



Class Time and Place

Section 001: 9:30 – 10:45 am, Tuesdays and Thursdays, 113 Lehotsky

Section 002, 11:00 am – 12:15 pm, Tuesdays and Thursdays, 113 Lehotsky

Instructor



Dr. Alan R. Johnson, Associate Professor
Department of Forestry and Environmental Conservation
Clemson University
Office: G-08C Lehotsky Hall (but I often work remotely)
Phone: (864) 656-4390
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Office Hours

During the COVID-19 pandemic, I have not set fixed office hours, but am available by appointment for meetings via Zoom, or perhaps in person. Students should contact the instructor by email for an appointment.

Course Content

“Interactive study and discussion of issues related to the conservation of natural resources, emphasizing current issues in the conservation of biodiversity, identification of conflicting issues between consumptive and nonconsumptive resource management, and development of viable solutions for conservation of natural resources.” (2021-2022 Undergraduate Catalog)

This course is mostly divided into three modules, focusing on (1) historical perspectives on wilderness and conservation, (2) more recent perspectives on wilderness and conservation on a human-dominated planet (with attention to the concept of the “Anthropocene”), and (3) specific examples of current conservation issues, including policies or practices for environmental protection and natural resource management in the 21st century.

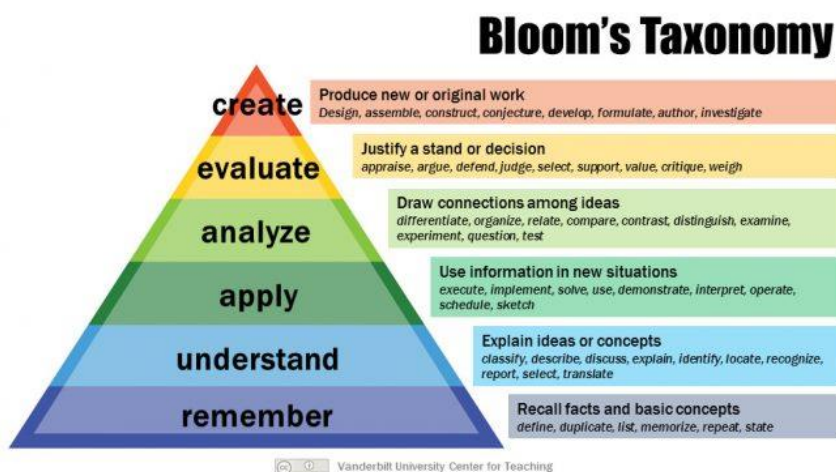
Readings and Other Information Sources

There is no textbook required for the class. Instead, we will use a set of readings of book chapters and articles, along with other resources (such as podcasts or videos) that either are available online or will be made available (e.g., via Canvas).

Students are expected to complete all reading assignments prior to the class period for which they are assigned. Most class meetings will focus on discussion of the ideas and issues raised in the assigned reading, which can only be successful if students are familiar with the material. Falling behind in the reading will inevitably affect the student’s performance in class activities, and ultimately the student’s grade.

Critical Thinking

This class is participating in *Clemson Thinks²*, the university’s program to enhance critical thinking skills among undergraduates. Critical thinking is routinely identified as a highly desirable job skill, and this course will give you an opportunity to develop that skill in the context of conservation and natural resource management issues.



Learning progresses from simple knowledge and comprehension, to increasingly complex skills of applying, analyzing, evaluating and creating. In your previous classes, you have learned the fundamental science relevant to conservation and seen how it is applied. In this class we will focus on higher order skills of analysis and evaluation.

This course will enable students to explore complex challenges, analyze multidimensional problems, extrapolate from one conceptual context to others, synthesize alternative solutions to multidimensional challenges, and effectively communicate complex ideas. Particular attention will be given to asking essential questions as a critical thinking skill.

Student Learning Outcomes (SLOs) for This Course

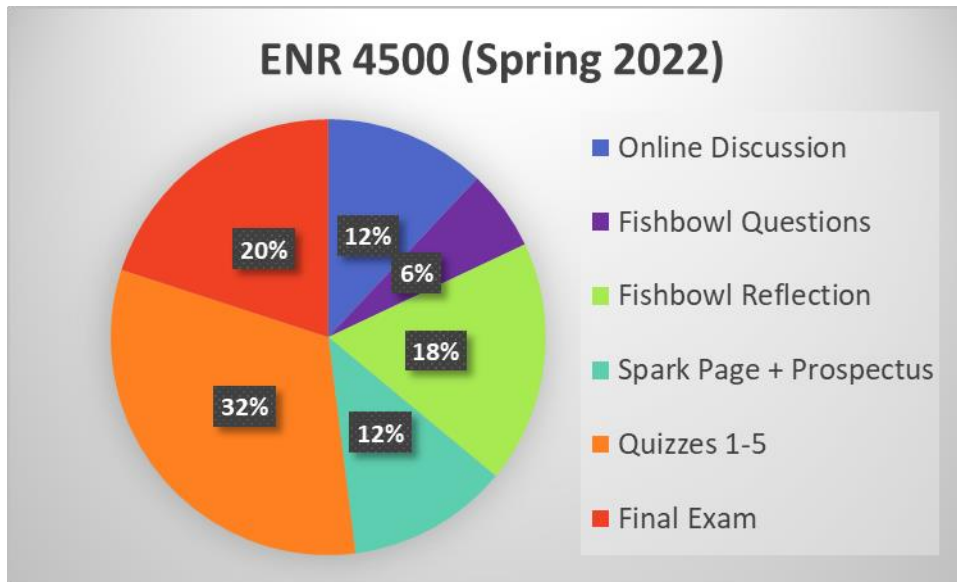
Upon successful completion of this course, students will be able to:

1. Summarize, compare and critique the environmental philosophies of historical conservation advocates covered in the readings and discussed in class (e.g., Thoreau, Muir, Pinchot, Leopold, Carson and Foreman).
2. Describe various approaches to conservation, protection of biodiversity, and natural resource management presented in class and the associated readings, and to critically analyze the pros and cons of each
3. Clearly articulate the relationship between humans and nature, with particular reference to the concepts of wildness (and wilderness) versus domestication.
4. Describe the concept of the Anthropocene as it has been variously used in the recent scientific and broader literature, and present a reasoned argument as to how traditional environmental philosophies may (or may not) need to be modified in the context of the human-dominated world of the 21st century and beyond
5. Formulate insightful, open-ended questions as a means of exploring complex conservation issues.
6. Effectively communicate an analysis of a contemporary conservation issue, and suggested solutions or policy alternatives, in a manner comprehensible to an educated lay reader.

Assessing Learning Outcomes (Grades)

A variety of tools, including assignments and exams, will be used to assess the student's performance on each of the learning outcomes. Your final grade will be calculated based on a weighted average of several components, as shown in the pie chart below. A brief description of each component is also provided further below. Note that graduate students are required to write a term paper, which is not required of undergraduates. Letter grades will be assigned such that the cut-offs for an A, B, C, or D fall at 90%, 80%, 70%, and 60%, respectively.

Students with an "A" average going into the final exam (i.e., with a weighted average of 90.00% or greater) will be excused from taking the final, and will receive an A in the class. Please note that, in general, I do not "round up" when assigning letter grades. Thus, a weighted average of 89.99% is a letter grade of B, not an A. However, for this class, I will round up for students who have shown strong participation in the online discussions (see below for details on the online discussion assignment). Specifically, for those who have met or exceeded the posting expectations for *at least 8 of the deadlines*, an average of 89.50% or above will count as an A.



Online Discussions (to assess Course SLOs #1-5)

We will be using the Packback Questions platform for online discussions about class topics. My goal in using Packback is to extend the discussion of topics raised in the readings and Zoom meetings. It provides a forum to debate the pros and cons of various philosophies of conservation, as well as current or proposed policies and practices.

Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications. Your participation on Packback will count toward 10% of your overall course grade.

There will be a Sunday 11:59 PM Eastern Time deadline for submissions. Dates when Packback submissions are due will be set as assignments in Canvas. You will receive 2 points for each question, and 2 points for each response, up to a maximum of 6 points per assignment. You can certainly post more, but you will not receive extra credit, nor will points for extra submissions in one assignment period roll over to the next. In order to receive full points, you should ***submit one question and two responses per each deadline period.***

How to Register on Packback:

An email invitation will be sent to you from help@packback.co prompting you to finish registration. If you don't receive an email (be sure to check your spam, junk, or clutter folders), you may register by following the instructions below:

1. Create an account by navigating to <https://questions.packback.co> and clicking “Sign up for an Account”
Note: If you already have an account on Packback you can log in with your credentials.
2. Then enter our class community’s lookup key into the “Looking to join a community you don't see here?” section in Packback at the bottom of the homepage.
Community Lookup Key: **fcdf0444-14d2-4e6e-aa2a-aef2455f64fd**
3. Follow the instructions on your screen to finish your registration.

Packback requires a paid subscription. Refer to www.packback.co/product/pricing for more information.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: vimeo.com/packback/Welcome-to-Packback-Questions

Fishbowl Questions (to assess Course SLOs #1-5)

Most class meetings will be focused on discussion of assigned readings. Near the beginning of the semester, students will be assigned to participate in the “inner circle” of a fishbowl discussion on selected days. The size of the inner circle will depend on class enrollment, but will generally be chosen so that each student serves on the inner circle about 3 times during the semester. During the class meeting, the instructor will first provide background on the topic via a short lecture. Then, the inner circle participants will be responsible for initiating a discussion based on the reading. They will first discuss amongst themselves, asking each other questions they have prepared in advance, and which they submit to the instructor through Canvas. While the inner circle discussion is going on, other students (i.e. the “outer circle”) will listen and take notes. After a set time, the discussion will be opened to full class. Questions submitted by students in inner circle will be graded based on a rubric available in Canvas. (Note: not all questions submitted in Canvas will necessarily be used in class – depending on time).

Fishbowl Reflections (to assess Course SLOs #1-5)

Near the end of class, after a fishbowl discussion, all students will be given 5 minutes or so to reflect on the discussion, and to write down a short (1-3 sentence) summary of their thoughts. Students will be given participation points for these short reflections.

Spark Page (and Prospectus) (to assess Course SLO #6)

Students will create a page using Adobe Spark to explore a current issue of relevance to conservation. The page will consist of text, photos, and/or videos which provide (1) the relevant scientific information, (2) the historical, social, or political context, and (3) the policy or management options available. The page should be designed to communicate to a broad public audience within 10 minutes or so of viewing time. Students will submit a prospectus, which will name the topic they plan to explore, and briefly outline the points they plan to communicate. The prospectus will be due March 12 (submitted in Canvas). The Spark Page itself will be due April 9 (url submitted in Canvas).

Quizzes (to assess Course SLOs #1-4)

These will be given online using Canvas. The quizzes will be open book, with a time limit. Students may consult readings, notes, Powerpoints, or other online material, but must work alone and not consult other persons. Quizzes will be composed of multiple choice questions focusing on factual information and on main themes or points of discussion from the reading materials and in-class discussions. **Please complete each quiz by the date it is available. These dates are listed in this syllabus, and if a change in date is made, it will be announced in Canvas and via email. If a scheduling conflict prevents you from taking the quiz as usual, please notify the instructor before the scheduled date to discuss an accommodation. Or, if an emergency situation arises, contact the instructor soon as possible. Make-up exams will be given on a case-by-case basis, and ONLY if the student has a legitimate, documented excuse.**

Final Exam (to assess Course SLOs #1-4)

Students with an average that places them in the “A” range prior to the final exam will be excused from taking the exam, and will receive an A in the class. Students with a lower percentage may accept the letter grade based on their “pre-final grade”, or opt to take the final exam. The final exams are scheduled for 8:00 – 10:30 am on the Wednesday of final week (section 001), and 3:00 – 5:30 pm on Wednesday (section 002). The exam will be comprehensive – covering material from the entire semester – and will be a mix of multiple choice and short essay questions. It will be an open-book exam given online in Canvas, with a time limit.

Class and University Policies

Attendance / Class Cancellation / Inclement Weather:

I plan attend each class meeting, although illness or other circumstances may result in a substitute host, or a switch to online (Zoom) meetings may be required due to COVID-19. My default practice is to allow students to join the Zoom meeting before the host, and to begin recording automatically (so I don't forget). Typically, these Zoom recordings will be made available in Canvas.

Students are not expected to wait more than 15 minutes past the scheduled start time. If I (or my substitute host) have not come to the classroom or joined the Zoom meeting by that time, the class will be treated as cancelled, and you can leave the meeting.

Students are not graded on attendance, but regular attendance is expected and is essential to achieving the learning objectives of the class. To comply with federal financial aid regulations or other policies, I am required to document attendance patterns for certain students. I will use classroom or Zoom attendance, as well as completion of quizzes and assignments, for this purpose. Students should notify the instructor about anticipated or actual absences via the Notification of Absence module in Canvas. Please do so in advance if possible, or as soon as feasible after the absence.

While infection or possible exposure to COVID-19 will require a student to isolate or quarantine, students who are able are expected to continue to engage in this class online. Any student in quarantine/isolation should inform me through the Notification of Absence form in Canvas. You will also need to discuss with me any make-up work if you are absent. We should stay in touch!

This class will abide by University decisions for class cancellation in the event of inclement weather. Any Zoom meeting or exam that was scheduled at the time when main campus classes are cancelled will be postponed until next class period, unless a different date is announced by the instructor. Any assignments due for submission on Canvas will retain the same due date in the event of inclement weather unless otherwise specified by the instructor. Accommodation will be made in the case of power outages or similar events that prevent online submission. Any requests for extension or postponement of assignments or exams must be submitted the instructor via email or Canvas within 24 hours of the weather related cancellation.

The University issues official disruption notifications through email /www /text notification/social media. When notified, use one of the following links to navigate to Clemson Canvas where you will find important information:

- *Primary access link - www.clemson.edu/canvas*

- Secondary access link, if needed - <https://clemsontech.com/>
- Or use the Canvas Student App - <https://www.clemson.edu/canvas/app.html>

Missed Exams and Work Turned in Late:

Make-up quizzes will only be provided on a case-by-case basis if the student can provide a valid and documented excuse. If students have an excuse for a missed exam, they should email the instructor (alanj@clemson.edu or via Canvas). The use of email helps to retain a record.

The only way to guarantee full credit for an assignment is to turn it in by the announced deadline. Late Packback submissions will typically be credited to the next deadline. Other work which is turned in late can, at the discretion of the instructor, have points deducted. The amount deducted will depend on the nature of the assignment and the reason for the late completion, but may be up to 10% of the possible points for every day it is late. The instructor reserves the right to refuse to accept any work which is submitted more than ten days late.

Academic Integrity Policy (Undergraduate):

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

All infractions of academic dishonesty will be reported to Undergraduate Studies for resolution through that office. See the Undergraduate Academic Integrity Policy website (<https://www.clemson.edu/academics/integrity/>) for additional information about academic integrity at Clemson.

A simple definition of plagiarism is when someone presents another person's words, visuals, or ideas as his or her own. The instructor will deal with plagiarism on a case-by-case basis. I will use, at my discretion, the Plagiarism Resolution Form. All infractions of academic dishonesty will be reported to Undergraduate Studies for resolution through that office.

Online Conduct:

Appropriate online academic conduct means maintaining a safe learning environment based on mutual respect and civility. All participants in Clemson courses are expected to behave professionally by adhering to these standards of conduct:

- *Never transmit or promote content known to be illegal.*
- *Respect other people's privacy as well as your own.*
- *Forgive other people's mistakes.*
- *Never use harassing, threatening, embarrassing, or abusive language or actions.*

Privacy Policy:

Online communication that fails to meet these standards of conduct will be removed from the course. Repeated misconduct may result in being blocked from online discussions, receiving a grade penalty, or being dismissed from the course. Such misconduct in the online environment may also be reported to officials for appropriate action in accordance with University policy. If you ever encounter inappropriate content in our course, please contact me, the instructor, with your concerns.

This course is designed with student privacy in mind. If, however, you feel that an assignment or technology tool undermines your right to privacy, please contact the instructor immediately. We will work together to determine an alternative assignment that will help you achieve the course learning outcomes.

Student Accessibility Services:

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the instructor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656- 6848, by emailing studentaccess@lists.clemson.edu .

Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner.

It is the student's responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>. The CU Accessibility Portal (<https://www.clemson.edu/accessibility/>) is a “one stop” site for information.

Title IX Statement Regarding Sexual Harassment and Non-discrimination:

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a

prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located here (<http://www.clemson.edu/campus-life/campus-services/access/title-ix/>).

Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Executive Director of Equity Compliance. Her office is located at 110 Holtzendorff Hall, 864.656.3181 (voice) or 864.656.0899 (TDD). Remember, email is not a fully secured method of communication and should not be used to discuss Title IX issues.

Diversity, Equity and Inclusion Statement

<https://www.clemson.edu/cafls/forestry-environmental-conservation/about/diversity.html>

The Department of Forestry and Environmental Conservation supports Clemson University's core values of honesty, integrity and respect, and we are dedicated to leading in the pursuit of inclusive excellence. We are committed to creating work and learning spaces within which all students, staff, faculty and visitors feel welcome, included, respected and safe. Through mentoring, inclusive curricula and cultural awareness training, we strive to attract and celebrate a diverse community of scholars across a broad spectrum of cultural identities.

Civility Statement

<https://www.clemson.edu/cafls/forestry-environmental-conservation/about/civility.html>

The students, staff and faculty in the department of forestry and environmental conservation represent a participatory learning and working community. Rude, sarcastic, obscene, or disrespectful speech and disruptive behaviors have a negative impact on everyone's success. As a member of this community, I am committed to treating everyone with the respect that they deserve, and I will protect others in this community from all forms of disruptive and disrespectful behavior. Additional information and resources can be found at the following links:

- Clemson Student Code of Conduct http://www.clemson.edu/studentaffairs/student-handbook/code-of-conduct/student_code_of_conduct.pdf
- Office of Community and Ethical Standards <https://www.clemson.edu/campus-life/student-conduct/index.html>
- Conduct Violation Submission Form <https://cm.maxient.com/reportingform.php?ClemsonUniv>

SPRING 2022 CLASS SCHEDULE (subject to modification):

<u>Date</u>	<u>Topic</u>
Jan 13	Introduction and discussion of syllabus
Jan 18-25	Lectures by the instructor (setting the stage)
Jan 27 – Feb 17	Readings & Discussions (Module 1: Historical Roots of Conservation)
Feb 22 - Mar 17	Readings & Discussions (Module 2: Conservation and the Anthropocene)
Mar 21 - 25	No Class -- Spring Break!
Mar 29 – Apr 21	Readings & Discussions (Module 3: Current Issues in Conservation)
Apr 26-28	Closing lectures by the instructor.

QUIZZES, ASSIGNMENTS, & FINAL EXAM

Jan 27 (Thur)	Quiz 1 due
Feb 17 (Thur)	Quiz 2 due
Mar 8 (Tue)	Quiz 3 due
Mar 10 (Thur)	Prospectus for Spark Page due
Apr 7 (Thur)	Quiz 4 due
Apr 14 (Thur)	Spark Page due
Apr 21 (21)	Quiz 5 due
May 4 (Wed)	FINAL EXAM (Section 1: 8:00 – 10:30 am, Section 2: 3:00 – 5:30 pm)

OTHER IMPORTANT DATES

Jan 26 (Wed)	Last day to drop a class without a W
Mar 4 (Fri)	Last day for instructors to issue mid-term evaluations
Mar 18 (Fri)	Last day to drop a class without a final grade