
FOUNDATIONS OF CONSERVATION (CONS 200)

1. ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

2. COURSE INFORMATION

Course Title	Course Code Number	Credit Value
Foundations of Conservation	CONS 200	3

3. PREREQUISITES

This course has no pre-requisites, although it is particularly designed for second year undergraduates. It is intended for students of all backgrounds (arts and sciences) who are interested in learning more about the field of Conservation.

4. CONTACTS

Course Instructor	Contact Details	Office Location	Office Hours
M. Fernanda Tomaselli, PhD	fernanda.tomaselli@ubc.ca	Forest Sciences Centre (FSC) 4202	Mondays 11-1pm or by appointment

5. TEACHING ASSISTANTS

Teaching Assistants	Contact Details	Office Location	Office Hours
Sophie Lewis	sophie.r.lewis@alumni.ubc.ca	FSC 3404	Fridays 11-12pm or by appointment
Daniel Sax	dlsax@mail.ubc.ca	FSC 2413	Wednesday 1-2pm or by appointment
Cheryl Ng	cherylngg@alumni.ubc.ca	FSC 2032	Wednesdays 11:30-12:30 or by appointment
Alison Chadwick	achadwic@mail.ubc.ca	FSC 2032	Tuesdays 2-3pm or by appointment

6. COURSE DESCRIPTION

What is the meaning of conservation in a human-dominated world? How can we keep-up hope while the natural world seems to be collapsing in front of our eyes? This course focuses on the human dimensions of conservation and complements other more biology or ecology-oriented courses in the Faculty of Forestry. Students will reflect on current global environmental trajectories and will critically analyze solutions and responses taking place at different scales and geographic contexts. The course

presents real-life case studies on the dilemmas facing conservation and provides a BC, Canadian and international perspectives. Overall, the content of CONS 200 is structured to help students appreciate the range of top-down and bottom-up efforts needed for sustaining life globally.

This course is organized in four units. Unit 1 – The Context of Conservation – discusses the status of global ecological systems and provides key concepts and definitions. Unit 2 – History and Perspectives on Conservation and the Environment – provides an overview of the philosophies, ideologies and values that have shaped our thinking about conservation and influenced related policies. Unit 3 – Conservation Mechanisms and Governance – focuses on the practice of conservation including protected areas, community-based management and other governance mechanisms (e.g. international conventions and agreements). Finally, Unit 4 – Pro-Ecological Attitudes and Behaviours – discusses environmental attitudes, worldviews and the determinants of pro-ecological behaviours.

Lastly, CONS 200 is part of a faculty-wide initiative to develop effective writing skills. You will be assessed on the content of your writing, and on your ability to express and organize your ideas at the level expected of a second-year university course. Specific criteria and strategies for success will be distributed and reviewed in class.

7. LEARNING OUTCOMES

The primary objective of this course is to provide students with foundational knowledge and tools necessary for understanding a number of interlinked and complex issues facing the conservation of natural resources and the environment, and their relevance for creating a sustainable future.

Upon the completion of this course, you should be able to:

- Assess and critically evaluate the multiple challenges facing the practice of conservation globally.
- Describe and compare multiple philosophical values and ideological approaches shaping the practice of conservation.
- Describe diverse systems of conservation governance working at multiple scales (e.g. protected areas, community-based conservation) and assess their effectiveness.
- Critically apply the concepts learned in class for understanding conservation dilemmas and their potential solutions.
- Write logically organized, concise and coherent arguments using concepts learned during the course.

8. SCHEDULE OF TOPICS

The following schedule is provisional. Topics will be adjusted slightly on the basis of class feedback and progress.

WK	Dates	Topic	Reading
Unit I: The Context of Conservation			
1	January 6 nd	Introduction and syllabus overview	None
	January 8 th	The context of conservation: The Anthropocene	Steffen et al. (2007) The Anthropocene: Are humans now overwhelming the Great Forces of Nature? <i>AMBIO</i>
	January 10 th	The context and foundations of conservation: What is Conservation?	UN 1992, <i>Convention on Biological Diversity</i> (pp 1-8 of 30pp)
2	January 13 th	What is biological biodiversity and what are its main threats?	WWF 2016, <i>Living Planet Report 2016 Summary</i> (pp. 1-9 of 34pp).
	January 15 th	Class cancelled due to snow	None
	January 17 th	Planetary Boundaries	WWF 2016, <i>Living Planet Report 2016 Summary</i> (pp. 16-23 of 34pp).
Unit II: History and Perspectives on Conservation and the Environment			
3	January 20 th	History and perspectives on conservation	Pinchot, 1910, <i>Principles of Conservation</i> Pinchot, 1907, The Use of National forests. Muir, 1901, <i>Our National Parks</i> (Ch. 10, The American Forests Read only: Paragraphs 1-8)
	January 22 nd	Beyond conservation to the land ethic	Leopold, 1935, <i>An adventure in Cooperative Conservation</i> Leopold, 1939, The farmer as a conservationist, in <i>For the health of the land.</i>
	January 24 th	In-class writing tutorial with Mariko Molander, PhD Student, Faculty of Forestry	None
4	January 27 th	Guest lecture: Sarah Parker, Reference librarian	None
	January 29 th	Thinking about wilderness	Cronon, 1996, The trouble with wilderness or, getting back to the wrong nature, <i>Environmental History</i> , 1(1), 7–28.
	January 31 st	Ecological Economics: Addressing the invisibility of nature	Rees, W. 2003. Economic development and environmental protection: An Ecological Economics perspective. <i>Environmental Monitoring and Assessment</i> , 86:29-45.
5	February 3 th	The limits to growth & sustainable development	None Essay #1 due
	February 5 th	Contested ideas about sustainability	Jackson, T. & Victor, P. (2019) Unraveling the claims for (and

			against) green growth. <i>Science</i> , Vol. 366, Issue 6468, pp. 950-951.
	February 7 th	Guest lecture: Will Engle, Wiki Tutorial	None
6	February 10 th	Values, ecosystem services and biodiversity: Ecosystem services approach	Reyers et al. 2012, Finding common ground for biodiversity and ecosystem services, <i>Bioscience</i> , 62(5):503-507.
	February 12 th	Ecosystem valuation and market-based approaches	TEEB 2010 Synthesis Report (pp. 1-10)
	February 14 th	Payment for ecosystem services: Effectiveness, opportunities and caveats	Gaworecki, M. & Burivalova, Z. (2017) <i>Cash for conservation: Do payments for ecosystem services work?</i> Mongabay. [online access] Wikipedia Outline due
7	February 17 th to 21 st	Reading break	
Unit III: Conservation Mechanisms and Governance			
8	February 24 th	Mid-term review	None
	February 26 th	Mid-term exam	None
	February 28 th	Community-based natural resources conservation: The Tragedy of the Commons	Hardin, 1968, The Tragedy of the Commons, <i>Science</i> , 162:1243-1248. Monbiot, 1994, The Tragedy of Enclosure.
9	March 2 nd	Governing the commons	Ostrom et al. 1999, Revisiting the commons: Local lessons, global challenges. <i>Science</i> , 284(5412):278-282.
	March 4 th	Community-based conservation: Perspectives and practice	Garnett et al. 2018, A spatial overview of the global importance of indigenous lands for conservation. <i>Nature Sustainability</i> , 1: 369-374.
	March 6 th	Classification of endangered species	Mooers, A.O. et al. 2010, Science, Policy, and Species at Risk in Canada. <i>Bioscience</i> , 60 (10): 843-849.
10	March 9 th	Protected areas	Dowie, 2009, Introduction: Enemies of Conservation <i>in</i> Conservation refugees: The hundred-year conflict between global conservation and native peoples. Wikipedia Draft due
	March 11 th	Case studies in conservation: The Great Bear Rainforest, Dr. Jody Holmes, Director, Rainforest Solutions Project	None

	March 13 th	Case studies in conservation: Conservation of primates, Jacqui Sunderland-Groves, Faculty of Forestry	None
11	March 16 th	Wiki pages feedback & tutorial	None
	March 18 th	Case studies in conservation: The Galapagos Islands	None
	March 20 th	Case studies in conservation	
12	March 23 th	Effectiveness of different conservation mechanisms	Dasgupta, S. & Burivalova, Z. (2017) <i>Do Protected Areas work in the Tropics?</i> Mongabay. (online) Essay #2 due
	March 25 th	Global environmental governance & international agreements	Tittensor et al. 2014. A mid-term analysis of progress toward international biodiversity targets, <i>Science</i> , 346 (6206): 241-244.
	March 27 th	Guest lecture: Environmental law, Dr. Peter Wood, David Suzuki Foundation	None
Unit IV: Pro-ecological Attitudes & Behaviours			
13	March 31 st	Environmental values and human behavior: Attitudes and worldviews	Dietz et al. 2005. Environmental Values, <i>Annual Review of Environment and Resources</i> , 30: 335-346.
	April 1 st	Environmental values and human behaviour: Contextual factors	Dietz et al. 2005. Environmental Values, <i>Annual Review of Environment and Resources</i> , 30: 356-362.
	April 3 rd	Individual vs. political change	Jensen 2009, Forget shorter showers
14	April 6 th	Conservation interventions: Past, present and future	None
	April 8 th	Course wrap-up: Final exam review	None Wikipedia due

9. LEARNING MATERIALS

Readings: It is expected that you will come to class having read the required readings and prepared to engage in class discussions and in-class writing activities. **You can find the CONS 200 package at the bookstore.** This course uses readings from books, journals and policy papers, among others in order to introduce you to a wide range of perspectives. Any additional readings will be posted on Canvas.

iClickers: Class attendance and participation will mostly be assessed through the use of iClickers. You are required to **purchase an iClicker remote (latest version is not required) and bring it to every class.** In order to avoid losing marks, you will need to register your iClicker remote online within the first 2 weeks of class. It is your responsibility to ensure your iClicker is working correctly. If you have questions about iClickers, direct them to any of the TAs during class or at their emails.

Course website: All class materials (including assignments and lectures), announcements and notifications will be posted in Canvas (www.canvas.ubc.ca).

10. ASSESSMENTS OF LEARNING

Students will be evaluated using a variety of outputs that are intended to assess an overall comprehension of the subject matter and promote critical thinking skills.

ITEM	MARK	DUE DATE
Participation	15%	Throughout the term
Argumentative short essays (15% each)	30%	
Essay #1	15%	February 3 th
Essay #2	15%	March 23 th
Wiki page (group assignment)	15%	April 8 th
Summary paragraph	Completion	February 14 th
Draft	Completion	March 9 th
Mid-term exam	15%	February 26 th
Final Exam	25%	TBD

Participation: Includes class attendance (using iClickers), contribution to in-class discussions, short writing pieces, class activities, etc. The more you engage and actively participate with this course, the more you will learn! You are required to purchase an iClicker remote (latest version is not required) and bring it to every class.

Argumentative short essays: Writing is a central aspect of this course. You will write two essays, each between 600 and 750 words, typed and double-spaced. The topic of each essay will be introduced in class and a full description will be posted to Canvas. In your essay, you should refer to required readings and you are encouraged to draw on additional sources.

Wiki page (group assignment): You will work with a group of three other students (groups of 4) and will create a Wiki page on a topic of your choice. This Wiki page will be available as a public resource for other students and individuals to see, so this is a good opportunity to display your work! Each group will submit a summary paragraph on their topic (up to 200 words plus a list of at least 8 relevant references) by February 14th. Each student will grade the performance of the other members of their group. More details will be provided in class and a full description of this assignment will be posted to Canvas.

You should review UBC Wiki pages created by CONS 200 students in 2019 here:

https://wiki.ubc.ca/Course:CONS200/2017w2/Wiki_Projects

Mid-term exam: The mid-term exam will take place on Wednesday February 26th during class time. It will cover all material (lectures, required readings, guest lectures) from the first half of the term. The mid-term exam will include multiple choice and short answer questions.

Final exam: The date for the final exam will be set later by UBC central administration. The final exam will cover all material (lectures, readings, guest lectures) from the whole term. It will include multiple choice, short answer (one paragraph) and short essay questions.

11. COURSE POLICIES

Course Communications: If you have any general question about the course, post it to the Discussion section in Canvas; one of our TAs will answer it within 24 hours. For more personal issues or questions, send an email to any of the TAs and for urgent issues you should email the instructor*. If you want to meet with the instructor or the TAs, I encourage you to visit us during office hours or ask for an appointment during class time or by email.

*Please give the instructor and TAs a 48-hour window to answer emails. If we do not reply within this time frame, let us know during class time as we may not be receiving your emails (Canvas messages or UBC emails may not be 100% reliable).

Attendance: You are expected to attend all classes and inform the instructor if you will miss any class due to illness or other reason. Part of your class participation will be assessed using iClickers. You are required to purchase an iClicker remote (latest version is not required) and bring it to every class.

iClicker policy: You are responsible to bring your iClicker to every class and to use your own. **It is a form of academic misconduct to use another student's iClicker and/or misrepresent your attendance in class.** Any violation of this honor code will result in a 50% deduction of your participation marks for the whole term and you will be reported to the Dean's Office.

Electronic devices: Use of laptops, phones and other electronic devices is strongly discouraged in this course, unless it is for a course-related activity specified by the instructor way in advance of class. Electronic devices hinder your learning and distract those around you. Therefore, I highly recommend taking notes on paper/notebook. If you need to use your laptop or electronic device during class, PLEASE SIT ON THE SIDE SECTIONS OF THE LECTURE HALL.

Late assignments: Late submissions will have 5% of the grade deducted per day that the assignment is late.

Plagiarism: As a university student who are a member of the academic enterprise, you are expected to submit original work and give credit to other people's ideas and writings. Plagiarism includes copying or cutting and pasting other people's writing without citing the source and identifying it as a quotation. Plagiarism carries a penalty of zero marks for the assignment or exam concerned, and is considered a very serious issue by the University Administration, which can affect your career. Please make sure you know UBC's policies on plagiarism (see <https://learningcommons.ubc.ca/academic-integrity/>).

12. UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

14. COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Audio or video recording classes is not permitted, unless previously authorized by the instructor.

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