NRE1235 Environmental Conservation

Course Information

Meeting time and place:
Lecture: Mondays and Wednesdays 10-10:50 am in A203 Chemistry
Discussion: various times and place

Instructor: Jason C. Vokoun
Mailbox: 1st floor Klinck Bldng
Office: Bldng 4 Annex
(temporary office space during the Young Bldng renovation)
Phone: 486-0141
Email: jason.vokoun@uconn.edu
Office hours: Wednesdays 2:00-5:00pm (or by appointment)

3 Credit hours

Required textbooks:

ISBN 978-1-4422-0399-0


Course Description:

This course provides an overview of the history of natural resource use and environmental conservation policy development from prehistoric to present times. Examination of the emergence of the 20th century conservation movement in North America and the transition to the environmental movement is used to highlight recurring environmental issue themes such as: private ownership vs. public trust doctrine; commercial trade in natural resources; development vs. protection; sustainability; and the role of society and governments in regulation. Through selected readings and case studies, students are challenged to begin development of their personal ethic regarding the development, conservation and protection of the environment.

Objectives and goals:

As a result of this course, students will be able to:
- Speak with familiarity about significant events along the historical timelines of the environmental conservation movement
- Relate the environmental issues of today to their historical roots and cultural contexts
- Comprehend the significance of the philosophies and ethics espoused in the writings of Aldo Leopold and other key environmental figures
- Apply newfound knowledge towards development of a personal philosophy of environmental conservation

**Course Requirements:**

**Attendance:** Whole class meetings occur twice each week; therefore presence at class meetings is a key to success. Similarly, discussion sections are important opportunities to participate in discussion of readings and gain context and feedback on written case study resolutions. Please plan on attending every class meeting, however, some emergencies in life cannot be planned or avoided. In this case students should seek prompt communication with the instructor before or soon after the absence and I will make arrangements to accommodate your needs in whatever way is possible and appropriate.

**Assigned Reading Pop Quizzes:** It is crucial to the function and flow of the course to complete the assigned readings prior to class meetings. Discussion sections will frequently involve discussions of key passages in assigned readings, and case study resolutions will require integration of multiple reading materials. Five pop quizzes will be given in Discussion, the lowest scoring of which will be dropped from your final grade. These quizzes will be short, direct questions that will test whether or not you have completed the assigned reading prior to arriving at discussion section.

**Writing:** I believe that the act of writing is a powerful learning process forcing us to pick words and use examples to assist our assimilation and retention of new knowledge. Towards this end a significant portion of the course grade is based on the quality and thoughtfulness of your written responses to articles and case study scenarios. I will also occasionally use minute-essays in lecture to help me assess where the class is relative to the material, and some writing and small group activities will simply be exercises that research has shown will be helpful to you and your learning process. Please always have a clean sheet of paper handy that can be used for such writings exercises and can be turned in separated from your usual notes.

**Case Studies:** This course features the case study approach to problem based learning. In discussion sections you will be presented first with media articles to read and asked to compose structured responses in class that draw from readings and lectures. The course then transitions to more detailed case study scenarios with supporting readings. Students will be asked to integrate themes across historical timelines, using the course materials to inform personal philosophical/ethical positions, and render a written resolution describing both a proposed solution to the case and an explanation of how you arrived at said position. The complexity of cases will build through the semester, and will challenge you
to think critically about resolution of multi-dimensional environmental conservation issues.

**Exams:** Three exams will be given in the course; two mid-term, and a final. Mid-term and the final exams are composed of multiple choice questions. The exams are primarily based on the progression of historical topics presented in lecture, and each exam contains questions taken from the assigned reading and videos associated with lecture.

### Schedule

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<tr>
<th>Lecture</th>
<th>Discussion</th>
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<td>Week 1</td>
<td>Wed Jan 23</td>
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<td>Week 2</td>
<td>Mon Jan 28</td>
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<td>Wed Jan 30</td>
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<td>Week 3</td>
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<td>Wed Feb 27</td>
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<td>Week 8</td>
<td>Mon Mar 11</td>
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*Assigned Reading:* SCA-Jan-March; Article Response 1(intro)

*Assigned Reading:* SCA-April-June, Article Response 1 (in-class)

*Assigned Reading:* SCA-July-Dec

*Assigned Reading:* SCA- Wisconsin; Intro Case Study 1

*Assigned Reading:* SCA- Illinois and Iowa; cont. Case Study 1

*Assigned Reading:* SCA-Arizona and New Mexico; Case study 1 due
Week 9 | Mar 18-22 | Spring Recess | Week 9 | No meeting
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Week 10 | Mon Mar 25 | Emerging Voices in the 1960s: Rachel Carson | Week 10 | Assigned Reading: Silent Spring; Case Study 2 intro
 | Wed Mar 27 | Exam 2 | | |
Week 11 | Mon Apr 1 | The Environmental Movement, 1970s | Week 11 | Assigned Reading: SCA-Conservation Esthetic; Case Study 2 cont.
 | Wed Apr 3 | Environmental Movement Legislation | | |
Week 12 | Mon Apr 8 | No class (or make-up snow day) | Week 12 | Assigned Reading: SCA-Wildlife in American Culture; Case Study 2 due
 | Wed Apr 10 | NGOs, mainstream and alternative | | |
Week 13 | Mon Apr 15 | Backlash, 1980s | Week 13 | Assigned Reading: SCA-Wilderness; Case Study 3 intro
 | Wed Apr 17 | Early 1990s | | |
Week 14 | Mon Apr 22 | Late 1990s | Week 14 | Assigned Reading: SCA-The Land Ethic; Case Study 3
 | Wed Apr 24 | Environmentalism post 9/11/2001 | | |
Week 15 | Mon Apr 29 | Leopold’s Land Ethic in 2010s | Week 15 | Case Study 3 due; student evaluations
 | Wed May 1 | Revisit ethical systems/personalize Env. Cons. | | |
Week 16 | Final Exam | | | |

**Assessment**

**Weighting of Course Requirements**

Disc. Reading pop quizzes (4 of 5 graded) 5%
Case Study resolutions (3) 35% (10, 10, and 15)
Discussion participation 10%
Mid-term Exams (2) 30% (15 and 15)
Final Exam 20%

*The grading scale used will be:*

A = 100-92
A- = 91-90
B+ = 89-88
B = 87-82
B- = 81-80
C+ = 79-78
C = 77-72
C- = 71-70
D+ = 69-68
D = 67-62
D- = 61-60
F = 59 or less

Academic Honesty

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.

ADA Statement

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the University Program for College Students with Learning Disabilities (UPLD), Gentry Building, Ground Floor 003, 264 Glenbrook Road, Unit 2064, (860) 486-0178. The University's Policies and Procedures Regarding Students with Disabilities, published in the General and Graduate bulletins, includes procedures for accessing testing accommodations. Students should discuss their specific needs for testing accommodations (e.g., extended time; separate location; use of word processing) with UPLD staff within the first two weeks of each semester. It is in the student's best interest to self-identify to professors at the beginning of the semester or course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

Civility Statement

Because this class needs to be a participatory community if students are to fulfill their potential for learning, people who disrupt the community by their words or actions (rude, sarcastic, obscene or disrespectful speech or disruptive behavior) will be removed from the class. In order to achieve our educational goals and to encourage the expression, testing, understanding and creation of a variety of ideas and opinions, respect must be shown to everyone.