

CONSERVATION AND THE HUMAN PREDICAMENT - 2010
Anthropology ANBI 132/Biology BIEB 176
Professors David Woodruff & Shirley Strum

Tentative Schedule 4/1/10

Date	Instructor	Lecture Topic MWF in Center Hall 119	Chapters in <u>P</u> rimack, or <u>E</u> -reader
Mar 29	Strum/DSW	Introduction	P 1
ISSUES			
31	Woodruff	Biodiversity crisis (Film 6-7:30pm CSB 001 "Home")	P 2
April 2	Woodruff	Global environmental predicament (Film: 7-8:30 pm "Food, Inc.")	P 1
5	Woodruff	Human population predicament	P 4
7	Woodruff	Principles of conservation biology	P 5, P 6
9	Western	Globalization & our changing role in nature	E-1
12	Western	Origins of modern conservation	E-1
14	Strum	The perfect piece of nature	
16	Strum	Cross cultural nature	E-2
19	Strum	Values and cultural clashes	P 3
CONSERVATION TECHNIQUES			
21	Strum	Rights and cultural translation	
23		Midterm exam 1 (30%)	
26	Woodruff	Conservation genetics	P 6
28	Strum	Parks and restoration ecology: species	P 6, P 7
30	Strum	Restoration ecology: communities	P 8
May 3	Western	Local conservation strategies	P 7, P 8
5	Western	National conservation strategies	P 8
CONSERVATION IN THE REAL WORLD			
7	Don Lindburg	Can zoos save species?	P 6
10	Woodruff	Conservation and development	P 9
12	Woodruff	Conservation and sustainable development	P 9
14	Pascal Gagneux	Chimpanzees: endangered relatives or good-to-eat	E-3 + another
17	Paul Dayton	marine conservation	E-4
19	Woodruff	Global warming	P 4
21	Western	Global conservation strategies <i>Case Study Reports due in class (20%)</i>	E-3
24	Strum	The new media age	E-5
26		Midterm exam 2 (30%)	
28	Western	Possible Worlds	P 9; E-6
31		Memorial Day Holiday	
June 2	Woodruff	Futures of life	
4	Strum	Panel discussion	
9	Wednesday	Final exam (10%) 8 a.m. - 11 a.m. (10%)	

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INSTRUCTORS

Professor **David Woodruff**, Ecology, Behavior & Evolution Section (EBE), Division of Biological Sciences

Office hours: Fridays 1:30 – 3:00 p.m. and by appointment, in Muir Biology 2258

Regular consultations: dwoodruff@ucsd.edu

Professor **Shirley Strum**, Department of Anthropology

Office hours: Mon 11:30-12:30; Wed 10:30-12:30 and by appointment, in SSB 297

VENUES

Lectures: at 9 am MWF Center Hall 119

Sections: Listed below. No sections in Week 1. *Please attend Film "Home" (a feature film that has fantastic views of Earth from the air) on Wednesday March 31 at 6-7:30 pm CSB 001.* Section meeting times and places will be announced in class on Wednesday. Sign up for a Section on Wednesday March 31 beginning at 3:50 pm on WebCT.

GRADES

There will be two midterm 50-minute exams given during regularly scheduled lecture times on April 23 and May 28 and a final exam at the scheduled time on *Wednesday June 10* at 8:00 am. THERE ARE NO MAKE-UP EXAMS IN THIS COURSE - EXAMS ARE OFFERED AT THESE SCHEDULED TIMES ONLY. These exams are worth 30%, 30% and 10% of the course grade, respectively. The remaining 30% of the grade is awarded for Case Study reports and participation in the section meetings (see below). Letter grades will be determined by the instructors based on their assessment of the difficulty of the exams and the effort put in by the class as a whole. In the last three years the percentage of students receiving each letter grade and the cut-off scores were approximately: A 22%/86, B 31%/76-79, C 40%/58. The median score (76.6% in 2007, 75.2 in 2008, 78.8 in 2009) will be a C+ and not a B-. We will try to keep the course at the same level of difficulty as last year but it is likely that the grade proportions and cut off values will differ. Students caught cheating will receive an F in the entire course.

POLICY ON REGRADES

Regrade requests are handled on a student-friendly basis within one week of a test or assignment being returned if the exam was written in pen. After that the score is considered final. First, simply write "please regrade Q #" on the front page and give it to your TA at the next lecture or section meeting. Don't write anything else on the paper. If your TA has time they will look at your answer immediately and advise you. Whether or not they think your request has any merit they will pass your test to the grader of the particular Q unless you withdraw your request. The original grader will then review their score and pass it to the professor marked "no change" or showing some change. The professors review all grade change requests before passing the papers back to the student after lecture or during office hours. Appeals to the grader's written decisions can be made directly to the professor after the initial review. Please note that a regrade request allows the professor to audit the quality of the grading. They will review scores on answers to other questions to ensure that you have the correct score. They reserve the right to correct any grading errors discovered. Please understand that very rarely [1 case in 1,000]

this results in a score being lowered. Two things to remember: first, you have one week to request regrades and second, most regrade requests are resolved satisfactorily by working closely with your TA.

TEXTBOOKS

There are **two** required books: a textbook for the lectures and one more focused volume for your Case Study Section. Buy the textbook immediately but **wait until your Case Study assignment is confirmed in class on Friday, April 2 before buying the second book**. All books are on sale at the UCSD Price Center Bookstore and the used copies sell quickly. The following prices are approximate.

Textbook. Primack, R. 2008. *A Primer of Conservation Biology*, Sinauer. 4th ed.
\$50/paperback

Case Studies Books: (after you are assigned to a Case Study later this week buy only the book listed for your section)

E-reader. We have 6-7 other readings (articles or chapters) on the WebCT site linked to specific lectures (see lecture schedule).

2010 CASE STUDIES

We run sections in this course as an independent but related exploration of important conservation issues organized around “Case Studies”. All students participate in developing a Case Study. Generally, 15-20 students will work together on a specific topic. Each member of the group will be responsible for his or her own research paper/report and a portion of the joint Case Study Report. The results of each case study are presented to the whole class at the end of the quarter during the **Panel Discussion**. 30% of the course grade is based on your Case Study work: 20% for the individual student’s paper/report and 10% for participation in the section discussion and activities. The Case Study groups will meet weekly during “Section meetings.”

Section/Case Study meetings are not held during the first week of the quarter. Case Study *sign up will be on March 31 beginning at 3:50 pm*. The process will be described during the second lecture on March 31. You will sign up on WebCT for a specific section based on your scheduling constraints and your topic preference. If you sign up promptly you are likely to get your first or second choice of meeting time/topic. Be sure to bring your class schedule on Wednesday. Assignments will be confirmed after lecture on April 2 and on WebCT by way of an Announcement. Section meetings will begin in week 2 and you should expect to devote 3-4 hours/week to the Case Study. The 2010 Case Study topics and meeting times will be selected from the following list and announced on Wednesday March 31st. **Case Studies Books: please wait** until the section assignments are confirmed; each student buys only one of the books relevant to their section. Books are at the Price Center Bookstore but can be obtained other places. Very approximate prices are shown below; books can also be ordered from Amazon.com and half.com.

1. **Environmental ethics.**

Ethical arguments are increasingly used in conservation fund raising and in setting conservation policies, particularly those formulated in the “North”. These ethics are relatively recent in the developed world. Other times and other cultures have quite different ethical perspective: about nature, about humans and about conservation. This case study will explore the development of environmental ethics and their place in conservation action (in our own society, in other cultures and in international conservation

policy). Suggested topics: history of the environmental movement in the US and elsewhere, animal rights and wildlife conservation, the conflict between the rights of nature and the rights of humans, diverse ways to value nature, Aldo Leopold and the Land Ethic, John Muir and preservationism, Deep Ecology, the Ecological Indian or should we borrow ethics from other cultures?

Derr, Patrick and Edward McNamara, 2003, *Case Studies in Environmental Ethics*. paperback (\$29)

2. National Parks and habitat conservation.

National Parks and Protected Areas are a once popular and now controversial conservation solution. Problems range from being biological islands to alienating the very people upon whom their future existence depends. Some even claims that parks like Yellowstone, America's first national park, is being destroyed by the people assigned to protect it. This case study will examine National Parks and the role they play in habitat conservation. You will discuss whether national park policies and enabling legislation are appropriate to serve human needs and conserve species biodiversity and ecosystem functions.

Chase, Alston, 1987, *Playing God in Yellowstone: The destruction of America's first national park*. Harvest Books. Paperback. (approx \$20)

3. Zoos and single species conservation

The group will examine the roles of zoos in species-level conservation efforts. Discussion will focus on the genetic, demographic and behavioral effects of captive management. What species are best conserved in zoos? Are zoos equal to the task? What impact do zoo organizations, and the Conservation Breeding Specialist Group of IUCN, have on cooperative breeding programs? What does the public want of zoos?

Hancocks, D. 2001. *A Different Nature*. UC Press (approx. \$20)

4. Marine conservation

This section will explore the wide range of issues concerning marine species and habitat conservation including the special problems of overhunting of whales and fish, marine reserves, coral reef collapse, coastal dead zones and land-sea interactions.

Ellis, Richard 2003. *The Empty Ocean*. Island Press. Paperback (\$16)

5. Media

The media has played an important role in raising public awareness about the current biodiversity crisis. This role expanded so that many conservation issues are decided by how the media represents them. The media has also been a vehicle for the greening of advertising. This section looks at a variety of media to explore how they influence us and whether the media is an honest broker for conservation. Readings: current magazines, newspapers, etc.

de Zengotita, Thomas, 2006. *Mediated: how the media shapes our world and the way we live in it*. Bloomsbury USA. Paperback (approx \$11)

6. Ecotourism

Travel and tourism is the world's largest industry in terms of people involved, income generated and employment capacity generating over \$4 trillion annually. Wildlife tourism is one of the highest earners of foreign exchange in many developing countries.

Ecotourism is "responsible travel to natural areas that conserves the environment and improves the well-being of local people" or "travel to fragile, pristine and usually

protected areas that strives to be low impact and usually small scale ... and helps educate the traveler, provides funds for conservation and directly benefits ... local communities". These are all worthy goals but difficult to implement. Ecotourism can even threaten biodiversity rather than save it. This section explores the origins and development of ecotourism to evaluate its potential as a conservation tool.

Honey, Martha, 2008. *Ecotourism and Sustainable Development*. Island Press. Paperback. (approx \$26)

7. Impacts of climate change on San Diego

Focusing on wildlife and wildlife habitat, this Section will read and discuss the reports produced by the San Diego Foundation in 2008:

San Diego's Changing Climate: A Regional Wake-up Call. A summary of the Focus 2050 Study presented by the San Diego Foundation

The full text of the Focus 2050 Summary Assessment, and the core scientific working papers that comprise this analysis, are online at www.sdfoundation.org. Students wanting a 200-page illustrated and simplified guide to the 4,000+ pages of findings of findings of the *IPCC Fourth Assessment Report* (which you can download for free) might want to buy:

Mann, M. E. & Kump, L. R. 2009. *Dire Predictions. Understanding Global Warming*. Pearson/DK, New York.

8. Sustainable Agriculture and Conservation

What we eat, where it comes from and who grows it and how it is grown is invisibly linked to major conservation issues. These include the sustainability of industrial agriculture, its impact on the environment, on unfair subsidies that contribute to poverty in the developing poverty and limit options for conservation of biodiversity (not to mention your health).

Pollan, Michael, 2009, *In Defense of Food: an eater's manifesto*. Penguin. Paperback (\$9.00)

OR

Pollan, Michael, 2007, *An Omnivore's Dilemma*. Paperback (\$10)

In lieu of Sections during the first week of the quarter, we invite you to see Yann Arthus-Bertrand's fabulous feature film "HOME" (www.goodplanet.org) on March 31, 2010 from 6 to 7:30pm in CSB 001.

2010 Case Studies

Sign up for Sections and Case Study groups on WebCT beginning at 3:50 pm Wednesday.

To do this you will need to know

1. What times are you available to attend section?

MON	2pm	CENTR 217B
MON	4 pm	CENTR 222
TUE	7 pm	CENTR 217A
TUE	8 pm	CENTR 217A
WED	1 pm	YORK 3000A
WED	6 pm	WLH 2115
WED	7 pm	WLH 2115
TBA		we have requested additional Sections

2. Which Case Studies topics you prefer? Rank your favorites from this year's possible choices:

Ethics	Food	Zoos	National Parks
Ecotourism	Marine	Media	Climate change

Sections start next week. The rooms where each Section meets will be on the WebCT site. Make a note of it when you sign up. Section paperback books are on sale at bookstore or from other booksellers. Buy only the one relevant to your Case Study.

WARNING: SECTIONS FILL ON A FIRST-COME-FIRST-SERVED BASIS.