

University of Victoria  
Course Outline

Geography 357 (Fall 2017)

Parks and Protected Areas

**Instructor:** Philip Dearden

**Class Time:** M, Th 1000 – 1130

**Location:**

**Office Hours:** M, Th 2.30-4.00

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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;
12. appreciate the protected area system within Canada and selected examples from elsewhere;
13. know where Island View Beach is; and
14. have an opinion on whether nature needs half.....

## **Required Textbook**

Dearden, P, R. Rollins and M. Needham. 2016. *Parks and Protected Areas in Canada: Planning and Management*. **Fourth Edition**. Oxford University Press, Canada.

Other readings will also be identified as appropriate.

## **Course Spaces**

Supporting materials for the course will be on Course Spaces, including an abbreviated set of ppts for each lecture. The ppts are mean to stimulate your recall of the lecture material and are not a substitute for attendance. Supplementary reading materials will also be posted.

## **Evaluation**

### **Exams**

Both exams 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.

**Exam I (20%) Oct 12<sup>th</sup> (to be confirmed in class)**

**Exam II (40%) Nov 16<sup>th</sup> (to be confirmed in class)**

### **Assignments**

You will be assigned to 1 of 2 assignments on which you will complete a paper (30%) and a group role play or debate (10%). Papers of approximately 4,500 words (not including references; word count on title page) are to be handed in in class on November 9<sup>th</sup>. A digital copy should also be sent to an e-mail that will be provided. Late papers (ie after class) will be penalised by 5% per day late (eg handing in next day, paper will be out of 25%, not 30%). Both assignments will be given class time on November 20<sup>th</sup> to prepare their group strategies. For evaluation a mark out of 10 will be assigned by members of the audience for each group in terms of their organisation, preparation, content, clarity and passion. The average will determine

the score for each member of each group (ie each member of that group will get the same mark).

### Assignment I Island View Beach Planning

#### *Background and written assignment*

Background: IVB is one of the most heavily used parks in the CRD park system. It also contains significant conservation elements, a campsite and First Nation interests. The park is administered by the Parks Department of the Capital Regional District who have prepared a new plan for the park that they hope will allow for both use and protection. The plan has generated significant controversy in the local papers and in planning meetings. We are going to use the plan as a vehicle to explore some aspects of park management planning that is firmly grounded in a local example. The latest edition of the plan (July 2017) is currently on hold and available on the web. Download it.

We will have a field visit to the park on a Saturday morning early in term.

Assignment: You have been hired by the Regional District Administration to undertake a critical analysis of the plan and planning process identifying strengths and weaknesses and recommendations for moving forward. Your analysis will provide recommendations to the CRD on how to proceed with the plan. You will make full use of newspaper and social media reports as well as available literature to support your case in addition to information that you have gathered on the organised field trip or any subsequent visit. It is anticipated that you may wish to connect with literature on topics such as:

- the management planning process;
- the stakeholder consultation process;
- the role of special interest groups in park planning;
- the role of the media in park planning
- dogs in parks;
- First Nations involvement;
- protecting biodiversity in parks
- planning near-urban parks

#### *Public Hearing Role Play*

Most park management planning processes involve public consultations and hearings. Often such interactions are the most challenging part of the process for professional park planners where best practices and science-based decisions can be quickly subverted by rhetoric, political manoeuvring and savvy use of the media. We will hold a public hearing on the IVB plan, and you will be assigned to one of 5 groups: First Nations; recreational users; conservation advocates, local landowners and park planners. The goal of your group is to persuade the CRD administration to adopt your position on the plan. You therefore have to determine what you want out of the plan and the most persuasive arguments to support your case.

You will assigned to a group on Nov 20th and will meet with members of your group during class at this time to plan your strategy. The role play will take place at the next class, November 23rd, when I will preside as CRD administrator. The CRD Director of Parks will also attend. Members of the class that have been assigned to the Nature Needs Half assignment will attend as members of the public and have opportunity to ask questions. I suggest the following process

1. Group position (5@5 mins= 25 mins);
2. Group questions (5@ 4 mins = 20 mins)

3. Questions from the floor = 20 mins
4. Final statements (5@2 mins)= 10 mins
5. Audience vote (5 mins)
6. Debrief

### Assignment II Nature Needs Half?

#### *Background and written assignment.*

The establishment of protected areas has been accepted globally as one of the main means to address the erosion of biodiversity and international scientific consensus has consistently recommended that the area set aside as protected needs to be increased. Many scientists are now recommending that as much as half of the world now needs to have some form of protective designation if the ecosystem services on which human society depends are to be sustained in the future. This viewpoint has been articulated most famously by biologist E.O. Wilson in his book *Half Earth*, although there are many other writings on the topic.

The prospect of such a move has alarmed many social scientists who fear the impact that such a designation would have on humankind and our activities. Such a viewpoint has been articulated by Buscher and Fletcher in their recent article in *Aeon* (<https://aeon.co/ideas/why-e-o-wilson-is-wrong-about-how-to-save-the-earth>). Using this piece as an entrée into the literature half the class will write their reports and undertake a debate on this important topic.

Your written piece will be a thorough examination of the issue at hand making full use of the available literature and concluding with your own opinion and rationale.

#### *Debate*

As outlined above, the NNH proposal is a controversial one. There will be 3 teams for the motion and 3 teams against. You will be assigned to one of these teams on November 20<sup>th</sup> to debate :

#### **This House supports the need to set aside at least half the world in nature reserves.**

In your team you will establish the main points that you wish to make at the debate on November 27<sup>th</sup>. As there will be three teams for and three teams against the motion it is recommended that your team prepare a number of points so that you will not be merely repeating what the previous team has said. Team speaking order will be determined on the day of the debate. You can determine your own team's approach to use the time available most effectively. For example, you could have each of you prepare to speak on one particular point, but not decide which points you will focus on until the time of the debate. It may be more effective to make 2 or 3 strong points than try to squeeze in 5 repetitive points. Team members who do not present their point formally might be assigned to compose/deliver the summary statement. The goal is for your team to contribute to the debate most effectively, to be the most persuasive.

We will alternate speaking order between for and against:

- A. Team1 For, Team1 Against, Team2 For, Team2 Against, Team3F, Team3A (7 mins each)
- B. Questions from the Floor (20 mins)
- C. Summary statement (2 mins each)
- D. Vote (5 mins)
- E. Debrief

## Plagiarism

[http://www.uvic.ca/learningandteaching/students/resources/expectations/Policy on Academic Integrity: http://web.uvic.ca/calendar2015-01/FACS/UnIn/UARe/PoAcl.html](http://www.uvic.ca/learningandteaching/students/resources/expectations/Policy%20on%20Academic%20Integrity%3A%20http://web.uvic.ca/calendar2015-01/FACS/UnIn/UARe/PoAcl.html)

### Other Required Stuff

The dates for course withdrawal with and without penalty are the same as every other course and can be found in the University calendar.

### 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 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.

## 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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