

# IDS 2935 Conserving nature for whom?

## Quest 2

### Important Information

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**COVID PLANS:** This class will meet synchronously during the semester on Wednesdays at 9:35am – 12:35pm . Students will be given the option to attend class on Zoom or in-person each week. If students choose to meet in-person, we will follow these guidelines:

- Students are required to wear masks and maintain social distancing of at least 6 feet apart. Those who are not present will attend online via the Zoom link.
- The instructor and TA will also wear masks and remain 6 feet from others.
- The room has two entrance doors. Students should enter and leave the classroom while remaining at 6 feet apart from each other.
- No papers will be distributed in class; everything will be uploaded online.
- Hand sanitizers will be available in the room.
- If students feel or become sick during, please do not attend in-person class. Please communicate with the instructor and TA as soon as possible!
- If this plan does not work for any reason or if the university cancels in-person instruction, we will revert to completely online teaching and meeting at the same time via Zoom.

## I. Course Information

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Spring 2021

Meeting Day/Time: Wednesdays at 9:35am – 12:35pm

Location: MAT 0004 or online via Zoom

Join Zoom Meeting

- <https://ufl.zoom.us/j/93122763149?pwd=OHICNTVoVmNueGR4MVUvZm90Qnl0Zz09>
- Meeting ID: 931 2276 3149 and Passcode: 537594

Primary General Education Designation: Social & Behavioral Sciences

Writing Designation (if seeking): Writing Designation (WR) 2000 words

Secondary General Education Designation (if seeking): Diversity (D)

### **Instructor**

Dr. Mysha Clarke (she, her, hers)

Office location: 345 Newins-Ziegler Hall

Office hours: By appointment on Zoom

Email: [mysha.clarke@ufl.edu](mailto:mysha.clarke@ufl.edu)

### **Teaching Assistant**

Stephanie Cadaval, PhD Student (she, her hers)

Office location: 350 Newins-Ziegler Hall

Office hours: By appointment on Zoom

Email: [scadaval@ufl.edu](mailto:scadaval@ufl.edu)

## **Course Goals**

This course will address three key questions: 1) What is the history of conservation in the U.S.? 2) What are the impacts of conservation on society and the environment? 3) What is the future of conservation?

## **Course Objectives**

Conservation is a pivotal issue today. Conservation is impacted by urbanization, development, deforestation, habitat loss and climate change. This course is designed to help students critically assess the history and current legacy of the conservation movement in the U.S. and internationally. We will analyze the interconnectedness between conservation and cultural values, social systems and social inequalities across geographic boundaries and time. This interdisciplinary course will explore the historical, environmental and social dimensions of conservation. Drawing on social science theories, documentary films, research articles, class activities, podcasts, guest speakers and student led discussions and written reflections, students will examine case studies of local, national and international conservation actions around race, gender, class and power. Students will also examine scientific data shaping debates on conservation; and the issues facing people of color, indigenous groups, and lower socio-economic communities in the U.S. and other parts of the world. Together we will investigate one of the most important ethical and environmental issues of the 21st century via discussions that depend on regular class participation.

## **General Education Subject Area Objectives**

The general education subject area objectives describe the context within which the student learning outcomes are achieved.

### **Social and Behavioral Sciences (S)**

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe, and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes, or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

### **Diversity (D)**

Diversity (D) – this designation is always in conjunction with another program area. Courses with Diversity should demonstrate that a majority of the course addresses Diversity content and engagement and it should be a substantial, defining feature of the course. In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are

constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people’s understandings of themselves and an increasingly diverse U.S. society.

## Required Course Materials

- Taylor, Dorceta. 2016. *The Rise of the American Conservation Movement: Power, Privilege, and Environmental Protection*. Duke University Press. (This book is available as a **free E-book** via the University of Florida libraries. Link is also provided on Canvas). We will read select chapters.

Other materials including videos, news articles and peer-reviewed journal articles will be provided throughout the semester on Canvas.

To access the VPN and eResources from off campus, visit <https://cms.uflib.ufl.edu/offcampus>

## Other materials and Fees

- There are no other required materials and supplies for this course.

# II. Coursework & Schedule

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## 1. List of Graded Work

Assignment	Points	Description
Discussion leader Requirements: 1) Lead class discussion and provide thought-provoking questions for the students <b>once during the semester</b>	10	Each student is required to lead class discussion for one class in the semester. Each student will only lead discussion once in the semester. The discussion leader is expected to 1) provide a summary of the readings assigned material for that week and 2) provide thought-provoking questions and discussion that they would like the other students to respond to based on the assigned readings. Students will be provided more instructions and rubric. The discussion leader will also be required to submit a longer weekly writing reflection for the week they are in leading discussion. See writing rubric for more details about the required write-up for this assignment.
Exams - Dates provided in schedule	45 (15 points each)	There will be 3 exams given throughout the semester. The exams will be cumulative of all the material covered up to the time of the exam. The exam will cover various concepts, theories and case studies that we covered in class. Students will do a final in class exam on the material covered since exam 2.
Weekly writing reflections Requirements: 250 - 500 words	30 (2 points each)	This assignment will respond to the class readings and other materials. While this assignment includes a summary of the material, it also asks students to do a more critical assessment. This assignment should be submitted before the start of each class session. The reflections should

		address that week's topic and provide a critical reflection addressing: 1) what did you learn? How does the material impact your personal perspective of conservation and 3) Why is this topic relevant to conservation? Please note - for some weeks, the instructor may ask the students to include additional components to their reflection, for example, a representative photo/artwork, poem other types of expression to reflect their thoughts on the material. Students will receive feedback on their submitted materials. This should be uploaded to Canvas before the start of class each week. Instructor and TA will provide students feedback within a week of submission. This assignment will require the use of APA style guidelines for all citations of outside sources ( <a href="https://apastyle.apa.org/">https://apastyle.apa.org/</a> ).
Participation	10	See attendance rubric
Community restoration project	5	Participate in a local restoration effort throughout the semester. The instructor will provide various opportunities available in Gainesville for students to participate in. Students are not restricted to the suggestions provided by the instructor. If students find other opportunities that are relevant and interesting to them, they can consult with the instructor for approval and to receive credit. Examples of these local restoration efforts can include invasive plant pull, beach clean-up, help construct a local community garden, volunteer at a local conservation organization involving restoration efforts. Students are required to participate in one restoration activity by the end of the semester to receive credit. To receive credit, students should document attendance and provide a written reflection. The written reflection should address: Who oversaw the activity? Who participated? Do you think there were barriers to participation in this activity? How did you feel as you engaged with the group and in the activity?

## 2. Weekly Course Schedule

Week/ Date	Activity	Topic/Assignment (Question/Subject)
Week 1	Topic	What is Conservation?
	Summary	This week will introduce the concept of conservation. It will also provide briefly start the history of the conservation movement in the U.S. We will also explore the difference between conservation, preservation and sustainability. This week will also provide a foundation about ecological challenges facing the world today including deforestation, soil erosion, disaster risk and why conservation is important.
	Readings/Works	Stuart, D. What is conservation? Mace, G. 2014. Whose conservation?
	Assignment	Bring photo of most inspiring U.S. National Park or other protected area. This can be in rural or urban settings. Students should also provide a two-paragraph description of the history and current significance of this park and a reflection of why they feel connected to that natural space. Students should also upload a photo or link to the natural space on Canvas for bigger class activity.
Week 2	Topic	What is the history of conservation in the U.S.?
	Summary	This topic will address history of conservation in the U.S. including founding of the first U.S. National Parks, early priorities and its impact on Native American communities. This week will incorporate the role of wealth, race and gender on U.S. conservation
	Readings/Works	Taylor, D. 2016. Chapter 1: Key concepts informing early conservation thought
	Assignment	Submit weekly reading reflection on Canvas
Week 3	Topic	What is the early history of conservation cont'd?
	Summary	This week will focus on how the role of early urbanization in the U.S. and its impact on conservation. We will also explore the role of wealth, race and mobility on early urbanization and resulting conservation efforts.
	Readings/Works	Taylor, D. 2016. Chapter 2: Wealthy people and the City – An ambivalent relationship

Week/ Date	Activity	Topic/Assignment (Question/Subject)
	Assignment	1) Visit the Florida Museum of Natural History section on “South Florida People and Environments.” Note: The class will travel together using the bus route from the Reitz Union (about 15 minutes’ drive, please bring Gator ID for free access). If students are unable to join us, please arrange to visit the museum before the next class session. 2) Submit weekly reading reflection on Canvas
Week 4	Topic	Who, or what are we conserving for? – Caribbean fisheries
	Summary	This week will examine 2 case studies about fisheries in the Caribbean and conservation in the tropics. Students will understand the contested outcomes of conservation on varying ecosystems and people and conflicts that may arise between conservation for wildlife while trying to meet basic human needs. We will also have exam 1 in class. <i>Guest speaker: Joy Hazel, State Specialized Agent</i>
	Readings/Works	Watch documentary film: Troubled Waters Kaimowitz and Sheil. 2007. Conserving What and for Whom? Why Conservation Should Help Meet Basic Human Needs in the Tropics.
	Assignment	<b>Exam 1</b> Submit weekly reading reflection on Canvas
Week 5	Topic	Who, or what are we conserving for? – Ecotourism, case study of Safari in Tanzania
	Summary	This week will address conservation in an international setting by focusing on the westernized national park creation in Tanzania. We will critically evaluate the trade-offs associated with the safari and conservation and ecotourism along with the impacts on wildlife and local indigenous nomadic communities. First session- <i>Guest lecture by Dr. Taylor Stein, Professor of Ecotourism, UF SFRC</i> Second session – Case study about Safari in Tanzania
	Readings/Works	Hays, C. The Park as Racial practice: Constructing whiteness on Safari in Tanzania. <i>Environmental Values</i> , 28: 141- 170
	Assignment	Submit weekly reading reflection on Canvas
Week 6	Topic	What is recreation equity?

<b>Week/ Date</b>	<b>Activity</b>	<b>Topic/Assignment (Question/Subject)</b>
	Summary	This week will explore the inequity-gap by analyzing the differential participation of racial groups in recreation activities.
	Readings/Works	Flores et al. 2018. Recreation Equity: Is the forest service serving its diverse publics? Root, T. 2017. Changing the face of National Parks. National Geographic: <a href="https://www.nationalgeographic.com/news/2017/02/diversity-in-national-parks/">https://www.nationalgeographic.com/news/2017/02/diversity-in-national-parks/</a> Kane, J. and Tomer, A. 2019. Parks make great places, but not enough Americans can reach them
	Assignment	Submit weekly reading reflection on Canvas
<b>Week 7</b>	<b>Topic</b>	<b>What is the role of gender identity in conservation?</b>
	Summary	This week will explore the role of gender identity and conservation. Specifically, it will assess the interaction between wealth and race with regards to conservation, recreation and use of the outdoors. It will provide a historical assessment and provide an overview of today's challenge with a lack of women in conservation efforts.
	Readings/Works	Taylor, D. 2016. Blaming women, immigrants and minorities for bird destruction (optional) Taylor, D. 2016. Chapter 4: Wealth, Women, and Outdoor Pursuits.
	Assignment	Submit weekly reading reflection on Canvas
<b>Week 8</b>	<b>Topic</b>	<b>What is the role of race and the Great Outdoors?</b>
	Summary	This week will explore issues related to race and experiencing the great outdoors, specifically focusing on the experiences of African Americans. It will briefly explore the issues related to interconnectedness between the environmental movement and the civil rights movement, racial discrimination in outdoor recreation and dominant narratives of who "belongs" in the American outdoors.
	Readings/Works	Davis, J. Black faces, black spaces: Rethinking African American underrepresentation in wildland spaces and outdoor recreation. Nature and Space, vol 2(1) 89-109. Taylor, D. 2016. Chapter 5. People of Color: Access to and control of resources
	Assignment	Submit weekly reading reflection on Canvas

Week/ Date	Activity	Topic/Assignment (Question/Subject)
Week 10	Topic	How are conflicts generated in conservation? Case study of Yosemite National Park
	Summary	This week will explore examples of conflicts that can arrive from conservation efforts and the creation of national parks. We will explore the history of user conflicts using a case study of Yosemite National Park. Yosemite National Park is used and valued by 7 Native Americans tribes including the Southern Sierra Miwok for spiritual purposes while it is also valued for recreational users for its hiking and mountain climbing opportunities. We will discuss the ways in which the National Park Service addressed the emerging conflicts while trying to appease these multiple users.
	Readings/Works	National Park Service ( <a href="https://www.nps.gov/yose/learn/historyculture/index.htm">https://www.nps.gov/yose/learn/historyculture/index.htm</a> ): <ul style="list-style-type: none"> <li>Explore the history and culture section of the website</li> </ul> Taylor, D. 2016. Chapter 10. Preservation, conservation, and business interests collide.
	Assignment	Submit weekly reading reflection on Canvas
Week 11 – <b>NO CLASS – “UF RECHARGE DAY”</b>	Topic	<b>NO CLASS – “UF RECHARGE DAY”</b>
Week 12	Topic	<b>EXAM 2</b>
Week 13	Topic	Moving forward – conservation for human or nonhuman actors? + Should we pay to offset conservation? Payment for ecosystem services
	Summary	This week will focus on current debates about the future of conservation. Students will be exposed to different theories that question whether the focus of conservation should be anthropocentric vs. eco-centric. We will also explore the global survey on the Future of Conservation ( <a href="https://www.futureconservation.org/">https://www.futureconservation.org/</a> ) where students can better understand social science data collection and be able to contribute to their perspectives about conservation issues and access the input of other respondents around the world. We will also explore the concept of the Anthropocene and what it means for conservation. This week will explore payment for ecosystem services as an



Week/ Date	Activity	Topic/Assignment (Question/Subject)
		approach to conservation. Payment for ecosystem services provides incentives for landowners to manage their plan to provide ecosystem benefits, for example to protect the Catskill watershed in New York by paying landowners to preserve their forests. We will explore examples of these programs like REDD+ including the pros and cons on a local, national and international scale. We will use case studies from Costa Rica and Thailand.
	Readings/Works	Kopnina 2016. Half the earth for people (or more)? Addressing ethical questions in Conservation. Doak et al. 2014. What is the future of conservation? Read Gaworecki, M. 2017. Cash for conservation: Do payments for ecosystem services work? Watch documentary film: Anthropocene (28 minutes)
	Assignment	Take survey – The Future of Conservation ( <a href="https://www.futureconservation.org/">https://www.futureconservation.org/</a> ) Submit weekly reflection
Week 14	Topic	Moving forward – What is the role of conservation in cities?
	Summary	This week will assess the role of conservation in cities. According to the United Nations, over 50% of the world’s population currently live in cities. By 2050, they predict that two-thirds of the world’s population will live in an urban area. As a result, conservation is important because cities add increased pressure on natural areas while human simultaneously receive many ecosystem services via access to the natural environment. This week will explore the role of cities, urban planning and policies on conservation within urban, rural and suburban areas. The readings include case studies from Miami, Phoenix, Birmingham and Detroit.
	Readings/Works	Lewis et al. 2019. Does Nature need cities? Pollinators reveal a role for cities in wildlife conservation. The Nature Conservancy. Field guide to conservation in cities. Section – Core practices for urban conservation. 20 Pages.
	Assignment	Submit weekly reading reflection on Canvas
Week 15	Topic	Moving forward – What are some strategies to diversify conservation?
	Summary	This week will explore issues related to lack of diversity in thought and representation within conservation. We will also explore suggestions on ways to improve diversity within conservation. We will conclude the semester by

Week/ Date	Activity	Topic/Assignment (Question/Subject)
		reflecting on the concept of conservation, its future and how we can find better approaches for people and wildlife's sustainability.
	Readings/Works	Article: Gould et al. 2017. Seizing opportunities to diversify conservation Hausheer, J. Why Conservation needs women: Supporting women's networks for community conservation
	Assignment	Submit weekly reading reflection on Canvas
	Final	TBD

## III. Grading

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### 3. Statement on Attendance and Participation

#### Attendance and Participation:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

- Attendance: will be taken daily and recorded in the Canvas gradebook. You are allowed four “personal days” for the semester, after which each absence that does not meet university criteria for “excused” will result in a two-point deduction from your final grade.
- Participation: Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric below. The instructor will inform you of your participation grade to date when mid-term exams are returned and schedule a meeting if you are earning below 70% of the possible points.
- **NOTE:** If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

#### Participation Grading Rubric:

	High Quality (8.5 – 10 points)	Average (8.49 – 7.5points)	Needs Improvement (<7.5 points)
Informed: Shows evidence of having done the assigned reading and other class material			
Thoughtful: Shows evidence of having understood and considered issues raised. Contributes thoughtful thoughts to class discussions.			
Considerate: Takes the perspective others into account.			

### 4. WR Statements and Grading Rubric

#### Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.

ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive, so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

- The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback, on all the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- WR Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course."
- The writings assignments will require the use of APA style guidelines for all citations of outside Sources (<https://apastyle.apa.org/>)

For information on how UF assigns grade points, visit:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A = 93.34 – 100%

A- = 90.00 – 93.33%

B+ = 86.68 – 89.99%

B = 83.34 – 86.67%

B- = 80.00 – 83.33%

C+ = 76.68 – 79.99%

C = 73.34 -76.67%

C- = 70 – 73.33%

D+ = 66.68 – 69.99%

D = 63.34 – 66.67%

D- = 60.00 – 63.33%

E < 60%

**Please note: A minimum grade of C is required for general education credit.**

## IV. Quest Learning Experiences

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### 5. Details of Experiential Learning Component

Students will receive out-of-classroom experiential learning in 2 keyways: 1) Scheduled visit to the Florida Museum of Natural History and 2) Participate in a local restoration effort throughout the semester. Students are required to visit the Florida Museum of Natural History section on “South Florida People and Environments.” Note: The class will travel together using the bus route from the Reitz Union (about 15 minutes’ drive, please bring Gator ID for free access). If students are unable to join us, please arrange to visit the museum before the next class session.

The instructor will provide various restoration project opportunities available in Gainesville for students to participate in. Students are not restricted to the suggestions provided by the instructor. If students find other opportunities that are relevant and interesting to them, they can consult with the instructor for approval and to receive credit. Examples of these local restoration efforts can include invasive plant pull, beach clean-up, help construct a local community garden, volunteer at a local conservation organization involving restoration efforts. Students are required to participate in one restoration activity by the end of the semester to receive credit.

### 6. Details of Weekly Reading/Self-Reflection Component

Self-reflection will be achieved in this class via 2 keyways: 1) students are required to submit a weekly reflection (250-500 words) about the assigned materials, and 2) students are required to lead one class discussion and provide thought-provoking questions related to class content. Students will engage in self-reflection throughout the semester by completing weekly writing assignments. This writing assignment will ask students to critically reflect on the materials they read and provide a thoughtful reflection addressing what they learned, how it applies to their life and how it is connected to local, national and international conservation efforts. This should be uploaded to Canvas before the start of class each week. The reflection should not be merely a summary of the assigned material, it should critically reflect on the questions above. The instructor and TA will give the students feedback within a week.

### 7. Instructions for Discussion Leader

Each student is required to lead class discussion once during semester. Each student will only lead discussion once in the semester. The discussion leader is expected to 1) provide a summary of the readings assigned material for that week and 2) provide thought-provoking questions and discussion that they would like the other students to respond to based on the assigned readings. Students will be provided more instructions and rubric. The discussion leader will also be required to submit a longer weekly writing reflection for the week they are in leading discussion. See writing rubric for more details about the required write-up for this assignment. The instructor will provide a sign-up sheet for students to select a date to lead class discussions. Up to three students can sign up for each date to lead discussion. In cases where there are 2 or 3 students signed up discussion, these students should work together before class to decide on final discussion questions that they would like the class to respond to.

## V. General Education and Quest Objectives & SLOs

### 8. This Course's Objectives—Gen Ed Primary Area and Quest

#### Social & Behavioral Sciences + Quest 2 + Course Objectives

Social and Behavioral Sciences Objectives →	Quest 2 Objectives →	This Course's Objectives →	Objectives will be Accomplished By:
Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences.	Address in relevant ways the history, key themes, principles, terminologies, theories, or methodologies of the various social or biophysical science disciplines that enable us to address pressing questions and challenges about human society and/or the state of our planet.	This course will explore the concept of conservation including its' history and impacts on communities and wildlife. It will also present information related to pressing issues around the environment and the challenges posed by consumption and human needs.	This course will accomplish this by using relevant and thought-provoking reading, guest lectures, documentary films, class discussions and field trip.
Students will learn to identify, describe and explain social institutions, structures or processes.	Present different social and/or biophysical science methods and theories and consider how their biases and influences shape pressing questions about the human condition and/or the state of our planet.	Through this course, students will be able to be explore social science research methods by taking a global survey about conservation. Furthermore, students will examine the interacting and sometimes conflicting role of various institutions including government agencies, non-profits, community groups and private individuals.	We will examine the role of these different institutions by learning about various case studies from the U.S. and other countries that demonstrates these interacting institutions and decision processes.
These courses emphasize the effective application of	Enable students to analyze and evaluate (in writing and other	Students will apply problem solving techniques regarding conservation	Students will accomplish this by in-depth analysis of the case studies,

<b>Social and Behavioral Sciences Objectives →</b>	<b>Quest 2 Objectives →</b>	<b>This Course's Objectives →</b>	<b>Objectives will be Accomplished By:</b>
accepted problem-solving techniques.	forms of communication appropriate to the social and/or biophysical sciences) qualitative or quantitative data relevant to pressing questions concerning human society and/or the state of our planet.	and its' implications for communities and the environment. Students will be exposed to both qualitative and quantitative data via class activities and can participate in an ongoing global conservation survey online.	discussions, and use of online survey tools.
Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior.	Analyze critically the role social and/or the biophysical sciences play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs.	We will assess the role of social sciences in conservation decisions and their overall impacts on multiple scales including the individual, community development, policy and overall identity. These decisions also reflect internationally as other countries face similar challenges with environmental protection and conservation.	We will accomplish this by reading social science related research, archives, museum visits, case studies and discussion. Taking the survey will also help students understand how social science data can be collected and used for evaluation.
Students are expected to assess and analyze ethical perspectives in individual and societal decisions.	Explore or directly reference social and/or biophysical science resources outside the classroom and explain how engagement with those resources complements classroom work.	In this class, we answer explore ethical questions related to conservation decisions. We will also assess the questions about the ethics of conservation from an anthropocentric perspective and/or eco-centric perspective.	We will analyze ethical perspectives via use of various case studies, in class discussions and activities.

## 9. This Course's Student Learning Outcomes (SLOs)—Gen Ed Primary Area and Quest

### Social & Behavioral Sciences + Quest 2 + Course SLOs

	<b>Social and Behavioral Sciences SLOs →</b> Students will be able to...	<b>Quest 2 SLOs →</b> Students will be able to...	<b>This Course's SLOs →</b> Students will be able to...	<b>Assessment</b> Student competencies will be assessed through...
<b>Content</b>	<b>Identify, describe, and explain</b> the history, underlying theory and methodologies used.	<b>Identify, describe, and explain</b> the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course.	<b>Identify, describe and explain</b> the social dimensions of conservation by focusing on its' history, current challenges and future by analyzing various case studies within the U.S and abroad. We will explore conservation and its interconnectedness to culture, race, gender, wealth and power.	Case studies, class discussions, guest speakers and experiential learning.
<b>Critical Thinking</b>	<b>Identify and analyze</b> key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	<b>Critically analyze</b> quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge.	<b>Analyze and Evaluate</b> social science research that uses both qualitative and quantitative data to make conservation decisions. We will use a variety of qualitative data including interviews and quantitative data like surveys to understand the complexities of conservation and its impacts.	Class participation, class discussion, online survey, weekly writing assignment and assigned material.



	<b>Social and Behavioral Sciences SLOs →</b> Students will be able to...	<b>Quest 2 SLOs →</b> Students will be able to...	<b>This Course's SLOs →</b> Students will be able to...	<b>Assessment</b> Student competencies will be assessed through...
<b>Communication</b>	Communicate knowledge, thoughts and reasoning clearly and effectively.	<b>Develop and present</b> , in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges.	In this course, students will develop their communication skills and will lead class discussion around conservation issues.	Student led class discussion, weekly writing responses and class participation.

### Diversity Objectives (for D co-designation)

<b>Diversity Objectives →</b>	<b>This Course's Objectives →</b> (This course will....)	<b>Objectives will be Accomplished By:</b> (This course will accomplish the objective in the box at left by...)
In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities.	In this course, students will engage with diversity by assessing diverse perspectives related to conservation based on race, gender identity, class, religion, disabilities and geography.	This course will accomplish this by examining diverse case studies and reading first-hand accounts of communities' members, reading material from scholars of color and class discussions.

<b>Diversity Objectives →</b>	<b>This Course's Objectives → (This course will....)</b>	<b>Objectives will be Accomplished By:</b> (This course will accomplish the objective in the box at left by...)
Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population.	Students will analyze and evaluate conservation decisions and their impact on communities including legacy of social inequality, economic inequalities, accessibility and representation within the U.S. and other countries.	This course will accomplish this via use of case studies, written weekly reflections and in class discussion.
Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.	Through this course, students will analyze the ways in which cultures and beliefs affect perceptions and decisions about conservation efforts within the U.S. and other countries.	We will accomplish this through use of case studies, class discussions, weekly written reflections.

## VI. Required Policies

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### 10. Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### 11. UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### 12. University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### 13. Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

### 14. Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, [www.counseling.ufl.edu](http://www.counseling.ufl.edu) Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library Wellness Coaching
- U Matter We Care, [www.umatter.ufl.edu/](http://www.umatter.ufl.edu/)
- Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>.

Student Complaints:

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/>.
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>

## 15. The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

## 16. Software Use:

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

## 17. Additional information

Instructors may choose to clarify in their syllabus their teaching philosophy, expectations for classroom behavior, utilization of e-learning, and other information that will help students succeed in the course.

## 18. List of Assigned readings/class material

Colombini, S., Sussingham, R., Newborn, S. and Carter, C. 2019. Sea turtle populations on the rise in Florida but still face threats.

- Podcast Link: <https://wusfnews.wusf.usf.edu/post/sea-turtle-populations-rise-florida-still-face-threats>

Davis, J. Black faces, black spaces: Rethinking African American underrepresentation in wildland spaces and outdoor recreation. *Nature and Space*, vol 2(1) 89-109.

Article link: <https://journals.sagepub.com/doi/pdf/10.1177/2514848618817480>

Doak, D., Bakker, V. Goldstein, B. and Hale, B. 2014. What is the future of conservation? *Trends in Ecology and Evolution*, 29 (2).

Article link: [https://sciencepolicy.colorado.edu/admin/publication\\_files/2014.58.pdf](https://sciencepolicy.colorado.edu/admin/publication_files/2014.58.pdf)

Flores, D., Falco, G., Roberts, R. and Valenzuela F.P. 2018. Recreation equity: Is the Forest Service serving its diverse publics? *Journal of Forestry*, 116 (3): 266-272.

Article link: [https://www.fs.fed.us/rm/pubs\\_journals/2018/rmrs\\_2018\\_flores\\_d002.pdf](https://www.fs.fed.us/rm/pubs_journals/2018/rmrs_2018_flores_d002.pdf)

Gaworecki, M. 2017. Cash for conservation: Do payments for ecosystem services work?

Article link: <https://news.mongabay.com/2017/10/cash-for-conservation-do-payments-for-ecosystem-services-work/>

Gould, R., Phukan, I., Mendoza, M. and Ardoin, N. 2017. Seizing opportunities to diversify conservation. *Conservation Letters*. DOI: 10.1111/conl.12431

Article link: <https://conbio.onlinelibrary.wiley.com/doi/full/10.1111/conl.12431>

Hausheer, J. Why Conservation needs women: Supporting women's networks for community conservation. *Cool Green Science*.

Article link: <https://blog.nature.org/science/2016/06/22/why-conservation-needs-women-gender-sex-community-conservation/>

Hays, C. The Park as Racial practice: Constructing whiteness on Safari in Tanzania. *Environmental Values*, 28: 141- 170.

Article link:

<https://www.ingentaconnect.com/content/whp/ev/2019/00000028/00000002/art00003;jsessionid=umw54gcuqkqw.x-ic-live-03>

Hinojosa, C. Case Study: Payments for ecosystem services in Costa Rica. The Donor Committee for Enterprise Development.

Article link: <https://www.enterprise-development.org/wp-content/uploads/DCED-GGWG-Case-study-PES.pdf>

Kaimowitz, D. and Sheil, D. 2007. Conserving What and for Whom? Why Conservation Should Help Meet Basic Human Needs in the Tropics. *Biotropica* 39 (5): 567 -574.

Article link: <https://www.cifor.org/library/2292/>

Kane, J. and Tomer, A. 2019. Parks make great places, but not enough Americans can reach them. *Brookings*.

Article Link: <https://www.brookings.edu/blog/the-avenue/2019/08/21/parks-make-great-places-but-not-enough-americans-can-reach-them/>

Kopnina, H. 2016. Half the earth for people (or more)? Addressing ethical questions in Conservation. *Biological Conservation*, 203: 176- 185.

Article link: <https://www.sciencedirect.com/science/article/pii/S000632071630427X>

Lewis, D., Bouman, M., Winter, A. et al. 2019. Does Nature need cities? Pollinators reveal a role for cities in Wildlife Conservation. *Frontiers in Ecology and Evolution*, 7.

Article link: <https://doi.org/10.3389/fevo.2019.00220>

Mace, G. 2014. Whose conservation? *Science*, Vol. 345, Issue 6204, pp. 1558-1560.

DOI: 10.1126/science.1254704

Article link: <https://science.sciencemag.org/content/345/6204/1558>

Root, T. 2017. Changing the face of National Parks. *National Geographic*:

<https://www.nationalgeographic.com/news/2017/02/diversity-in-national-parks/>

Stuart, D. 2017. What is conservation? Synchronicity Earth.

Article link: <https://www.synchronicityearth.org/thinking-about-conservation/>

Synchronicity Earth. Why are species in decline?

Article link: <https://www.synchronicityearth.org/nature-and-conservation/what-is-biodiversity/why-are-species-in-decline/>

Taylor, D. 2016. *The rise of the American conservation movement: power, privilege, and environmental protection*. Duke University Press. Available as a free E-book through UF George Smathers Libraries.

USDA. What does Conservation mean? Will provide one-page PDF in class.

### **Short Documentary films and Podcast**

Anthropocene (28 minutes): This film provides a brief introduction to the Anthropocene – a proposed new geologic epoch characterized by human impacts. It demonstrates that humans have had such a large ecological footprint that it is causing a new epoch that will be in place for thousands of years in the future.

- Film link - <https://topdocumentaryfilms.com/anthropocene/>

Podcast (27 minutes): Colombini, S., Sussingham, R., Newborn, S. and Carter, C. 2019. Sea turtle populations on the rise in Florida but still face threats.

- Podcast Link: <https://wusfnews.wusf.usf.edu/post/sea-turtle-populations-rise-florida-still-face-threats>

Troubled Waters (47 minutes): This film talks about the impacts of overfishing in the world's oceans. It addressed the causes of overfishing including weak governance and the struggles of protecting marine habitats with increasing consumer demands for fish.

- Film link - <https://topdocumentaryfilms.com/troubled-waters/>