University of Victoria
Course Outline

Geography 357 (Fall 2019)

Parks and Protected Areas

Instructor: Philip Dearden
Class Time: M, Th 10.00 - 11.30
Location: ELL 061
Office Hours: M, Th 2.30 - 4.00
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"What can I tell them? Sealed in their metallic shells like molluscs on wheels, how can I pry the people free? The auto as tin can, the park ranger as opener. Look here, I want to say, for godsake folks get out of them there machines, take off those fucking sunglasses and unreel both eyeballs, look around; throw away those goddamned idiotic cameras! For chrissake folks what is this life if full of care we have no time to stand and stare? eh? Take off your shoes for a while, unzip your fly, piss hearty, dig your toes in the hot sand, feel that raw rugged earth, split a couple of big toenails, draw blood! Why not? Jesus Christ, lady, roll that window down! You can't see the desert if you can't smell it. Dusty? Of course it's dusty - this is Utah! But it's good dust, good red Utahn dust, rich in iron, rich in irony. Turn that motor off. Get out of that piece of iron and stretch your varicose veins, take off your brassiere and get some hot sun on your old wrinkled dugs! You sir, squinting at the map with your radiator boiling over and your fuel pump vapor-locked, crawl out of that shiny hunk of GM junk and take a walk -yes, leave the old lady and those squawling brats behind for a while, turn you back on them and take a long quiet walk straight into the canyons, get lost for a while, come back when you damn well feel like it, it'll do you and her and them a world of good. Give the kids a break too, let them out of the car, let them go scrambling over the rocks hunting for rattlesnakes and scorpions and anthills - yes sir, let them out, turn them loose; how dare you imprison little children in your goddamned upholstered horseless hearse? Yes sir, yes madam, I entreat you, get out of those motorized wheelchairs, get off your foam rubber backsides, stand up straight like men! like women! like human beings! and walk - walk - WALK upon your sweet and blessed land!"

From *Desert Solitaire*, Edward Abbey, 1967, p.223.

Course Overview

Biodiversity loss is one of the main challenges of our global society. Protected areas are one of the main mechanisms recognized to address this challenge. However there are many different kinds of protected areas and they have many uses and impacts besides biodiversity conservation. They may also generate strong conflicts between different stakeholders about their establishment and management.

This course focuses on the values, principles and activities inherent in protected area system establishment and management. We will look at the structure and application of various systems of protected areas established under different jurisdictional frameworks, including Indigenous initiatives. We will consider policy and planning at all levels, human and ecological management strategies, stakeholder engagement, and public use and appreciation. In all of these areas we will draw on examples from the full spectrum of protected areas locally, nationally and internationally. Although marine examples may be used, most focus will be on terrestrial PA systems. Marine protected areas are the particular focus of GEOG 457.

Learning Outcomes

Learners will be able to:

1. understand the significance of protected areas as contributors to environmental conservation and the critical role of societal perceptions, attitudes and values regarding nature that underpin them;

2. appreciate the range of values realized through effective management of protected areas and the role of different kinds of protected areas within established systems;

3. understand different categories of protected areas and their international application;

4. discuss concepts of ecological integrity and the principles of ecosystem-based management;

5. describe the principles and values associated with public outreach and understanding of protected areas;

6. appreciate the management challenges related to the balancing the multiple goals of protected areas systems;

7. appreciate the role of aboriginal and local communities in conservation of protected areas and their management;

8. understand the contributions of protected areas in the planning, development and management of regional scale landscapes;

9. appreciate economic processes and values linked to protected area establishment and management;

10. understand the relationship between recreation, tourism and protected areas;

11. appreciate the protected area system within Canada and selected examples from elsewhere.

Required Textbook

Dearden, P, R. Rollins and M. Needham. 2016. *Parks and Protected Areas in Canada: Planning and Management.* **Fourth Edition**. Oxford University Press, Canada.

Other readings will also be identified as appropriate.

Course Spaces

Supporting materials for the course will be on Course Spaces, including an abbreviated set of ppts for each lecture. The ppts are mean to stimulate your recall of the lecture material and are not a substitute for attendance. Supplementary reading materials will also be posted.

Evaluation

Exams

There will be two exams, a midterm and an exam scheduled during the exam period. The questions will test knowledge and understanding of the course content to date as presented by the lectures, textbook, required readings, and any other teaching aids used, including guest speakers.

Exam I (20%) Oct 21st (to be confirmed in class)

Exam II (40%) Exam period

Assignments

Assignment 1: Why I love that park!
Last year several students volunteered to give short presentations about a particular park (or PA) they were familiar with that was important to them. This year we will formalise this and ask you to give a 5 slide (5 minute presentation) on a park that is important to you. You will tell us a little about the park and why it's important to you. You may go there often, only been there once, or dream of going….but we want to know why! This is an informal presentation that will contribute **to your 10% participation grade**. Presentations will start on September 23rd to give you all the same amount of time to get ready. I will then invite 3 students, randomly selected to give presentations during that session. You have your 5 slides on a thumb drive…you have 5 minutes. Please put the name of the PA and your name on the first slide.

Assignment 2: Global Climate Change and Protected Areas.
Protected areas are both a prime contributor to GCC mitigation and also very vulnerable to the impacts of GCC. Forward thinking must take both aspects into account as we seek ways to maximise mitigation strategies and also enhance resilience of PAs and PA systems. For your

main paper you will be assigned to one of these two aspects to explore in relationship to a specific PA or PA system of your choice. Choose early and let me know by e-mail for approval. The deadline for approval is October 10th. Needless to say, those who choose early have a much reduced possibility of someone else already having chosen that topic.

Your paper will be 2,500 words in length (not including references) and handed in by November 18th during our class. Papers not meeting this deadline will be penalised 10% per day. The paper is **worth 30% of your final grade**. We will reserve the last week of class (November 25-29th) to discuss your findings (no additional preparation needed), with mitigation on 25th and adaptation on 28th. Your performance during this class discussion will contribute to **your 10% participation grade.**

Plagiarism

uvic.ca/learningandteaching/cac/index.php

Policy on Academic Integrity: web.uvic.ca/calendar2019-09/undergrad/info/regulations/academic-integrity.html

Other Required Stuff

The dates for course withdrawal with and without penalty are the same as every other course and can be found in the University calendar.

Undergraduate Grading

Passing Grades	*Description*
A+ 90-100% A 85-89% A- 80-84%	**Exceptional, outstanding and excellent** performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
B+ 77-79% B 73-76% B- 70-72%	**Very good, good and solid** performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
C+ 65-69% C 60-64%	**Satisfactory, or minimally satisfactory**. These grades indicate a satisfactory performance and knowledge of the subject matter.

D 50-59%	**Marginal** Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
COM	**Complete** (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.

Course Experience Survey (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey you will receive an email inviting you to do so. You will need to use your UVic netlink ID to access the survey, which can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

Course Instructor

Philip Dearden is a conservation field geographer and has undertaken field work throughout the world ranging from China to South America as well as Canada. For the last 35 years he has focused mainly in South East and South Asia and Africa with a specialization on protected areas particularly in marine ecosystems. He has active research programs in the Philippines, Thailand, Myanmar and Tanzania. He is an advisor to the Asian Development Bank, World Bank, UN, IUCN, several national governments and NGOs on environment and development. He is past Chair of the Department of Geography at UVic, a member of the World Commission on Protected Areas and a Trustee of the Canadian Parks and Wilderness Society. He is the author of over 300 scientific articles and 11 books, including the text book used in this course and similar courses across Canada. In 1997 he was recognized for his excellence in teaching as a recipient of the UVic Alumni Award for Teaching Excellence. In 2014 he was awarded the William C. Wonders Award for Scholarly Distinction in Geography from the Western Division of the Canadian Association of Geographers and in 2016 he was awarded the Canadian Association of Geographers Award for Scholarly Distinction for his career-long research contributions. An avid sailor he enjoys spending time on the water on the magnificent BC coast.

Geography Department Website: uvic.ca/socialsciences/geography/
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