

Welcome to the UGA Spring Study Abroad

Field Studies in Natural Resources: Sustaining Human Societies and the Natural Environment
ECOL 6271W (4 credits)

This is a sample syllabus intended as a general guide only and deviations may be necessary (a final syllabus will be included in the reading packet or available by contacting the office)

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Course Description

This course builds upon fundamental concepts and knowledge of ecological systems to explore human – environment relations in the South Pacific context. A creative individual- and peer-based experiential learning approach will be adopted, in which you will design integrated solutions to major environmental issues through recall, translation, deconstruction and reflection of the knowledge acquired. Pre-departure and post-departure assignments are required (refer to the Course Requirements section in this syllabus as well as the itinerary). In addition to completing all readings and graded assignments, graduate students will be expected to exercise intellectual leadership beyond that expected of undergraduate participants. That is, graduate student participants will be expected to model appropriate (prepared and active) discussion and questioning behaviors, to help relate material covered in this course to disciplinary foundations in environmental issues, and to interact on a professional level with all guest lecturers.

Course Objectives

By the end of the program students will:

1. Understand fundamental concepts of ecological systems (e.g., chemical cycles, the atmosphere, ecosystems and restoration, biological productivity, biological diversity, introduced species and population growth and consumption);
2. Engage in creative individual- and peer-based experiential learning to design integrated solutions to major environmental issues through recall, translation, deconstruction and reflection of the knowledge acquired.
3. Critically evaluate the human and biophysical dimensions of environmental issues through personal experiences, peer-group evaluations, and applied research projects; in particular, to be able to
 - a. Judge the strengths and weaknesses of solutions to problems arising from human-environment interactions using evidence from applied case studies;
 - b. Evaluate ethical implications of conservation and sustainability;
 - c. Defend your perspectives in written and oral presentations.
4. Conduct yourself in a manner consistent with Discover Abroad's Professional, Academic, and Ethical Code of Conduct (refer to the *Program Manual* for a description and course-related implications).

Course Credit

Credit is offered for a total of 4 semester hours at the undergraduate level in ECOL (Ecology) 4271 in *Field Studies in Natural Resources: Sustaining Human Societies and the Natural Environment*. The course meets requirements for the UGA Writing Certificate (4271/6271W).

Prerequisites

All students in good academic standing are eligible to take the course. There are no academic prerequisites, however, some activities will require a level of physical exertion and may span a broad climatic gradient requiring certain gear (refer to the Program Manual).

Attendance

Punctual attendance at all scheduled program-related activities is required, including group meetings, discussions, field excursions, as well as lectures and any other scheduled activities. Participation in educational field activities (such as hiking, snorkeling, swimming, etc.) is voluntary and at the discretion of the student; however, should you wish not to participate you must inform the instructor and an alternate education non-field activity will be assigned. An excused absence or decision not to participate in one or any of these field activities will not affect your course grade. During the field studies, no student may leave the group without the consent of the faculty supervisor. Unless an absence is approved by one of the instructors, students will lose 10% of their final grade for each day or part-day they fail to participate. Unexcused absences or chronic late arrival to program activities may be grounds for dismissal from the program (refer to the *Program Manual* for further details).

Late and Missed Assignments

Because of the nature of this course and the tight schedule, assignments are not accepted late without prior approval from the instructor.

Academic Honesty

All academic work must meet the standards contained in the University's Culture of Honesty policy (www.uga.edu/honesty). All students are responsible for informing themselves about those standards before performing any academic work. The penalties for academic dishonesty include (but are not limited to) award of a failing grade for the course, suspension, notification placed on the student's transcript of their having been found guilty of cheating, and expulsion from the university, and ignorance is not an acceptable defense. Academic dishonesty will be reported to the University Academic Policy Panel.

Special Accommodations

Any student(s) who require special accommodation(s) or other requirements in this course must contact the instructor before or at the UGA on-campus orientation and register with UGA Disability Resource Center (www.drc.uga.edu). Some activities include moderate exercise, such as hiking and snorkeling.

Course-book

You are required to bring a laptop or notebook with Microsoft Word software (ipads, kindles, or other similar electronic reading devices are not acceptable for course assignments). The course-book will be provided electronically via jump drive, which is available for purchase at Bel-Jean's Copy/Print Service, 163 East Broad St,

Athens, GA 30601. To purchase, please order online from <http://www.bel-jean.com/study-abroad-uga.php>, via phone at 706.548.3648 or via email at campusrep@bel-jean.com. An optional hardcopy is also available, though not required. The program accepts no responsibility for lost or stolen items and we recommend that you consider purchasing insurance for any expensive personal items before bringing them on the course.

The following readings are included in the electronic course-book:

Chiras, D.D. (2005). Population: Measuring growth and its impact. In *Environmental Science: Creating a Sustainable Future* (pp.148-167). Sudbury, MA: Jones and Bartlett Publishers.

Botkin, D.B. & Keller, B. (2003). Ecosystems and ecosystem management. In *Environmental Science: Earth as a Living Planet* (pp. 94-108). Hoboken, NJ: Wiley and Sons.

Chiras, D.D. (2005). Preserving biological diversity. In *Environmental Science: Creating a Sustainable Future* (pp.214-243). Sudbury, MA: Jones and Bartlett Publishers.

Botkin, D.B. & Keller, B. (2003). The atmosphere, climate, and global warming. In *Environmental Science: Earth as a Living Planet* (pp. 451-484). Hoboken, NJ: Wiley and Sons.

Botkin, D.B. & Keller, B. (2003). Biogeography. In *Environmental Science: Earth as a Living Planet* (pp. 130-155). Hoboken, NJ: Wiley and Sons.

Readings as assigned in the field modules packet.

Readings as handed out in lectures.

Optional Reading

For pre-departure (optional) reading, we recommend:

Bryson, B. (2000). *In a sunburned country*. New York: Broadway Books.

Clarke, M. (1970). *For the term of his natural life*. Adelaide: Rigby, Seal Books.

Diamond, J. (1998). *Guns, germs, and steel: The fates of Human societies*. New York: W.W. Norton & Company.

Hughes, Rr. (1987). *The fatal shore: The Epic of Australia's founding*. New York: Alfred A. Knopf Inc.

Ihimaera, W. (1987). *The whale rider*. Orlando: Harcourt Books.

Hulme, K. (1986). *The bone people: A novel*. Washington D.C.: Penguin Books.

Low, T. (2002). *The new nature: Winners and losers in wild Australia*. Camberwell, Australia: Viking Australia.

Morehead, A. (1966). *The fatal impact: The invasion of the South Pacific, 1767-1840*. London: Hamilton.

Pilkington, D. & Garimara, N. (1996). *Follow the rabbit proof fence*. St. Lucia, Australia: University of Queensland Press.

Rose, D. (1992). *Dingo makes us human: Life and land in an Aboriginal culture*. Cambridge: Cambridge University Press.

Shute, N. (1950). *The legacy (a town like Alice)*. New York: Morrow.

Course Requirements

Mid-term exam (20%)

An in-class open-book exam comprised of multiple-choice, short answer, true-false, and matching questions. The exam will cover lectures in Concepts in Ecology I – IV, other lectures and field activities as assigned, and readings as assigned.

Field modules (45%)

The field modules are location-based questions to be answered as individually written 250-word essays, peer-reviewed essays, group debates, site quizzes, and/or research projects (due at intervals throughout the program

– see the *Itinerary*). Refer to the *Field Modules Introduction and Overview* for details on assessment expectations and submission requirements for each of the various forms of modules.

Pre- and post-departure assignments: Personal digital introduction (5%) and digital story (20%)

Refer to the *Field Modules Introduction and Overview* for details on the structured process, assessment expectations, and submission requirements for (1) the digital introduction stories and (2) the digital story.

Field guide (10%)

Compile a field guide of the unique native ecology (containing 10 species of native birds, trees, and/or plants) of one of the countries visited. The photographs must be your own and the style must strictly follow the *New Zealand Plant Guide* (Arial 8.5 font). Select only plants not otherwise included in the *Guide*. Email the compressed Word file (titled, “*your last and first name* field guide <name of country>”) to the instructor within four (4) weeks after the end of the program in-country. Failure to adhere to any of these requirements (e.g., file name, compression, submission date, etc) will result in an automatic 10% (minimum) to 20% (maximum) penalty in grade.

Additional Assignment for Graduate or Honors Option Credit

Graduate credit for the course requires both of the following: (1) the quality of the presentations, written exam material, and project assignments will be of a higher quality than at the undergraduate level. Accordingly, written material and project assignments will receive more rigorous grading than at the undergraduate level. (2) An integrative essay that clearly demonstrates an ability to synthesize concepts and material across the study abroad program using real-world scenarios and local (i.e., country-specific) research that builds upon the material learned in the field and class environments.

The essay is to be 500 typed words (excluding references and any appendices) in Arial 9.5 point font (single-spaced) and emailed as one electronic (Word or .pdf) file (titled “*your last and first name* graduate credit”) to the instructor within four (4) weeks of the completion of the program. (Failure to meet a pass grade for the assignment(s) and/or submit the assignment(s) by the due date may result in an incomplete grade.) Include the date, as well as your first and last name on the header of the file. You will be expected to include external citations (which must be fully referenced), and to write in a well executed, grammatically correct style. Respond to the following question: “How did the study abroad experience influence your understanding of global **and** U.S. issues of sustainability?”

Grade Assessment

Final grades will be assigned as follows:

A	93 –100 percent
A-	89.5 – 92.9 percent
B+	87 – 89.4 percent
B	83 – 86.9 percent
B-	79.5 – 82.9 percent
C+	77 – 79.4 percent
C	73 – 76.9 percent
C-	69.5 – 72.9 percent
D	59.5 - 69.4 percent
F	below 59.4 percent

Course Itinerary

Refer to the sample itineraries available online. Final itineraries will be distributed on arrival in-country or contact the office for the most recent version.

Sample