

NRRT 368: Biodiversity Conservation, Culture, & Business

Human Dimensions of Natural Resources
Colorado State University

INSTRUCTOR: Mike Gavin, michael.gavin@colostate.edu

TEACHING ASSISTANT: Elke Tukker, elke.tukker@colostate.edu

CLASS MEETINGS: Tuesday and Thursday 800-915am in Eddy Rm 200.

OFFICE HOURS:

Mike: 10-11am Tuesdays via zoom

(sign-up here: <https://docs.google.com/document/d/1EkW23bPLUNb-vSzIETs9vnMtALCPA7MMpkE4k1vaRV0/edit?usp=sharing>)

Elke: 9-10am Wednesdays via zoom

(sign-up here: https://docs.google.com/document/d/197k1Y_SEAC_SBPmT7aFaO40ZqV4WSZsuL5RgPW8ccVo/edit?usp=sharing)

COURSE OVERVIEW

This course provides an introduction to biological and cultural diversity. We will explore how culture and cultural diversity shape conservation across space and time. We will also examine biocultural conservation, a framework for defining just and effective approaches to conservation. This ranges from local communities with diverse knowledge systems to the burgeoning global movement to link environmental, social and governance factors of businesses with environmental conservation initiatives.

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

1. Understand and reflect on how culture and cultural diversity shape biodiversity conservation across space and time
2. Summarize biocultural conservation approaches to conservation and understand core principles of the framework
3. Critically reflect on the barriers and challenges of the real world application of biocultural conservation
4. Understand the foundations of the global movement to link environmental, social and governance factors of businesses with environmental conservation initiatives

COURSE MATERIALS, ASSIGNMENTS, AND GRADING

All readings and other relevant course materials will be available through the course's Canvas website

<u>Assignments</u>	<u>Percent of final grade</u> (6 x 7%) 42%	<u>Due Date</u> Variable (see schedule table)
Discussion Documents		
Biocultural hotspots and homogenization presentation	15%	March 7
Hotspot conservation approaches briefing paper	13%	March 30
Biocultural conservation group presentation	18%	April 25
Divesting or active engagement paper	12%	May 8

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

This linked page provides policies relevant to this course and resources to help with various challenges students may encounter: <https://col.st/2FA2g>

Canvas Information and Technical Support

Canvas is the where course content, grades, and communication will reside for this course.

Login: canvas.colostate.edu

Support: canvas.colostate.edu/support

For passwords or other computer-related technical support, contact the [Central IT Technical Support Help Desk](#).

Voice: (970) 491-7276

Email: help@colostate.edu

For info on using browsers, apps, and third-party tools with Canvas see [Canvas Support](#).

Further information about Academic Integrity is available at CSU's [Academic Integrity – Student Resources](#).

Academic Integrity (also see: <https://tilt.colostate.edu/Integrity/StudentResources>. Accessed: Jan 13, 2023)

This course will adhere to the CSU Academic Integrity Policy as found on the Student' Responsibilities page of the [CSU General Catalog](#) and in the [Student Conduct Code](#).

At a minimum, violations will result in a grading penalty in this course and a report to the Office of Student Resolution Center.

At minimum, academic integrity means that no one will use another's work as their 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@CSU Guide. <http://writing.colostate.edu/guides/guide.cfm?guideid=17>. Accessed, Jan 13, 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 and in the Student Conduct Code.

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.

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 and can be documented. 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).

Working in a Group: Most jobs require employees to work in groups at some point. Frustration or conflict can occur when working in a group. If you find yourself working in a group for this class, or any other one, where conflict is negatively affecting production, professional is available via the Student Resolution Center: <https://resolutioncenter.colostate.edu/about-us/>

Basic Needs Statement: At CSU, Rams take care of Rams—period. If you are experiencing food, housing, and/or transportation insecurity, please contact lsc_basicneedsinfo@colostate.edu.

Student Disability Center Accommodations: Students who have federally supported disabilities will find information about processes and supports available at this site: <https://disabilitycenter.colostate.edu/accommodations-process/>

COURSE SCHEDULE

(SEE CANVASS FOR DETAILS ON READINGS AND ASSIGNMENTS)

Date & Time	Topics
Jan 17	<ul style="list-style-type: none">• Introduction, course logistics, discussion of assignments
Theme: Biological Diversity	
Jan 19	<ul style="list-style-type: none">• What is biodiversity?
Jan 24	<ul style="list-style-type: none">• How do we measure biodiversity?
Jan 26	<ul style="list-style-type: none">• Wildlife all around (and on) us: guest lecture
Jan 31	<ul style="list-style-type: none">• Where is biodiversity?
Feb 2	<ul style="list-style-type: none">• Biodiversity hotspots• Discussion Document due

Theme: Cultural Diversity	
Feb 7	<ul style="list-style-type: none"> What is culture and cultural diversity?
Feb 9	<ul style="list-style-type: none"> Where is it?: The geography of cultural diversity Discussion document due
Feb 14	<ul style="list-style-type: none"> Where does it come from?: Transmission and cultural evolution Introduction to D-PLACE
Feb 16	<ul style="list-style-type: none"> Drivers of cultural change and threats to cultural diversity
Feb 21	<ul style="list-style-type: none"> Exploration of geography of cultural diversity Discussion document due
Feb 23	<ul style="list-style-type: none"> Workshop: biological and cultural diversity of hotspots
Theme: Biocultural Diversity	
Feb 28	<ul style="list-style-type: none"> Introduction to biocultural diversity and drivers of biocultural homogenization
March 2	<ul style="list-style-type: none"> Diverse ways of knowing
March 7	<ul style="list-style-type: none"> Hotspots of biological and cultural diversity and biocultural homogenization presentations Presentations due
March 9	<ul style="list-style-type: none"> Presentations continued
March 14 & 16	<ul style="list-style-type: none"> Spring Break (no classes)
Theme: Biocultural Conservation	
March 21	<ul style="list-style-type: none"> Models of conservation governance
March 23	<ul style="list-style-type: none"> <i>Braiding Sweetgrass</i> discussion Discussion document due
March 28	<ul style="list-style-type: none"> Principles of biocultural conservation
March 30	<ul style="list-style-type: none"> Amazonian biocultural diversity and conservation (guest lecture)
April 4	<ul style="list-style-type: none"> Principles of biocultural conservation Briefing paper due

April 6	<ul style="list-style-type: none"> • Biocultural conservation case study analysis
April 11	<ul style="list-style-type: none"> • Cultural ecosystem services and federal environmental decision-making (guest lecture)
April 13	<ul style="list-style-type: none"> • Indigenous lands and biodiversity • Application of biocultural principles • Discussion document due
April 18	<ul style="list-style-type: none"> • Workshop on biocultural conservation in hotspots
Theme: The Business of Conservation	
April 20	<ul style="list-style-type: none"> • State of conservation funding
April 25	<ul style="list-style-type: none"> • Presentations on biocultural conservation in hotspots • Presentations due
April 27	<ul style="list-style-type: none"> • Presentations on biocultural conservation in hotspots
May 2	<ul style="list-style-type: none"> • Impact investing: to divest or invest? • Discussion document due
May 4	<ul style="list-style-type: none"> • Course conclusions • Paper due May 8

ASSIGNMENTS OVERVIEW (SEE CANVASS FOR MORE DETAILS)

Discussion Documents: For these discussion document assignments you will be asked to answer a series of questions (detailed on canvass). These questions will help link our class discussions with the ideas presented in the readings for that week. You should be clear and concise. You can use any format you see fit (paragraphs, bullet points, diagrams etc). The discussion documents must be submitted via canvass. You should also bring a copy (electronic or paper) to class to help guide discussions. See canvass for additional details.

Biocultural hotspots and homogenization presentation: You will explore one biocultural hotspot outlining the biological and cultural diversity in the region, and the challenges faced. You will present your results in an individual presentation. See canvass for additional details.

Hotspot conservation approaches briefing paper: You will research two different conservation approaches currently under use in the hotspot you have chosen to focus on. Your briefing paper will summarize your analysis of the governance approaches taken for each conservation approach, as well as the challenges and opportunities each approach represents. See canvass for additional details.

Biocultural conservation group presentation: You will work with a group to analyze the conservation approaches being undertaken at one hotspot. Your group will examine the degree to which conservation efforts abide by the principles of biocultural conservation. Your group will present the results of your analysis in class. See canvass for additional details.

Divesting or active engagement paper: You will build upon the related discussion document assignment and our in-class discussion on the topic to develop arguments about whether divesting or investing with active

engagement would be a more effective approach to driving change in how private firms approach an environmental issue. See canvass for additional details.