

Geography 304  
Coastal Conservation  
Fall 2017

*“The more clearly we can focus our attention on the wonders and realities of the universe about us, the less taste we shall have for destruction” - Rachel Carson*

**Instructor** Dr. Kylee Pawluk (kpawluk@uvic.ca)  
Office: DTB B204  
Office hours: Tuesday 13:30 PM -15:30,  
Wednesday 11:00-12:00, or by appointment.

**Class time** Monday, Wednesday 16:30-17:50  
**Classroom** Cornett A125  
**Website** coursespaces.uvic.ca



SCUBA diving  
in the  
Caribbean -  
studying coral  
spawning

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**My hopes for you:**

BC's coasts are increasingly under pressure from multiple stressors. During this course we will examine some of the main issues facing the central and north coast of British Columbia (aka the Great Bear Rainforest/Sea) and expand into the Salish Sea where applicable for comparison. I hope to build on your understanding of the concepts that underlie the main issues facing these important ecosystems.

**What you will gain by taking this course:**

Almost half of the world's population lives on the coast and this percentage is increasing. The Great Bear Rainforest/Sea has faced only minimal industrial disturbance compared to other coastal areas anywhere in the world. The region's considerable capacity to provide economically valuable resources, however, is becoming increasingly recognized and exploited. In contrast, the Salish Sea (south coast) has faced significant human stressors for decades. Currently, it faces modern and more significant threats.

We will examine the most contemporary of conservation issues facing the coast under two broad categories: **Energy Development** and **Exploitation of Biological Resources**. Examples include oil & gas development/transport and fisheries exploitation, respectively. These are the issues of our coastal 'backyard' that are covered almost weekly in the popular press. One goal of the course is that you will become better equipped to navigate through their complexity.

More importantly, this course will also allow you to understand many of the **concepts** that underlie these issues; after all, many issues transcend BC and apply to conservation concerns elsewhere. For example, in the **Exploitation** section, we will cover the ecological, evolutionary and ethical implications of fisheries and wildlife exploitation, concepts that are applicable to any area where animals are exploited.

## Learning Styles:

I like to mix it up in the classroom to involve different learning mechanisms and styles. These include listening, watching, reading, thinking critically about what you're reading, discussing concepts and issues, presenting, and writing.

## Readings:

There is no textbook for this course. A reading will be assigned for each module. Readings are available on CourseSpaces.

## Course Assignments:

Assignment/Exam <sup>1</sup>	Due Date/Time	% of Final Grade
Group Presentation	Multiple Dates (see group presentation description)	15%
Midterm Exam	Wednesday, October 18 @ 16:30	25%
Major Paper Outline	Wednesday, October 25 @ 16:30	5%
Major Paper	Wednesday, November 22 @ 12:00	30%
Final Exam	Exam Period	25%

## Help! Life is happening!

Deadlines are important to keep you on track and to be fair to all students. Of course, life happens, whether it be medical situations or other personal circumstances. The earlier you come to speak to me the better I can help you. Otherwise, I will have little choice but to apply a 10% deduction for every day an assignment is late.

## A few things to think about:

1. My aim is to encourage an engaging, respectful, effective and inspiring learning environment for all. I (and your fellow students) get particularly bothered by the use of electronic devices for texting, tweeting, instagramming, facebooking, surfing, social networking, game playing and a host of other uses that I'm not even aware of. So please be respectful and be prepared to be reminded in class. And yes, I can hear your phone vibrating from the front of the room. If respect for your peers doesn't convince you, studies have shown that using electronic devices in the classroom other than for note-taking leads to statistically lower grades (Duncan et al. 2012)!
2. Writing an articulate, well-reasoned, and organized essay is an important skill for both university and your future professional life. Both the material presented, and the actual essay writing will provide you with invaluable experience. I can't stress enough how important it is to devote the necessary time to writing and editing your essays. One quick tip: make sure you carefully read the assignment instructions before beginning.
3. Finally, after missing a class, please don't ask me "Did I miss anything?" Of course you did. Once you've gathered and gone over some notes from one or two classmates, I'll be happy to fill in any gaps.

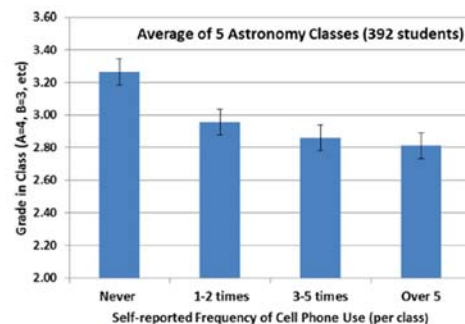


Figure 1. Self-reported frequency of cell phone use vs final grade.

## UVic Undergraduate Grading Policy:

Grades	Description
A+ A A-	Earned by work which is <b>technically superior</b> , shows <b>mastery</b> of the subject matter, and in the case of an A+ offers <b>original insight and/or goes beyond course expectations</b> . Normally achieved by a minority of students.
B+ B B-	Earned by work that indicates a <b>good comprehension</b> of the course material, a <b>good command of the skills</b> needed to work with the course material, and the student's <b>full engagement</b> with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
C+ C	Earned by work that indicates an <b>adequate comprehension</b> of the course material and the skills needed to work with the course material and that indicates the student has <b>met the basic requirements</b> for completing assigned work and/or participating in class activities.
D	Earned by work that indicates <b>minimal command</b> of the course materials and/or <b>minimal participation in class activities</b> that is worthy of course credit toward the degree.
F	Earned by work, which after the completion of course requirements, is <b>inadequate</b> and <b>unworthy of course credit</b> towards the degree.
N*	Did not write the examination or complete course requirements by the end of the term or session; no supplemental.

A+	A	A-	B+	B	B-	C+	C	D	F	N*
90-100%	85-89%	80-84%	77-79%	73-76%	70-72%	65-69%	60-64%	50-59%	0-49%	(Fail)

\* N grades: Students who have completed the major paper, midterm exam, and final exam will be considered to have completed the course and will be assigned a final grade. Failure to complete one or more of these elements will result in a grade of "N" regardless of the cumulative percentage on other elements of the course. An N is a failing grade, and it factors into a student's GPA as 0 (zero). The maximum percentage that can accompany an N on a student's transcript is 49.

### Plagiarism:

UVic take plagiarism very seriously. Have a look at these websites for more info:

<http://www.uvic.ca/learningandteaching/students/resources/expectations/>

Policy on Academic Integrity: <http://web.uvic.ca/calendar2015-01/FACS/UnIn/UARe/PoAcI.html>

### Accessibility:

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability/health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning as soon as possible. The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations

<http://www.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.

### After all this, what did you think of the course?

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 of your learning experience. The survey is vital to providing me with feedback on the course and my teaching, as well as to help the department improve the overall program for future students. The survey is accessed via MyPage 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.

### Worried about your writing skills?

#### Centre for Academic Communication (CAC)

[uvic.mywconline.com](http://uvic.mywconline.com)

CAC tutors can help you compose better essays, integrate your research and ideas, and become a more efficient writer. We also help students with all areas of academic communication, including giving great presentations, understanding academic integrity, and knowing the academic expectations of undergraduate and graduate work.

We will help you acquire the skills necessary to be an effective, efficient communicator in the university environment. We won't edit or fix your work for you; rather, we focus on your role in the process, allowing you to develop your abilities and confidence as a communicator.

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