

University of Waterloo
Faculty of Environment and Resource Studies
ERS 454/654 Parks and Protected Areas: Issues and Trends
Course Outline – Fall 2018

The Basics

Instructor: Doug Stewart, Lecturer

Class Time: Thursday, 2:30 p.m. – 5:30 p.m.

Classroom: EV2 2006

Office Hours: EV2 2021 Thursdays, Noon to 2:00 p.m.; available by email and telephone Monday to Friday

Contact Information: dd2stewa@mailservices.uwaterloo.ca, 905-932-2910

Course Overview

This course provides public policy perspectives related to the establishment and ongoing management of parks and other types of protected areas. Parks and protected areas, both nationally and internationally, are set aside to achieve a range of public policy outcomes including the conservation of biodiversity, ecological integrity, sustainable ecosystems, social well-being and economic benefits. The course will evaluate the effectiveness of parks and protected areas in meeting these policy objectives set by governments, as well as the needs and expectations local and indigenous people, and other stakeholders.

The International Union for the Conservation of Nature (IUCN) classification system and conservation guidelines will be used as the basis for comparative analysis and the identification of policy objectives related to protected lands and waters. The relationship of parks and protected areas to environmental trends such as global warming, water security and biological diversity will be examined in the Canadian and international contexts. In addition, the role of parks and protected areas as an element of Canadian identity will be considered based on shifting public priorities related to environmental protection and economic well-being.

Government decisions to set aside lands and waters for conservation are policy choices to conserve rather than develop ecological and natural resources. These decisions are often controversial, calling into question societal values and valuation related to the natural world. The course considers the societal values associated with conservation, and will use case studies to examine how and why natural resources are protected through establishment processes.

Issues such as the relationship of local populations and indigenous people to protected area management regimes, ecological health, geographic and ecological isolation, development pressure, tourism, access, and relevance will be explored through a series of seminars and lectures.

The ebb and flow of public policy related to conservation and the management of parks and protected areas will be considered. The question of whether there is a fundamentally irreconcilable tension between policies of protection and use of parks and protected areas will be considered, as well as the influence that political priorities and preferences play in the policy emphasis affecting management of conservation lands and waters. The role of shifting demographics related to government decisions to establish parks and protected areas, and the types of programs, services and opportunities for conservation and public use will be considered in the context of current and emerging trends and public policy choices.

Course Format

The course will use seminar and lecture approaches to explore the content and themes. The instructor will use lectures in support of class discussions. Students are expected to keep up to date with readings to support their participation in class activities. Guest speakers, if scheduled, will provide students with additional public policy perspectives on issues and trends affecting Parks and Protected Areas.

Learning Objectives

Through active participation students will be able to:

- Understand the diverse and complex public policy dynamics related to the establishment of parks and protected areas, and the management of parks and protected areas systems in Canada, and internationally.
- Explore key issues and trends related to parks and protected areas to, and be able to assess the effectiveness of legislation, public policy and strategies to address the long term sustainability of systems protected lands and waters.
- Understand the roles and benefits of parks and protected areas in the broader context of environmental sustainability at the national and international scales, and understand the role of parks and protected areas in achieving a range of public policy outcomes.

Reference Materials and Readings

Readings will be assigned weekly in support of the seminar topics and to assist active student participation in class discussions. Most readings and reference materials will be available online. Alternatively, the instructor will provide materials to students in advance of classes or identify resources available at the University.

A reading list will be provided at the first class and will be updated periodically in response to student feedback and course requirements.

Evaluation

See Appendix

Course Schedule Week by Week

Classes and Themes	Student Activities		Learning Outcomes
	Assigned Class Readings	In-Class or Activity	
Class 1 Introduction to Parks and Protected Areas (International and Canadian Perspectives on Conservation)	TBD	Lecture and class discussion	Understanding of the evolution, scope and scale of international and Canadian parks and protected areas programs. Understanding of IUCN Classification system
Class 2: Canadian Policy and Legislation related to Protection of Terrestrial and Marine Conservation	Canada National Parks Act Migratory Birds Convention Act Canadian Wildlife Act Ontario Provincial Parks Act Alberta Provincial Parks Act Others	Lecture and class discussion. Focus will be on a comparative analysis of public policy objectives as reflected in legislation. Identification of potential conflicts inherent in public policy approaches.	The public policy process will be covered. Understanding of the role of legislation in conservation. Identification and analysis of public policy objectives related to parks and protected areas. Understanding key management concepts in the context of policy objectives.
Class 3: Systems Planning approaches to achieving public policy objectives for conservation and visitor programs.	National Parks Systems Plan Australia Parks planning	Lecture by instructor. Guest Speaker : TBC	Understanding the IUCN and its role in public policy. Understanding of the systems planning approach and objectives. Awareness and understanding of the complexity of achieving

			public policy objectives in the Canadian context.
Class 4: Parks and Protected Areas, Rights and the Canadian Constitution.	Canada Constitution Act 1982 Readings related to Aboriginal and Treaty Rights	Lecture and Class discussion.	Analysis and understanding of the distribution of powers through the Constitution as it relates to conservation. Understanding of the rights of indigenous people and First Nations and the implication for government programs.
Class 5: Establishing Parks and Protected Areas in Canada.	Selected readings TBD Case Studies	Lecture and class discussion. Presentation and analysis of case study: Expansion of Nahanni National Park Reserve	Analysis and understanding of the policy and relationship dynamics related to the setting aside of new conservation lands.
Class 6: Establishing Parks and Protected Areas in Canada.	Selected readings TBD Case Studies	Lecture and class discussion. Presentation and analysis of case study: Establishment of the proposed Manitoba Lowlands National Park	Analysis and understanding of the policy and relationship dynamics related to the setting aside of new conservation lands.
Class 7: Conservation Islands: Issues and Trends related to Ecosystem Management and public policy options for dealing with ecological isolation of protected areas. Student presentations on their research topics.	Selected readings related to parks planning, Ecological Integrity, Ecosystem Management and Monitoring.	Lecture and class discussion	Understanding the challenges related to managing parks and protected areas in the context of surrounding land uses. The role and methodology of planning in parks and protected areas management. Awareness and understanding of key conservation issues and concepts

<p>Class 8:</p> <p>Social and economic benefits of Parks and Protected Areas:</p> <p>Issues and trends related to public use and enjoyment of Parks and Protected Areas as well as the derivation of economic benefits.</p> <p>Student presentations on their research topics.</p>	TBD	Lecture and class discussion.	Understanding the multiple uses of parks and protected areas, and the challenges of sustaining multiple public policy objectives.
<p>Class 9:</p> <p>Finding the Balance: Protection and Use – can multiple objectives be achieved and sustained?</p> <p>Student presentations on their research topics.</p>	TBD	Class workshop/seminar ERS 654 student seminar.	Exploring and understanding how governance organizations can achieve multiple policy objectives through Parks and Protected Areas.
<p>Class 10:</p> <p>Parks and Protected Areas and Climate Change</p> <p>Student presentations on their research topics.</p>	IUCN reports. Canadian Parks Council Reports.	Lecture and class discussion ERS 654 student seminar	Understanding the implications of persistent climate change for ecological and human policy objectives.
<p>Class 11:</p> <p>Demographics and Related Issues for Parks and Protected Areas</p>	Various statistical and analytical reports from Parks Agencies.	Lecture and discussion ERS 654 student seminar	Understanding the issues of relevance of Parks and Protected Areas in a changing public environment.

Student presentations on their research topics.			
Class 12: Student presentations on their research topics. Wrap up		Lecture by Instructor	Exploration of key concepts, issues and trends developed through the course in a protected area environment.

Faculty of Environment Policies

Unclaimed assignments: Unclaimed assignments will be retained until one month after term grades become official. After that time, they will be destroyed in compliance with UW's confidential shredding procedures.

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. www.uwaterloo.ca/academicintegrity/ Students who are unsure what constitutes an academic offence are requested to visit the on-line tutorial at <http://www.lib.uwaterloo.ca/ait/>

Research Ethics: The University of Waterloo requires all research conducted by its students, staff, and faculty that involves humans as participants to undergo prior ethics review and clearance through the Director, Office of Human Research and Animal Care (Office). The ethics review and clearance processes are intended to ensure that projects comply with the Office's Guidelines for Research with Human Participants (Guidelines) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.). If the development of your research proposal consists of research that involves humans as participants, please contact the course instructor for guidance and www.research.uwaterloo.ca/ethics/human/.

Categories other than plagiarism (defined as varieties of cheating):

- o Submission of work not written and prepared by you'

- o Copying or stealing the work of another student;
- o Paying for the creation of work by a commercial service or by an acquaintance to be submitted by you;
- o Using an essay for submission by you, which was found, on one of the free internet essay sites;
- o Writing a paper for course submission by another student;
- o “Recycling” or submitting an essay, report, or assignment when a major portion has been previously submitted for another course without the expressed permission of all instructors involved.

Note for students with disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Religious Observances: Please inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please contact your Undergraduate Advisor for details.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or A student is expected to know what constitutes academic about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check Guidelines for Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policy72.htm

Consequences of Academic Offences: ENV students are strongly encouraged to review the material provided by the University's Academic Integrity Office (see: <http://uwaterloo.ca/academicintegrity/students/index.html>).

Appendix I

ERS 454 / 654

Model for Assessment of Student Work and Assignments

ERS 454 - Undergraduate

A. Class Participation

Participation by students in discussions and in-class activities, is an important aspect of this course. The course is designed to be a combination of lecture and seminar styles. Students will be expected to discuss the themes and topics of the course based on the completion of assigned readings and individual research.

To achieve success for this aspect of overall student assessment, students are expected to offer opinions, perspectives and information to the general discussion in classes over the duration of the course.

This element is weighted as 15% of the overall final grade for the course. The mark for this element will be determined as follows:

Preparation for in-class activities and completion of readings,

Attendance,

Participation in discussions and seminar break-outs

Total	15
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B. Responses to Assigned Questions

The purpose of assigned questions is to provide an opportunity for students to demonstrate their understanding and capacity to apply the fundamental principles, concepts and content of the course. ERS 454 students will respond to 3 questions (approximately one per month for September, October and November) Responses should be 750 – 1,000 words each. Questions will be provided to students about 2 weeks before the due date.

Depending on the students Research Topic, a student may be given the option of doing an in-class presentation of their topic. If this is the case, the student will not be required to respond to the November question. See Presentation of Research Topic section for details.

To achieve success for this aspect of the overall student assessment, students will provide answers to the questions that demonstrate comprehension of the course content, evidence of completion of assigned readings, the capacity to apply and integrate concepts and principles when addressing an issue related to parks and protected areas.

This element is weighted as 45% (30 % if doing an in-class presentation) of the overall final grade for the course as follows. The mark for this element will be determined as follows:

For each answer

Validity of information and concepts:	10
Logic and analytical approach:	5
_____	—
Total	15 x 3 answers = 45% (30%)

C. Research Project and Paper

This assignment requires each student to research and write a paper of approximately 2500 – 3000 words on a topic of their choice related to the content of the course Students will provide their topic to the Instructor for approval not later than October 15th. Students are encouraged to select their topic as soon as possible to allow time for research and in order to obtain guidance from the Instructor as required.

To achieve success for this aspect of the overall student assessment, students will demonstrate comprehension of the course content, evidence of completion of assigned readings, completion of research related to the topic, the capacity to apply and integrate concepts and principles when addressing an issue related to parks and protected areas.

The research paper will be completed to the standards for university level essays including: a bibliography, works cited, internal structure and organization, English language usage (spelling, grammar, syntax, etc.) Papers can be submitted in print format or electronically (email address to be confirmed). The due date for papers is the last day of classes for the semester (TBD). Late penalties will be a reduction of 5% of the mark for the paper for each day, i.e. 5% per 24 hour period or part thereof calculated from 2400 h. on the last day for submissions of the term.

The research paper is weighted at 40% of the total final grade for the course. The assessment of student achievement for this element will be as follows:

Evidence of research:	15
Internal logic and validity of arguments	20
Organization, and style, quality of writing	5
_____	—
Total	40

D. In-class Presentation of Research Topic

For some students in ERS 454, based on their research topic, students may have the option to make an in-class presentation. The presentation will be weighted at 15% of the final mark.

Assessment of student achievement will be based on the following:

Integration of course concepts and ideas:	10
Quality of presentation, communication, style.	5

Total	15
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ERS 654 - Graduate

A. Class Participation

Participation by students in discussions and in-class activities, is an important aspect of this course. The course is designed to be a combination of lecture and seminar styles. Students will be expected to discuss the themes and topics of the course based on the completion of assigned readings and individual research.

To achieve success for this aspect of overall student assessment, students are expected to offer opinions, perspectives and information to the general discussion in classes over the duration of the course.

This element is weighted as 15% of the overall final grade for the course. The mark for this element will be determined as follows:

Preparation for in-class activities and completion of readings,

Attendance,

Participation in discussions and seminar break-outs

Total	15
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B. Responses to Assigned Questions

The purpose of assigned questions is to provide an opportunity for students to demonstrate their understanding and capacity to apply the fundamental principles, concepts and content of the course. ERS 654 students will respond to 2 questions (approximately one per month for September, October) Responses should be 750 – 1,000 words each. Questions will be provided to students about 2 weeks before the due date.

To achieve success for this aspect of the overall student assessment, students will provide answers to the questions that demonstrate comprehension of the course content, evidence of completion of assigned readings, the capacity to apply and integrate concepts and principles when addressing an issue related to parks and protected areas.

This element is weighted as 30 % of the overall final grade for the course as follows. The mark for this element will be determined as follows:

For each answer

Validity of information and concepts:	10
Logic and analytical approach:	5
_____	—
Total	15 x 2 answers = 30%

C. Research Project and Paper

This assignment requires each student to research and write a paper of approximately 3500 words on a topic of their choice related to the content of the course. Students will provide their topic to the Instructor for approval not later than October 15th. Students are encouraged to select their topic as soon as possible to allow time for research and in order to obtain guidance from the Instructor as required.

To achieve success for this aspect of the overall student assessment, students will demonstrate comprehension of the course content, evidence of completion of assigned readings, completion of research related to the topic, the capacity to apply and integrate concepts and principles when addressing an issue related to parks and protected areas.

The research paper will be completed to the standards for university level essays including: a bibliography, works cited, internal structure and organization, English language usage (spelling, grammar, syntax, etc.) Papers can be submitted in print format or electronically (email address to be confirmed). The due date for papers is the last day of classes for the semester (TBD). Late penalties will be a reduction of 5% of the mark for the paper for each day, i.e. 5% per 24 hour period or part thereof calculated from 2400 h. on the last day for submissions of the term.

The research paper is weighted at 40% of the total final grade for the course. The assessment of student achievement for this element will be as follows:

Evidence of research:	15
Internal logic and validity of arguments	20
Organization, and style, quality of writing	5
_____	—
Total	40

D. In-class Presentation of Research Topic

Based on the research for the paper, students will make an in-class presentation. Each student will be asked to conduct a 30 -40 minute seminar on their topic. In preparation, readings can be identified in advance to facilitate seminar discussion. Presentations will be made in November.

Assessment of student achievement will be based on the following:

Integration of course concepts and ideas: 10

Quality of presentation, communication, style. 5

Total 15%