

Revisions due to online instruction in response to COVID-19 are shown in red.



Class Time and Place

Section 001: 9:30 – 10:45 am, Tuesdays and Thursdays, 113 Lehotsky Hall

Section 002, 11:00 am – 12:15 pm, Tuesdays and Thursdays, 113 Lehotsky Hall

Instructor



Dr. Alan R. Johnson, Associate Professor
Department of Forestry and Environmental Conservation
Clemson University
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Office Hours

I have not set fixed office hours, but am available most afternoons. Students should contact the instructor by email, phone, or in person (before or after class) for an appointment.

Course Content

“Interactive study and discussion of issues related to the conservation of natural resources, emphasizing current issues in the conservation of biodiversity, identification of conflicting issues between consumptive and nonconsumptive resource management, and development of viable solutions for conservation of natural resources.” (2019-2020 Undergraduate Catalog)

This course will be divided into three modules, focusing on (1) historical perspectives on wilderness and conservation, (2) more recent perspectives on wilderness and conservation on a human-dominated planet (with attention to the notion of the “Anthropocene”), and (3) specific examples of current conservation issues, including policies or practices for environmental protection and natural resource management in the 21st century.

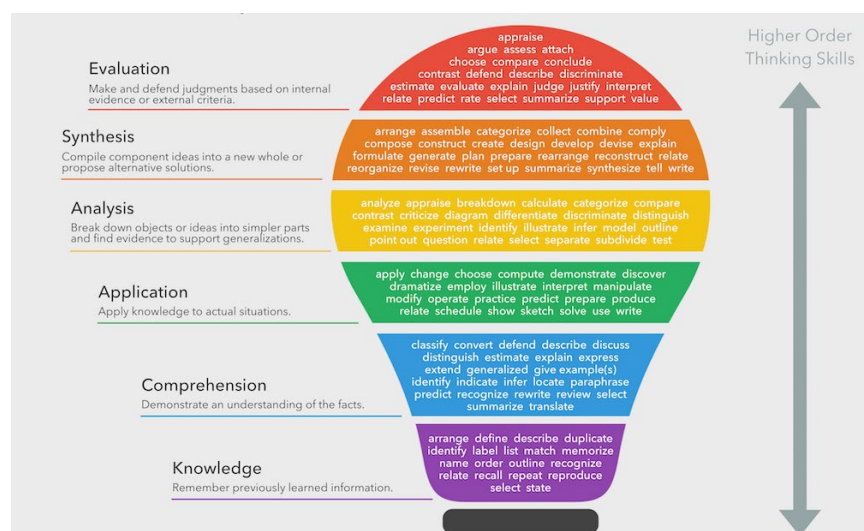
Readings and Other Information Sources

There is no textbook required for the class. Instead, we will use a set of readings of book chapters and articles, along with other resources (such as podcasts or videos) that either are available online or will be made available (e.g., via Canvas).

Students are expected to complete all reading assignments prior to the class period for which they are assigned. Most class meetings will focus on discussion of the ideas and issues raised in the assigned reading, which can only be successful if students are familiar with the material. Falling behind in the reading will inevitably affect the student’s performance in class activities, and ultimately the student’s grade.

Critical Thinking

This class is participating in *Clemson Thinks²*, the university’s program to enhance critical thinking skills among undergraduates. Critical thinking is routinely identified as a highly desirable job skill, and this course will give you an opportunity to develop that skill in the context of conservation and natural resource management issues.



Learning progresses from simple knowledge and comprehension, to increasingly complex skills of applying, analyzing, synthesizing and evaluating. In your previous classes, you have learned the basic science relevant to conservation and seen how it is applied. In this class we will focus on higher order skills.

This course will enable students to explore complex challenges, analyze multidimensional problems, extrapolate from one conceptual context to others, synthesize alternative solutions to

multidimensional challenges, and effectively communicate complex ideas.

Student Learning Outcomes (SLOs) for This Course

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

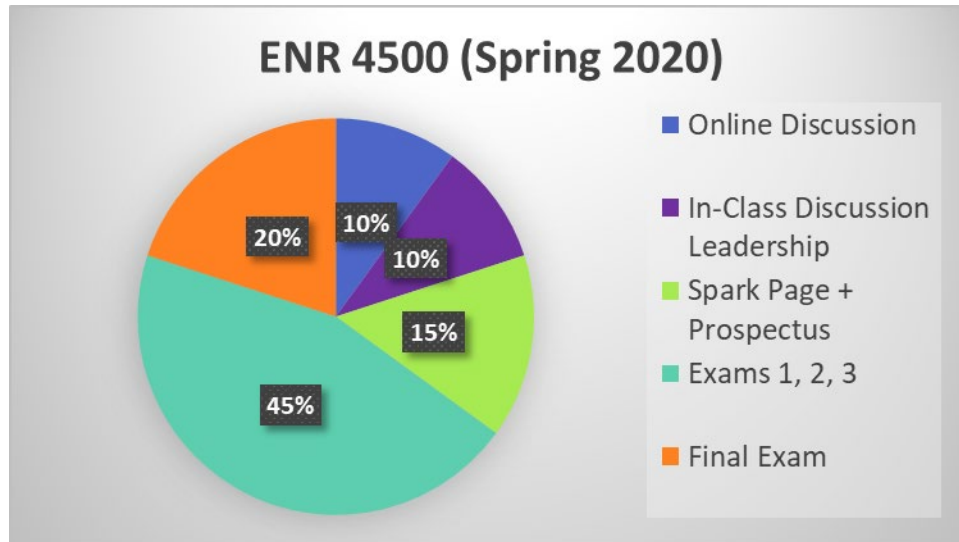
1. Summarize, compare and critique the environmental philosophies of conservation advocates covered in the readings and discussed in class (Thoreau, Muir, Pinchot, Leopold, Carson and Abbey).
2. Describe the various approaches to conservation, protection of biodiversity, and natural resource management presented in class and the associated readings, and to critically analyze the pros and cons of each
3. Clearly articulate the relationship between humans and nature, with particular reference to the concepts of wildness (and wilderness) versus domestication.
4. Describe the concept of the Anthropocene as it has been variously used in the recent scientific and popular literature, and to present a reasoned argument as to how traditional environmental philosophies may (or may not) need to be modified in the context of the human-dominated world of the 21st century and beyond
5. Synthesize solutions to practical conservation, environmental protection or natural resource management issues.
6. Effectively communicate an analysis of a contemporary conservation issue, and suggested solutions or policy alternatives, in a manner comprehensible to an educated lay reader.

Assessing Learning Outcomes (Grades)

A variety of tools, including assignments and exams, will be used to assess the student's performance on each of the learning outcomes. Your final grade will be calculated based on a weighted average of several components, as shown in the pie chart below. A brief description of each component is also provided further below. Note that graduate students are required to write a term paper, which is not required of undergraduates. Letter grades will be assigned such that the cut-offs for an A, B, C, or D fall at 90%, 80%, 70%, and 60%, respectively.

Students with an "A" average going into the final exam (i.e., with a weighted average of 90.00% or greater) will be excused from taking the final, and will receive an A in the class. Please note that, in general, I do not "round up" when assigning letter grades. Thus, a weighted average of 89.99% is a letter grade of B, not an A. However, for this class, I will round up for students who have shown strong participation in the online discussions (see below for details on the online discussion assignment). Specifically, for those who have met or exceeded the posting expectations for **at least 8 of the deadlines**, an average of 89.50% or above will count as an A.

The weight assigned to each of the assessments is *unchanged* by move to online deliver in response to COVID-19.



Online Discussions (to assess Course SLOs #1-5)

I will be using the Packback Questions platform for online discussions about class topics. My goal in using Packback is to extend the discussion of topics raised in class and in the readings. It provides a forum to debate the pros and cons of various philosophies of conservation, as well as current or proposed policies and practices. Specifically, writing questions and answers using Packback will:

- Help you develop writing skills necessary for any career path
- Reinforce the imperative skill of justifying thoughts and claims with credible evidence- and then citing the evidence!
- Enhance critical thinking sought out by employers
- Deepen your understanding of the course content by gaining diverse insights and perspectives from your peers

Your participation on Packback will count towards your final grade. There will be 10 deadlines for submissions to Packback. These will generally be spaced at weekly intervals, with some exceptions. Specific deadline dates will be posted on Canvas, and submissions will be due at **11:59 pm on a Sunday evening.**

Before you start posting, be sure to read the [Community Guidelines](#) found in the tutorial on Packback. If your post doesn't follow the Packback Community Guidelines, there is a chance it will be removed and you won't receive points for that post.

Note: it takes 24 hours for the Packback team to moderate a post and send a coaching email. If by any reason your post is moderated because it does NOT meet the Community Guidelines, you will need to edit and re-publish your post to receive credit for the week. This is why it is important that you complete your Packback questions and responses far before the deadline in case your post is moderated

You will receive a welcome email from holla@packback.co prompting you to finish registration and payment. Packback has already created an account for you with your school email, all you need to do is reset your password. This email may be directed to spam or filtered out, so make sure you do a thorough scan of your inbox if you can't find the email.

In-Class Discussion Leadership (to assess Course SLOs #1-4)

Most class meetings will be focused on discussion of assigned readings. Near the beginning of the semester, students will sign up to lead the discussion on a particular day. Since there are more students than discussion meetings, some students may work in teams of 2 individuals. In class, after the instructor introduces the topic, the student leader(s) will be responsible for initiating and facilitating a discussion. Students are encouraged to be creative in finding ways to encourage the rest of the class to participate. The discussion leadership team will be graded based on their preparation and handling of the in-class discussion.

If the class does not meet in person (e.g., due to COVID-19), discussion leaders will email whatever material they would have used in class to the instructor at alanj@clermson.edu and will post 2-4 questions to Packback for online discussion.

Spark Page (and Prospectus) (to assess Course SLOs #5 and #6)

Students will create a page using Adobe Spark to explore a current issue of relevance to conservation. The page will consist of text, photos, and/or videos which provide (1) the relevant scientific information, (2) the historical, social, or political context, and (3) the policy options available. The page should be designed to communicate to a broad public audience within 10 minutes or so of viewing time. Students will submit a prospectus, which will name the topic they plan to explore, and briefly outline the points they plan to communicate. The prospectus will be due March 12 (submitted in Canvas). The Spark Page itself will be due April 9 (url submitted in Canvas).

Exams 1, 2, & 3 (to assess Course SLOs #1-4)

Three dates during the regular semester are scheduled for in-class exams. These will be closed book exams consisting of multiple choice and short essay questions, focused on factual information and on main themes or points of discussion from the reading materials and in-class discussions. **Please do not miss class on these dates. If you know you cannot be in class on one of these dates, please notify the instructor as soon as possible. Make-up exams will be**

given on a case-by-case basis, and only if the student has a legitimate, documented excuse.
Due to COVID-19, Exam 3 will be given online using Canvas.

Final Exam (to assess Course SLOs #1-4)

Students with an average that places them in the “A” range prior to the final exam will be excused from taking the exam, and will receive an A in the class. Students with a lower percentage may accept the letter grade based on their “pre-final average”, or opt to take the final exam. The final exams are scheduled for 8:00 – 10:30 am on the Wednesday of final week (section 001), and 3:00 – 5:30 pm on Wednesday (section 002). The exam will be comprehensive – covering material from the entire semester – and will be a mix of multiple choice and short essay questions.

Due to COVID-19, the Final Exam will be given online in Canvas.

Class and University Policies

Attendance / Class Cancellation / Inclement Weather:

I plan to attend each class session; however, students are not expected to more than 15 minutes past the scheduled start time, should I not arrive at class and no note with other instructions is posted.

Students are not graded on attendance, but in order to comply with federal financial aid regulations, I am required to be able to document attendance patterns for certain students. Therefore, I may use a variety of means to monitor attendance, including roll-calls, sign-in sheets, ungraded survey questions, and/or graded in-class quizzes or assignment submissions. Students can notify the instructor about anticipated or actual absences either by email or via the Notification of Absence module in Canvas.

The class will abide by University decisions for class meeting or cancellation in the event of inclement weather. Any in-class quiz that was scheduled at the time of a class cancellation due to inclement weather will be given at the next class meeting unless contacted by the instructor. Any assignments due for submission on Canvas will generally retain the same due date in the event of inclement weather unless otherwise specified by the instructor. Accommodation will be made in the case of power outages or similar events that prevent online submission. Any extension or postponement of assignments or exams must be granted by the instructor via email or Canvas within 24 hours of the weather related cancellation.

Academic Continuity Plan for This Course:

“In the event the physical classroom facility becomes unavailable, as determined by the University’s administration, class will be conducted in a virtual (online) format. The University

issues official disruption notifications through email /www /text notification/social media. When notified, use one of the following links to navigate to Clemson Canvas where you will find important information about conducting class:

- Primary access link - www.clemson.edu/canvas
- Secondary access link, if needed - <https://clemson.instructure.com/>
- Or use the Canvas Student App”

Missed Exams and Work Turned in Late:

Make-up exams will only be provided on a case-by-case basis if the student can provide a valid and documented excuse. If students have an excuse for a missed exam, they should email the instructor (alanj@clemson.edu or via Canvas). The use of email helps to retain a record.

The only way to insure full credit for an assignment is to turn it in by the announced deadline. Work which is turned in late can, at the discretion of the instructor, have points deducted. The amount deducted will depend on the nature of the assignment and the reason for the late completion, but may be up to 10% of the possible points for every day it is late. The instructor reserves the right to refuse to accept any work which is submitted more than two weeks late.

Academic Integrity Policy (Undergraduate):

“As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a “high seminary of learning.” Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.”

“A simple definition of plagiarism is when someone presents another person’s words, visuals, or ideas as his or her own. The instructor will deal with plagiarism on a case-by-case basis. I will use, at my discretion, the Plagiarism Resolution Form. All infractions of academic dishonesty will be reported to Undergraduate Studies for resolution through that office.”

“See the [Undergraduate Academic Integrity Policy website](#) for additional information about academic integrity at Clemson.”

Student Accessibility Services:

“Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students

who experience a barrier to full access to this class should let the professor know and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain, and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information at [Accessibility Portal](https://www.clemson.edu/accessibility/accommodations.html) (<https://www.clemson.edu/accessibility/accommodations.html>).”

Equal Opportunity and Title IX (Sexual Harassment) Policy:

“Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Executive Director of Equity Compliance. Her office is located at 110 Holtzendorff Hall, 864.656.3181 (voice) or 864.656.0899 (TDD).“

SCHEDULE (subject to modification due to weather or other events):

<u>Date</u>	<u>Topic</u>
Jan 9	Introduction and discussion of syllabus
Jan 14-16	Lectures by the instructor (setting the context)
Jan 21 – Feb 6	In-Class Discussions (Module 1: Historical Roots of Conservation)
Feb 11	Exam #1
Feb 13 - Mar 5	In-Class Discussions (Module 2: Current Visions for Conservation)
Mar 10	Exam #2
Mar 12	Prospectus for Spark Page DUE
Mar 12 – Apr 9	In-Class Discussions (Module 3: Current Policies and Practices)
Mar 16 - 20	No Class -- Spring Break!
Mar 26	No Class – Instructor at conference
Apr 9	Spark Page DUE
Apr 14	Exam #3
Apr 16-23	Final lectures by the instructor.
Apr 29 (Wednesday)	FINAL EXAM (Section 1: 8:00 – 10:30 am, Section 2: 3:00 – 5:30 pm) final exams will be in the classroom used during the semester

OTHER IMPORTANT DATES

Jan 22	Last day to drop a class without a W
Feb 28	Mid-term evaluations must be made available to students
Mar 13	Last day to drop a class without a final grade