

Syllabus Fall 2019

NRES 150: People, Resources and the Biosphere (3.0 Cr.)

For Natural Resource Majors

Lecture: Tuesday & Thursday, 2:00-2:50 pm, TNR 170

Discussion: See Section Times and Meeting Locations Below

Lecture Instructors (& Office Hours)	Phone	Office	E-mail
Dr. Shiba Kar (SK), Lead Instructor (T 9-11am; W 3-4pm)	346-2359	TNR 180B	Shiba.Kar@uwsp.edu
Dr. Becca Franzen (BF) (M 1-2 pm; Th 11am to 1pm)	346-4943	TNR 237	Becca.Franzen@uwsp.edu
Dr. Cady Sartini (CS) (M 2-3pm; Th 10am-12 pm)	346-4546	TNR 186	Cady.Sartini@uwsp.edu

Graduate Teaching Assistant	Phone	Office	E-mail
Susie Toivonen	-	TNR 362	stoivone@uwsp.edu

Discussion Section	Discussion Leaders	Room	Time	Phone	Office	E-mail
02D1	Peggy Farrell	TNR 320	T-8:00	346-4681	TNR 190	Peggy.Farrell@uwsp.edu
02D4	Peggy Farrell	TNR 271	TH-10:00	346-4681	TNR 190	Peggy.Farrell@uwsp.edu
02D5	Dr. Shiba Kar	TNR 271	W-11:00	346-2359	TNR 180B	Shiba.Kar@uwsp.edu
02D6	Dr. Robert Michitsch	TNR 255	F-11:00	346-4190	TNR 276	Rob.Michitsch@uwsp.edu
02D7	Susie Toivonen	TNR 354	F-12:00	-	TNR 362	stoivone@uwsp.edu
02D8	Dr. Laura Anderson	TNR 320	W-1:00	346-4182	TNR 365	Laura.Anderson@uwsp.edu
02D9	Dr. Shiba Kar	TNR 255	W-2:00	346-2359	TNR 180B	Shiba.Kar@uwsp.edu
02D10	Dr. Laura Anderson	TNR 352	W-3:00	346-4182	TNR 365	Laura.Anderson@uwsp.edu
2HD1	Dr. Cady Sartini	TNR 240	T- 10:00	346-4546	TNR 186	Cady.Sartini@uwsp.edu

1. Course Description and Goals

a) Course Description

This course will explore the natural, social, and economic factors that influence the sustainability of coupled social-ecological systems and how interactions between these dimensions create conflict over natural resource use. Topics covered will include: environmental values, ethics, attitudes; common pool resources and collective action, diversity, environmental justice, historical perspectives and resource policy, sustainability and sustainable development; human population, consumption, affluence trends, and

technology as drivers of unsustainable development; food and agriculture, health and toxicology, water resources, renewable and nonrenewable energy resources, and the carbon cycle and global climate change impacts and implications.

b) Course Learning Outcomes

By the end of this course students will be able to:

1. Describe and evaluate the social, economic, and ecological dimensions of natural resources.
2. Assess the social, economic, and ecological dimensions of a natural resource conflict.
3. Communicate your ideas in writing and orally to your peers.

c) Role of Discussion and Your Discussion Instructor

This course meets twice a week as a combined lecture section and once a week in separate discussion sections to discuss readings, assignments, and materials related to key concepts of the course. You will investigate and discuss contemporary sustainability challenges facing humanity, develop critical thinking skills, explore environmental career opportunities, and assess the sustainability of your lifestyle.

- Grades for this course are assigned by your discussion instructor.
- Discussion absences, missed assignments, or other problems should be communicated to your discussion instructor.

d) GDR or GEP Requirements

NRES 150 meets the UWSP GDR requirements for EL (Environmental Literacy) and SS2 (Social Science Elective) as well as the GEP requirements for SS (Social Sciences) and ER (Environmental Responsibility).

2. Textbook

A Sand County Almanac with Essays on Conservation (SCA)

Aldo Leopold

- You can obtain the book through Text Rental.
- Reading assignments from the text and other supplemental materials are listed on your weekly course schedule in your syllabus.
- Assigned readings are testable material!

3. Additional Course Materials Available Online

Canvas (<https://www.uwsp.edu/canvas>) is an online repository that many courses utilize at UWSP. You are required to use this site to obtain many NRES 150 course materials. You also are required to upload your discussion assignments to the NRES 150 Canvas site prior to their due date. A demonstration for accessing the course site will be provided during the first meeting of your weekly discussion group.

Materials that you will need to access on this site throughout the semester include:

- Course syllabus and schedule - Information found in this course syllabus includes a schedule of lectures, tests, discussion activities, and assignments.
- Course requirements - Class assignments, point distributions, and grading procedures.
- Lecture handouts - PowerPoint files, outlines, and study objectives (depending on the instructor).
- Instructions and materials for all discussion assignments.
- Posting of your grades for lecture exams and discussion assignments.
- Other miscellaneous items.

4. Course Requirements

a) Attendance & Participation:

- Attendance and participation are crucial to your success in the course. Lecture and discussion instructors will use examples and audio-visuals to clarify assignments and readings.

- Full attendance and active participation in all discussions and lecture activities are expected.
- You cannot afford to miss classes or fall behind in exams or assignments.
- Attendance is mandatory. Excused absences include weather emergencies (commuters only) or documented illness. *Written justification for absences must be given to your instructor.*
- Unexcused absences and tardy attendance may result in a grade reduction. Assignments due on days of excused absences must be submitted as soon as possible following the missed discussion period. Check with your discussion instructor for directions to submit your assignments.

b) Assignments/Late Assignments:

- To receive full marks, assignments must be uploaded to the drop-box on the course Canvas site prior to your discussion section. Your discussion instructor will give you clear instructions for what must be submitted online.
- Assignments also may be turned in (a hard copy) during your discussion class on the due date. Assignments turned in after that time will be considered late and may be subject to a 10% reduction per day at the discretion of your discussion instructor. For example, a 100-point assignment that is two (2) days late will, at most, be worth 80 points.
- Written work presented in an improper manner may result in you having to rewrite the assignment and/or a reduction in points earned.
- Assignments should be complete and well written (listen carefully to the directions provided by your discussion instructor).

c) Plagiarism:

Plagiarism of any type in your work is unacceptable - consequences for plagiarism may range from an oral reprimand to expulsion from the University. Plagiarism is defined as deliberate or accidental use of ideas, research or words of another person without fully attributing them to their original sources.

- Obvious examples of plagiarism include turning in someone else's work as your own, cutting and pasting website text into a paper, or failing to properly cite another author's work.
- Less obvious forms of plagiarism involve paraphrasing the work of another author (or student) by simply rearranging a few words.
- All work must be your own. Do not copy or hand in the work of other students, authors, or sources.
- Citing Sources: When using other sources in your writing, be sure to credit those sources. See the NRES 150 Canvas site for instructions for properly citing sources including books, articles, journals, newspapers and internet sources, both (a) within the text and (b) at the end of your reports/papers.
- Wikipedia (and similar online encyclopedias) are not considered citable sources for this course.
- If you are in doubt about whether something constitutes plagiarism, ask your discussion instructor.
- UWSP Plagiarism Detection Software will be used to evaluate your assignments and identify violations. You must submit an electronic copy of most of your assignments to the NRES 150 Canvas drop-box prior to attending class. Your discussion instructor will provide further information for this process.

d) Course Etiquette:

As a matter of respect for your peers and instructors:

- Lectures start promptly at 2:00 pm, so please arrive on time.
- Lectures end at ≈2:50 pm, but absolutely when the professor dismisses class. Please do not begin shuffling papers and packing up at 2:47 pm. This is disrespectful to your peers and instructor.
- If you know that you will be arriving late or leaving early for a legitimate reason (e.g., doctor's appointment), please notify the lecture instructor in advance.
- Behavior that may be distracting and disrespectful (i.e., sleeping in class, talking to classmates, speaking out of turn, cell phone ringing, profanity, etc.) may result in you being asked to leave class.

- Laptops in the classroom only may be used for taking notes. If you use a laptop for this purpose, then you may be asked to sit in certain locations within the classroom so that your laptop is not a distraction for others.
- If you need to contact your lecture or discussion instructor by email for any reason, then please compose your message in a professional, business-like manner (proper greeting, grammar, punctuation, etc.). Failure to do so may result in no reply.

5. Emergency Situations

- a) In the event of a medical emergency call 9-1-1 or use Red Emergency Phone on first floor. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- b) In the event of a tornado warning, proceed to the central hallway.
- c) In the event of a fire alarm, evacuate the building in a calm manner. Notify instructor or emergency command personnel of any missing individuals.
- d) Active Shooter/Code React – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.
- e) See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point.

6. Grades and Grading Scale - Total Possible Points: 650

Final grades will be based on the percentage of total points that you earn on your exams and discussion assignments. The grading scale listed below indicates what percentages are required to earn a certain grade.

93-100 = A	83-86 = B	73-76 = C	60-66 = D
90-92 = A-	80-82 = B-	70-72 = C-	0-59 = F
87-89 = B+	77-79 = C+	67-69 = D+	

- a) **Exams: 300 points**
 - 2 midterm exams, each worth 100 points, will be given during your discussion class as scheduled in this syllabus.
 - 1 final exam for a total of 100 points will be given in the lecture classroom during the final exam week. It is comprehensive in nature, meaning that you will be expected to retain and apply key concepts from throughout the semester. However, the majority of the questions will focus on class material following your last midterm exam.
 - Questions on all exams may cover material from lectures, textbook readings, and discussion section topics and assignments.
 - ***Make-up exams will only be given under extraordinary circumstances and with written documentation justifying why the scheduled exam was missed. To make arrangements for a make-up exam, directly contact your discussion instructor no later than 24 hours after the missed exam.***
 - Test Scores will be posted by your discussion instructor to the NRES 150 Canvas grades folder.
- b) **Discussion 350 points**
 - Discussion assignments range from 25-100 points. Your discussion instructor will provide additional details as discussion assignments are assigned.

Tentative Lecture and Discussion Schedule – Fall 2019

Dates	Lecture Topics	Discussion Section Topics and Assignments
<p><u>Week 1</u> Sept 3-6</p>	<p>Course Overview & Introductions (SK)</p> <p>Sustainability (CS)</p>	<ul style="list-style-type: none"> • Introduction to NRES 150 Discussion, Peers, and Discussion Instructor
<p><u>Week 2</u> Sept 10-13</p>	<p>History and Paradigms of Resource Mgmt (CS) SCA-“The Land Ethic” pp 169-190</p> <p>History and Paradigms of Resource Mgmt (CS) SCA-“The Land Ethic” pp 169-190</p>	<ul style="list-style-type: none"> • Sustainability Discussion • Introduce: Sustainability Self-Assessment Assignment. Each student will define “Sustainability” after a group discussion. • Due: SCA Reflection 1 on August & September Reading
<p><u>Week 3</u> Sept 17-20</p>	<p>Diversity in Natural Resources (SK & Bobbi Kubish) Supplemental Reading</p> <p>Diversity in Natural Resources (SK & Bobbi Kubish)</p>	<ul style="list-style-type: none"> • Diversity and inclusivity in natural resources
<p><u>Week 4</u> Sept 24-27</p>	<p>Natural Resources Attitudes, Values, Behaviors (BF) SCA-“The Land Ethic” pp 169-190</p> <p>Natural Resources Conflict (BF) SCA-“The Land Ethic” pp 169-190</p>	<ul style="list-style-type: none"> • Due: Sustainability Self-Assessment Assignment • Discuss results of Sustainability Self-Assessment Assignment
<p><u>Week 5</u> Oct 1-4</p>	<p>Introduction to Government and Politics (SK) Cunningham: Ch. 15, pp 366-380</p> <p>Introduction to Government and Politics (SK)</p>	<ul style="list-style-type: none"> • Review concepts of stakeholders, positions, values, and solutions • Introduce: Stakeholder Analysis Assignment • Analyzing credibility and bias • Due: SCA Reflection 2 on October Reading
<p><u>Week 6</u> Oct 8-11</p>	<p>Natural Resources Agencies (CS)</p> <p>Economics Paradigms (SK) Cunningham: Ch. 15, pp 352-359</p>	<p style="text-align: center;">Exam #1 (taken in your Discussion section)</p>
<p><u>Week 7</u> Oct 15-18</p>	<p>Economics Paradigms (SK)</p> <p>Toxins and Risk (CS)</p>	<ul style="list-style-type: none"> • Due: Stakeholder Analysis Assignment • Introduce: Agency and Career Assignment
<p><u>Week 8</u> Oct 22-25</p>	<p>Environmental Justice (BF) “Toxic Disinterest”, in <i>What’s Fair Got To Do With It.</i></p> <p>Waste Resources (Dr. Rob Michitsch)</p>	<ul style="list-style-type: none"> • Introduce: Final Group Project Assignment on Natural Resource Sustainability Conflict. Student groups will assess a natural resource sustainability conflict by writing a briefing paper and making a presentation. • Groups develop a Group Sustainability Conflict Assessment Topic (1-2 sentence description of conflict) and receive feedback from instructor.

<p><u>Week 9</u> Oct 29-Nov 1</p>	<p>Energy Challenges and Sustainable Development (SK) Supplemental Reading</p> <p>Energy Challenges and Sustainable Development (SK)</p>	<ul style="list-style-type: none"> • Due: Agency and Career Assignment • Discuss Agency and Career Assignment • Project Development. Discussion instructor will provide additional details. • Due SCA Reflection 3 on November Reading
<p><u>Week 10</u> Nov 5-8</p>	<p>Climate Change and Natural Resources (SK) Supplemental Reading</p> <p>Climate Change and Natural Resources (SK)</p>	<p>Exam #2 (taken in your Discussion section)</p>
<p><u>Week 11</u> Nov 12-15</p>	<p>NA Model of Wildlife Management (CS) Supplemental Reading</p> <p>NA Model of Wildlife Management (CS)</p>	<ul style="list-style-type: none"> • Due: Group Sustainability Conflict Assessment Briefing paper (2-3 pages) • Time to prepare for presentation and get feedback from your instructor
<p><u>Week 12</u> Nov 19-22</p>	<p>Water (BF) Supplemental Reading</p> <p>Water (BF)</p>	<p>Groups #1 and #2 Conflict Assessment Presentations</p> <ul style="list-style-type: none"> • Due: SCA Reflection 4 on December Reading
<p><u>Week 13</u> Nov 26-27</p>	<p>Human-Wildlife Interactions (CS) Supplemental Reading</p> <p>(Thanksgiving)</p>	<p>No Discussion classes</p>
<p><u>Week 14</u> Dec 3-6</p>	<p>Food and Ag Systems (BF) Supplemental Reading</p> <p>Food and Ag Systems (BF)</p>	<p>Groups #3 and #4 Conflict Assessment Presentations</p>
<p><u>Week 15</u> Dec 10-13</p>	<p>Urban Land Use and Wildlife (CS)</p> <p>Through the Looking Glass (SK)</p>	<p>Group #5 Conflict Assessment Presentation</p> <p>Wrap-up and Evaluation</p> <p>Due: SCA Reflection 5 on Reading (Discussion Instructor's Choice)</p>
<p>FINAL EXAM: Wednesday, December 18th, 2:45-4:45 PM in TNR 170 (100 points)</p>		

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.