

**Department:**NRME

**Course No.:** 1235

**Credits:** 3

**Title:** Environmental Conservation

**Contact:**Morty Ortega

**Content Area:** CA1 Arts and Humanities

**Catalog Copy:**NRME 1235. Environmental Conservation Second semester. Three credits. Barclay

**Current Catalog Copy:** 1235. Environmental Conservation Second semester. Three credits. Barclay. Overview of resource use history and conservation policy development from prehistoric to present times as seen through major historic and cultural continuities, dominance of human value concepts, major religious perceptions vis a vis colonialism/native peoples context, and embodiment in U.S. governance documents. Emergence of the 20th century conservation movement is examined within the context of current and future environmental issues.

**Revised Catalog Copy:** 1235. Environmental Conservation Second semester. Three credits. Lecture and Discussion. Vokoun. An overview of the history of natural resource use and environmental conservation policy development from prehistoric to present times. Examination of the emergence of the 20th century conservation movement in North America and the transition to the environmental movement is used to highlight recurring environmental trade in natural resources; development vs. protection; sustainability; and the role of society and governments in the regulation. Through selected readings and case studies, students are challenged to begin development of their personal ethic regarding the development, conservation and protection of the environment.

**Justification:**

- a) This course has evolved into a history of conservation which justifies some revision,
- b) Concepts presented may challenge or stimulate all students equally, unrelated to skill level
- c) Provides a backdrop for students seeking clarity of environmental issues, and can assist student's in clarifying their career goals,
- d) May be a beneficial supplement to other departments' curricula,
- e) No overlap is known,
- f) Other Departments consulted: none
- g) Effects on regional campuses: none

- h) Specific costs approved by Dean: none at this time. Anticipated enrollment may require a TA.
- i) Cross listing not seen as needed.

**Meets Goals of Gen Ed.:** Although reviewers may recognize components of this course in each of the 7 criteria statements, it is no. 5 ("Acquire awareness of their era and society"), that is embedded and stressed more than any other in this course. Students should come away from this course with a fuller understanding for, and deeper appreciation of:

- 1). the urgency of the environmental crises (global warming, persistent contaminants, extinctions, disease and famine impacts, etc) that are coming to a head in our time, not some future generation.
- 2). The beauty, integrity, and diversity of natural ecosystems;
- 3). a more holistic perspective and insights needed for applying conservation principles to environmental demands now upon us.

**CA1 Criteria::**

Through historical, critical and/or aesthetic modes of inquiry, students in NRME 1235 (130) shall be introduced to and engaged in:

1. Human experience –
  - a. The realities of pre-historic humans overcoming a hostile environment;
  - b. Emergence and meaning of use of fire, development of agriculture (e.g. crops, grazing), discretionary time, and fuller life styles
  - c. European immigrants' response to contact with ecologically astute indigenous peoples
  - d. Western frontier, industrial revolution, population growth and. unsustainable resource uses
2. Philosophical and/or political theory –
  - a. Origins and meanings of ethics and values
  - b. Colonial perspectives on resource use, profit motive and sustainability
  - c. Muir v. Pinchot v. Roosevelt v. Leopold – appreciating a conservation ethic, and its failures.
  - d. Rachel Carson and her underlying concerns of famine and disease v. bio-diversity
  - e. Sustaining life on this planet- the "invasive human" and loss of species.

In addition to use of reading materials, lectures, and films, students will be encouraged to submit concept papers, participate in group role playing and engage in class discussions of key issues, including those triggered by current events.

**Supplementary Information:** This class typically attracts a large number of undeclared majors, plus an average of 15 different majors ranging in level from freshmen to doctoral students, from at least 3 colleges. The instructor must be attentive to the needs of these different skill levels and seek to evoke interest based on new information, discussion and provision of outside resources relative to the overall theme of environmental conservation. The content of the course sweeps across disciplines and backgrounds, using them to amplify the learning process.

**Syllabus:**

**NRME 1235 - ENVIRONMENTAL CONSERVATION SYLLABUS - Spring 2007**

INSTRUCTOR: Dr. John S. Barclay

OFFICE: Room 230A WB Young

OFF. HRS: 12:00-1:00 MWF or by appointment PHONE: 860-486-5896

EMAIL: [john.barclay@uconn.edu](mailto:john.barclay@uconn.edu)

COURSE CREDITS: 3 MEETING TIME: Lec. M, W, F 11-11:50 LOCATION: Room 327 WBY

REQUIRED TEXTS: Kline, Benjamin. 2000. First Along the River: A Brief History of the U. S. Environmental Movement. Taber, R. D. and N. F. Payne. 2003. Wildlife, Conservation, and Human Welfare

RECOMMENDED TEXT: Cronon, William. 2003. Changes in the Land: Indians, Colonists, and the Ecology of New England.

AUDIENCE: Students with interests in natural resources, environmental science or education, conservation biology, geography, landscape ecology, landscape architecture, sociology, and related sciences and disciplines.

PURPOSE: To provide an opportunity for examining, learning, and understanding the history, characteristics, values and accomplishments of environmental conservationists and the "green" movement in the United States in order to apply that knowledge in sustaining equitable conservation of natural resources.

OBJECTIVES: Upon successful completion of this course each student should be able to:

1. Recall important events, dates, and personalities in the evolution of human use of natural resources and interaction with the natural environment to the present time;
2. Identify, define, and interpret major environmental conservation terminology, and eras within the context of North American human history and experience;

3. Formulate tentative prognoses or perspectives of future outcomes in environmental conservation as derived from existing trends and other information;
4. Apply existing knowledge of environmental conservation in formulating personal ethical standards in conservation of natural resources.

DESCRIPTION: This is a pre-professional course for students at most academic levels presented in a lecture/discussion format with use of visual aids, films, and guest speakers as appropriate. Students may sign up for public environmental conservation meeting reports or concept papers for extra credit.

ATTENDANCE: Required. Please provide advance notice of any unavoidable absence if feasible.

EVALUATION: Student progress will be evaluated on the basis of:

|   |     |
|---|-----|
| Weekly 10 point quizzes (usually Fridays) | 100 |
| Midterm exam                              | 100 |
| Final Exam                                | 100 |
| TOTAL                                     | 300 |

Extra credit activities (voluntary- up to 60 points)

LETTER GRADES: will be awarded on percentage of points accumulated per university policy.

## **NRME 1235 – ENVIRONMENTAL CONSERVATION – Spring 2007**

### **CLASS SCHEDULE AND ASSIGNMENTS\***

Chapter Kline Taber Cronon & Payne Jan 17W

Introduction 19 F Concepts.

Terms, Environmental Principles, Values 22M

Influence of Natural Resources Upon Humans 1 1 24 W

Human Influences Upon Natural Resources 26 F QUIZ 1.

Culture, Religion, and Resources - Western 1 2

### **CULTURAL AND PHILOSOPHICAL FOUNDATIONS 2 29 M**

Culture, Religion and Resources – Eastern 3 31

W European Legacies, English Common Law 2 4 3 Feb 2 F QUIZ 2.

Native Americans, Displaced Peoples, Immigrants 5 \*\* 5 M

Iroquois and Eastern Traditions 4 7 W

Southwestern, Western & Northern Traditions 9 F QUIZ 3.

Modern Indigenous Cultures 6 5 12 M Video.

Native Perspectives in Resource Management 14 W

Native Perspectives in Resource Management, cont. 6

**HISTORICAL OVERVIEW 16 F QUIZ 4 –**

Era of Colonialism 1500-1650 7 19 M Era of Colonialism 1500-1650, cont. 21 W

Era of Abundance, 1650-1750 7 23 F QUIZ 5.

Era of Abundance, cont. \*\* 26 M

Era of Abundance, 1750-1850 3 28 W

Review and Discussion Mar 3 F MIDTERM EXAM 8 8 5, 7, 9

**SPRING RECESS 12 M**

Era of Depletion, 1850-1900 4

Devine 14 W Video -Battle For Wilderness.

Era of Protection, 1900-1930 16 F QUIZ 7.

Era of Protection, 1900-1930 5 1

**PROGRESSING TOWARD CONSERVATION 19 M**

Era of Protection, 1900 – 1930. 9 21 W Video – Surviving the Dust Bowl. 6 10 23 F QUIZ 8.

Era of Restoration 1930-1960 2 26 M

Era of Restoration 1930-1960 28 W

Era of Restoration 1930-1960 30 F QUIZ 9.

Era of Environmental Awareness 1960-1980 7 3 Apr \*\* 2 M

Era of Environmental Awareness 1960-1980 11 4 W Video – Rachel Carson- Silent Spring? 12

**CONSERVATION CRISES 6 F QUIZ 10.**

Era of Retrenchment and Reversal 1980-1990 8 4 9 M

Era of Retrenchment and Reversal 1980-2004 13 11 W Video – These Ancient Trees 13 F QUIZ 11.

Clinton Years 1992-2002 9 5 16 M

People, “Power” and Politics - 18 W Video – Landscape Linkages 14

**POPULATION AND RESOURCES 20 F QUIZ 12.**

Into A New Millenium 10 6 \*\* 23 M Video - Saving Life on Earth? 25 W

CLASS DEBATE: 27 F Final Class – Review and Discussion "Conclusion" 7 Apr 30-May 6

**FINAL EXAMS WEEK**

\* Tentative: Trip to Mashantucket-Pequot Museum 7:30-2:00, Sat. Feb. 11 (snow/rain date Feb. 18) - est. cost ~\$20 ea.

\*\* Due Date for Extra Credit Concept Paper (Religion/Environmental Stewardship, Use vs Protect, Ecotoxicology, Ecological Integrity)