

University of Victoria
Course Outline

Geography 357 (Fall 2016)

Parks and Protected Areas

Instructor: Philip Dearden

Class Time: M, Th 1000 – 1130

Location:

Office Hours: M, Th 3-4.30

Office: David Turpin Building B356

Phone: 250 721 7335

E-Mail: pdearden@office.geog.uvic.ca

“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 fuckig 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 trees, you can't smell(u)-10(s)-1(ht)1

take off your brassiere and get some hot sun on your old wrinkled dugs! squinting at the map with your radiator boiling over and your fuel pump v locked, crawl out of that shiny hunk of GM junk and take a walk, leave th old lady and those squawling brats behind for a while, turn you back on take a long quiet walk straight into the canyons, get lost for a while, com

Course Overview

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. 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

10. appreciate economic processes and values linked to protected area establishment and management;
11. understand the relationship between recreation, tourism and protected areas; and
12. appreciate the protected area system within Canada and selected examples from elsewhere.

Required Textbook

Dearden, Phillip and Rick Rollins. 2016. Parks and Protected Areas in Canada: Planning and Management. **Fourth Edition**. Oxford University Press, Canada.

Other required readings will also be identified as appropriate.

Exams

Mid Term Exam (25%)

A mid-term exam will be administered during a regular class period. The questions will test knowledge and understanding of the course content to date as presented by the lectures, textbook, required readings, and any other teaching aids used, including guest speakers.

Tentative Date: **Oct. 27th, 2014** [subject to confirmation]

Final Exam (40%)

The 2 hr final exam will take place in the exam period as scheduled by the University and will test the knowledge acquisition of students throughout the course.

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. When it is time for you to complete the survey you will receive an email inviting you to do so. You will need to use your UVic netlink ID to access the survey, which 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.

Assignment I

Provincial Park Group Exercise (15%)

Provincial parks play a major role in conservation and the provision of recreational opportunities in Canada but receive relatively little attention compared with national parks. The purpose of this assignment is to provide an opportunity for students to learn more about the provincial park

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| <p>C+ 65-69% C 60-64%</p> | <p>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</p> |
| <p>D 50-59%</p> | <p>Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.</p> |
| <p>COM</p> | <p>Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.</p> |

Course Instructor

Philip Dearborn 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 30 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 UVA, 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 26

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