

BIS 459 Conservation and Sustainable Development (5) I&S/NW
Martha Groom, Interdisciplinary Arts and Sciences, UWB

T Th 6-745pm
UW1-051

Office hours: Th 130-3pm and after class from 8-9pm, or by appt. Office: UW1-130

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Course Description: Linking biodiversity to the promotion of human welfare should result in better living conditions for both current and future generations. Yet, dominant paradigms of global development rarely create such links, and worse, often result in undermining both ecological and social sustainability. This course introduces core concepts in biodiversity conservation and sustainable development, dealing with debates over the processes that have led to current crises for humans, wildlife and wildlands, as well as the merits and problems caused by differing development and conservation strategies pursued in sites across Sub-Saharan Africa, Latin America, and SE Asia. We will briefly review historical patterns of development and conservation in these regions, with an emphasis on environmental history, political ecology, and conservation biology perspectives. We will examine critiques of both past efforts, and assess approaches advocated in recent years from ecological, economic and sociopolitical perspectives. One goal is to examine evidence – or identify gaps in such evidence - that may illuminate when, and under what conditions, approaches to sustainable development may be successful. The latter portion of the course will focus on major types of natural-resource based development, including agriculture, forestry, livestock production, wildmeat hunting, fishing, and oil/mineral extraction. We will conclude by drawing lessons from more and less successful efforts toward a vision of how successful integration of conservation and development goals might be achieved.

Course Goals and Learning Objectives:

1. To gain a fundamental understanding of the connections between healthy ecosystems and human welfare.
2. To become familiar with the environmental and social histories of tropical countries, as well as the debates over such histories.
3. To understand environmental and human welfare dilemmas of our present age, and analyze how different scenarios may improve or worsen these dilemmas.
4. To examine critically the principles of sustainable development and biodiversity conservation, and their application in efforts to foster sustainable practices that eliminate poverty while protecting biodiversity.
5. To develop research skills through improving capacity to evaluate and interpret online and print resources.
6. To develop and hone critical reasoning skills in relation to interpreting quantitative and qualitative evidence used in analysis and assessment of conservation and development projects.

Course Structure: This course is designated as a 30% hybrid course, meaning the class will meet 70% of the time on campus and 30% of the time online. The on-campus meetings are required and we will meet in UW1-051 from 6pm – 745pm on T Th, and four of our sessions (9 April, 25 April, 2 May and 4 June) will be held entirely online. Active participation in both the on-campus and online activities is required to pass this course.

Although taking a hybrid class provides more flexibility in one's schedule, the amount of work required for any given hybrid class is as much as a traditional class. Hybrid courses often require students to take more initiative in their own learning.

Technical Course Requirements and Support: To succeed in this course you must have

- Reliable Internet connection
- Access to Canvas

Online sessions will make use of Canvas. If you are not familiar with Canvas, please visit the tutorial page, located at: <http://www.uwb.edu/learningtech/elearning/canvas/canvas-for-students>

If you need technical assistance at any time during the course, you can contact Information Technologies via email: it@uwb.edu or call the IT Help Desk at 425-352-3456. UW Bothell Learning Technologies also has a robust set of student tutorials for Canvas. They can be found at <http://www.uwb.edu/learningtech>.

Course Activities: This course will involve a lot of reading, writing and online discussion outside of class, and small group work sessions, discussions and short presentations during each class meeting. Please come to class or the online worksite having completed all the assigned work and having considered how you would contribute to new discussion or work sessions. You should be ready to summarize major points and have considered questions for class discussion either for interpretation or further research. General topics for most of our discussions are listed in the course schedule.

Throughout the quarter you will prepare short essay responses to questions posed by me and fellow students based on the course readings/videos and materials you find online. These reflective writings are an opportunity for you to challenge the assumptions and assertions of the reading and deepen your critical reasoning skills. For many in-class work sessions, you will read a short case study, or do independent research to learn more about a given issue. After small group discussions of theses, you will write a summary of major points you have learned from the case studies, and research questions that stem from your reflections on the cases. Usually we will have either a pre- or post-class session discussion board assignment that will help us tie together key ideas.

Each of you will develop a final project that allows you an opportunity to delve into a subject or case in greater detail. Several project ideas will be presented early in the quarter. Alternative ideas are welcome, however no project should be attempted without first gaining my approval. There will also be several community-based learning projects to pursue. Each project will be presented to the class at the end of the course, and those not involved in community-based learning will also post their projects to an online resource (such as the encyclopedia, Wikipedia).

Course Readings:

Articles and Book Chapters/Excerpts will be available through our canvas website, except for one book that should be purchased from the bookstore:

Perfecto, I., J. Vandermeer, and A. Wright. 2009. *Nature's Matrix: Linking Agriculture, Conservation and Food Sovereignty*. EarthScan, London.

Library-based Research or Community-based Projects

The major project for this course can be designed and carried out independently or as part of a research cluster. A research cluster will allow you a peer group to work with to develop and carry out a significant research project or community-based service project. Individual projects may fit more easily into the time you have available, particularly if your schedule makes it difficult to coordinate with another person.

Each project should explore a case or issue in conservation and sustainable development in detail, you will create a short presentation to the class on your project at the end of the quarter. A research cluster can include 2-4 people, and should support the collective research effort. Your final paper can be jointly or individually written, but must be on the topic selected by the cluster. A typical paper is 5-8 single-spaced pages in length.

Each project should be developed along one of 3 lines:

1. Researching and analyzing a case study from Africa, Latin America, Asia or the PNW in conservation and sustainable development;
2. Delving into a controversy in conservation and sustainable development, and producing a detailed discussion of that controversy;
3. Working on a community-based, service-learning project with one of the organizations identified in class.

Project Proposal/CBL project contract: Due 18 April online by 11pm. If you opt to conduct a research project you should submit 1-2 paragraphs that describes the general topic or case you wish to pursue, and any specific research questions you have identified thus far, as well as the names of any partners on the research. You should only proceed with your project once you have gotten approval from me. If you will pursue a community-based project, you should sign up on EXPO.

Independent Project/CBL progress report: Due 14 May at the beginning of class. If you are completing a research project, you will be responsible for creating a 1-2 page summary of your project progress to date (one per group). The progress report should specify both the topic or case you are pursuing (or those of the Community organization with which you are working), specific research questions you will address in the project, a description of methods you are using to complete your project, your ideas of where you will make your work public, and a general outline of the project. This check-in assignment is a great opportunity to highlight areas where you could use extra help!

Independent Project Report/CBL Report Draft: Due 28 May at beginning of class. This draft of your project report is a point where you can get feedback for improvement (and this lets me ensure you don't go hideously astray!). If you are engaged in a community-based project that includes written/video products, you may also receive feedback from that organization. In both of these cases, expect to receive feedback promptly, and to do additional work beyond revision – that is, you are likely to need to do additional research to complete your final draft. (note: If you are volunteering without producing a report for your organization, the points for this assignment are reallocated to a final reflection essay due on 13 June.)

Project Presentation during Finals Week. We will use 13 June during finals week for a poster walk and discussions based on the research and CBL projects. You should prepare a an 11 x 17 in. poster that describes your project or your CBL work. Please design your poster with the goal of teaching the rest of the class (rather than presenting to me). You can refer to the project presentation assignments page in canvas for more description.

Final Project Report and Reflection: Due 13 June. You should improve your draft based on the feedback you receive. A large part of your grade for this assignment is dependent on how well you use the feedback. If you are doing a community-based project that involves a report, the final version should be given to the organization by this date, as well as turned in to me. If you are preparing a case study or controversy study, you will need to post it to Wikipedia or another suitable public website by this date, as well as submit a final version to me. I will hold a tutorial for all students working on this option to help you do this. Finally, if your CBL work does not involve a written or video product, your final reflective essay is due on this date.

Community Partners for our course, with more information at

https://expo.uw.edu/expo/service_learning For advice on using EXPO, please go to this link:
<http://www.uwb.edu/cblr/student-resources/expo>

Village Volunteers (VV) <http://www.villagevolunteers.org>

Village Volunteers works in partnership with rural village and capacity-building programs to support the development of sustainable solutions for community survival, education, and growth. The primary focus of VV is community development through volunteer service in communities in Ghana, Kenya, and Belize. VV is eager to partner with student researchers to develop materials for their sustainable resource library, or to help plan core events that support VV's mission.

Community Alliance for Global Justice: AGRA Watch

<http://www.seattleglobaljustice.org/get-involved/internships>

AGRA Watch objectives are to monitor and question the Gates Foundation's participation in the Alliance for a Green Revolution in Africa (AGRA). AGRA Watch supports sustainable, socially responsible, and indigenous alternatives in Africa and works to connect these movements to those occurring in our local communities. They seek student researchers who could develop research to better understand and articulate leading concerns with the Gates Foundation's funding of the Alliance for a Green Revolution in Africa (AGRA).

Seattle CISPES – Communities in Solidarity with the People of El Salvador

<http://www.seattlecispes.org>

Seattle CISPES is a grassroots organization dedicated to supporting the Salvadoran people's struggle for social and economic justice. The alternative they are building is an example to all people who seek a world free of injustice and oppression. Student volunteers will learn about the environmental impacts of the metallic mining industry, and about grassroots resistance movements to mineral extraction in various countries, and assist staff with one of several core research projects.

Students with Disabilities

I am committed to providing academic accommodations to those of you who have a disability. If you believe that you have a disability and would like academic accommodations, please contact Disability Support Services at 425.352.5307, TDD 425.352.5303, FAX 425.352.3581, or at dss@uwb.edu. They will be happy to provide assistance. After an initial intake appointment, they will ask for documentation of your disability. Disability Support Services will then provide you with a letter to present to me so we can discuss the accommodations you might need for the class.

Academic Integrity and Avoiding Plagiarism

I expect you to practice the highest standards of academic and professional honesty and integrity. Please review the *UWB General Catalog*, the documents you signed upon admission to IAS, and the policy statements at www.uwb.edu/students/policies/integrity.xhtml for crucial information regarding academic integrity. Academic integrity is an IAS, UWB and State of Washington priority. You are responsible for knowing what constitutes a violation of the University of Washington Student Code, and you will be held responsible for any such violations whether they were intentional or not.

Note that, at the very least, any incident of academic misconduct will result in a zero grade for that assignment. In short, avoid plagiarism either in written assignments (by copying or paraphrasing without quoting and/or citing your sources) or in oral presentations (by reading or paraphrasing from a source or using a still or moving image without citation), and don't ever cheat or fabricate information. If you do, I will be required to write a letter to the Vice Chancellor of Academic Affairs to be included in your file. If you have any questions or concerns, please ask me. The library also has an extremely useful website with resources to help you understand the issues at <http://www.uwb.edu/library/guides/research/plagiarism.html>.

Course expectations for all

Participation: Preparing for and coming to class (arriving on time and staying for the duration) is required since it is the most basic level of participation. I stress this because your active and creative participation in both whole class and small group work is crucial to the success of this course (as well as your success in it). Prior to class you should have read the assigned materials, thought about them, and formulated questions and/or topics related to these materials that you would like to see addressed in our discussions. You should always come to class with a few prepared thoughts to share during class discussion. Also, because active participation is essential in a course of this nature, a sizeable fraction of your grade is based on your participation in each class session.

Respect and experimentation: I take it as assumed that all members of the course, including myself, treat each other respectfully. Class participation is not only a way to share what we've learned, but also a chance to ask questions, experiment with new ideas and explore issues that are unclear. Everyone should feel secure against any adverse judgment for taking intellectual risks as they explore the topics and research process in this course.

Laptops and personal communication devices: You are welcome to use a computer in class to access readings, take notes, etc., but it will detract from your and the whole classes' experience if you use your computer or cell phone/PDA to email, surf the web, etc for any purpose not related to class. To help discourage the latter, I will deduct 3 pts from your total score for any date I find you using these items for personal use during class time (during breaks is fine).

BIS 459 - SCHEDULE AT A GLANCE

T 2 April	Introduction to Course Themes
Th 4 April	Identifying and Querying International Goals for Development and Conservation
T 9 April	Rationales for Conservation
Th 11 April	Environmental and Social Trends in Developing Countries
T 16 April	ONLINE! Mainstream Development and Conservation Narratives
Th 18 April	Critiques of Cons. & Dev't Narratives: Perspectives from Environmental History
T 23 April	Critiques of Cons. & Dev't Narratives: Cultural Studies Perspectives
Th 25 April	ONLINE! Synthesis and Review
T 30 April	Parks and People: conflicts or coexistence for conservation?
Th 2 May	ONLINE! ICDPs and Community-Based Conservation
T 7 May	Conservation in the "Matrix"
Th 9 May	Conservation and Development in Agro-ecosystems
T 14 May	Conservation and Development in Pastures, Livestock and Pastoralists
T 16 May	Conservation and Development in Forests, Forestry and Foresters
T 21 May	Hunting and Bushmeat: the empty forests?
Th 23 May	Extractive Industries and Access: Roads/ Oil and Mining
T 28 May	Sustaining Cities: urban development and conservation
Th 30 May	Climate Adaptation
T 4 June	ONLINE! Preparing for Final Discussion
Th 6 June	FINAL DISCUSSION: What Progress for Sustainable Development and Conservation?
Th 13 June	PROJECT PRESENTATIONS Student Poster Presentation on Projects / Gallery Walk and Discussion

Major Assignments and Grading Distribution:

Participation, including discussion facilitation, online discussions/factoids: 40%

Reflective essays (due 30 April and 6 June): 20%

Library Research or Community-based Learning Project: 40%

 Proposal (due 18 April): 5%;

 Research Project Outline or CBL progress report (due 7 May): 5%

 Draft Project Report (due 21 May): 10%

 Project Presentation (due 13 June): 10%

 Final Project and Final reflection paper (due 13 June): 10%