

University of Victoria
Course Outline

Geography 357 (Fall 2015)

Parks and Protected Areas

Instructor: Philip Dearden
Class Time: M, Th 1000 – 1130
Location: Cornett Building B135
Office Hours: M, Th 3-4.30
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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 (25%)

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. 26th, 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 25%

BC has one of the most extensive and biodiversity- rich park systems of any jurisdiction in the world. However after expanding rapidly in the last few decades from 3% to 15% of the province, there has been increasingly reduced support for the parks from Government sources.

Management systems have changed, interpretation has been curtailed and attendance levels have declined. The purpose of your assignment is to investigate an issue relating to the provincial park system in BC that is of interest to you and to make recommendations as to how this might be improved. The scope of your 2,000 word assignment could range from an analysis of the system plan, legislative changes, services delivery model, planning process, biodiversity protection through to examination of a specific issue in a specific park...location of a specific service/trail/campground, over—use of a specific area, a specific threat to a park that you are aware of, development of a successful First Nations or community support model or any other issue that you find interesting. Your paper will state the nature of the problem, provide the historical and geographical background, the current situation and suggest some of the alternatives for improving the situation. Good papers will incorporate not only knowledge from the course lectures and readings but also personal familiarity with the situation. Note that virtually all parks in the system have some form of management plan that is easily available on the web.

Please submit an electronic outline of your topic for approval no later than October 8th that is at least 1 paragraph long, but not longer than 1 page. Note that I will be reluctant to approve outlines that show too much overlap with other proposals, hence there is some value in early submission.

Your final paper is due no later than 4 pm November 20th in hard copy and electronically with the word count stated. Late papers will be penalised 25% of the assignment mark for every day late.

In the final week of classes (Nov 30th- Dec 4th), every student should come prepared to discuss their paper and their findings with the class. I will select between 10 and 15 of the best papers that will form the basis for our discussion that week. Papers selected will be given an additional 5% bonus mark on their overall grade.

Undergraduate Grading

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

Undergraduate Advisor: Dr. Phil Wakefield (philw@geog.uvic.ca)

[Degree planning guide](#)

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