

Lecture Th 1:10-3:50 CNS 278

Prerequisites: Prerequisites: BIOL 27100; or BIOL 15100 and BIOL 12200 or Permission of instructors

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Office Hours: by appointment

Both of us have open door policies. Feel free to stop by either of our offices to talk at any time. We may be busy, so please do not be offended if you are asked to come back later. *If the sign on the door indicates "do not disturb", please do not knock.* E-mail is also a good way to contact either of us, and any questions you might have are welcome. However, please do not turn in assignments by e-mail.

Course goals and themes

The course will be modeled after a graduate-level seminar --- instead of us pouring knowledge into your heads, we will focus on the big questions and the concepts so that we may all engage in truly open inquiry and exploration of the topic areas outlined below. Sometimes, the questions are more interesting (and important) than the answers. In sum, the course will be more question driven than a simple accumulation of facts, and we will all work together to teach *each other*. A few major themes will form the conceptual framework for our inquiry:

- Humans manage resources. What *exactly* are we managing for?
- What is natural?
- What is the role of humans in nature?
- How does climate change affect the decisions & actions of resource managers?
- How do management decisions affect ecosystem services & biodiversity and *vice versa*.

Text: There is no required text for this class; however, we do appreciate your efforts, ideas, and input towards our collective learning and increasing our understanding.

Course requirements

Attendance: Because of the interactive nature of the class, regular attendance is expected. If you must miss a class, notify one of us in advance (We check e-mail & voice-mail regularly). If you do not notify us, it will count against your class grade and you will lose credit for any in-class assignments that day.

Class participation: You will be expected to contribute regularly to the class. Anyone who is present every day and is *involved* in the class will get 100% of the points. Deductions will be made for unexcused absences, failure to contribute in a constructive manner to group or class discussions, or for unacceptable work on informal writings.

Review paper: You will write an in-depth paper on a topic of your choice relevant to resource management. Your grade will depend on the thoroughness of your coverage, and the clarity of your write-up. These papers are typically ten pages or longer, and typically cite 10-20 primary sources. They will be written in stages, with each step contributing to the final grade for the paper.

Oral in class reports: These will be very short (4-5 mins) and informal reports that each of you will present to the class on a range of topics; we will assign these semi-regularly.

Paper/Topic Discussions: We will periodically assign students (individually or a small group) to provide the rest of the class with an in-depth summary and analysis of a seminal paper(s) or a mini-topic. The purpose of this is for each student or group to acquire some in-depth knowledge regarding the topic/material assigned and share your findings with the whole class. Your shared in-depth knowledge will give us the background required for a well rounded and engaged discussion. Thus, our collective learning is enhanced by your concentrated topical learning.

Other writing assignments: There will be regular, shorter writing assignments. The assignments will include graded writings that may involve analyzing or commenting on a scientific paper, planning experiments, or reading and commenting on the drafts of other students' work. They will also include informal writings that will not be graded, but will count into the class participation grade.

Final: During the final exam time we will have a discussion of your review papers rather than a test.

Grading:	Review paper	30%
	Written assignments	30%
	Class participation & in-class activities	40%

Grading scale:

Percentage	Grade	Quality Points	Achievement Definition	Performance Criteria
93-100%	A	4.0	<i>Outstanding</i>	- Firm command of knowledge domain - High level of skill development - Exceptional preparation for later learning
90-92%	A-	3.7		
87-89%	B+	3.3		
83-86%	B	3.0	<i>Exceeds Expectations</i>	- Good command of knowledge domain - Advanced development of most skills - Has prerequisites for later learning
80-82%	B-	2.7		
77-79%	C+	2.3		
73-76%	C	2.0	<i>Satisfactory Achievement</i>	- Command of the basic concepts of knowledge - Demonstrated ability to use basic skills - Lacks a few prerequisites for later learning
70-72%	C-	1.7		
67-69%	D+	1.3	<i>Below Satisfactory Achievement</i>	
63-66%	D	1.0		- Lacks knowledge of some fundamental ideas - Some important skills not attained - Deficient in many of the prerequisites for later learning
60-62%	D-	0.7		
59 or below	F	0.0		- Most of the basic concepts and principles not learned - Most essential skills cannot be demonstrated - Lacks most prerequisites needed for later learning

Course Topic Areas

- Preserve Design
- Endangered Species
- Forests
- Wood
- NTFP's
- Rangelands
- Fisheries
- Wildlife
- Abiotic Resources
- Wetlands
- Agriculture

Students with disabilities: Accommodations will be made for students with disabilities following the college's procedures as outlined in the Student handbook.

Academic Honesty:

All the work in this class must be your own, unless stated otherwise. Confirmed instances of academic misconduct will result in a zero for that assignment/quiz and referral to the school judiciary system. Please refer to the Student Handbook for a detailed description of the policies regarding student academic conduct. If you have a question about what constitutes plagiarism, please ask one of us or refer to the following web site: <http://www.ithaca.edu/library/htmls/plagiarism.htm>

