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**COURSE OUTLINE**  
**PARKS AND PROTECTED AREAS**

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**Office Hours:** Tuesday 930-1130 (via Zoom) or anytime via email (will answer within 24 hrs)

**Office Location:** DTB 358

**Contact:** Dr. Dearden ([pdearden@uvic.ca](mailto:pdearden@uvic.ca)), Dr. Ziegler ([jziegler@uvic.ca](mailto:jziegler@uvic.ca))

**Access:** Philip Dearden is inviting you to a scheduled Zoom meeting.

Topic: GEOG 357 lecture

Time: This is a recurring meeting Meet anytime

Join Zoom Meeting

<https://uvic.zoom.us/j/91250870576?pwd=NmNKVUVqTkNCdGJSR29kWGhiYTVZUT09>

Meeting ID: 912 5087 0576

Password: 576549

One tap mobile

+16475580588,,91250870576#,,,,0#,,576549# Canada

+17789072071,,91250870576#,,,,0#,,576549# Canada

Dial by your location

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Meeting ID: 912 5087 0576

Password: 576549

Find your local number: <https://uvic.zoom.us/j/91250870576?pwd=NmNKVUVqTkNCdGJSR29kWGhiYTVZUT09>

**COURSE DESCRIPTION**

*"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 Utahn 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.

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, including Indigenous initiatives. 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.

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## REQUIRED TEXT

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

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## 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. appreciate the role of aboriginal and local communities in conservation of protected areas and their management;

8. understand the contributions of protected areas in the planning, development and management of regional scale landscapes;
9. appreciate economic processes and values linked to protected area establishment and management;
10. understand the relationship between recreation, tourism and protected areas;
11. appreciate the protected area system within Canada and selected examples from elsewhere.

### **ON-LINE DELIVERY**

- You can find useful information on online learning at the UVic Learn Anywhere portal.
- The online format can seem strange and awkward at first, but we will do everything possible to make this a comfortable and effective learning environment. Keep in mind that we are all new to this format and we all need to be forgiving, open-minded, and adaptable. We're in it together.
- Ensure you have a distraction-free space at home (or elsewhere) for the online classes.
- The synchronous or "live" portion of the course will involve lectures, break-out group sharing, class discussion, and time for questions and answers. Please listen carefully to directions given at the beginning of class around the process for engaging. When you are not actively contributing, please ensure you "mute" yourself to reduce ambient noise.
- Please be respectful, constructive, and professional in all your online interactions. No falling into troll-mode.

### **EVALUATION**

#### **Assignment 1: Why I love that park!**

Parks have a very emotive appeal to many people. In this assignment we will explore the emotive attachment that course participants have to a park or a protected area of their choice. You will select and show 5 slides (5-minute presentation) on a park that is important to you. You will tell us a little about the park and why it's important to you. You may go there often, only been there once, or dream of going....but we want to know why! This presentation is worth 10% of your final grade. Presentations will start on September 24th to give you all the same amount of time to get ready. I will invite 3 students, randomly selected to give presentations during that session and identify 3 or 4 students in subsequent sessions. Please put the name of the PA and your name on the first slide.

#### **Assignment 2: The Covid pandemic and the environment**

The Covid pandemic is not only taking its toll on the health of people around the world, but also on the environment. You will write an essay considering the potential positive and negative impacts (social, economic, and biological) of the Covid pandemic on parks and protected areas in Canada versus those in a tropical lesser developed country of your choice. The essay will be 10 pages double-spaced (Times New Roman, size 12 font, 1" margins) and is due November 26<sup>th</sup>. It will be worth 30% of your grade. Papers will be penalized one letter grade per day late (i.e., after 11:59 pm on November 26<sup>th</sup>) and will not be accepted if submitted after the last day of classes on December 3<sup>rd</sup>. Students submitting the assignment after December 3<sup>rd</sup> will receive a zero for this assignment.

### Assignment 3: Movie reviews

You will be watching two documentaries during the semester: (1) *Virunga* (2015), a documentary about the first national park in Africa, Virunga, located in the Democratic Republic of Congo and the issues it is facing with corruption, natural resource extraction, and violent conflict; and (2) a documentary of your choice that focuses on issues of conservation. For each film, you will write a review briefly outlining the main issue being discussed in the film, followed by a critique of the film itself (e.g., were the viewpoints of all stakeholders considered in the film or was representation one-sided? Were any solutions presented? How viable were they? etc.) making sure to link the film back to lecture content. Reviews will be short, 2-page essays (double-spaced, Times New Roman, 12 font, 1" margins) due October 19<sup>th</sup> (*Virunga*) and November 16<sup>th</sup> (film of your choice). *Virunga* (2015) is available for streaming on Netflix. Students should submit a one paragraph description and url for the documentary of their choice for instructor approval no later than November 1<sup>st</sup>. This will be worth 10% of your grade. Movie reviews will be penalized one letter grade per day late (i.e., after 11:59 pm on due date) and will not be accepted if submitted after five business days (i.e., October 26<sup>th</sup> and November 23<sup>rd</sup>, respectively, for review 1 and 2). Students who submit a review after five business days will receive a zero for the assignment.

### Assignment 4: Group presentations

Course participants will be divided into nine groups and each group will be assigned a topic they will then present to the class throughout the semester (please refer to course schedule below for dates by topic). Course participants will self-select (maximum of 7 students per group) their groups based on the following topics: (1) interpretation, (2) stewardship, (3) marine protected areas, (4) provincials parks and protected areas in BC, (5) managing national parks in Canada, (6) Indigenous parks and protected areas in Canada, (7) protected areas and climate change, (8) tourism and protected areas, and (9) future challenges for parks and protected areas. Topic sign-up will be posted to Brightspace on September 14<sup>th</sup> and students will be expected to select their topic by September 17<sup>th</sup>, otherwise the instructor will assign them to a group. Each group is expected to do a 15-minute presentation and it is worth 15% of your final grade.

### Midterm exam

Course participants will be given a take home exam on Monday November 16<sup>th</sup> (posted on Brightspace) and will be given three days to complete it. It is worth 35% of your final grade and is due November 19<sup>th</sup>. Submission will be done via Brightspace. Midterms submitted after 11:59 pm on November 19<sup>th</sup> will not be accepted and students will receive a zero for this exam.

### Grade Breakdown

Assignment 1	10%
Assignment 2	30%
Movie reviews	10%
Midterm	35%
Group presentations	15%

### GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+	9	90-100%	<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
A	8	85-89%	
A-	7	80-84%	

			insightful grasp of the subject matter.
<b>B+</b>	6	77-79%	<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.
<b>B</b>	5	73-76%	
<b>B-</b>	4	70-72%	
<b>C+</b>	3	65-69%	<b>Satisfactory, or minimally satisfactory.</b> These grades indicate a satisfactory performance and knowledge of the subject matter.
<b>C</b>	2	60-64%	
<b>D</b>	1	50-59%	<b>Marginal</b> Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
<b>F</b>	0	0-49%	<b>Unsatisfactory</b> performance. Wrote final examination and completed course requirements; no supplemental.
<b>N</b>	0	0-49%	Did not write examination or complete course requirements by the end of term or session; no supplemental.

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## GEOGRAPHY DEPARTMENT INFO

- Geography Department website: [uvic.ca/socialsciences/geography/](http://uvic.ca/socialsciences/geography/)
- Geography Undergraduate Advising and Registration: [geogadvising@uvic.ca](mailto:geogadvising@uvic.ca)

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## POLICY ON LATE ASSIGNMENTS

Please refer to each assignment description for information regarding the policy for late submission.

## POLICY ON ATTENDANCE

Course participants are expected to attend twice weekly video conference sessions via Zoom SYNCHRONOUSLY, as well as participate in online discussions via Brightspace (see assignments section). Lectures will be recorded and available for one week, however attendance during class times is mandatory in order to pass the class. Please let us know as soon as possible if you cannot attend synchronously because of time zone issues.

The permanent zoom links for your lecture and office hours will be posted and available through Brightspace. You must log in to zoom meetings through your Uvic account. Hopefully you will be able to do this directly from Brightspace. We are working on that right now. Otherwise go to [uvic.zoom.us](http://uvic.zoom.us) and log in from there. This allows us to keep the meetings safe and to allow you to enter the meeting directly without having to wait in the waiting room.

## 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/calendar/undergrad/info/regulations/academic-integrity.html](http://web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html)

If you have any questions or doubts, talk to me, your course instructor. For more information, see [uvic.ca/learningandteaching/cac/index.php](http://uvic.ca/learningandteaching/cac/index.php).

“Academic honesty has been compromised when a student (or students) enrolled in a course has committed one of the following offences:

a) If the lecture assignment or lab project was completely done by somebody else, it is complete or full plagiarism, which will result in expulsion from the course for any student(s) submitting the work (course grade of F). The Assistant Dean of Arts and Science will be notified of this action.

b) If the lecture assignment or lab project includes extensive copies of phrases or complete sentences without citation, it is substantial plagiarism, which will result in a zero on the assignment for any student(s) submitting the work. Submitting the same assignment for two courses without both instructors’ prior approval will also result in a zero on both assignments or projects.

c) If the lecture assignment or lab project has only one or two instances where the writing in a sentence is presented as one’s own but it not, it is minor plagiarism, which will result in at least a half-grade reduction on the assignment or project for any student(s) submitting the work.”

The policies of the current University of Victoria Calendar will guide our grading of your work. Read carefully the section ***Policy on Academic Integrity*** (see 2014/2015 UVic Course Calendar). If you are having personal or medical problems and cannot complete your assignments on time or cannot write the exams, it is your responsibility to request assistance from the Counselling Centre, or our lecturers, senior lab instructor, or your lab instructor, at the earliest possible opportunity.

## **ACCESSIBILITY**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability or health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible ([uvic.ca/services/cal/](http://uvic.ca/services/cal/)). The CAL staff is available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. 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](http://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](mailto:svpcoordinator@uvic.ca)  
 Web: [uvic.ca/svp](http://uvic.ca/svp)

## 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. 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.

## WEEKLY CALENDAR

**Note:** The last day to add courses is September 25<sup>th</sup> and the last day to withdraw from first term courses without penalty of failure is October 31<sup>st</sup>.

WEEK	DATE	
1	Sept 10	<b>Intro to course</b>
2	14 17	History of parks and protected areas
3	21 24	Biodiversity, targets, categories and ecosystem-based management
4	28 Oct 1	International examples
5	5 8	International examples
6	12 15	Thanksgiving Watch Virunga (2015) and write review
7	19 22	Guest Lecture: Virunga Ecotourism + Student presentation (Tourism)
8	26 29	Managing visitors + Student presentation (Interpretation) Managing visitors + Student presentation (Managing National Parks in Canada)
9	Nov 2 5	Connectivity, vulnerable species, and active management + Student presentation (Future Challenges) Connectivity, vulnerable species, and active management + Student presentation (Climate Change)
10	9 12	Reading break Watch environmental documentary and write review
11	16 19	Community values, attitudes and behaviours + Student presentation (Stewardship) Community values, attitudes and behaviours + Student presentation (Marine Protected Areas)
12	23	Northern parks and protected areas + Student presentation (Provincial Parks and

	26	Protected Areas) Indigenous perspectives + Student presentation (Indigenous Parks and Protected Areas in Canada)
13	30 3	Future challenges Covid pandemic and the environment

## DISCLAIMER

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

## COURSE INSTRUCTORS

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 35 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 300 scientific articles and 11 books, including the text book used in this course and similar courses across Canada. In 1997 he was recognized for his excellence in teaching as a recipient of the UVic Alumni Award for Teaching Excellence. In 2014 he was awarded the William C. Wonders Award for Scholarly Distinction in Geography from the Western Division of the Canadian Association of Geographers and in 2016 he was awarded the Canadian Association of Geographers Award for Scholarly Distinction for his career-long research contributions. An avid sailor he enjoys spending time on the water on the magnificent BC coast.

Jackie Ziegler is a marine social scientist focused on improving the sustainability and conservation outcomes of marine wildlife tourism. This includes understanding policies supporting marine tourism and working to improve the management of tourism operations and the protected areas in which they occur. Ecotourism is largely promoted as an incentive-based means of achieving conservation goals, yet few studies have examined whether it actually achieves these goals. Some examples of Dr. Ziegler's work include understanding local community attitudes towards conservation, measuring perceived crowding at marine tourism sites, and documenting ethical considerations of tourists interacting with endangered marine wildlife and the ecosystems they inhabit. For the last decade, she has focused mainly on whale shark tourism with research sites in Mexico, the Philippines and Madagascar. Dr. Ziegler received her BSc in Marine Biology from the University of Guelph and her MSc and PhD in Geography from the University of Victoria as part of the Marine Protected Areas Research Group.

## STUDENT WELLNESS

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

*Counselling Services - Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic*



students. <https://www.uvic.ca/services/counselling/>

Health Services - *University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.* <https://www.uvic.ca/services/health/>

Centre for Accessible Learning - *The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.* <https://www.uvic.ca/services/cal/>

Elders' Voices - *The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.*

<https://www.uvic.ca/services/indigenous/students/programming/elders/index.php>

*Syllabus Copyright Statement:*

*All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with a ©. **Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act.***

*Violations may result in disciplinary action under the Resolution of Non-Academic Misconduct Allegations policy (AC1300).*