

Geography 444
Conservation
Sierra Hall 164 T/TR 9:30-10:45 am

Instructor: Dr. Shawna Dark **Email/Phone:** shawna.dark@csun.edu / (818) 677 – 3530

Office Location: 130P Sierra Hall **Office Hours:** W 3-4 or by appointment

Course Webpage: <http://www.csun.edu/~sd1229/> . Please check the course webpage on a regular basis. Study guides will be posted along with important announcements!

Required Text:

Kline, B.K. 2007. *First Along The River: A Brief history of the U.S. Environmental Movement*. Rowman and Littlefield Publishers, Inc. 3rd Edition.

Kurlansky, M. 1998. *Cod: A Biography of the Fish That Changed the World*. The Penguin Group, New York, New York.

Selected readings will be provided via course web page.

Introduction:

We will undertake a comprehensive examination of the biological, societal, economic, and political basis of conservation from a geographical perspective. Conservation is an integrative approach to the study and conservation of biodiversity. This science includes numerous disciplines from the biological and social sciences; such as genetics, ecology, geography, economics, sociology, philosophy, and political sciences. This course is designed to study the core problems (and potential solutions) that gave rise the crisis discipline of conserving biodiversity. We will tend to focus on the inherent geographical perspective within conservation science while emphasizing the interaction between science and management in the preservation of biodiversity.

Course Objectives:

The three basic objectives of the course are:

1. To critically evaluate the origins and development of conservation from a geographical perspective
2. To analyze the main issues confronting the application of conservation principles to resource management.
3. To evaluate contemporary resource management policies and practices in the United States.

Learning Outcomes:

In this course, you will learn the following:

1. To appreciate the basis for the conservation of biodiversity
2. To critically analyze the factors involved in the historical evolution of conservation
3. To analyze the general scientific basis of conservation from a geographic perspective
4. To critically assess relationships between human and scientific perspectives on conservation

Evaluation:

The achievement of these learning outcomes will be measured through two midterm exams, critical assessment papers (see below), and a final project to be presented to the class. Please note that class participation is required, particularly on days when we will be discussing the assigned scientific readings.

The grade breakdown is as follows:

Midterm Exams (2)	60%
Short Written Assignments (2)	5%
Critical Assessment Papers (3)	15%
Final Project & Presentation	15%
Class Participation	5%
	100%

Grading System: The following scale will be used for the exams as well as for your final grade:

A	90 - 100%	B	80 - 89%	C	68 - 79%
D	55 - 67%	F	54% and below		

Assignments:

You will be given three critical assessment papers. These papers will require you to process theoretical material from lecture in application to a real world situation. You will be given a hand out for each assignment. **LATE ASSIGNMENTS WILL BE MARKED DOWN 2 PTS EACH DAY LATE.**

Class Participation:

Class participation is mandatory, particularly when we meet for discussion. You must do the readings in order to participate in discussion. The discussion sections are not meant to be a lecture period. You will be required to discuss material from selected readings to be posted on the course web page. I will provide questions for us to discuss. Given the large size of the class, it is like that some of you will not participate as much as others. Those of you that do not speak up will be asked direct questions so that you have an opportunity to participate.

Final Project & Presentation:

You will be required to write a research project on a conservation problem. You may choose whatever topic you wish, but all topics must be approved by the instructor. These topics will be researched using the current literature. Your paper must be at least 6 pages in length with at least 5 primary literature citations. Students will present an oral presentation of their paper during the last week of class. I strongly recommend you use PowerPoint for your presentation format. This is enough for you to get started; you will be given more details as the semester progresses.

Academic Conduct:

Please note, under no circumstances should you consider any form of cheating or plagiarizing in this course. I **ABSOLUTELY WILL NOT TOLERATE IT**, don't be fooled by congenial approach. If you are caught you will be given a failing grade for the course and you will be reported to the Associate Vice President for Student Affairs for disciplinary measures. Please refer to the following website if you are uncertain about the grounds for student discipline: <http://www.csun.edu/anr/soc/studentconduct.html>.

ADA Complyancy: If you need ADA compliant course materials please let me know so I can accommodate you!

A human being is part of a whole, called by us the universe. A part limited in time and space. He experiences himself, his thoughts and feelings, as something separate from the rest, a kind of optical delusion of his consciousness. This delusion is a kind of prison for us, restricting us to our personal desires and to affection for a few persons nearest to us. Our task must be to free ourselves from this prison by widening our circle of compassion to embrace all living creatures." Albert Einstein

TENTATIVE COURSE SCHEDULE

Week	Date	Topic	Reading
1	26-Aug	Course Introduction	Kline (Chpts 1-5)
		History of the Environmental Movement (Assign. #1a)	Kline (Chpts 6-8)
2	2-Sep	History of the Environmental Movement (Assign. #1b)	Kline (Chpts 9-11)
		Class Discussion	Kline
3	9-Sep	Biodiversity: What is it?	
		Biodiversity: Where is it?	
4	16-Sep	Threats to Biological Diversity	
		Extinction	
5	23-Sep	<i>Video: El Dorado (Essay Assign. #1 Due)</i>	
		Habitat Destruction, Fragmentation, and Degradation	Riley et al. (2002)
6	30-Sep	Guest Speaker	Kurlansky
		Over Exploitation, Invasive Species, and Disease	Kurlansky
7	7-Oct	Conservation of Small Populations	Kurlansky
		<i>Discussion of Kurlansky (Essay Assign. #2)</i>	
8	14-Oct	Midterm #1	
		Establishing New Populations/Ex Situ Conservation	Jepson and Canney (2001)
9	21-Oct	Designing and Managing Protected Areas	Merelinder et al. (2002)
		<i>No Class on Thursday, Oct. 23rd</i>	
10	28-Oct	Outside Protected Areas - Multiple Use Habitat (<i>Essay Assign. #2 Due</i>)	
		Global Climate Change	Clinton et al. (2004)
11	4-Nov	<i>Discussion</i>	
		Wetlands in the United States and California	Dark et al. (2002)
12	11-Nov	GIS in Conservation	
		Conservation and Sustainable Development	Lele and Norgaard (1996)
13	18-Nov	Guest Speaker	
		The Future of Conservation	
14	25-Nov	Project Presentations	
		No Class Thanksgiving Break	
15	2-Dec	Project Presentations	
16	9-Dec	Project Presentations	
17	11-Dec	Midterm #2: 8-10am	

Assessment of Intended Learning Outcomes

Goal A: Building a Knowledge Base

- Students in this course will identify and define key terms and concepts central to understanding issues related natural resources and their conservation.
- Students will be able to define and explain key terms such as: non-renewable resources, renewable resources, conservation ethics, ecosystems, extinction, multiple use, and non-governmental organizations.

Assessment/Evaluation tool: Critical assessments, Exam Questions

- Students will be able to identify on a map important local and worldwide physical and biological features associated with natural resource conservation issues such as extinction, biodiversity, and water resources.

Assessment/Evaluation tool: Critical assessments

- Students will be able to recognize, list and describe key ideas, facts and spatial conditions in the following categories: water resources, mineral resources, climate, species distribution, soils, extinction, and protected areas.

Assessment/Evaluation tool: Critical assessments, Exam Questions

Goal B: Acquiring Knowledge

- Students will develop skills for acquiring new knowledge.
- Students will recall information presented to them textually, cartographically and through numeric or graphic communication.

Assessment/Evaluation tool: Critical assessments, Exam Questions.

- Students will demonstrate their ability to interpret non-textual information visible on the physical and biotic landscape.

Assessment/Evaluation tool: Critical assessments, Exam Questions

Goal C: Problem Solving Skills

- Students will demonstrate their problem solving skills.
- Students will analyze non-textual messages in the landscape and from maps, graphics, etc.

Assessment/Evaluation tool: Critical assessments, Exam Questions, Short Written Assignments

- Students will apply universalizing concepts, such as, resource management, environmental ethics, conservation ethics, and multiple use approaches.

Assessment/Evaluation tool: Critical assessments, Exam Questions

- Students will explain conservation issues by using spatially informed logic.
- Students will explain selected interactions between humans and the natural environment such as habitat degradation, fragmentation, pollution, and conservation.

Assessment/Evaluation tool: Critical assessments, Exam Questions.

Goal D: Communicating Knowledge

- Students in this course will be able to communicate ideas by using words, numbers, maps and other graphic devices.

Assessment/Evaluation tool: Written lab assignments

- Students will construct one or more legible maps.

Assessment/Evaluation tool: Written lab assignments