

The University of Texas at San Antonio
Department of Political Science and Geography

Conservation of Resources

GRG 3613, Course #13059
Tuesday/Thursday 8:00-9:15am
Room: MH 3.02.30

*****The most current version of this document will be available on Blackboard*****

Lecturer

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Office Hours: Tues/Thurs 11:00-12:00 and by appointment.

Please see below for guidelines on contacting me.

This course introduces students to the complex interactions and interrelationships between human society and the natural environment, drawing from broad interdisciplinary perspectives in geography, ecology, environmental justice, ethics, conservation, sustainability and economics.

Discourses, practices, and policies concerned with natural resource conservation are deeply informed by both scientific and social values. We will examine the history of the conservation movement in the United States to uncover the complicated ways in which concepts of nature and wilderness have been constructed, contested, and redefined over time, and the ways in which this legacy continues to influence environmental policy and practice. Central to this discussion will be an examination of the constructions of value, ethics, and morality that are deeply embedded in discourses of natural resource use, management, and conservation.

Certainly, perceptions of the environment are influenced by a far greater range of representations than those produced by the scientific community. It is also important to consider the ways in which representations in politics, the press, popular media, television, film, art, and zoos all contribute to the construction of knowledges and expectations regarding the environment, nature, wilderness, resource use and conservation. These representations coalesce and collide in place and time, forming notions and counter-notions regarding the character, meaning, and value of human-environment relationships. Throughout the course of the semester, we will examine examples from popular culture and media to illustrate the ways in which issues of concern are characterized and debated within American society.

You will be exposed to a variety of perspectives and ways of looking at the world in this class. Some of these ideas you may agree with, others you may not. It is not my role to tell you what to think, but instead to offer you guidance on how to approach, examine, and begin to think critically about these complex issues. This will require effort on your part, including conscientious attendance, careful reading of assigned articles and constructive participation in class exercises and discussions. **Consistent attendance and participation in class is absolutely essential for success in this class.**

Students will have the opportunity to:

- Analyze issues regarding the environment, natural resources, and conservation from a variety of geographic perspectives.
- Distinguish the importance of place-specific social, cultural, economic, political and ecological complexities that surround each conservation issue.
- Evaluate how human welfare is connected with the conservation of the environment.
- Draw connections between human resource extraction/use and resulting impacts on habitat and wildlife.
- Evaluate information on the environment and conservation in the media.
- Evaluate the relevance of conservation in their own lives.

Grading

Participation (Attendance, participation, leading discussion)	100 points
Quizzes and In-Class Activities	350 points
Conservation in the News	100 points
PORTFOLIO 1: Free Writes (unannounced, in class)	20 points
PORTFOLIO 2: Identifying Resources, Citation, and Ethics	20 points
PORTFOLIO 3: Research Paper Proposal	20 points
PORTFOLIO 4: Annotated Bibliography	20 points
PORTFOLIO 5: Thesis Statement/Outline	20 points
Research Paper (8-10 pages)	300 points
Research Presentation	50 points
Total	1000 points

The following scale will be used to determine your final letter grade:

A+	960-1000	(Unusual Excellence)
A	900-959	(Outstanding)
B+	890-899	(Distinctly Above Average)
B	800-889	(Above Average)
C+	790-799	(Average)
C	700-789	(Average)
D+	690-699	(Below Average But Passing)
D	600-689	(Below Average But Passing)
F	599 and below	
Credit/No Credit	600 and above Pass	

Mid-term Grades: 70% or below will receive warning. Mid-term grades will be reported per UTSA policy and at the request of specific academic and athletic programs.

Assignments

Late assignments are not accepted. Extreme situations should be raised immediately.

1. Participation: **Class attendance and participation are mandatory. COME TO CLASS PREPARED!** This includes participation in discussion and class activities. Each student will be assigned one class day where they will be responsible for **presenting a summary and critique** of the assigned reading. Students will also be responsible for generating a **discussion questions** and leading in-class discussion for the day.

2. Reading Quizzes and Activities: This course requires a significant amount of commitment to reading each week. Reading quizzes will be given without advance notice throughout the semester. These are designed to promote regular attendance and the timely completion of reading assignments. Reading quizzes will be administered during the first few minutes of class, and will consist of a few questions that test for reading comprehension.

3. Conservation in the News: Students are asked to bring in an **average of one article** from a major news source **each week** where issues in conservation figure prominently, for a total of **TEN (10)** over the course of the semester. Students should write a 1 page (double spaced) response to the article, including **critical reflection** and drawing **connections between these current events and larger issues discussed in class**. Students are invited to present their articles in class every few weeks in order to stimulate discussion.

4. Research Portfolio: There is no assumption that students will have experience conducting a major research project at the start of this class. The portfolio is intended to guide students through the process of crafting a properly researched, cited, and structured paper. Assignments will be given throughout the semester.

5. Research Paper: The **final paper will be 8-10 double-spaced pages** on a topic of the student's own choice (the topic must be approved by the instructor.) More detailed instructions will be given in class and posted on Blackboard.

6. Research Presentation: Students will present a **5 minute presentation** on their research project. These presentations should include the use of audio/visual aids or utilize other handouts to better engage the class with their project.

The Judith G. Gardner Center for Writing Excellence (<http://www.utsa.edu/twc>) provides individual, professional advice on all aspects of writing for students. You may also feel free to schedule an appointment to meet with the Instructor outside of class for additional guidance.

Tomás Rivera Center

The Tomás Rivera Center provides academic support services for assistance in study strategies and course content. These services are available to you at no additional cost. For more information regarding these services, please visit the TRC web site at www.utsa.edu/trcss.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, ethnicity, nationality, culture, religion, politics, sexual orientation, and gender/gender variance.

Please SILENCE your electronic devices before the start of class. If you are talking on your phone, texting, listening to music, surfing the web, Facebooking, Tweeting, etc. during class you will not receive credit for attendance that day and you may be asked to leave.

Academic Integrity

Students are expected to adhere to the UTSA Code of Student Conduct, which states, “Academic or scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designated to give unfair advantage to a student, or the attempt to commit such acts.” Academic dishonesty will lead to a failing grade, and the student can be subjected to further disciplinary actions in accordance with applicable provisions of the Student Code of Conduct and related University Regulations. Please refer to <https://www.utsa.edu/infoguide/appendices/b.html> for more information.

Students with Disabilities

Any student with a **documented disability** who requires academic accommodations (including note takers, alternative print formats, etc.) should contact Disability Services at MS 2.03.18, 458-4157 as soon as possible to request an official letter outlining authorized accommodations. **Qualified students must make an appointment to meet with me outside of class time to discuss these accommodations, so that I can do all I can to help. This appointment must be made no later than the 15th day after the first day of the semester.** The responsibility of obtaining necessary documentation and informing the instructor through the proper channels rests entirely with the student. Please refer to <http://www.utsa.edu/disability/students.htm> for more information.

Contacting the Instructor

The best way to reach me is by email. Please give me 24 hours to respond to your emails and 48 hours over the weekend. My office is a shared office, and will ring to the office, but instead of voicemail, it will forward to the front desk in the Department. This is not a good way to reach me except during office hours. Rather, if you have a pressing concern, please email me. Please remember that I reside in Austin, and the only days I will be on the UTSA campus are Tuesday and Thursday. Please remember to sign your emails, first and last name, and reference which course you are enrolled in (this will help avoid confusion on my part!)

Schedule

PDF- on Blackboard

WL- Weblink on Blackboard

	Theme/Topic	Assigned Reading	Due
8/30		Introduction to Course	
	Part I	Discourses of Resource Use, Preservation, and Conservation in the United States	
Wk 2 9/4	Preservation and Conservation	<ul style="list-style-type: none"> 👉 Roosevelt, <i>Conservation of Natural Resources</i> WL 👉 Pinchot, <i>An American Fable</i> WL 👉 Muir, <i>Our Forests and National Parks</i> WL 	
9/6	Towards an Ethic of Conservation	<ul style="list-style-type: none"> 👉 Leopold, <i>Thinking Like a Mountain</i>- PDF 👉 Leopold, <i>Conservation Ethic</i>- PDF 	
	Part II	“Nature” in the American Imagination	
Wk 3 9/11	Constructing Nature I	👉 Cronon, <i>The Trouble with Wilderness</i> WL	
9/13	Constructing Nature II	👉 Denevan, <i>The Pristine Myth</i> - PDF	
Wk 4 9/18	Constructing Nature III	👉 Price, <i>A Brief Natural History of the Plastic Pink Flamingo</i> - PDF	
	Part III	Contemporary Ecologies	
9/20	Food Production: Agricultural Systems	<ul style="list-style-type: none"> 👉 Gemmill & Varela, <i>Modern agriculture and biodiversity</i> WL 👉 Jackson, <i>Natural Systems Agriculture</i>- PDF 👉 Hole, et al., <i>Does Organic Farming Benefit Biodiversity?</i>- PDF 	
Wk 5 9/25	Food Production: Livestock	<ul style="list-style-type: none"> 👉 Rudek, <i>The Adverse Health Effects Of Hog Production</i>- PDF 👉 Whole Foods Humane Standards- PDF 	
9/27	Greenwashing	<ul style="list-style-type: none"> 👉 Severson, <i>Be It Ever So Homespun, There’s Nothing Like Spin</i> 👉 Martin, <i>If It’s Fresh and Local, Is It Always Greener</i>- PDF 👉 Nelson, <i>FTC Proposes Crackdown on “Greenwashing”</i> - PDF 👉 FTC Guidelines & Review WL 👉 The Top 25 Greenwashed Products in America WL 👉 Beware of Greenwashing WL 	
Wk 6 10/2	Urban Ecologies	<ul style="list-style-type: none"> 👉 Kowarik, <i>Novel Urban Ecosystems</i>- PDF 👉 Goddard, et al., <i>Scaling Up From Gardens</i>- PDF 	
10/4	Urban Ecologies	👉 Rich, <i>Jungleland</i> - PDF	
	Part IV	Representing Nature	
Wk 7 10/9	Climate Change	<ul style="list-style-type: none"> 👉 Walther, et al., <i>Ecological Responses</i> - PDF 👉 McKibben, <i>Eaarth</i>- PDF <p style="background-color: yellow;">Research Paper, Citation, Ethics</p>	
10/11	Climate Change	<ul style="list-style-type: none"> 👉 Shellenberger & Nordhaus, <i>Death of Environmentalism</i>- PDF 👉 Rutherford, <i>Science and Storytelling</i>- PDF 👉 Right Wing Watch- WL 👉 Battle for Justice- WL 	
Wk 8 10/16	Focal Species and Charisma I	<ul style="list-style-type: none"> 👉 Watson, <i>Charisma!</i> -PDF 👉 Munoz, <i>Biodiversity cons. incl. uncharismatic species</i>- PDF 👉 Clucas, <i>Flagship Species on Covers of US Conservation and Nature Magazines</i>- PDF 👉 Miller, <i>Importance of Large Carnivores</i>- PDF 	Citation Ex. Due
10/18	Focal Species and Charisma II	<ul style="list-style-type: none"> 👉 Myers, <i>Biodiversity Hotspots for Conservation Priorities</i>- PDF 👉 The Economist, <i>Branding Land</i>- PDF 	
Wk 9 10/23	Focal Species and Charisma III	<ul style="list-style-type: none"> 👉 Lambeck: <i>Focal Species: Multi-Species Umbrella</i>- PDF 👉 Walpole & Leader-Williams, <i>Tourism & flagship species</i>- PDF 👉 Platten, <i>The Cultural Keystone Concept</i>- PDF 	

10/25	Celebrity	<ul style="list-style-type: none"> ♣ Besel & Besel, <i>Whale Wars and the Public Screen</i>- PDF ♣ WWF <i>Celebrities Say They're Hotter Than They Should Be</i> WL ♣ Slackman, <i>A Stuffed Polar Bear Won't Do</i>- PDF ♣ Boykoff, Goodman, '<i>Celebritization</i>' of climate change - PDF 	
	Part V	Animating Nature: Wildlife Conservation	
Wk 10 10/30	Extinction	<ul style="list-style-type: none"> ♣ Foreman, <i>Rewilding North America Ch 1: The Extinction Crisis</i> ♣ Price, <i>The Passenger Pigeon Extinction</i>- PDF ♣ Extinctions List WL ♣ IUCN Red List WL 	
11/1	Conservation Corridors	<ul style="list-style-type: none"> ♣ Foreman, <i>Rewilding North America, Ch 12: Wildlands Network</i> ♣ Guynup, <i>The Jaguar Freeway</i>- PDF ♣ Aengst, <i>The Yellowstone to Yukon Initiative</i>- PDF <p style="background-color: yellow;">Thesis Workshop in Class</p>	Paper Proposal Due
Wk 11 11/6	The Politics of Nativeness	<ul style="list-style-type: none"> ♣ Chew & Hamilton, <i>The Rise and Fall of Biotic Nativeness</i>- PDF ♣ Mann, <i>Unnatural Abundance</i> ♣ The Columbian Exchange WL ♣ Invasives in Texas WL 	
11/8	Conservation Priorities I	♣ Kellert, <i>Human culture and large carnivore conservation in North America</i> - PDF	Ann. Bib Due
Wk 12 11/13	Conservation Priorities II	♣ Czech, <i>Social Construction, Political Power, and the Allocation of Benefits to Endangered Species</i> - PDF	
11/15	Transgressions: Predators	♣ Davis, <i>Maneaters of the Sierra</i> - PDF	
Wk 13 11/20	Transgressions: Elephants	♣ Siebert, <i>An Elephant Crackup?</i> - PDF	
11/22	No Class (Thanksgiving)		
Wk 14 11/27	Transgressions: <i>Grizzly Man</i>		
11/29	Transgressions: <i>Grizzly Man</i>	<ul style="list-style-type: none"> ♣ Plumwood, <i>Being Prey</i>- PDF ♣ Schutten, <i>Chewing on the Grizzly Man</i>- PDF 	
Wk 15 12/4	Research Presentations	Attendance Mandatory	Outline Due
12/6	Research Presentations	Attendance Mandatory	
Wk 16 12/13	Research Presentations	Final Exam Period Attendance Mandatory	Paper Due

Required Texts

Documents for the Following Readings are Available on Blackboard:

Week 2

Leopold, A. 1949. Thinking Like a Mountain. Chapter in *A Sand County Almanac and Sketches Here and There*. New York: Oxford University Press.

Leopold, A. 1949. Conservation Ethic. Chapter in *A Sand County Almanac and Sketches Here and There*. New York: Oxford University Press.

Week 3

Denevan, W. M. 1992. The Pristine Myth: The Landscape of the Americas in 1492. *Annals of the Association of American Geographers*, 82: 369–385.

Week 4

Price, J. 2000. A Brief Natural History of the Plastic Pink Flamingo. *Flight Maps: Adventures with Nature In Modern America*. New York: Basic Books.

Hole, D.G., A.J. Perkins, J.D. Wilson, I.H. Alexander, P.V. Grice, A.D. Evans. 2005. Does organic farming benefit biodiversity? *Biological Conservation*, 122 (1): 113–130.

Jackson, W. 2002. Natural Systems Agriculture: A Truly Radical Alternative. *Agriculture, Ecosystems & Environment*, 88: 111-117.

Week 5

Rudek, J. 2008. *The Adverse Health Effects of Hog Production*. Environmental Defense Fund.

Global Animal Partnership. 2010. *5- Step Animal Welfare Rating*. Whole Foods Market. Austin, TX.

Federal Trade Commission. 2008. *Green Guides*. Washington D.C.

Federal Trade Commission. 2008. *Marketing Internet Surf*. Washington D.C.

Severson, K. 2007. Be It Ever So Homespun, There's Nothing Like Spin. *New York Times*. January 3.

Martin, A. 2007. If It's Fresh and Local, Is It Always Greener? *New York Times*. December 9.

Nelson, G. and A. Peterka, 2010. FTC Proposes Crackdown on "Greenwashing." *New York Times*. October 6.

Week 6

Kowarik, I. 2011. Novel Urban Ecosystems, Biodiversity, and Conservation. *Environmental Pollution*, 159: 1974-1983.

Goddard, M.A., A.J. Dougill, T.G. Benton. 2009. Scaling Up From Gardens: Biodiversity conservation in urban environments. *Trends in Ecology and Evolution*, 25(2): 90-98.

Rich, N. 2012. Jungleland: The Lower Ninth Ward in New Orleans Gives New Meaning to 'Urban Growth.' *New York Times Magazine*. March 21.

Week 7

McKibben, B. 2010. *Eaarth: Making Life on a Tough New Planet*. New York: Times Books.

Shellenberger M. and T. Nordhaus. 2004. *The Death of Environmentalism: Global Warming Politics in a Post-Environmental World*, 6-34.

Walther, G. et al. 2002. Ecological responses to recent climate change. *Nature*, 416: 389-395.

Rutherford, S. 2011. Science and Storytelling. Chapter in *Governing the Wild: Ecotours of Power*. Minneapolis: University of Minnesota Press.

Week 8

Myers, N. et al. 2000. Biodiversity Hotspots for Conservation Priorities. *Nature*, 403:853-858.

Clucas, B., K. McHugh, T. Caro. 2008. Flagship Species on Covers of US Conservation and Nature Magazines. *Biodiversity Conservation*, 17:1517–1528.

Munoz, J. 2006. Biodiversity conservation including uncharismatic species. *Biodiversity Conservation*, 16:2233–2235.

Anon. 2008. Branding Land: Conservation marketers choose land over beast. *The Economist*. January 7.

Week 9

Lambeck, R. 1997. Focal Species: A Multi-Species Umbrella for Nature. *Conservation Biology*, 11 (4): 849–856.

Platten, S. and T. Henfrey. 2009. The Cultural Keystone Concept: Insights from Ecological Anthropology. *Human Ecology* 37:491–500.

Walpole, M.J. and N. Leader-Williams. 2002. *Tourism and flagship species in conservation*. *Biodiversity and Conservation* 11: 543–547.

Besel, R.D. and R.S. Besel. 2010. Whale Wars and the Public Screen. Chapter in *Arguments About Animal Ethics*, Goodale and Black, eds, pp. 163-239. Lanham: Lexington Books.

Boykoff, M.T. and Goodman, M.K. 2009. Conspicuous redemption? Reflections on the promises and perils of the ‘celebritization’ of climate change *Geoforum* 40, 395-406.

Slackman, M. 2011. A Stuffed Polar Bear Won’t Do. *The New York Times*. April 12.

Week 10

Foreman, D. 2004. *Rewilding North America: A Vision for Conservation in the 21st Century*. Washington, DC: Island Press. **Available as an E-Book through UTSA Library**

Price, J. 2000. Missed Connections: The Passenger Pigeon Extinction. *Flight Maps: Adventures with Nature In Modern America*. New York: Basic Books.

Miller, B., et al. 2001. Importance of Large Carnivores to Healthy Ecosystems. *Endangered Species UPDATE*, 18(5).

Guynup, S. 2011. The Jaguar Freeway. *Smithsonian Magazine*, October.

Aengst, P. 1999. The Yellowstone to Yukon Initiative: A New Conservation Paradigm to Protect the Heart of North America. *Proceedings of Biology and Management of Species and Habitats at Risk*, Kamloops, B.C., 15–19 Feb. 1999. 895-900.

Week 11

Chew, M.K. and A.H. Hamilton. The Rise and Fall of Biotic Nativeness: A Historical Perspective. Chapter in *Fifty Years of Invasion Ecology*, D. Richardson, ed. Oxford: Wiley-Blackwell.

Kellert, S., R. M. Black, C.R. Rush, and A.J. Bath. 1996. Human culture and large carnivore conservation in North America. *Conservation Biology* 10(4): 977-990.

Week 12

Czech, B., P.R. Krausman, and R. Borkhataria. 2001. Social Construction, Political Power, and the Allocation of Benefits to Endangered Species. *Conservation Biology* 12(5): 1103-1112.

Davis, M. 1999. Maneaters of the Sierra Madre. Chapter in *Ecology of Fear*. New York: Vintage Books.

Week 13

Siebert, C. 2006. An Elephant Crack Up. *The New York Times Magazine*.

Week 14

Plumwood, V. 1999. Being Prey. *The Ultimate Journey: Traveler's Tales*.

Schutten, J.K. 2002. Chewing on the Grizzly Man: Getting to the Meat of the Matter. *Environmental Communication* 2(2): 193-211.