

S 2017
M/W 2:00-3:50
142 Columbia
gmartin@uoregon.edu

ENVS 411/511

CRN 32152
Galen R. Martin, PhD
346 PLC

Tu 10-11:45, Th 2:30-3:30, F by appoint.

Conservation and Communities: Perspectives on Parks and Protected Areas

Rural people deserve to have access to the resources required to meet their basic needs, economic safety and, where possible, upward social mobility. In other words, conservation programs are only valid and sustainable when they have the dual objective of protecting and improving local livelihoods and ecological conditions.

Ghimire and Pimbert (1997)

When biologists deal with such a power bloc [bureaucrats, politicians, and profit-driven resource users] in a spirit of compromise, there is no outcome that could ever result in a world biological reserve worthy of the title.

Willers (1992)

Course Issues and Goals

According to the International Union for the Conservation of Nature (IUCN), there are over 200,000 designated protected areas (PAs) across the globe. These areas are the cornerstone of strategies to preserve biodiversity. While the bulk of the world's biodiversity is located in developing countries of the South, international initiative and funding for conservation stems largely from the industrialized nations of the North. By necessity, international discourse regarding preservation of biodiversity involves a wide range of actors and interest groups. While the language of "sustainable development" suggests a possible synergy between conservation and human welfare, in practice the relationship remains problematic and highly politicized. Scientists, politicians and local residents literally and figuratively speak different languages and attach various meanings to the notions of nature, wilderness, biodiversity, and development. These contested meanings have profound implications for protected area management.

Biot et al. (1995) summarize three conservation paradigms which inform protected area policy: (1) the classic approach with strict separation of humans and nature; (2) the populist approach stressing the virtues and wisdom of local community-based management; and (3) the neo-liberal approach advocating economic solutions and proper valuation of natural resources. While the classic approach continues to dominate, most current policies espouse some combination of the three models. This is not to suggest that the ambiguities, inconsistencies and contradictions of biodiversity discourse have been resolved but rather that they are now amplified and vulnerable to critique.

The purpose of this seminar is to examine biodiversity conservation as perceived and practiced by a wide range of actors involved in the creation and management of protected areas throughout the world. As a class, we will establish a set of criteria for evaluating conservation practice and policy as reflected in various case studies throughout the world. In the process we will critique our own values and assumption regarding the constructs of nature, culture, development and scientific knowledge. The final goal is not

to simply raise questions but to move towards more effective strategies of biodiversity conservation in the international arena.

Method of Instruction

The course will be taught as a seminar. The instructor and guest speakers will provide direction, introductory comments for each meeting, interactive lectures and video clips. A significant share of our time together will be spent in discussion of assigned readings.

Requirements

The class is open to sophomore-seniors with course work in the life sciences, environmental studies, geography, public planning or social science courses that address environmental issues. Ideally, the class will be composed of students from a broad range of perspectives on environmental issues. Details of the course project will be discussed at the first class meeting and will be adapted to the particular interests of the students. The grading will be divided into four areas:

- (1) Participation in discussion and field trip (30 pts, 15%). Your participation requirement and score include presentation of two assigned readings during weeks 1-8. Students are expected to have obtained, read, and retained the readings for each week and to come to class prepared to discuss their content and implications.
- (2) Five summary and critique responses to assigned readings due at the beginning of the class period and one response to an approved video (60 pts., 30%). My goal is to return your responses within one week. Instructions are included below. *Graduate Students*: submit three reading critiques of 3-4 pages covering the readings for an entire week.
- (3) Review (4-5 pages) of an approved book. (30 pts., 15%)
- (4) Research project focusing on a specific conservation area or protected specie. Written proposals will be due at the end of Week Three. Papers will be 8-10 pages in length for undergraduates and 15-20 pages for *graduate students*. Joint efforts or group projects (3-4 students) will be considered. Projects will be presented during Weeks Nine and Ten of the term. Groups and graduate students must plan and preview presentations with instructor. The project and presentations comprise 80 pts. or 40% of the grade.

Canvas

The class syllabus, announcements, readings and other materials will be posted Canvas. Please check the course site frequently for updates.

Classroom Environment

In order to create a classroom in which students are comfortable expressing their opinions and perspectives, I ask that students please approach the readings and others' contributions with both an open mind and a willingness to question one's own assumptions and biases.

Professional Practice

Students are expected to behave in a professional manner at all times.

- Students should treat each other and the instructor with the professional courtesy and respect expected in a workplace.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
- The classroom is a place of focused learning. This requires that students arrive on time, stay until the end of the class period, do not disrupt the class by leaving the room temporarily, and refrain from non-learning activities such as cell phone use. Students who fail to adhere to these guidelines will be asked to leave for the remainder of the class session.
- I expect all course assignments to be completed using a word processor using 12pt. font and printed on two sides. All written material must also be submitted through Canvas.
- You will also be required to use PowerPoint or Prezi for a presentation at the end of the term on your final project.

Article Critiques and Synthesis

Five reading responses and one video critique comprise 30% of your grade (60 pts.). From the assigned readings for one day, prepare a 2 page (one sheet front and back) combined response and critique of the reading set. Consider the following questions as appropriate:

1. What central issue(s) do the authors address?
2. What argument or perspective is presented for or against a specific perspective?
3. How does the reading relate to general course issues or themes?
4. What are the general strengths and weaknesses of the readings?
5. Finally, taken together, what does this set of readings tell us about people and protected areas? What did you learn?

Your grade will be based on writing clarity (including grammar), engagement with the material, and evidence of critical thinking.

You have assigned readings for Weeks 1-8 and Week 10. *A critique is required from all students for Week One, to be submitted at the beginning of Wednesday's class. For Weeks 2-8 you are required to submit responses during four of the six weeks. In addition, each student is required to submit a critique of an approved video.*

All papers are due at the beginning of the class period except for Week One (due at the beginning of class on Wednesday). No late papers will be accepted without prior permission. Please submit all responses in hard copy form, printed front and back for grading purposes. ALL material must also be submitted through Canvas for sake of record keeping and grading.

Writing Lab

This is a writing intensive course. If you struggle with writing, I strongly encourage you to use the services of The Learning Center (TLC): TLC begins week two of the term and

closes at 5:00 pm the Wednesday of finals week. Free tutors are available. Upper-division and graduate student tutors are available on a drop-in basis or by appoint. (You must come to the writing lab to schedule your appointment.) 9:00am – 5:00pm, Monday – Friday, 72 PLC (Prince Lucien Campbell).

Documented Disabilities

Students who have a documented disability and anticipate needing accommodations in this course should make arrangements to see the instructor as soon as possible. They should also request that the Counselor for Students with Disabilities send a letter verifying the disability.

Email

I will try to respond to all email within 48 hours of receiving them. However, email sent after 12:00 on Friday will not be reviewed until Monday. It is becoming increasingly difficult to keep up with the quantity of email that I receive so I ask that you make sure that you have reviewed Canvas and the syllabus prior to sending a note about course logistics.

Late Assignment Policy

If you are unable to make it to class on the day an assignment is due, you may email your response *prior to the class time* on the day that assignment is due. This email option is available only once per student. Late assignments receive only partial credit.

Missed Class Policy

If you miss a class, please arrange to get class notes from a classmate. Instructor lecture notes are not available unless a Powerpoint presentation was used. These will be posted on Canvas.

Incomplete Policy

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

Academic Misconduct

You are expected at all times to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

Plagiarism

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. Additional information about a common form of academic misconduct, plagiarism, is available at: www.libweb.uoregon.edu/guides/plagiarism/students.

Class Schedule

Week One

April 3, 5

Introduction(s) and Framing of Issues

Week Two

April 17, 19

Integrative Strategies for Conservation and Sustainable Development

Week Three

April 17, 19

**Preserving Biodiversity in a North/South Context: The Science, Economics and Politics of
Parks**

Week Four

April 24, 26

Wildlife and Communities

Week Five

May 1, 3

National Parks and Ecotourism

Week Six

Costa Rica and Local Case Study

May 8, 10

Week Seven

May 15, 17

European Models

Saturday, May 20: Field trip-Green Island (tentative)

Week Eight

May 22, 24

Protected Areas and Agriculture

Week Nine

May 29, 31

Student Presentations

Week Ten

June 3, 5

Prospects for Conservation and Communities: What's Next?

FINALS WEEK

Wed, June 14, 3:00. Final Written Projects Due in ENVS office.