

NR 545: Multi-level views of society and conservation

Fall Semester 2023, 3 credits
Conservation Leadership Through Learning
Colorado State University

CSU LAND ACKNOWLEDGEMENT

Colorado State University acknowledges, with respect, that the land we are on today is the traditional and ancestral homelands of the Arapaho, Cheyenne, and Ute Nations and peoples. This was also a site of trade, gathering, and healing for numerous other Native tribes. We recognize the Indigenous peoples as original stewards of this land and all the relatives within it. As these words of acknowledgment are spoken and heard, the ties Nations have to their traditional homelands are renewed and reaffirmed. CSU is founded as a land-grant institution, and we accept that our mission must encompass access to education and inclusion. And, significantly, that our founding came at a dire cost to Native Nations and peoples whose land this University was built upon. This acknowledgment is the education and inclusion we must practice in recognizing our institutional history, responsibility, and commitment.

INSTRUCTORS: Jennifer Solomon, PhD jennifer.solomon@colostate.edu

STUDENT HOURS: 3:30-4:30 PM Wednesdays (see Canvas >Modules for connection information.)

CLASS MEETINGS: Tuesdays 2-4:30 PM – Forestry 217

COURSE OVERVIEW: This course examines how factors related to culture, development and institutions influence the shape and fabric of natural resource management and environmental conservation across multiple scales. Conservation is a crisis discipline, but the crises of environmental degradation or biodiversity loss do not exist in isolation. We now also face crises related to human cultural diversity (which by some measures is disappearing faster than biodiversity) and to economic development (e.g., overconsumption occurring simultaneously with extreme deprivation). All of these crises are interlinked in complex ways. As will be discussed in courses in the fall semester, conservation challenges exist within complex and dynamic social-ecological systems therefore, designing management actions requires integrated and adaptive approaches.

The goal for this course is for students to: (i) reflect upon the importance and role of history in conservation, (ii) understand the various definitions of development and the implications these have for policy/management and engage with on-going debates regarding the integration of conservation and development programs (iii) understand the influence culture has on conservation, (iv), engage with recent advances in cross-cultural psychology and the implications these have for a multi-level understanding of drivers of environmental behavior, and (vi) engage with a diverse set of case studies from across the globe that demonstrate the linkages across culture, development and conservation.

Please note that the material presented in this course will also be integrated with concepts from other courses during immersion learning weeks, which will encourage students to think in an interdisciplinary way about complex environmental issues.

COURSE MATERIALS, ASSIGNMENTS, AND GRADING

All readings, assignments, and other materials will be available through Canvas. Any changes to the syllabus will be posted on Canvas, so always refer to the most up to date version (on Canvas). Please turn in all assignments on Canvas in a Word document.

<u>Assignments</u>	<u>Percent of final grade</u>	<u>Due Date</u>
Conservation Survey	5%	August 25
Lead class discussion	25%	variable
Annotated bibliography	45%	November 7
Currently in Society and the Environment	10%	December 5
Immersion Week Assignment	15%	Immersion week

Assignments will be provided on Canvas and announced/discussed in class.

Letter grades will be assigned as follows:

Percentage	Letter Grade
98-100%	A+
92-97%	A
90-91%	A-
88-89%	B+
82-87%	B
80-81%	B-
78-79%	C+
70-77%	C
65-69%	D
<65%	F

COURSE POLICIES

Academic Integrity: This course will adhere to the CSU Academic Integrity Policy as found in the General Catalog (<http://www.catalog.colostate.edu/FrontPDF/1.6POLICIES1112f.pdf>) and the Student Conduct Code (<http://www.conflictresolution.colostate.edu/conduct-code>). At a minimum, violations will result in a grading penalty in this course and a report to the Office of Conflict Resolution and Student Conduct Services.

We take academic integrity seriously. At minimum, academic integrity means that no one will use another's work as her or his own. The CSU writing center defines plagiarism this way:

“Plagiarism is the unauthorized or unacknowledged use of another person's academic or scholarly work. Done on purpose, it is cheating. Done accidentally, it is no less serious. Regardless of how it occurs, plagiarism is a theft of intellectual property and a violation of an ironclad rule demanding "credit be given where credit is due.”

Source: (Writing Guides: Understanding Plagiarism.

<http://writing.colostate.edu/guides/researchsources/understandingplagiarism/plagiarismoverview.cfm>. Accessed, August 14, 2023)

If you plagiarize in your work you could lose credit for the plagiarized work, fail the assignment, or fail the course. Plagiarism could result in expulsion from the university. Each instance of plagiarism, classroom cheating, and other types of academic dishonesty will be addressed according to the principles published in the CSU General Catalog.

Of course, academic integrity means more than just avoiding plagiarism. It also involves doing your own reading and studying. It includes regular class attendance, careful consideration of all class materials, and engagement with the class and your fellow students. Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. For more information on practicing academic integrity see: <https://tilt.colostate.edu/integrity/>

Requests for Assignment Extensions: In fairness to your fellow classmates, extensions on due dates for assignments will not be granted except in cases where extenuating circumstances arise. If this is the case, please let me know at the earliest possible opportunity to request an extension. In the absence of being granted an extension, the policy below applies for late submissions.

Policy on Late Assignments: Late assignments will be penalized 5% per calendar day (including weekends).

Availability of Student Accommodations: If you have university-approved circumstances, please contact me as soon as possible so that we can make a plan for accommodations to ensure a productive semester together.

COURSE SCHEDULE

Date & Time	Topics	Important Due Dates/Activities <i>Note: Readings/Media to do prior to class are found under Modules on Canvas</i>
August 22	<ul style="list-style-type: none"> Case Study Course introduction 	Due: Survey Assignment on Friday, August 25
August 29	<ul style="list-style-type: none"> Historical perspectives on conservation: Moving forward and looking back 	
Sept 5	<ul style="list-style-type: none"> Immersion Week – no class 	

September 12	<ul style="list-style-type: none"> • Diverse Knowledges 	Due: 1 group leads discussion
September 19	<ul style="list-style-type: none"> • Immersion Week – Open Standards 	Immersion week assignment
Sept 26	<ul style="list-style-type: none"> • Biocultural Conservation 	Due: 1 group leads discussion
Oct 3	<ul style="list-style-type: none"> • Immersion Week 	
Oct 10	<ul style="list-style-type: none"> • Defining poverty, livelihoods and development 	Due: 1 group leads discussion
Oct 17	<ul style="list-style-type: none"> • Linking conservation and development: policy and theory 	Due: 1 group leads discussion
Oct 24	<ul style="list-style-type: none"> • Integrating conservation and livelihoods • Issues of scale and heterogeneity within stakeholder groups 	Due: 1 group leads discussion
Oct. 31	<ul style="list-style-type: none"> • Conservation Psychology: the importance of multi-level views for conservation 	Due: 1 group leads discussion
Nov 7	<ul style="list-style-type: none"> • Power, poverty and process: Corporations as stakeholders 	Due: Annotated Bibliography

Nov 14	<ul style="list-style-type: none"> • Well-being and the future of conservation 	
Nov 21	<ul style="list-style-type: none"> • FALL BREAK 	
Nov 28	<ul style="list-style-type: none"> • Immersion Week 	
Dec 5	<ul style="list-style-type: none"> • Case study • Course summary 	Due: Currently in Society and Conservation Discussion