**GEOG 457**

**Marine Protected Areas (MPAs)**

**January 9 – April 2, 2020**

**Instructor:** Charlie Short

**Email:** [Charles.short@gov.bc.ca](mailto:Charles.short@gov.bc.ca)

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

**Class Schedule:** Thursdays 6:30pm - 9:20pm | CLE C115 | Jan 9 – April 2, 2020

**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 Paper       10       January 30th, 2020
2. Group Presentations 20       February 13th – March 19, 2020
3. Mid-Term Evaluation 20       February 27th, 2020
4. Final Evaluation    10       April 2, 2020
5. Final Written Assignment - Proposal 30       April 9, 2020
6. 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

<table>
<thead>
<tr>
<th>Course Schedule</th>
<th>Focused Topics (subject to some change)</th>
</tr>
</thead>
</table>
| **Week 1 | Jan 9** | • Introduction to Course  
• Class Roundtable & Group Assignments  
• The Big Picture  
  - Marine Ecology 101  
  - What are MPAs?  
  - Ocean Economy  
  - Ocean Users  
**Recommended Readings:** |
| **Week 2 | Jan 16** | • Marine Ecosystem Based Management / Integrated Resource Management  
• Marine Spatial Planning – Case Study: Marine Planning Partnership for the North Pacific Coast  
• Why MPAs?  
**Recommended Readings:** |
| **Week 3 | Jan 23** | • Types of MPAs  
• Different MPAs for Different Contexts  
• Benefits and challenges of MPAs  
  - Economic, Social, Cultural, Ecological  
• MPA Effectiveness and Implications  
• Overview of MPA management issues and challenge |
### Recommended Readings:


### Week 4 | Jan 30

1. **MPA Design – techniques, tools & assessments**
2. **MPA Networks**

#### Recommended Readings:


### Week 5 | Feb 6

1. **MPA Governance – International Synopsis**
2. **MPA Governance in Canada**
3. **MPA Governance in British Columbia**
4. **Current Challenges**

#### Recommended Readings: Executive Summary from IUCN document:


### Week 6 | Feb 13

1. **MPAs in BC and Canada (guest lecture possible)**
   - History, progress and challenges
   - Temperate MPAs
   - Canadian case study

#### Recommended Readings:

   - Grouping assigned readings TBD

### Week 7 | Feb 27

**Mid-Term Evaluation**

### Week 8 | March 5

1. **MPAs and Communities (guest lecture possible)**
   - Values, perceptions and social impacts of MPAs
   - Indigenous (First Nations) people and MPAs

#### Recommended Readings:

**Class Presentations | Round 2**

### Week 9 | March 12
- **MPAs – The Art of Engagement and Process Design**
  - Who needs to play ball?
  - Critical components to success

**Recommended Readings:**

2. Fox et al., 2013. Enabling conditions to support marine protected area network planning: California’s Marine Life Protection Act Initiative as a case study. *Ocean & Coastal Management*, 74: 14-23

**Class Presentations | Round 3**

### Week 10 | March 19
- **Management of MPAs and Challenges**
  - Role of Education, Awareness, and Capacity Building
  - Compliance and Enforcement

**Recommended Readings:**


**Class Presentations | Round 4**

### Week 11 | March 26
- Course Wrap Up and Summary
- Course Evaluation
- Applications in the field

### Week 12 | April 2
- Final Evaluation

### Week 13 | April 9
*Final Writing Assignment Due*
# Undergraduate Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A+</strong></td>
<td>An 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.</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>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 majority of students.</td>
</tr>
<tr>
<td><strong>B+</strong></td>
<td>A 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.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>A B 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.</td>
</tr>
<tr>
<td><strong>C+</strong></td>
<td>A 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.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>A C 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.</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>COM</strong></td>
<td>Excluded Grade. Complete (pass) used only for unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.</td>
</tr>
<tr>
<td><strong>CTN</strong></td>
<td>Excluded Grade. Continuing. Denotes the first half of a full-year course.</td>
</tr>
</tbody>
</table>

## Undergraduate Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A+</strong></td>
<td>9</td>
<td>90 – 100</td>
<td></td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>8</td>
<td>85 – 89</td>
<td></td>
</tr>
<tr>
<td><strong>A-</strong></td>
<td>7</td>
<td>80 – 84</td>
<td></td>
</tr>
<tr>
<td><strong>B+</strong></td>
<td>6</td>
<td>77 – 79</td>
<td></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>5</td>
<td>73 – 76</td>
<td></td>
</tr>
<tr>
<td><strong>B-</strong></td>
<td>4</td>
<td>70 – 72</td>
<td></td>
</tr>
<tr>
<td><strong>C+</strong></td>
<td>3</td>
<td>65 – 69</td>
<td></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>2</td>
<td>60 – 64</td>
<td></td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>1</td>
<td>50 – 59</td>
<td></td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>0</td>
<td>0 – 49</td>
<td>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.</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>0</td>
<td>0 – 49</td>
<td>Did not write examination or complete course requirements by the end of term or session; no supplemental.</td>
</tr>
<tr>
<td><strong>N/X</strong></td>
<td>Excluded Grade</td>
<td>N/A</td>
<td>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.</td>
</tr>
<tr>
<td><strong>F/X</strong></td>
<td>Excluded Grade</td>
<td>N/A</td>
<td>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.</td>
</tr>
</tbody>
</table>
** As stated in the 2019-20 UVic Undergraduate Calendar

<table>
<thead>
<tr>
<th>Temporary Grades</th>
<th>Grade Point Value</th>
<th>Percentage *</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>INC</td>
<td>N/A</td>
<td>N/A</td>
<td>Incomplete. Used only for those credit courses designated by the Senate, to be replaced with a final grade by June 1 for Winter Session courses and by October 1 for Summer Session courses. Such courses are identified in the course listings.</td>
</tr>
<tr>
<td>DEF</td>
<td>N/A</td>
<td>N/A</td>
<td>Deferred status granted. Used only when deferred status has been granted because of illness, an accident or family affliction. See “Deferred Status” (page 50).</td>
</tr>
<tr>
<td>INP</td>
<td>N/A</td>
<td>N/A</td>
<td>In Progress. Used only for courses designated by Senate, to be replaced with a final grade by the end of the next Winter Session except for TIED courses (identified in the Calendar). In TIED courses the INP must be replaced with a final grade by the end of the subsequent term (including Summer Session) or, where a COOP Work Term, or other activity approved by the academic unit, intervenes, within eight months. If a student fails to complete the second course of a TIED course sequence, then the final grade will be N.</td>
</tr>
<tr>
<td>CIC</td>
<td>N/A</td>
<td>N/A</td>
<td>Co-op Interrupted Course. See “General Regulations: Undergraduate Co-op” (page 64).</td>
</tr>
</tbody>
</table>

Grade Note

<table>
<thead>
<tr>
<th>Grade Note</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEG</td>
<td>Aegrotat. Transcript notation accompanying a letter grade, assigned where documented illness or similar affliction affected the student’s performance or prevented completion of all course work.</td>
</tr>
<tr>
<td>WE</td>
<td>Withdrawal under extenuating circumstances. The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.</td>
</tr>
</tbody>
</table>

* The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9 point GPA/letter grade system. The 9 point GPA system is the sole basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding. Comparative grading information (average grade [mean] for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.

Geography Departmental web site: uvic.ca/socialsciences/geography
Undergraduate Advising: geogadvising@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 Centre for Accessible Learning (CAL) as soon as possible. The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 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.

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