

Geog 304 A01 Coastal Conservation 2022

Instructor: Dr. Kyle Artelle (he/him, email: kartelle@uvic.ca)

Course Website: Brightspace page

Class times/location: Fully online and synchronous. Mondays and Wednesdays, 4:30-5:50pm Pacific. Zoom link is on Brightspace in “Course Information” section.

Office hours: TBD

Course Textbook: None. Assigned readings will be provided.

Course Description:

This course will provide a conceptual and place-based examination of Coastal Conservation. Instruction will be virtually based in Wáglíslá, Wáxv:wúisaʷs Hałzaqv (Bella Bella, Heiltsuk Territory), in the area now commonly referred to as the ‘Great Bear Rainforest’ (GBR). In addition to in-depth learning about the stewardship and conservation in the GBR, we will virtually spend time ‘in the field’ (e.g. through videos and other media), and we will have the privilege of meeting and learning from knowledge holders and practitioners from here and beyond. For the final class projects, students will have the opportunity to contribute towards on-the-ground work happening in the GBR that partners have identified would help with their stewardship objectives.

To situate the conservation here in a global context, and to provide a broad thematic understanding of conservation, students will be introduced to, and engage critically with, the broad foundations and assumptions of conservation as practiced here and more broadly. Foundational topics will include the general objectives of dominant North American conservation, approaches commonly used to achieve those, important debates in the field (e.g. ‘new’ vs. ‘old’ conservation), environmental justice and settler colonialism dimensions, and the role of people in conservation. In addition to concepts applicable to any conservation context, we will also explore some of the issues of particular importance to coastal ecosystems generally and to those in BC in particular, including intersections between conservation and resource use, complexities of highly connected and dynamic ecosystems, and cross-boundary dynamics.

Course Objectives and Learning Outcomes

By the end of this course, students will:

- (1) gain conceptual grounding in, and critically engage with, the background, aims, and approaches of contemporary conservation science and practice
- (2) gain a broad understanding of stewardship in the area now referred to as the Great Bear Rainforest of British Columbia
- (3) become familiar with how knowledge and theory intersects with on-the-ground action

Mark breakdown

Midterm Exam (Feb 16)	30%
Final Exam (in class, April 6)	15%
In-class quizzes	10%
Major project outline* (March 2)	2.5%
Major project contract* (Feb 7)	2.5%
Major project* (April 4)	40%

* There will be a **10% per day** (or portion thereof) **penalty on late assignments**

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 teaching for students in the future. 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. Additionally, I would also encourage you to reach out to me during the course if you feel there are ways the course or instructional approaches could be tweaked in real time. The sooner I hear about concerns the sooner adjustments are possible, so feel free to reach out to me as soon as possible if concerns arise.

Accessible learning

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the Centre for Accessible Learning (CAL) and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition you can meet with an advisor at CAL to discuss access and accommodations <https://www.uvic.ca/services/cal/>. The sooner you let them know your needs the quicker they can assist you in achieving your learning goals in this course.

Student wellness

Please feel free to contact me at any time about any of the above items, or any issues that might arise. Life happens, and life lately has certainly been a special kind of challenging. Please feel free to reach out to me if something is happening that is preventing you from reaching your academic goals so that we can work together to make sure that life's speed bumps do not become longer-term academic obstacles. There are also a variety of UVic supports, including the Learn Anywhere portal for supports across the University (<https://onlineacademiccommunity.uvic.ca/LearnAnywhere/>), and the UVic Student Wellness Centre, which aims to support students emotionally, physically, and spiritually: <https://www.uvic.ca/students/health-wellness/student-wellness-centre/index.php>. Counselling Services are available at UVic. They offer free professional, confidential, inclusive support to currently registered UVic students: <https://uvic.ca/services/counselling/> BC also has a Crisis Centre to providing "immediate access to barrier-free, non-judgemental, confidential support and follow-up to youth, adults, and seniors through 24/7 phone lines and online services." –

see <https://crisiscentre.bc.ca/> for contact information and do not hesitate to reach out to them if you or a loved one are in crisis.

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 www.uvic.ca/sexualizedviolence/. 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:

Phone: 250.721.8021

Email: sypcoordinator@uvic.ca

Web: <https://www.uvic.ca/sexualizedviolence/>

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

Academic Integrity

Academic integrity is intellectual honesty and responsibility for academic work that you submit individual or group work. It involves commitment to the values of honesty, trust, and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research, and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences.

The responsibility of the institution: Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.

The responsibility of the student: Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations or for referencing your sources, ask your instructor. Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student's transcript, or a suspension.

It is your responsibility to understand the University's policy on academic integrity:

<http://web.uvic.ca/calendar2012/FACS/UnIn/UARe/PoAcI.html>

A+	A	A-	B+	B	B-	C+	C	D	F
90-100%	85-89%	80-84%	77-79%	73-76%	70-72%	65-69%	60-64%	50-59%	0-49%