

GEOG 457

Marine Protected Areas (MPAs)

January 10 – April 4, 2019

Instructor: Charlie Short

Email: Charles.short@gov.bc.ca

Office Hours: Thursdays on request 5pm – 6pm | Location: TBD

Class Schedule: Thursdays 6:30pm - 9:20pm | MacLaurin D111 | Jan 10 – April 4, 2019

Course Description

This class will focus on many elements inherent in marine protected area (MPA) design, governance, implementation, management, compliance and monitoring. The course will cover foundational topics like ecosystem-based management and key ecological, socio-economic and cultural considerations in the broader field of marine conservation. The practise of marine spatial planning will also be examined in relation to MPAs. There will be a focus on the Canadian context and on temperate MPAs in British Columbia specifically - international examples will also be drawn upon where applicable.

Course Format

This will be a lecture and seminar style class. Students are expected to engage in discussions on a variety of topics. A field trip may be possible to local sites.

Course Evaluation

Students will be expected to carry out a variety of exercises including presentations, short papers and participate in class discussions. There is no required textbook for this class. Selected course readings will be assigned during term.

1. Mini Papers x2	10x2	January 31 st & February 14 th , 2019
2. Paper Panel Discussions	10	February 28 th , 2019
3. Group Presentations	25	March 7 th – March 28 th , 2019
4. Final Written Assignment - Proposal	35	April 4 th , 2019
5. Participation	10	
Final	100	

Learning outcomes

At the end of the course, students will:

- Analyze and connect core principles in ecological and coastal zone management theory to practice;
- Critically evaluate MPA theory and management from an applied perspective;
- Be familiar with the variety of MPA applications and why they may differ from place to place;
- Examine the variety of tools and techniques used in the design and management of MPAs and assess their strengths and weaknesses;
- Hone their critical thinking, written and verbal communication skills through course assignments;

Prerequisites: Geog 357 or by permission

Course Schedule	Focused Topics <i>(subject to some change)</i>
Week 1 Jan 10	<ul style="list-style-type: none"> • Introduction to Course • Class Roundtable & Group Assignments • The Big Picture <ul style="list-style-type: none"> ○ Marine Ecology 101 <ul style="list-style-type: none"> ▪ What are MPAs? ○ Ocean Economy ○ Ocean Users
Week 2 Jan 17	<ul style="list-style-type: none"> • Marine Ecosystem Based Management / Integrated Resource Management • Marine Spatial Planning – Case Study: <i>Marine Planning Partnership for the North Pacific Coast</i> • Why MPAs?
Week 3 Jan 24	<ul style="list-style-type: none"> • Types of MPAs • Different MPAs for Different Contexts • Benefits and challenges of MPAs <ul style="list-style-type: none"> ○ Economic, Social, Cultural, Ecological • MPA Effectiveness and Implications • Overview of MPA management issues and challenge
Week 4 Jan 31 <i>1st mini paper due</i>	<ul style="list-style-type: none"> • MPA Design – techniques, tools & assessments • MPA Networks
Week 5 Feb 7	<ul style="list-style-type: none"> • MPA Governance – International Synopsis • MPA Governance in Canada • MPA Governance in British Columbia • Current Challenges
Week 6 Feb 14 <i>2nd mini paper due</i>	<ul style="list-style-type: none"> • MPAs in Canada <ul style="list-style-type: none"> ○ Progress and Challenges • Canadian Case Study <i>(guest lecture possible)</i>
Week 7 Feb 28	Reading Assignments Roundtable & Panel Discussions

Week 8 March 7	<ul style="list-style-type: none"> MPAs in BC (<i>guest lecture possible</i>) <ul style="list-style-type: none"> Temperate MPAs Overview, history, status, progress and challenges <p><i>Class Presentations Round 1</i></p>
Week 9 March 14	<ul style="list-style-type: none"> MPAs – The Art of Engagement and Process Design <ul style="list-style-type: none"> Who needs to play ball? Critical components to success <p><i>Class Presentations Round 2</i></p>
Week 10 March 21	<ul style="list-style-type: none"> MPAs and Communities (<i>guest lecture possible</i>) <ul style="list-style-type: none"> Values, perceptions and social impacts of MPAs Indigenous (First Nations) people and MPAs <p><i>Class Presentations Round 3</i></p>
Week 11 March 28	<ul style="list-style-type: none"> Management of MPAs and Challenges <ul style="list-style-type: none"> Role of Education, Awareness, and Capacity Building Compliance and Enforcement Course Wrap Up and Summary Course Evaluation <p><i>Class Presentations Round 4</i></p>
Week 12 April 4 <i>Writing Assignment Due</i>	<ul style="list-style-type: none"> Final Papers – Course Evaluation Applications in the field Course Wrap up – Summary

Undergraduate Grading**

Undergraduate Grading Scale			
Passing Grades	Grade Point Value	Percentage *	Description
A+	9	90 – 100	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement 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.
B	5	73 – 76	
B-	4	70 – 72	
C+	3	65 – 69	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
C	2	60 – 64	
D	1	50 – 59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
COM	Excluded Grade	N/A	Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.
			Continuing . Denotes the first half of a full-year course.

Failing Grades	Grade Point Value	Percentage *	Description
E	0	0 – 49	Conditional supplemental. Supplemental examinations are not offered by all departments and the allowable percentage may vary by program (e.g. 35-49). Students will be advised whether supplemental will be offered and if the percentage range varies when assessment techniques are announced at the beginning of the course.
F	0	0 – 49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.
N	0	0 – 49	Did not write examination or complete course requirements by the end of term or session; no supplemental.
N/X	Excluded Grade	N/A	Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
F/X	Excluded Grade	N/A	Unsatisfactory performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.

** As stated in the 2018-2019 UVic Undergraduate Calendar

Geography Departmental web site: <http://geography.uvic.ca/>
Undergraduate Advisor: Dr. Phil Wakefield (pwakef@geog.uvic.ca)

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCS D) as soon as possible. The RCS D staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <http://rcsd.uvic.ca/>. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

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