; that is, I will be amplifying Indigenous cosmologies, epistemologies, ontologies, and methodologies in my teaching around governance for planetary health.

My Introduction.

Hello! I am excited to be engaged in this course with you! In addition to my whiteness, I want to share a bit more about my intersectional identity: I am a neurotypical, cis, pan, woman, with English and Scottish ancestry, who lives with an invisible disability, using she/her pronouns.

I am a planetary health geographer and educator; I have spent two decades doing (mainly) collaborative and participatory research in partnership with Indigenous Peoples across the country on their priorities as they align with my scholarly and applied expertise in environment, health, social justice, and decolonization I have had the privilege of being supported by a wide range of mentors in the university and in the communities I work with, and while you are in this course, I hope I can do the same for you.

I am now a Full Professor and I hold the President's Impact Chair in Transformative Governance for Planetary Health in the School of Public Administration. I am a Fulbright Scholar, and I am a member of the Royal Society of Canada's College of New Scholars, Artists, and Scientists. Prior to the University of Victoria, I was at Queen's University as an Associate Professor and Canada Research Chair in Reconciling Relations for Health, Environments, and Communities in the Department of Geography and Planning (2014-2021) and I was an Assistant Professor in the School for Resource and Environmental Studies at Dalhousie University (2009-2014). I hold a BA in Native Studies and Anthropology (U. Manitoba), a MEd in Adult and Higher Education (U. Alberta), and a PhD in Human Geography (U. Alberta).

As the Director of the HEC Lab, I supervise several graduate students at UVic (MPA, MACD, SDH, and PhD) and Queen's University (MA and PhD) and I have several research projects under way, which are described on my website. Also, along with an Indigenous collective, my Impact Chair co-hosts a new(ish) podcast.

What you can expect about contacting me, how quickly I grade your work, and participant engagement.

Generally, you can count on me to respond to your emails within 2 business days. But, when you post your questions on Brightspace, did you know that I don't receive auto-notifications? So, I may not respond as quickly because I only access this course space once or twice each week.

My working hours may not be the same as yours. And that's ok! For me, I am often work Mondays to Fridays, from 9:00 am – 5:00 pm PT. But I also work in the evenings and weekends as needed; however, I do not respond to student emails on Saturdays or Sundays.

My assignment turn-around time (i.e., grading and feedback) is dependent on the weight/substance of the assignment as well as other academic deadlines that you have for this course as well as the deadlines in my own research and other academic responsibilities I am beholden to, but I will truly endeavour to have course materials and/or grades for assignments back to you within 10 business days.

While this is an asynchronous graduate course, I love talking to students! So, I will schedule six zoom (and in-person, if you are on campus!) sessions open to everyone to come together to connect and discuss course content. But this may not be everyone's joy!

These optional zoom sessions will be seminar style discussions - please come prepared to talk about that week's materials (readings, videos, podcasts, etc). My purpose is to create a safe space for you to pose questions, and dialogue together about the course content, link to real-world events, and deepen our engagement with the core concepts. When I open the zoom room at the scheduled time, I'll leave it open for 10 minutes, if no one comes I'll close it, and that's a-ok. 😃

Contact Information.

Email: castleden@uvic.ca
Office Hours: Contact me to book an appointment, please!

NOTE: When you need to email me, please put "**ADMN548**" in the subject line of the email along with the topic of your email so that I can recognize who it is coming from and <u>prioritize</u> a response amidst all my other academic responsibilities. **For example**:

TO: castleden@uvic.ca

FROM: John.Doe@uvic.ca

SUBJECT: ADMN548 - Question about Assignment #3

Calendar Description.

Official calendar description can be found here: Graduate courses

Course Overview.

Graduate students taking this course will gain foundational understandings of Planetary Health (using this framework), drawing on Indigenous, western, and other knowledge systems. Students examine and compare current types of Planetary Health initiatives and governance structures, exploring the extent to which they are supporting our abilities to live within a safe and just planetary system. Topics include: historiography of planetary health, socio-political power dynamics, relationality to the land, colonial violence, Indigenous resistance and resurgence, as well as pathways, policy solutions, and change-making action for Planetary Health.

1. **Express** your relationship to the natural environment and analyze your accountability to the land.
2. **Differentiate** Indigenous and western definitions of planetary health.
3. **Synthesize** current knowledge regarding planetary health and planetary boundaries.
4. **Explain** how capitalism and colonialism intensify climate change, biodiversity loss, and pollution.
5. **Analyze and critique** current declarations, policies, governance, and research strategies for achieving planetary health.
6. **Communicate**, from a distinctions-based, justice, and equity approach, the power dynamics, relationality, colonial violence, and resurgent practices surfacing in Indigenous-led planetary health research, governance, and policy.
7. **Critically assess** these matters in relation to pathways and policy solutions for planetary health.
8. **Envision** a just future through innovative governing for planetary health.

Course Schedule / Delivery Method:
The course material is delivered online through Brightspace, a web-based learning management system. The course site includes assigned readings, my notes, and assignments.

Course Textbook:
There is no textbook for this course. Assigned readings are available online through Brightspace. **There are about 40 Required Readings (or other Materials) as well as 60+ Recommended Resources organized by week in the Course Schedule). Before you start reading, check out this helpful blog for grad students on reading for grad school: https://miriamsweeney.net/2012/06/20/readforgradschool/**

Assignments - Overview	Value	Due Date
1 Ten (10) One-Page Weekly Braided Reflections	**40%**	**Sundays @ 11:59 pm PT**
2 Assignment 2: Your Relationship to the Land (Creative Story)	**15%**	**Feb 2, 2025 @ 11:59 pm PT**
3 Assignment 3a: Topic for Policy Brief	**10%**	**Feb 23, 2025 @ 11:59 pm PT**
4 Assignment 3b: Findings for Policy Brief	**15%**	**Mar 16, 2025 @ 11:59 pm PT**
5 Assignment 3c: Options for Policy Brief	**20%**	**Apr 6, 2025 @ 11:59 pm PT**

Assessment Criteria:

In all your written work for this course, I will generally be looking for evidence of **expression**, **organization**, and **content**. I have defined these criteria as follows:

- **Expression (value: 25%)**: You have strong sentence mechanics and style. You include concepts, terms and ideas from the text, our weekly discussions and any applied activities or case studies.
- **Organization (value: 25%)**: Your ideas flow logically, you heed the structural bounds of the assignment, you attend to matters of document design and citation conventions.
- **Content (value: 50%)**: Your work demonstrates insightful engagement with relevant course and external material, you bring novelty to your subject, and you pay attention to detail/nuance.

Assignment Formatting Requirements:

When you submit a written assignment, please follow these formatting guidelines:

- Submit your assignment as a Word document (.doc or.docx)
- Use single spacing for all your assignments
- Use APA formatting for your in-text and end-of-assignment citations
- Use Calibri 11 point font
- Use 2 cm margins
- Include your last name in the assignment filename: LastName_Assignment_1.docx
- Include your first and last names and your preferred email address in the upper right corner of each page of the assignment
- Include page numbers in the lower right corner of your assignments
- Edit and proofread[1] your assignments for spelling mistakes and other editorial errors
- Do not include your student ID in your assignment submissions or filenames

As noted above, you are graded for your ability to follow these formatting requirements. You may think the criteria for submission are super picky; it is true! But there is intention in doing so. Reading and following instructions matters a lot in terms of getting grants in my world. If we (academics) don't follow the instructions, our applications are at risk of being thrown out of competitions for funding, despite having put dozens, if not hundreds, of hours of work into them. I'm not sure if the same rigidity applies in your professional contexts but I wanted to give some context as to why I am 'super picky'! ☺

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[1] Use these wonderful resources: https://ualr.edu/writingcenter/tips-for-effective-proofreading/ and
https://owl.purdue.edu/owl/graduate_writing/graduate_writing_topics/graduate_writing_topics_editing_proofreading_new.html

UVIC's Generative Artificial Intelligence (AI) Statement:

The University of Victoria (UVic) encourages innovative teaching practices and supports instructors who may like to adopt new pedagogical approaches and learning technologies. Generative Artificial Intelligence (GenAI) is a form of machine learning with the capabilities to produce text, images, video, music, code, etc. Using machine learning algorithms, GenAI can generate content requested by a human user based on prompts. GenAI tools (GAITs) are rapidly evolving and becoming more widely available. Harnessed appropriately and ethically, this technology can offer exciting new approaches to learning and teaching and prepare students to engage with GAITs beyond the post-secondary education context.

UVic does not have a general ban on the use of GAITs including ChatGPT. Instead, UVic embraces the appropriate and ethical use of GAITs in learning and teaching. We recognize potential concerns associated with the use of GAITs, including potential biases in the algorithms and the possibility that GenAI might be used in ways that violate academic integrity principles and intellectual property rights. Faculty and instructors are best positioned to make decisions about the use of GAITs in their courses. We offer the guidelines below to support faculty, instructors and students in the responsible, effective, and ethical use of artificial intelligence tools. These guidelines also support principles of academic integrity and help to prepare students for a future where the use of GAITs continues to evolve.

Use of Generative AI in this Course:

In this course, you are limitedly authorized to make use of generative AI such as ChatGPT. **You are permitted to use generative AI (but you certainly don't have to!) for Assignments #2 and #3.** To not violate academic integrity, you must cite ChatGPT or any other tool properly using APA style. Additionally, you must add as an appendix to either of these assignments, all the prompts and questions used within the generative AI to create content. For all the other activities in this course, please refrain from using any generative AI. Please not that you can opt for not using generative AI at all to successfully complete all the courses requirements, and this is my preferred approach.

Penalties for Late Assignments:

Due dates are important in school and work life. SPA has set the following course policy on the submission of assignments: Assignments are mandatory and due at **11:59 pm PT** on the dates specified. Late work will not be accepted and will receive a grade of 0 (zero) unless a student has documented extenuating circumstances (health, family emergency) and/or has made advance alternative arrangements with me.

Special Note: Given the seriousness of the SPA penalty, if you have not completed your course assignment, it is better to submit a partially completed one than to not submit at all. ☺

Please do not e-mail assignments unless instructed to do so. Post assignments to the Brightspace website. Please note that it is incumbent on the student to be familiar with the online setup of the course (including the procedure for uploading assignments and the required format for assignments).

Please keep a copy of all work - including material you hand in - until final marks have been posted.

Course Policies:

- **Attendance**:
  Graduate students

- **Academic Ethics**: working in an academic setting is often different from working in the public or the non-profit sectors in terms of the ways that materials are attributed. Reports or presentations that are done in work settings are often the joint product of several persons, and may include information that is compiled from previous reports, the Web, and other sources. Often, there are no explicit expectations about how others' works are to be cited or referenced. In universities, including UVic, there are explicit expectations about acknowledging other's work (their written work in particular) in your own papers, reports and presentations. All students at UVic are expected to observe the standards of scholarly integrity that are summarized in the UVic Calendar:

- **Academic Integrity**. The University of Victoria Calendar states that academic integrity "requires commitment to the values of honesty, trust, fairness, respect and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service." For further details see university calendar. Please read the UVic calendar entry on this topic. If you have any questions, contact me. Please DO NOT make an assumption about whether a given situations is or is not an instance of plagiarism – check in before you submit your work.

- **The School of Public Administration** reserves the right to use plagiarism detection software or other platforms to assess the integrity of student work.

- **Meeting Your Deadlines**: Please stay on schedule as you work through your course materials and assignments. Give yourself adequate work time to complete the readings and undertake the activities and discussions. It is possible - but highly unlikely - that you will do your best work at the last minute. I do hope you will fully engage with the material and submit your assignments by the deadlines noted in the current Schedule. If for some reason (such as a family emergency or ill health) you require an extension, please contact me at least 24 hours before the deadline.

Student Responsibilities:

A note to remind you to take care of yourself. Diminished mental health can interfere with optimal academic performance. Do your best to engage in self-care and maintain a healthy lifestyle this semester. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle; I do! You are not alone. The source of symptoms might be related to your course work; if so, please speak with me. However, problems with other parts of your life can also contribute to decreased academic performance. **The UVic Student Wellness Centre** provides cost-free and confidential mental health services to help you manage personal challenges that impact your emotional or academic well-being.

If you have any questions or concerns about any matter related to the course, please contact me. I am a professional and I take my job seriously. Raising any concerns with me about my course or teaching will not affect the assessment of your work at any time during this course.

It is your responsibility to read this Course Syllabus in detail, especially if you want to enter into a draw for the following prize: three percentage points added to your final grade, if you email me with the phrase "chocolate and popcorn" in the subject line on or before 11:59 pm PT January 14th, 2025.

If you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning as soon as possible. The ACL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations – for further information, please contact: https://www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Resources/Links:
- Indigenous Student Support Centre
- Centre for Accessible Learning
- Counselling Services
- Library
- Online Helpdesk
- Computer Helpdesk
- Ombudsperson
- Centre for Academic Communication

Sexualized Violence Prevention and Response at UVic:
UVic takes sexualized violence seriously and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

> Where: Sexualized violence resource office in EQHR; Sedgewick C119.
> Phone: 250.721.8021. Email: svpcoordinator@uvic.ca Web: www.uvic.ca/svp

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