



COURSE OUTLINE

Topics in Geography: Conservation in a Crowded World

Field School: Aug. 7 – 24, 2026

Location: Tanzania

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We acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

COURSE DESCRIPTION

Biodiversity loss is the most stressed planetary system with habitat loss as the main driver. Protected areas have been adopted by all countries and at the global level as a solution to this challenge, but protected areas are not created in a vacuum. Humans already occupy most lands. This course addresses the challenges faced in implementing conservation measures in a crowded world and the challenges faced by local communities. Topics include the design and management of protected area systems, different types of protected areas, tourism planning and management, governance, interpretation and participatory approaches to conservation research.

KEY THEMES:

- Conservations systems and the balancing of protection and utilization
- Relationships between conservation and communities
- Human / wildlife conflict
- Future directions for conservation in Tanzania

This course has a [CIFAL Victoria](#) designation and accredited by the United Nations Institute for Training and Research to advance the UN SDGs. Upon successful completion of this course students will receive a personalized CIFAL Victoria certificate, recognizing sustainability leadership experience.

REQUIRED TEXT(S)

Reading list will be circulated in March 2026.

RECOMMENDED TEXT(S)

Reading list will be circulated in March 2026.

LEARNING OUTCOMES

After completing this course, students will be able to:

- Evaluate the current status of conservation in Tanzania and describe the challenges for future progress
 - Organize and analyze household responses to local conservation initiatives and/or management
 - Articulate how cultural traditions affect conservation planning and management
 - Perform effective community consultation and community-based research
 - Prepare a community-based conservation project funding proposal
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EVALUATION

Readings Review

Students will be provided with a list of readings ahead of departure. Select 3 from the compulsory list for Geog 391 and select at least 3 additional articles from the general list. Readings must be completed prior to arrival and students should be prepared to provide critical reflections on the papers and engage in subsequent discussions. Your engagement in the discussions will be reflected in your participation grade.

Due Date and Value:

Complete readings	prior to arrival in Tanzania	
Reflections and discussion	during the Randelin WMA base camp	
Discussions participation		10%

Current Affairs Review

Students will research current affairs sources and identify an important topic of current significance in Tanzania. The topic may be an issue related to any aspect of life in Tanzania that impacts conservation or sustainable development, for example political life, infrastructure development, business activity, resource extraction, tourism, health and social services or education. Analyze the different perspectives on the topic and prepare a summary that outlines the basic issue, why it is in the news, what perspectives exist both in support of, and in opposition to, the issue and what outcome scenario is likely and why. The analysis should also draw on some key relevant literature to support your analysis. We suggest that you also refer to the UN Sustainable Development Goals (SDGs) as appropriate.

The written summary will be approximately 2,000 words excluding references and submitted electronically. References for both media sources and literature should be included in standard APA format. Students should be prepared to give a short oral presentation [5 minutes] of the issue and their analysis to the class in the first few days of the course.

Due Date and Value:

Written summary	prior to arrival in Tanzania	15%
Presentation	anytime during the program	5%

Trip Journal

Students will keep a daily journal not of activities but of their observations and insights. The journals should reflect on people and places encountered during the course of each day, things that stood out as unexpected, questions that emerged and ideas that connect what you are experiencing to your own life, attitudes and values. Daily entries should be a minimum of approximately 500 words in length and should seek to embrace all aspects of the Field School program as appropriate.

Journals will be submitted to the instructors three times during the course of the program (Day 3; Day 9 and Day 16). Regular review and reflection will assist in clarifying perspectives and raise ideas, insights and interpretations that will enrich class discussions.

Due Date and Value:

Journal	ongoing	25%
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Project Proposals

We are seeking to expose all students to the overall context of each of our main field sites. However, we are also seeking to transmit more focused skills and also produce insights and work that may be useful to the communities where we will be staying. In each of the base camps, the students will be divided into teams of four. Each team will be responsible for identifying a specific need within the community using participatory approaches and developing a funding proposal that would assist in addressing the need.

Teams are expected to engage with community members to understand their priorities and perspectives, ensuring that proposed projects reflect community-identified needs rather than externally imposed solutions. Both proposals should demonstrate principles of community engagement and co-design. In Elerai the proposals will address a community development need while in Randilen WMA, the proposal will address a conservation issue.

Each team will receive technical support from the instructors but is expected to develop their own results and present these to the class and, where appropriate, to community partners. Each team will also prepare a brief written proposal (<5 pages) following the outline provided.

Due Date and Value:

Group Proposal - Randilen	during the last day in base camp	20%
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Individual Paper

Students will complete an individual paper of about 2,500 words on any topic approved by the instructors that relates to the courses. The paper should demonstrate an integration between individual field observations during the trip and relevant literature. It must include references (but not in the word count) in APA format. The paper is due on or before August 28th and should be submitted electronically to the instructors. Students will be graded on the quality of their observations, the integration with the literature, and the overall organization and presentation of their paper.

Due Date and Value:

Paper

on or before August 28th

25%

GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+ A A-	9 8 7	90-100% 85-89% 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+ B B-	6 5 4	77-79% 73-76% 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+ C	3 2	65-69% 60-64%	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
D	1	50-59%	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0-49%	Did not write examination or complete course requirements by the end of term or session; no supplemental.

GEOGRAPHY DEPARTMENT INFO

- Geography Department website: uvic.ca/socialsciences/geography/
- Geography Department Chair: geogchair@uvic.ca
- Geography Undergraduate Advising: geogadvising@uvic.ca

BRIGHTSPACE

N/A

POLICY ON LATE ASSIGNMENTS

In order to be fair to students who meet the deadlines, if you submit an assignment/course component late you will lose marks in the following way. The late penalty is 10% per day. All assignments must be submitted but after one week you will receive no grade. Again, to be fair to everyone, exceptions will only be granted for medical reasons or by permission from instructors.

POLICY ON ATTENDANCE

N/A

ACADEMIC INTEGRITY

It is every student's responsibility to be aware of the university's policies on academic integrity, including policies on **cheating, plagiarism, unauthorized use of an editor, multiple submission, and aiding others to cheat.**

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

If you have any questions or doubts, talk to me, your course instructor. For more information, see uvic.ca/learningandteaching/cac/index.php.

ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability or health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible (uvic.ca/services/cal/). The CAL staff is available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

POSITIVITY AND SAFETY

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.

SEXUALIZED VIOLENCE RESOURCE OFFICE (SVRO)

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 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: uvic.ca/svp

EQUITY AND HUMAN RIGHTS (EQHR)

UVic Equity and Human Rights is a resource for students, staff and faculty who have experienced discrimination and harassment and are looking for informal and formal resolution options as well as advice, coaching and/or education. We are available for confidential consultations so that you can ask questions and learn your options.

eqhr01@uvic.ca

Sedgewick C Wing

www.uvic.ca/equity

RESOURCES FOR INTERNATIONAL STUDENTS

The University of Victoria offers a number of resources to support international students as they pursue their studies. UVic's [International Centre for Students](#) is the primary office supporting international students on campus at the university-wide level and provides various supportive program through the [UVic Global Community Initiative](#), including a Mentorship Program and Conversation Partner Program. For academic advising-related questions, students in the Geography Department are also encouraged to meet with the Geography Undergraduate Advisor (geogadvising@uvic.ca) as well as an academic advisor in the [Academic Advising Centre](#) early in their studies to help map out a plan to declare a major and complete university program requirements. Other resources include the [Centre for Academic Communication](#) and the [Math and Stats Assistance Centre](#). International students are also encouraged to contact the International Student Liaison in Geography (Prof. CindyAnn Rose-Redwood, cindyann@uvic.ca), who can assist in making connections with other international and domestic students in the Geography Department and share opportunities for getting involved in departmental activities more broadly.

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. The survey is accessed online and 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.

WEEKLY CALENDAR

TBA

DISCLAIMER

The above schedule, policies, procedures, and assignments in this course are subject to change in the

event of extenuating circumstances.

NOTE:

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Counselling Services - *Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.* uvic.ca/services/counselling/

Health Services - *University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.* uvic.ca/services/health/

Centre for Accessible Learning - *The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations* 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.*

Elders' Voices - *The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.*
uvic.ca/services/indigenous/students/programming/elders/index.php