

Geography 304
Coastal Conservation
Spring 2020

“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
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Office hours: Monday 15:00 PM -16:30,
Wednesday 15:00 PM -16:30, or by appointment.
Email: kylee.pawluk@gmail.com – please include
Geog 304 in subject of email



**SCUBA diving
in the
Caribbean -
studying coral
spawning**

Class time Monday, Wednesday 16:30-17:50
Classroom DSB C108
Website coursespaces.uvic.ca

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 Northern Shelf Bioregion and 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 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 themes: **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. We will cover components of the readings in lecture; however, you are responsible for knowing the material from the paper regardless to whether or not we cover it in lecture.

Course Assignments:

Assignment/Exam	Due Date/Time	% of Final Grade
Group Presentation	Multiple Dates (see group presentation description)	15%
Presentation Notes	Multiple Dates (see group presentation description)	5%
Midterm Exam	Wednesday, February 12 @ 16:30	20%
Major Paper Outline	Monday, February 3 @ 16:30	5%
Major Paper	Wednesday, March 25* @ 12:00	30%
Final Exam	Exam Period - TBA	25%

*Have a look at the major paper description, there is an additional date you might want to be aware of.

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

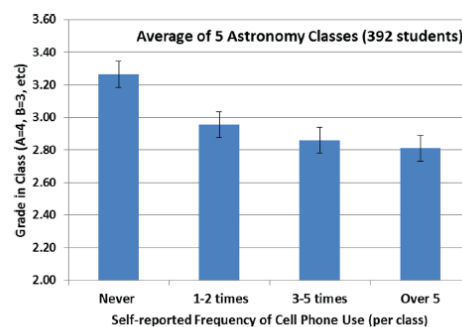


Figure 1. Self-reported frequency of cell phone use vs final grade.

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.

UVic Undergraduate Grading Policy:

Grades	Description
A+ A A-	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.
B+ B B-	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.
C+ C	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.
D	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.
F	Earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit 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.

GEOGRAPHY DEPARTMENT INFO

- Geography Department website: uvic.ca/socialsciences/geography/
- Undergraduate Advising: geogadvising@uvic.ca

Academic Integrity:

It is every student's responsibility to be aware of the university's policies on academic integrity, including policies on **cheating, plagiarism, unauthorized use of an editor, multiple submission, and aiding others to cheat**.

Policy on Academic Integrity: web.uvic.ca/calendar2019-09/undergrad/info/regulations/academic-integrity.html

If you have any questions or doubts, please talk to me. For more information, see uvic.ca/learningandteaching/cac/index.php.

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 of Accessible Learning (CAL) 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.

POSITIVITY AND SAFETY

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

SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: uvic.ca/svp

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

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.