

University of Victoria
Course Outline

Geography 357 (Fall 2014)

Parks and Protected Areas

Instructor: Philip Dearden
Class Time: M, Th 1000 – 1130
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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 Utah 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. 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. understand and critically assess the strengths and weaknesses of large scale conservation corridors and networks;
8. appreciate the role of aboriginal and local communities in conservation of protected areas and their management;
9. understand the contributions of protected areas in the planning, development and management of regional scale landscapes;

10. appreciate economic processes and values linked to protected area establishment and management;
11. understand the relationship between recreation, tourism and protected areas; and
12. appreciate the protected area system within Canada and selected examples from elsewhere.

Required Textbook

Dearden, Phillip and Rick Rollins. 2009. *Parks and Protected Areas in Canada: Planning and Management*. Third Edition. Oxford University Press, Canada.

Other required readings will also be identified as appropriate.

Exams

Mid Term Exam (20%)

A mid-term exam will be administered during a regular class 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.

Tentative Date: **Oct. 20th, 2014** [subject to confirmation]

Final Exam (50%)

The 2 hr final exam will take place in the exam period as scheduled by the University and will test the knowledge acquisition of students throughout the course.

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.

Assignment 30%

You will be given the opportunity to research and report on a specific issue related to PA management in Canada. You will be allocated to one of 6 thematic issue groups and will determine a specific issue under that category to write a short report on and make a brief presentation.

The 6 groups are as follows:

1. PA Legislation, policy and planning (Nov 3)
 - a. Eg changes in BC provincial parks Act, lack of accordance between national legislation and Parks Canada actions, lack of systems completion at national/provincial levels, Canada's international progress , recent park establishment, Sable Island, proposed Okanagan NP, etc.
2. PA Management (Nov 6)
 - a. Eg legislative v actual state of management planning at federal or provincial levels, park planning process at park "Y", stakeholder consultation, use of zoning, etc
3. PA Wildlife Management (Nov20)
 - a. Eg species "X" management in PA "Y", etc
4. PA Visitor Management (Nov 24)
 - a. Eg activity "X" management in PA "Y", etc
5. Threat Management (Nov 27)
 - a. Eg climate change, pollution, logging, mining, tourism development, indigenous and local use. etc
6. Stewardship initiatives (Dec 1)
 - a. Eg effectiveness of initiative X, challenges of initiative 'Y", using tool "X" for species "Y" etc

Each student will be responsible for preparing a brief summary paper (2000 words) related to the issue selected. The paper will define the issue, provide the relevant historical and geographical context as necessary, critically analyse the current management approach and suggest other possible approaches. Selection of issue may be based on personal experience and/or relevant literature. Almost all parks have management plans and these should be consulted. You will also be given the opportunity to provide a brief 5 minute overview of your issue in class and take part in a panel discussion along with others undertaking research on the same topic.

Assignment dates and evaluation:

Send a 1 paragraph outline of your topic for approval **before Oct 2nd**, however the longer you wait the greater the chance that someone will have already taken that topic.
Hand in your paper (15%): **November 3rd**

The paper will be judged upon your selection of issue and the clarity and rigour of your definition of the issue, its context, and analysis of present and potential management actions.
Make your 5 minute presentation (15%) at date indicated above.

The presentation mark will comprise two components; one is the clarity and presentation of your case study and performance in the panel discussion; the other is your engagement during the presentations of others

Undergraduate Grading

<i>Passing Grades</i>	<i>Description</i>
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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 Instructor

Philip Dearden has had an antipathy to indoor environments since he was born and has undertaken field work throughout the world ranging from China to South America as well as Canada. For the last 30 years he has focused mainly in South East and South Asia and Africa with a specialization on conservation and particularly protected areas in both marine and terrestrial habitats. 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 200 scientific articles and 11 books, including the text book used in this course and similar courses across Canada.

Geography Departmental web site: <http://geography.uvic.ca/>
GEOGPLAN planning guide: <http://www.geog.uvic.ca/moodle/> [Login as a guest]
Undergraduate Advisor: Dr. Phil Wakefield (pwakef@geog.uvic.ca)

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