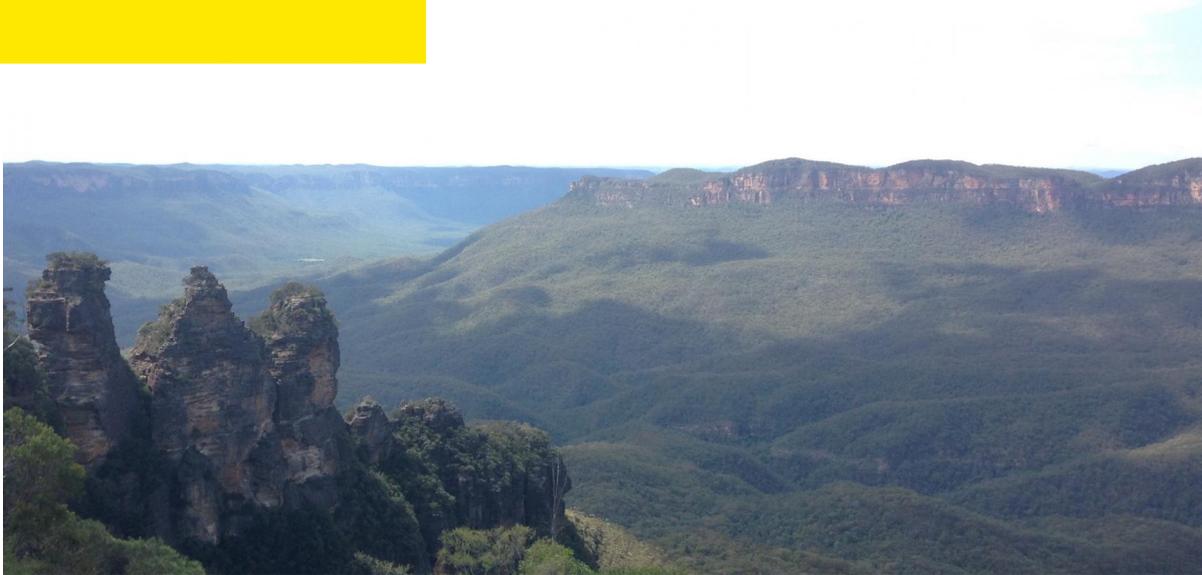




Australia's
Global
University



IEST5008

Protected Area Management

Summer // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Rosalie Chapple	r.chapple@unsw.edu.au	By prior arrangement via email		0418883387

School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 4:45pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: hal@unsw.edu.au

Attendance Requirements

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled.

The Faculty of Arts and Social Sciences guidelines on attendance and absence can be viewed at: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

From time to time, the Course Authority may vary the attendance requirements of a course. It is the students' responsibility to ensure that they are familiar with the specific attendance requirements stipulated in the course outline for each course in which they are enrolled.

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Students who seek to be excused from attendance or for absence must apply to the Course Authority in writing. In such situations, the following rules relating to attendances and absences apply.

A student who attends less than eighty per cent of the classes within a course may be refused final assessment. The final assessment in this course is identified under "*Course Assessment*".

In the case of illness or of absence for some other unavoidable cause students may be excused for non-attendance at classes for a period of not more than one month (i.e., 33%) or, on the recommendation of the Dean of the appropriate faculty, for a longer period.

Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the Course Authority in writing and, where applicable, should be accompanied

by appropriate documentation (e.g. medical certificate). After submitting appropriate supporting documentation to the Course Authority to explain his/her absence, a student may be required to undertake supplementary class(es) or task(s) as prescribed by the Course Authority. If examinations or other forms of assessment have been missed, then the student should apply for [Special Consideration](#).

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

Essential Information

Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. The online form can be found at: <https://www.arts.unsw.edu.au/ttclash/index.php>

Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

Students who are enrolled in a non-Arts and Social Sciences program must seek advice from their home faculty on permissible clash approval.

Special Consideration for Illness and Misadventure

Students can apply for Special Consideration if illness or misadventure interferes with their assessment performance or attendance.

Applications are accepted in the following circumstances only:

- Where academic work has been hampered to a substantial degree by illness or other cause. Except in unusual circumstances, a problem involving only 3 consecutive days or a total of 5 days within the teaching period of a semester is not considered sufficient grounds for an application.
- The circumstances must be unexpected and beyond your control. Students are expected to give priority to their university study commitments, and any absence must clearly be for circumstances beyond your control. Work commitments are not normally considered a justification.
- An absence from an assessment activity held within class contact hours or from an examination must be supported by a medical certificate or other document that clearly indicates that you were unable to be present. A student absent from an examination, or who attends an examination and wants to request special consideration, is normally required to provide a medical certificate dated the same day as the examination.
- An application for Special Consideration must be provided within 3 working days of the assessment to which it refers. In exceptional circumstances an application may be accepted outside the 3-day limit.

Students cannot claim consideration for conditions or circumstances that are the consequences of their own actions or inactions.

Applications are normally not considered if:

- The condition or event is not related to performance or is considered to be not serious
- More than 3 days have elapsed since the assessment for which consideration is sought
- Any key information is missing
- Supporting documentation does not meet requirements
- The assessment task is worth less than 20% of the total course assessment, unless the student can provide a medical certificate that covers three consecutive days.

Applications for Special Consideration must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: <https://student.unsw.edu.au/guide>

If a student is granted an extension under Special Consideration, failure to meet the stipulated deadline will result in a penalty. The penalty will be invoked one minute past the approved extension time. See section "Submission of Assessment Tasks", under '*Late Submission of Assignments*' for penalties of late submission.

Formal Examination

Students will be informed by the course coordinators if a final exam is to be scheduled in the formal examination period for Summer Term (2-6 February 2018 and 9-12 February 2018). Students are expected to give their studies priority and this includes making themselves available for the entire examination period. Travel commitments made prior to the publication of the final examination timetable are not a valid reason for alternate assessment.

For information about examination dates, location and procedures at UNSW, visit: <https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinations.html>

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the learning outcomes of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: <https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

Grievances and Review of Assessment Results

Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or course convenor.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at: <https://student.unsw.edu.au/guide>

Review of Assessment Results

There is no automatic right to have an assessment reviewed, the Faculty reserves the right to make such judgements.

In the first instance a student should seek an informal clarification, this should normally be done within two working days of the return of the assessed work.

If the student is not satisfied with the informal process, they should complete the UNSW Review of Results Application form, which is available at: <https://student.unsw.edu.au/results>. An application must be lodged within 15 working days of receiving the result of the assessment task.

Further information on review of student work in the Faculty of Arts and Social Sciences can be viewed at: <https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/>

Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered from students using myExperience. It is encouraged students complete their surveys by accessing the personalised web link via the Moodle course site.

Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at: <http://www.lc.unsw.edu.au>

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links: <https://my.unsw.edu.au>

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see <http://www.ohs.unsw.edu.au/>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at:

<https://student.unsw.edu.au/disability>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

Course Details

Credit Points 6

Summary of the Course

This intensive course introduces you to the inter-disciplinary nature of natural resource management in the context of the Blue Mountains protected conservation area. Natural resource management is complex, based on significant uncertainty, and presents a wide range of challenges. The challenge of managing dynamic ecosystems with ongoing biodiversity change is addressed, along with balancing the ever-changing economic, political and socio-cultural demands. At the site level, you will see firsthand in the Blue Mountains, active management of threats is important for conservation goals to be met. You will go into the field for three days with professionals from government management agencies and with local ecologists, to confront on-ground management challenges such as fire, introduced species and continuation of Aboriginal cultural practices. These topics are explored using an interdisciplinary problem orientation framework and social process mapping. You will explore the social processes of what is taking place in managing the environment, to unearth and work with the multitude of understandings, opinions, differences, tensions, assumptions and contexts that emerge, and this exploration helps to clarify our purpose as environmental managers. This way of working develops awareness and self-reflection, and enhances the understanding of our patterns of thought that shape our behaviours, defaults, and our values and beliefs. The goal is to engage with and understand our differences so that we can bring about more effective decision processes. No prior knowledge of ecosystems science or management is required. We target the Blue Mountains protected conservation area as a case study that is facing a host of challenges in our rapidly changing world. You are required to participate in bushwalking and a level of fitness is required.

At the conclusion of this course the student will be able to

1. Recognise the need for active management of threats relating to protected conservation areas.
2. Explain the challenges of integrating the range of values and knowledge systems into environmental management and policy for protected conservation areas.
3. Appraise an environmental management issue in the Blue Mountains using an interdisciplinary problem-solving framework.
4. Reflect on the environmental and social outcomes achieved through narrow decision-making processes that rely on disciplinary and technical approaches, and explain the value of a more holistic and adaptive approach.

Teaching Strategies

The course is delivered through a combination of field immersion and lectures. The lectures give an introduction to core concepts while the field trip allows hands-on experience in protected areas management. This is followed up by presentations about a specific management topic as well as a final assignment.

Assessment

There are 4 assessment items for this course, which are detailed below. Further instructions will be given in class and on Moodle links for each assignment.

The management report and essay are to use the Harvard referencing system <https://student.unsw.edu.au/harvard-referencing>

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Field trip journal	10%	06/12/2017 05:00 PM	2,4
Group presentation on a management issue	20%	In class 07/12/2017 from 11:30 AM; Distance students to submit online same day	1,3
Essay	25%	12/01/2018 11:00 PM	2,4
Individual written report about management issue	45%	23/12/2017 11:00 PM	1,3

Assessment Details

Assessment 1: Field trip journal

Start date: no later than 28/11/2017 11:00 PM

Length: max 500 words for pre-course blog & 1000 words for field trip journal

Details: Maximum 1 page (~300 words) per day, for 3 days. Written feedback

Additional details:

This assessment is a learning log that consists of a pre-course blog assignment in response to the pre-course readings and then a brief reflective journal made at the end of each day on the 3-day field trip. Further instruction on field trip journal entries will be provided in class before the field trip.

You will be provided with instruction on the pre-course blog assignment on Moodle.

Submission notes: Use Learning Log Moodle link

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Group presentation on a management issue

Start date: Preparation starts in class on Day 2

Length: 20 minutes

Details: Approx 20 mins. Some verbal feedback followed by a mark sheet/rubric

Additional details:

You will select a management issue to serve as your focus of inquiry over the course. Your report and group presentation will be based on this issue. Field trip worksheets will be provided with questions to address in relation to your chosen management issue. These questions will focus on contextual (social) mapping and problem orientation.

Groups of 3 are to be formed on first day of class (Distance students can do the task individually if they choose, depending on their situation), and a management topic chosen.

50% of the mark will be that assessed by course convenor & 50% is the average mark of peer assessment. Clear criteria for assessment are provided, with an explicit scoring system. While this is a group assessment, individual marks may be adjusted according to individual performance.

Assessment criteria:

Were the **goals** in reference to the issue clarified? Was the problem stated clearly and simply?

Was the problem's **social context** (e.g. participants & their values) adequately detailed?

Were relevant **trends** (history) adequately described?

Were conditions (**causes**) that shaped trends adequately described?

Were future trends (i.e. projections) adequately described?

Was effectiveness of different approaches appraised and **alternatives** to address the problem adequately described?

What was the overall quality of the presentation including collaborative effort?

DETAILED OUTLINE FOR GROUP PRESENTATION AND INDIVIDUAL REPORT:

The following format is to form the basis for both your presentation and report – you can be creative in how you apply it (less prescriptive) as long as you address the questions using a logical flow of argument that works for your topic.

While the small group presentation (20 mins) is a succinct presentation (e.g. rapid appraisal) of the management issue, the report uses similar headings but goes into much more detail and is an individual, not group, task. For the report, it is advised to use the 5 main headings given below. You can be flexible in terms of the format for writing your report as long as you note the assessment criteria, which apply to each of the five sections.

1. INTRODUCTION

- Briefly describe the nature of the problem (overview)
- Describe purpose of the report

- Clarify your own standpoint in relation to the problem (values, experience and perspective e.g. what bias you may have)
- Note how you have prepared the report (methodology e.g. field & desktop research; problem orientation framework)

2. PROBLEM (Description of the problem)

- **GOALS.** Clarify goals in relation to the management issue - what outcomes are sought? (try to present a shared goal that represents all values if possible, or various objectives). Discuss them in reference to the problem of concern. What progress is there in achieving goals? Are they appropriate or need to be re-defined or clarified?
- **CONTEXT.** Describe the range of participants in management and their roles, values & perspectives (see field trip worksheet)
- Describe problem in terms of decision process e.g.:
 - How well is the range of participant values integrated into decisions?
 - Describe (if possible, as you may not have much information on this) the decision-making framework in place and provide a critique (e.g. what can be improved?)

3. ANALYSIS OF THE PROBLEM (Trends, conditions, projections)—The what, the why and what's likely to happen? Describe trends and changes in the management issue over time, and the reasons.

- **TRENDS:** What is the history of the problem? What are the key trends? (clarifying goals will indicate which trends to map) Is it a recent problem? Describe both past & current trends (environmental, socio-cultural, economic, political). What is the current situation?
 - How is knowledge (e.g. scientific, Indigenous, local) integrated into management? If it is not used in mgmt. then why not? What are the barriers to this integration?
- **CONDITIONS / CAUSES:** Explore the factors and conditions that have shaped the trends (e.g. politics, knowledge, research). What explanations are there for the trends? (e.g. environmental, social, political factors); What management activities have affected the trends? e.g. biophysical factors (drought, fire, land-clearing).
- What are the conflicts between different approaches to address the issue?
- **PROJECTION** of developments if no alternative action is taken to address the issue. Projection of future trends, with an emphasis on exploring the relationship between projected impacts and the achievement of goals. If past trends continue, what can we expect? How likely is it that progress in meeting goals will be possible? What future possible developments are there (e.g. politically, environmentally; how might climate change affect the problem.

4. **RECOMMENDATIONS / ALTERNATIVES** for resolving the problem – what to do? Suggest future alternatives or actions to help realize the goals; If trends are not moving toward the goal, then a problem exists and alternative actions need to be considered. Is the problem defined in a way that reflects the various dimensions of it i.e. is it narrowly defined and needs to be redefined? What further research may be needed before suitable alternative actions can be decided on. What are some **realistic** ways to help address the problem based on the above analysis that can help progress toward goals? (emphasis of realistic i.e. consider why those actions have not been taken to date – be pragmatic). What could be done differently? What steps could be taken?

5. **CONCLUSION** - Very brief re-statement of goals, problem, analysis and alternatives. Summarise key points from presentation such as issues, values, trends, analysis and alternatives/recommendations.

LITERATURE CITED

Submission notes: Distance students to submit powerpoint with recorded voiceover. On campus students to present in class.

Turnitin setting: This is not a Turnitin assignment

Assessment 3: Essay

Start date: After management report is completed

Length: Word count does not include bibliography

Details: 1200 words. Written feedback with rubric

Additional details:

Problems can be said to arise from fundamental misconceptions about nature, knowledge, and people. In the final essay, you are to reflect on the environmental and social outcomes achieved through decision-making that focuses solely on disciplinary and technical approaches, and explain the value of a more holistic and adaptive approach based on integrating the range of values and a more comprehensive understanding of the socio-ecological context.

The essay is a final reflection on your learning and understanding of the causes of natural resource management problems and their resolution. The reflective journal that you kept during the field trip is to inform your essay.

Assessment criteria:

High marks will be awarded for clearly written and well-structured essays, which demonstrate superior skills of analysis and synthesis by building effective arguments and demonstrating insightful interpretations of course content. A correctly used scholarly referencing system is compulsory. If you are unfamiliar with academic convention with citations, ensure you consult UNSW guidelines and use the Harvard referencing system (<https://student.unsw.edu.au/harvard-referencing>).

Format and structure: Is the essay structured to produce a clear and sophisticated argument, with an introduction and concluding summary?

Research: Does the essay address a range of relevant literature, and demonstrate a good level of understanding of the literature on the topic?

Critique and analysis: To what extent does the essay demonstrate a critical engagement with the topic and/or develop an original analysis of the problem or topic?

Writing: Is it well written? Is there any concern with competency in written English?

Referencing: Is referencing complete and accurate?

The Harvard referencing system is to be used. <https://student.unsw.edu.au/harvard-referencing>

Turnitin setting: This assignment is submitted through Turnitin, students do not see Turnitin similarity

reports

Assessment 4: Individual written report about management issue

Start date: This report is based upon the group presentation and should be prepared from Dec 7th

Length: Word count includes tables (does not include appendices or reference list)

Details: 2500 words. Written feedback with rubric. Final assessment

Additional details:

Assessment criteria: these criteria reflect those used for the presentation for 'mapping' environmental problems using an integrated framework that analyzes social process as well as biophysical factors.

1. Introduction: Clear and succinct introduction to the problem. Clarification of personal standpoint. Outline of methodology used for the report, including overview of the report and its format.

2. Problem outline and analysis: Outline management goals in relation to the problem. Detail the problem's social & institutional context, including participants & their values. Describe trends over time, and factors shaping trends (causes & effects). Describe future projections.

3. Alternatives: Appraise effectiveness of different approaches and make any realistic recommendations for alternatives to address the problem, based on your analysis in the previous section.

4. Summary and conclusion: Brief summary of key points, conclusions and any recommendations.

Other assessment criteria: Research effort; Clear succinct and effective writing; Proofreading; Layout/format/presentation; Complete and accurate referencing (<https://student.unsw.edu.au/harvard-referencing>).

The Harvard referencing system is to be used. <https://student.unsw.edu.au/harvard-referencing>. In the report, for citing practitioners from the field trip, use this format: Jones (pers.comm., field guide) OR Meade (pers.comm., Area Manager, Hawkesbury region) etc.

Turnitin setting: This assignment is submitted through Turnitin, students do not see Turnitin similarity reports

Submission of Assessment Tasks

Assignments must be submitted electronically through Moodle (<http://moodle.telt.unsw.edu.au/>). You must use your zID login to submit your assignments in Moodle.

Refer to the section “*Course Assessment*” for details of assessment tasks that are to be submitted via Moodle.

**** Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.**

When you submit your assignment electronically, you agree that:

I have followed the [Student Code of Conduct](#). I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the [Student Code of Conduct](#) and the [Student Misconduct Procedures](#). I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

You are required to put **your name (as it appears in University records)** and **UNSW Student ID** on **every page** of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission of Assignments

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless Special Consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a ‘day’ is deemed to be each

24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non-integer percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore $17 - [25 (0.05 \times 3)] = 13.25$.

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in essential component of the course.

Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <https://student.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: <http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 27 November - 3 December	Blended	<p>This intensive 6-day course has three components:</p> <p>(1) Days 1 and 2 on campus (Weds-Thurs Nov 29-30)</p> <p>(2) Days 3-5 are a field trip in the Blue Mountains (Fri-Sun Dec 1-3)</p> <p>(3) a final day on campus the following week for student presentations (Thurs Dec 7)</p> <p>Lectures will be recorded for those unable to attend class (note that attendance is strongly recommended where possible & you must email Rosalie if unable to attend class for any of 29th, 30th or 7th). All class lectures are delivered by Rosalie Chapple unless otherwise indicated.</p>
	Lecture	<p>Wednesday 29th 9.30am-2.30pm</p> <ol style="list-style-type: none"> 1. Introduction to the course – aims, materials and assessment 2. Biodiversity conservation & protected areas 3. Discussion - Pre-course reading task 4. Adaptive management of protected areas, focusing on the Blue Mountains (Associate Professor John Merson, Executive Director, Blue Mountains World Heritage Institute) 5. Understanding ecological and social dimensions of conservation 6. Introduction to problem orientation framework
	Group Work	<p>Wednesday afternoon</p> <ul style="list-style-type: none"> • Working with the problem orientation framework – includes using media & other articles for mapping exercises
	Lecture	<p>Thursday 30th 9.30am-2.30pm</p>

	<p>1. Protected area policy (Peter Cochrane, IUCN Councillor, Ex-head Parks Australia , Chair, Blue Mountains World Heritage Institute)</p> <p>2. Assimilating knowledge & understanding values & management conflicts about the field trip site, the Greater Blue Mountains World Heritage Area</p>
Group Work	<p>Thursday afternoon</p> <p>1. Using the problem orientation framework to begin mapping management issues - group exercises in social process mapping & problem orientation</p> <p>2. Field trip logistics</p>
Fieldwork	<p>8am Friday 1st - 6pm Sunday 3rd December - Blue Mountains field trip</p> <p>OVERVIEW:</p> <p>The upper Blue Mountains will form the focus of the 3-day field trip, which is 2 hours by train from Sydney (1.5 hours by car if not peak hour). Field trip includes bushwalks, site visits, and indoor presentations with guest presenters (detailed schedule to be provided in class before the field trip). Students meet with a range of people in the Blue Mountains including environmentalists and government agency staff, to discuss on-ground management challenges.</p> <p>A basic level of fitness is required as there is quite a lot of walking (but not uphill). Please email Rosalie if you are concerned about your fitness or have any injury.</p> <p>Overnight accommodation is pre-arranged for the class in Katoomba (Fri & Sat nights).</p> <p>Depart on the 8.14am train from Central station (Country platform) and meet on Katoomba platform at 10.14am, & walk 10 minutes to the hostel. If anyone is driving their own car to Katoomba, please advise Rosalie in class the day before, and be at the Katoomba Youth Hostel (207 Katoomba Street) at 10.30am.</p> <p>On Sunday, we will aim to return on the 4.26pm train (arrive Central 6.31pm) (the next train is 4.56pm arriving Central 7pm).</p>

		<p>Indicative schedule (detailed schedule to be provided in class and on Moodle):</p> <ul style="list-style-type: none"> • Interpretive bushwalks with expert ecologists • Meet with local Indigenous community representative • Meetings with National Parks & World Heritage staff • Visit sites in the local government area with Blue Mountains City Council staff to see efforts to mitigate storm-water and pollution run-off into the National Park • Visit Scenic World to discuss tourism impacts <p>Further details about the field trip including a detailed schedule will be provided on Moodle and in class.</p>
<p>Week 2: 4 December - 10 December</p>	<p>Presentation</p>	<p>NO CLASS Monday-Wednesday 4th - 6th</p> <p>Over these days, in your own time, work with your group to prepare your group presentation.</p> <p>As needed, there will be the opportunity for online class discussion with Rosalie and the class to debrief field trip and to guide presentations. A Moodle link will be set up for this.</p> <p>Thursday 7th December 9.30am-4.30pm (Distance students submit recorded powerpoint by 1pm)</p> <p>9-11.30am Preparation for group presentations (classroom will be open earlier if groups want to meet early)</p> <p>11.30am-4.30pm Group presentations on management topics</p>

Resources

Prescribed Resources

PRE-COURSE READING (access these through Moodle reading list):

Chapple, R.S., Ramp, D.R., Kingsford, R.T., Merson, J.A., Bradstock, R.A., Mulley, R.C. and Auld, T. 2011. Integrating science into management of ecosystems in the Greater Blue Mountains World Heritage Area, Australia. *Env. Mgmt.* 48 (4): 659-674.

Clark, T.W., Stevenson, M.J., Ziegelmayer, K. and Rutherford, M.B. 2001. Leadership in Species and Ecosystem Conservation. In: Clark, T., M. Stevenson, K. Ziegelmayer, and M. Rutherford, eds. *Species and Ecosystem Conservation: An Interdisciplinary Approach*, Bulletin 105. Yale School of Forestry & Environmental Studies, Yale University. pp.9-15. http://environment.yale.edu/publication-series/biodiversity_and_ecosystems/792 NOTE click on the 'Leadership in species and ecosystem conservation' paper & **only read to top of p12.**

Clark, T.W. 2002. *The Policy Process: a practical guide for natural resources professionals*. Yale University Press: New Haven. Read chapters as listed below. UNSW e-book available. Required pre-course reading from this book:

- Introductory chapter. pp32-55.
- Chapter 3. Social process - mapping the context.
- Chapter 5. Problem orientation – focusing on problems to find solutions.

Recommended Resources

Here are some useful references for assessment tasks (links will be provided in the Moodle reading list):

Picard, CH., Thomas, E, Clark, SG.Hohl, AM. 2015. *Large Scale Conservation in the Common Interest*. Published by Springer.

- this is an important resource for the course and make sure you look through it before starting your report as it will reinforce the problem orientation approach

G. L. Worboys, M. Lockwood, A. Kothari, S. Feary and I. Pulsford (eds) (2015) *Protected Area Governance and Management*, ANU Press, Canberra.

Journal of Sustainable Forestry 2009, Volume 28– this is a special edition focusing on a national park in Ecuador and a series of papers that undertake a similar problem orientation task to that set in our course. These papers provide a useful reference for your assignments and you should refer to them ideally prior to the course or at least for preparing your report.

Brunner, R.D. 2005. *Adaptive governance: integrating science, policy, and decision-making*. Columbia University Press: New York.

Chapple, R.S. 2005. The politics of feral horse management in Guy Fawkes River National Park, NSW.

Australian Zoologist 33(2): 233-246.

Clark, T.W., Willard, Andrew R. and Cromley, Christina M. 2000. *Foundations of Natural Resources Policy and Management*. Yale University Press: New Haven.

Course Evaluation and Development

Student feedback is sought both informally in class discussion at the end of the course, as well as through the online myExperience survey.

In response to feedback from students in 2016:

- The group presentations are scheduled several days after the field trip to allow more preparation time.
- The length of the report has been reduced to facilitate its completion before the xmas break.

Other student feedback 2016:

During the course I felt a shift not only in my thinking but also in my identification with the Greater Blue Mountains World Heritage Area. In fact I now feel connected and responsible for its future.

There should be more courses like this, which can begin to change the paradigm and remind us of our intrinsic 'love of nature'. IEST 5008 forces you to think about what we value as important in the world around us.

One thing I look for in my electives is a practical component – one that allows me to develop my understanding deeper than face-to-face lectures or reading multiple articles. The field trip to Katoomba proved to be invaluable experience that I highly recommend to future students – especially those students who are considering a future in environmental management. The course allows you to face the realities and the nitty-gritties of daily management challenges, especially for large and complex protected ecosystems. You don't get that kind of learning sitting in a classroom. It also gives students the chance to talk to experts in the field (literally) and such an opportunity in university life is rare.

The field trip was an awesome experience. I feel as though more of the courses in the MEM should adopt similar hands-on practical approaches to learning. The problem orientation framework and been a good way of organizing the information I had gathered and inspired me to research other frameworks that may further aid my education and learning. The management of the Blue Mountains World Heritage Area seemed like an example of the many problems I would face in the coming years. Issues with competing stakeholders, politics, funding and limited resources all played a pivotal role in management. The trip was an eye-opener that I deeply enjoyed.

I found the course professionally and personally enriching and a critical option within the MEM program. Why? Theoretical classroom instruction is obviously essential but very few MEM courses offer a field component. If students/people can make a genuine real life sensory connection with what they are 'fighting' for, then their level of commitment to the 'cause' is often proven to be stronger.....One day we will need to pass on the baton ...

It is my final subject and I thought it was just such a great way to end the Masters and bring together all my acquired knowledge over the past 3 years. I actually feel that everyone undertaking the MEM would benefit greatly from participating in such a hands on and practical course.

Image Credit

Photo by Rosalie Chapple

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