

NRES 475 - International Field Experiences in Natural Resources Management
European Environmental Studies Seminar
Spring 2023 (Mondays 4-4:50pm in TNR 352)

Instructors: Dr. Roland Gong, Paper Science & Chemical Engineering
Office Hours: Thu 10:30-12:00, SCI 276, x2570, rgong@uwsp.edu

Dr. Cady Sartini, Wildlife
Office hours: Wed 9-11, Zoom (<https://wisconsin-edu.zoom.us/j/7153464546>)
Thu 2-3, TNR 186, x4546, csartini@uwsp.edu

Course Goal

Students will be exposed to the culture, history, language, and environmental issues relevant to the European countries that will be visited during the summer component of the European Environmental Studies program. Additionally, this course will provide logistical information to prepare students for travel abroad.

Objectives:

At the end of the semester of students will be expected to:

1. Demonstrate a familiarity with European geography, including locations of the countries to be visited.
2. Demonstrate a familiarity with the both the historic and contemporary cultures of the countries that will be visited.
3. Demonstrate a familiarity with the economic demographics of the countries that will be visited.
4. Demonstrate a familiarity with the environmental issues and policies pertinent to the countries that will be visited.
5. Understand their role as ambassadors of the U.S., the State of Wisconsin, UW-Stevens Point, and the College of Natural Resources.

Textbook:

There is no assigned text for this class. However, outside readings and research using resources available through the University will be required of all students.

Grading:

Grades will be based upon the following:

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| 1. Area of Expertise presentation and report | 20% |
| 2. Reading and language quizzes (6) | 35% |
| 3. Current issues assignment (1) | 15% |
| 4. Attendance, participation, and professionalism | 30% |

Failing this course will prevent you from being able to participate in the European experience.

Grading Scale:

93-100% = A	83-86% = B	73-76% = C	60-66% = D
90-92% = A-	80-82% = B-	70-72% = C-	< 60% = F
87-89% = B+	77-79% = C+	67-69% = D+	

Attendance:

Attendance is mandatory for all lecture periods (outside of documented illness, participation in university sponsored events and emergency related absences). Attendance will be taken at each scheduled meeting

time. (5% deduction in course grade per unexcused absence; 3 unexcused absences will result in automatic failure).

Area of Expertise Project: You will become “experts” on a particular topic, issue, location, or event that will be highlighted during the course. You will be our “resident expert” and will be asked to speak briefly to the group or answer questions that students might have when we get to that particular stop during the summer. To know that you have done your homework, you will need to submit a 3-5 page paper (not including references) by the final exam. You will also need to submit a one slide PowerPoint that captures the essence of your subject area. During the final exam time, you will be asked to speak for one to two minutes on your topic, so the class will know what you are an “expert” on. Do NOT try to tell the whole story with your slide – just so we’ll remember your area of expertise. Other details for your “Area of expertise” paper include: 1) you must have 3-5 peer-reviewed references (note Wikipedia is not a reference, but a location); 2) cite using *Ecology* style (see attached sheet at the end of the syllabus); 3) double space the document.

Language Requirement: Each student will be responsible for learning simple words and phrases in the languages of the countries we will be visiting. The complete list of words and phrases that you will be responsible for will be made available as the semester progresses. You will be quizzed on these phrases.

Language resources: The CNR maintains 3 copies of the Rosetta Stone series for German. Students can check out headsets and microphones to practice. The free online app Duolingo might also prove useful.

Reading quizzes: Quizzes (announced) during class will be based on reading assignments. The questions on the quizzes will be based on the readings assigned for that topic (designated and posted on Canvas). Quizzes (handwritten) will be taken the beginning of class.

Current issues assignment: For one assignment, you will be asked to identify, based on news reports, 2 current, major, unrelated issues in each of Germany, Czech Republic and Poland. The issues can be political, environmental, or cultural. You will need to write a brief description of each issue (1 paragraph is fine), as well as provide a link to the specific article. Try to be as broad as you can. For example, what do you think are the major environmental issues facing the US today? You might



talk about global climate change, “fracking”, wind energy problems, oil spills. You will have 2 paragraphs per country to be uploaded to the Canvas.

Participation Expectations

In order to help you gain as much as possible from the course, we will create an environment that is conducive to learning. Therefore, students will be active course participants, arrive on time, be prepared for each class by completing assignments by the designated dates, and refrain from cell phone use during class. Use of electronic devices will not be permitted during assessments except for any planned online assessments. Use of electronic devices for cheating or other academic misconduct is covered in the University Handbook and follows the same procedures for academic misconduct that occurs without the use of technology.

Students are expected to take notes in class. If you wish to use a computer or tablet to take notes, you must ask the instructor for permission. Checking social media, watching videos, and working assignments for other classes can be very distracting to the people around you.

UWSP is a tobacco free environment. Please wait to use tobacco products, including smokeless tobacco, until outside of class and off campus.

UWSP Community Bill of Rights and Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. More information on expectations and your rights and responsibilities as a student can be found on the Dean of Students page at <https://www.uwsp.edu/dos>.

Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. Don't do it! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>.

Americans with Disabilities Act (ADA) Statement

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way that I can. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of Albertson Hall (the Library). You can also find more information here: <https://www.uwsp.edu/datc>.

Campus Emergency Procedures

- In the event of a medical emergency call 911 or use a campus Red Emergency Phone.
- In the event of a Tornado Warning, proceed to the lowest level interior room without a window. Avoid wide-span rooms and buildings.
- In the event of a fire alarm, evacuate the building in a calm manner. Notify the instructor or emergency command personnel of any missing individuals.
- Active shooter – Run/escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet (turn phones to silent). Follow instructions of Emergency Responders.
- See UW-Stevens Point Emergency Management Plan at <https://www.uwsp.edu/rmgt/Pages/em/default.aspx> for details on all emergency responses at UW-Stevens Point.

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus

community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting here: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. Dean of Students: <https://www.uwsp.edu/DOS/sexualassault> Title IX page: <https://www.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx>

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Reporting Incidents of Bias/Hate

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it:

<https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>. You may also contact the Office of the Dean of Students directly at dos@uwsp.edu. Diversity and College Access is available for resources and support of all students: <https://www.uwsp.edu/dca/Pages/default.aspx>.

LITERATURE CITATION FORMAT
AUTHOR(S). YEAR. TITLE. SOURCE.

Books

Ricklefs, R. E. 2000. The economy of nature. 5th ed. W.H. Freeman & Co., New York, New York, USA.

Journals/Articles

Barnes, S. K. 1996. Recruitment and establishment of cattails following disturbance by flooding. *American Midland Naturalist* **130**:232-240.

Sikes, R. S., and M. L. Kennedy. 1993. Geographic variation in sexual dimorphism of the bobcat (*Felis rufus*) in the United States. *Southwestern Naturalist* **38**:336-344.

Peterson, R. T. 1969. Population trends of osprey in the northeastern United States. Pages 33-37 in J. J. Hickey, editor. Peregrine falcon populations: their biology and decline. University of Wisconsin Press, Madison, Wisconsin, USA.

Government Publications

Hemphill, J. H., P. M. Adams, and D. C. Burns. 1977. Availability of grasslands and associated resources in central Florida. United States Department of Agriculture, Forest Service, Southeastern Forest Experiment Station, Atlanta, Georgia, USA.

Hunt, R. L. 1991. Response of a brook trout population to habitat development in Lawrence Creek. Wisconsin Department of Natural Resources Technical Bulletin **48**:1-35.

Miscellaneous

Christisen, D. M. 1971. Importance of daily bag in squirrel hunting. Transactions of the North American Wildlife Natural Resources Conference **36**:322-239.

Fimreite, N. 1971. Effects of dietary methylmercury on ring-necked pheasants. Canadian Wildlife Service Occasional Papers **9**. Leamington, Ontario, Canada.

Todd, J. W. 1972. Food habits of Rocky Mountain bighorn sheep. Master of Science Thesis, Colorado State University, Fort Collins, Colorado, USA.

Internet Sources (includes previous information **plus** URL)

Council of Biology Editors [CBE]. 1999. CBE home page. <<http://www.councilscienceeditors.org>>. Accessed 7 Oct 1999.

University of Wisconsin Stevens Point College of Natural Resources-Principles of Professionalism

The College of Natural Resources at the University of Wisconsin – Stevens Point prepares students for success as professionals in many fields. As a professional, there are expectations of attainment of several personal characteristics. These include:

Integrity

Integrity refers to adherence to consistent moral and ethical principles. A person with integrity is honest and treats others fairly.

Collegiality

Collegiality is a cooperative relationship. By being collegial you are respecting our shared commitment to student education through cooperative interaction. This applies to all involved in the process: students, staff, faculty, administration and involved community members. You take collective responsibility for the work performed together, helping the group attain its goals.

Civility

Civility refers to politeness and courtesy in your interactions with others. Being civil requires that you consider the thoughts and conclusions of others and engage in thoughtful, constructive discussion to express your own thoughts and opinions.

Inclusivity

Inclusivity requires you to be aware that perspective and culture will control how communication is understood by others. While many values are shared, some are quite different. These differences in values should be both considered and respected.

Timeliness

Timeliness is the habit of performance of tasks and activities, planned in a way that allows you to meet deadlines. This increases workplace efficiency and demonstrates respect for others' time.

Respect for Property

Respect for property is the appreciation of the economic or personal value an item maintains. Maintaining this respect can both reduce costs (increase the operable life of supplies and equipment) as well as demonstrate respect for others rights.

Communication

Professional norms in communication require that you demonstrate the value of your colleagues, students, professors or others. The use of appropriate tone and vocabulary is expected across all forms of communication, whether that communication takes place face to face, in writing or electronically.

Commitment to Quality

Quality is the ability to meet or exceed expectations. By having a commitment to quality, we intend to provide a learning environment that is conducive to learning. Intrinsic to this commitment to quality is defining expectation (committed to in a syllabus through learning outcomes), implementation (with quality control in place) and assessment (where meeting of learning outcomes is determined).

Commitment to Learning

Learning is a lifelong process. By being committed to learning you are providing a model for all to follow. This model is not only professor to student but involves all combinations of people within our university and broader community

Adherence to this compact is required of the faculty and staff of the College of Natural Resources and of all students enrolled in College of Natural Resources courses.