

NR 475 - European Environmental Studies Seminar Spring 2019 (Mondays 4-4:50pm in TNR 352)

Instructors: Paul Doruska, Forestry, Office hours: Wed. 1-1:50pm and Thurs. 11-11:50am
269 TNR, x 3988, paul.doruska@uwsp.edu
Kendra Liddicoat, Environmental Education, Office hours: Mon. 11-12, Tues. 4-5:30,
Thurs. 1-3, 110D TNR, x 2028, kendra.liddicoat@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.

Text Book: 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:

1. "Area of Expertise" presentation and report	20%
2. Reading and language quizzes (5)	35%
3. Current issues assignment (1)	15%
4. Attendance	30%

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

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. (15% deduction per absence; 3 unexcused absences will result in automatic failure)

Normally, cumulative-weighted percentages will be rounded to the nearest tenth and course grades will be assigned as follows (instructor reserves the right to curve):

91.6% or higher	A	77.6% to 79.5%	C+
89.6% to 91.5%	A-	71.6% to 77.5%	C
87.6% to 89.5%	B+	69.6% to 71.5%	C-
81.6% to 87.5%	B	67.6% to 69.5%	D+
79.6% to 81.5%	B-	59.6% to 67.5%	D
		Less than 59.6%	F

“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 timeslot. By Monday, 6 May 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 google, and URL’s are not references, but locations); 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 on 22 April.

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 program/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 will be taken the beginning of class.

Current issues assignment: For one assignment (due 15 April), you will be asked to identify, based on news reports, 2 current, major, unrelated issues in each of Germany and Poland. The issues can be political, financial, 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 by 15 April.



Course Schedule - Spring 2019

<u>Week</u>	<u>Content</u>	<u>Meeting location</u>
Jan 28	Introduction, course objectives and overview	TNR 352 unless otherwise noted
Feb 4	Get to know you, itinerary to date	
Feb 11	International Education Office and Finances	
Feb 18	Land Management in the US: Government and Private (Doruska)	
Feb 25	Pro-Environmental Behavior: US and Europe (Liddicoat)	
Mar 4	History, Politics, and Environment – Germany (Liddicoat)	
March 11	German	
Mar 18	Spring Break No Class	
March 25	History, Politics, and Environment – Poland (Doruska)	
April 1	Polish	
April 8	Health care review – Doctor – “Areas of Expertise” sign up	
Apr 15	CWES experience, logistics <u>Deadline for current issues assignment submission to Canvas.</u>	
Apr 22	<u>Language quiz</u> , panel with former students, planning for your days off.	
Apr 29	Traveling Around Europe (planes, trains and automobiles...)	
May 6	Czech Republic Information or TBD (<u>AoE Slide Submission in Canvas</u>)	
FINAL Friday, May 17	Presentations on areas of expertise, final organizational items (8-10am)	

Emergency Preparedness

Required Statement on Emergency Preparedness:

"In the event of a medical emergency, call 911 or use a red emergency phone located outside Rm 151 or 172 on the TNR first floor; TNR 2nd floor between Rms 252 and 255 or between Rms 219 and 221 (on other side of hall); TNR 3rd floor by Rms 320 or 358; Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a tornado warning in the TNR building, proceed to the southern hallways on the 1st or 2nd floors, away from the windows. Those are appropriate shelters.

In the event of a fire alarm, evacuate the building in a calm manner. Meet at the southwest corner of parking lot E if exiting the TNR building.

Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.

See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency response at UW-Stevens Point."

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.

Academic misconduct will not be tolerated.

Note the following as per the Univ. of Wisc.-Stevens Point Community Bill of Rights and Responsibilities:

UWSP 14.03 ACADEMIC MISCONDUCT SUBJECT TO DISCIPLINARY ACTION.

(1.) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance;

or

(f) Assists other students in any of these acts.

(g) Violates electronic communication policies or standards as agreed upon when logging on initially (See uwsp.edu/it/policy).

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

UWSP 14.04 DISCIPLINARY SANCTIONS.

(1) The following are the disciplinary sanctions that may be imposed for academic misconduct in accordance with the procedures of s. UWSP 14.05, 14.06 or 14.07:

- (a) An oral reprimand;
- (b) A written reprimand presented only to the student;
- (c) An assignment to repeat the work, to be graded on its merits;
- (d) A lower or failing grade on the particular assignment or test;
- (e) A lower grade in the course;
- (f) A failing grade in the course;
- (g) Removal of the student from the course in progress;
- (h) A written reprimand to be included in the student's disciplinary file;
- (i) Disciplinary probation; or
- (j) Suspension or expulsion from the university.

(2) One or more of the disciplinary sanctions listed in sub. (1) may be imposed for an incident of academic misconduct.