

University of Victoria  
Course Outline

Geography 357 (Fall 2016)

**Parks and Protected Areas**

**Instructor:** Philip Dearden

**Class Time:** M, Th 1000 – 1130

**Location:**

**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. 2016. *Parks and Protected Areas in Canada: Planning and Management*. **Fourth 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. 27th, 2014** [subject to confirmation]

### **Final Exam (40%)**

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 I**

### **Provincial Park Group Exercise (15%)**

Provincial parks play a major role in conservation and the provision of recreational opportunities in Canada but receive relatively little attention compared with national parks. The purpose of this assignment is to provide an opportunity for students to learn more about the provincial park

systems in Canada. Students will be allocated to a 4-person group. Group swapping is allowed. Each group will be assigned to make a presentation on one provincial park system in Canada. The 15 minute presentations will be delivered in the last 2 weeks of class and should include a description and analysis of the main features of each system including legislation, funding, history, system plan, visitation, management procedures and challenges making reference to specific parks. The presentation is the final product and all students will receive the same grade.....unless I hear otherwise. Grades will be peer assigned in class. Presentations should be e-mailed to me at profdearden@gmail.com.

### Assignment 2 (20%)

The purpose of this individual assignment is to provide opportunity for students to research and learn more about a particular concept/principle/process/aspect of protected area management. Students will choose one topic from the list below and e-mail me the topic and citations for 3 papers, not on your reading lists or textbook, that use that particular topic. Add a couple of sentences for each citation that expands on the relationship between the topic and PAs. To ensure a balance amongst topics only 6 students will be allowed per topic....in other words, students who start early will get their chosen topics, late students may not and will have to select another topic.

Your <2000 word paper will first outline the main elements of the topic selected. You will then describe and analyse the use of each topic by each paper. You will finish with a summary and synthesis on how the topic has been used, the insights generated and any recommendations resulting from your paper analysis.

The paper will be handed in on November 10<sup>th</sup> before 4 pm and also e-mailed to profdearden@gmail.com. Late papers will have a deduction of 5 marks (25%) for each day late.

Topics for examination are: Park boundaries, limits of acceptable change (LAC), system planning, management planning, adaptive management, tourism management, conservation targets, active management, ecosystem-based management, connectivity. climate change. Don't forget that each of these has to be specifically linked with protected areas in the papers in question.

### Undergraduate Grading

<i>Passing Grades</i>	<i>Description</i>
A+ 90-100% A 85-89% A- 80-84%	<b>Exceptional, outstanding and excellent</b> 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%	<b>Very good, good and solid</b> 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%	<b>Satisfactory, or minimally satisfactory.</b> These grades indicate a satisfactory performance and knowledge of the subject matter.
D 50-59%	<b>Marginal</b> Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
COM	<b>Complete</b> (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 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 30 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 260 scientific articles and 11 books, including the text book used in this course and similar courses across Canada. In 2016 he was awarded the Canadian Association of Geographers Award for Scholarly Distinction for his career-long research contributions.

**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](mailto:pwakef@geog.uvic.ca))

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