

GEOGRAPHY FINAL COURSE OUTLINE: WINTER 2021

GEOGRAPHY 538 GFC HOURS (3-0)

Tourism, Parks and Protected Areas

Section	Location	Meeting Time	Meeting Day
LEC 01	Web Based Course	09:00 – 09:50	MoWeFr – Synchronous session every Friday 09:00 – 09:50

Instructor: Ana Watson	Office: ES 310 Office hours via Zoom, by appointment
Telephone: 403 220-5590	Email: ana.watson1@ucalgary.ca

Official Course Description

Interdisciplinary perspectives that directly influence policy, planning and management of nature-based parks & protected areas. Examines the evolving social, economic, political and environmental aspects of parks & protected areas and considers current management challenges.

Course Objectives

National and international protected areas are considered as key for conserving biological diversity, but they also provide various benefits and economically important goods and services. For instance, they can: provide renewable resources that can be harvested, and nature-related recreation and tourist attractions. protect watersheds, prevent soil erosion, and enable carbon capture and mitigation of climate change, among others. There also are costs associated to plan and manage protected areas. In addition, safeguarding natural areas by law or custom may trigger conflicts between the various affected stakeholders, emerging expectations, and shifting practices. Thus, decision making processes around parks and protected areas are often controversial. The course focuses on the evolving challenges of planning and managing protected areas for sustaining ecological and other values for communities. Topics include the concepts of nature-based parks and protected areas; their history and evolution; and the classification systems.

Students will be able to critically evaluate and compare various materials offered in class to explore current challenges of protected areas such as balancing conservation and tourism, and distribution of impacts and benefits. We will draw on examples and cases from the local to the global level in order to expand our understanding and examine how natural protected areas intersect with issues of inequality, climate change, and biodiversity conservation. This course is primarily experiential and reading intensive with different opportunities to participate and write about your learning.

Course Learning Outcomes

The Department of Geography is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes to which they contribute, and the expected level of achievement.

Course Learning Outcomes	PLO(s)*	Level(s)**
Students should be able to conceptualize key nature conservation issues and the relevance of nature-based parks and protected areas.	1,2,3,4,5,7,8	3
Students should be able to understand and get familiar with the scope of Canadian parks and protected areas as well as the international classification system (IUCN system), with emphasis on their application.	1,2,3,4,5,7,8	3

Students should be able to critically reflect upon the multiple uses of protected areas and the complexity of multiple policy objectives and practices.	1,2,3,4,5,7,8	3
Students should be able to evaluate the challenges and opportunities of planning and managing tourism in nature-based protected areas in the context of multiple surrounding land uses, cultural diversity and changing environments.	1,2,3,4,5,7,8	3

**PLOs = Program Learning Outcomes: 1 = reflect and communicate diverse human-environment perspectives, 2 = identify and explain human-environment processes, 3 = implement sampling, data collection, analyses and communication methods, 4 = analyze spatial and temporal aspects of human-environment systems, 5 = employ knowledge, arguments, and methodologies for solving human-environment problems, 6 = evaluate geospatial data and manipulate it to create cartographic products, 7 = communicate geographic concepts using oral, written, graphic, and cartographic modes, and 8 = demonstrate literacy skills.*

***Levels: 1 = Introductory, 2 = Intermediate, and 3 = Advanced.*

Prerequisites

3 units from Geography 321, 324

Antirequisite(s)

Credit for Geography 538 and either 421 or 429 will not be allowed

Learning Resources

Readings related to lecture will be posted where applicable and other electronic resources available through the University of Calgary library.

Learning Technologies and Requirements

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology.

- A computer with a supported operating system, as well as the latest security and malware updates
- A current and updated web browser
- Webcam (built in or external)
- Microphone and speaker (built-in or external) or headset with microphone
- Broadband internet connection

Grading (Weighting)

Course Component	Weight
Weekly in class engagement (Participation in online forum): • 10 Weekly review on the forum (@1% each)	10 %
Natural Parks and Protected Areas News Critique (1 presentation on a selected Friday, 15%)	15 %
Take-home exam (on concepts and course fundamentals)	30 %
Final research project	45 %
• Proposal	- 15%
• Final research project and Peer review	- 20%
• Final research presentation	- 10%

- *Class Engagement (10 weekly participation, 1% each):* Class engagement means you have done the assigned readings and you are prepared with questions and comments for the discussions. The online and in-class discussions are intended to complement each other, so forum participation during the week is crucial. Students will have the opportunity to start or continue various conversation threads. You are encouraged to engage with each other's posts online. I will document

your online and in class engagement.

- Natural Parks and Protected Areas News Critique (1 presentation on a selected Friday, 15%): Every Friday three students will make a 10-minute presentation each about a piece of current news related to course content and they will lead the discussion in class. The presentation is an opportunity to analyze and explore connections between their daily lives and course content. Please take on this task in a creative fashion. An effective News Critique presentation will stimulate rich discussion and engage participants in a dialogue with the week’s literature and your news story.
- *Take-home Exam (1, 30%):* 2 500-word take-home exam. The test evaluates students’ grasp of the course's key concepts and debates around protected areas and sustainable tourism. On Feb 22 I will distribute a set of questions, and you will be able to choose one from among 2-3. **Take-home Exam due Mar 10 before noon (12 pm)**
- *Research Project (45%):* This work is based on detailed desk research on any topic of the class. You should discuss a selected study case against a general theoretical background using the themes of the course as a point of departure.
 - *Proposal (15%):* For this portion of the final project, you will discuss and decide on a topic and a study case you are all interested in (About 1 500-2 000 words). Think about within the case “where” is the debate or controversy? The written proposal includes a) an introduction and problem statement, b) definition of the scope or approach, c) a description of the selected study case, and d) a tentative list of sources you have been able to identify. **Proposals due Feb 12 before noon (12 pm)**
 - *Presentation (10%):* 15 min recorded presentation of the final project shared in D2L to be reviewed by a peer assessment exercise and discussed during a round table on April 9. **Presentation due March 31 before noon (12 pm)**
 - *Final project research (20%):* It includes a critical reflection on the underlying assumptions of the scope and their limits applied in your selected study case, as well as your reflections based on the collaborative feedback. At least 10 references, up to 5 000 words. **Final project report due on April 15 before noon (12 pm)**

Notes:

- There is no final examination for this course.
- It is not necessary to pass each course component in order to pass the course.
- All written assignments should be uploaded to D2L, unless otherwise instructed.
- Late assignments will be assessed a 20% penalty per day.

Grading System

96 – 100	A+	77 – 80	B	59 – 61	C-
90 – 95	A	71 – 76	B-	55 – 58	D+
86 – 89	A-	65 – 70	C+	50 – 54	D
81 – 85	B+	62 – 64	C	0 – 49	F

In the event that you miss any course work due to illness, please get in touch with the course instructor. There is room to consider a valid excuse this Winter term.

Supplementary Fees

Not applicable

For additional detailed course information posted by the instructor, visit the course Desire2Learn page online at <https://d2l.ucalgary.ca/d2l/home>.

SUPPLEMENTAL INFORMATION

Principles of Conduct

The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: www.ucalgary.ca/pubs/calendar/current/k.html.

Plagiarism, Cheating, and Student Misconduct

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: www.ucalgary.ca/pubs/calendar/current/k-3.html. Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: <https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Instructor Intellectual Property

Information on Instructor Intellectual Property can be found at

<https://www.ucalgary.ca/policies/files/policies/Intellectual%20Property%20Policy.pdf>

Freedom of Information and Protection of Privacy

Freedom of Information and Protection of Privacy (FOIP) legislation in Alberta disallows the practice of having students retrieve assignments from a public place, such as outside an instructor's office, the department office, etc. Term assignments will be returned to students individually, during class or during the instructor's office hours; if students are unable to pick up their assignments from the instructor, they must provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

Human subjects

No research on human subjects will take place.

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at class times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course.

Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behavior in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. Student Non Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your Zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Internet and electronic communication device information

There is no restriction on the use of laptops and tablets in class if they are used to take notes or find information relevant to the class, and if there is no disturbance or distraction of other students or the instructor. Emails, texting, and other activities that distract attention are to be avoided.

Phones must be turned off during class, unless you have previously identified yourself to the instructor as a health care or law enforcement professional.

Posting of Grades and Picking-up of Assignments

Graded assignments will be made available electronically through the course D2L webpage. Grades and assignments will not be available at the Department of Geography's main office.

Academic Accommodations

It is the student's responsibility to request academic accommodations, according to the university policies and procedures listed in the University Calendar.

The student accommodation policy can be found at:
https://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

Students needing an accommodation based on a protected ground other than disability should communicate this need, preferably in writing to their instructor or the Department Head (email: david.goldblum@ucalgary.ca).

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright <https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf> and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Act.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university community, such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>)

And the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Contact Information for Student and Faculty Representation

- Student Union VP Academic 403-220-3911, suvpaca@ucalgary.ca
- Students Union Representatives for the Faculty of Arts – 403-220-3913, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca
- Student Ombuds Office information can be found at: www.ucalgary.ca/ombuds/

Campus Safewalk

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day, to any location on Campus, including the LRT station, parking lots, bus zones, and university residences. Contact Campus Security at 220-5333 or use a help phone, and Safewalkers or a Campus Security officer will accompany you to your campus destination.