FW 350
Endangered Species, Society and Sustainability

COURSE CREDIT:
(3) This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:
PREREQS: FW 251

COURSE DESCRIPTION:
FW 350. ENDANGERED SPECIES, SOCIETY AND SUSTAINABILITY (3). Provides a general background to endangered species biology, and the social and economic implications of the legislation enacted to conserve endangered species (Endangered Species Act, CITES Treaty). (Bacc Core Course).

CONTACT INFORMATION:
Instructor: Dr. Katie Dugger
Teaching Assistant: TBA
Mailing Address: Dept. Fisheries & Wildlife, 104 Nash Hall
Corvallis, OR 97331
Email: Katie.dugger@oregonstate.edu

Sample syllabi may not have the most up-to-date information. For accuracy, please check the ECampus Schedule of Classes to see the most current instructor information. You can search for contact information by name from the OSU Home Page.
LEARNING RESOURCES:

2). REQUIRED: other selected readings including current scientific literature that emphasizes the biology, ecology and management of endangered species – TBA.

COURSE SPECIFIC MEASURABLE STUDENT LEARNING OUTCOMES

By the end of FW 350 students will demonstrate the following:
- Their understanding of the threats to biological diversity and the biological and ecological characteristics of species that place them at risk.
- Their understanding of the role of the Endangered Species Act in conservation of biological diversity and rare and threatened species.
- Their basic knowledgeable regarding the primary sections of the ESA and as well as some understanding of how species are listed and de-listed and the recovery planning process.
- Their ability to understand and synthesize the complex social, economic and political forces that must be considered and recognized when conserving endangered species.

Students will achieve these outcomes through the assimilation and study of assigned reading and lecture material and extensive class discussion.

Baccalaureate Core: Successful completion of this course partially fulfills OSU’s Baccalaureate Core course requirements in the Synthesis area under Science, Technology, and Society.

Students in this course will:
1. Analyze relationships among science, technology, and society using critical perspectives or examples from historical, political, or economic disciplines.
2. Analyze the role of science and technology in shaping diverse fields of study over time.
3. Articulate in writing a critical perspective on issues involving science, technology, and society using evidence as support.

The readings and discussion topics in this class are designed to promote an understanding of the complex interactions between science and technology, and the role these elements play in the conservation and management of threatened and endangered species within a societal context. Specific case histories are presented, with an emphasis on the interaction between the scientific information required for the legal designation and management of an endangered species, and the complex issues surrounding the societal perceptions of this scientific information.
COURSE CONTENT AND POLICIES
Topics and Assignments are subject to change

WEEK 1: INTRODUCTION
- Global patterns in biodiversity and T&E species
- Why save endangered species?
- Why do Species become endangered?
  DISCUSSION #1

WEEK 2: THE ENDANGERED SPECIES ACT - Introduction
- History and Introduction to U.S. Endangered Species Act (ESA)
- ESA: The legislation
  DISCUSSION #2

WEEK 3: THE ENDANGERED SPECIES ACT: In-depth
- Implementing the ESA: Listing/Delisting, Critical habitat designations, Recovery plans
- Implementing the ESA on Private Lands
- Case Study: Polar Bear
  QUIZ #1

WEEK 4: ENDANGERED SPECIES ECOLOGY
- Distribution and dynamics of rare populations
- Population Viability Analysis
- Conservation Genetics
- Case History: Grizzly Bears
  DISCUSSION #3

WEEK 5: ENDANGERED SPECIES ECOLOGY
- Community-level Interactions: Species interactions, invasive species
- Ecosystem-level Interactions: Disturbance regimes, catastrophic abiotic effects
  DISCUSSION #4

WEEK 6: ENDANGERED SPECIES ECOLOGY and THE ESA in Practice - economics:
- Habitat Fragmentation/Minimum Area Requirements
- Economics of the ESA
  MIDTERM

WEEK 7: THE ESA in Practice – the role of Science:
- The role of Science in Conservation
- Case Studies: Northern Spotted Owl
- Case Study: Salmon in Pacific Northwest
  DISCUSSION #5

WEEK 8: THE ESA in Practice – Reserve Design:
- Establishment and design of protected areas
- Case Studies: Devil’s Hole Pupfish
  QUIZ #2

WEEK 9: THE ESA in Practice - Ecosystem Restoration:
- Habitat Restoration
- Captive Breeding/Species reintroductions
- Case Studies: Karner’s Blue Butterfly, Black-footed Ferret, Puerto Rican Parrot
  DISCUSSION #6: CLASS PROJECT DUE
WEEK 10: ECOSYSTEM MANAGEMENT & INTERNATIONAL ENDANGERED SPECIES CONSERVATION

- Ecosystem Management
- International Endangered Species Conservation
- Assessing the ESA
- Review for Final

DISCUSSION #7 & FINAL

EVALUATION OF STUDENT PERFORMANCE:

Basis for Assigning Grades:

- Discussion Participation (10 pts/week) 50 pts ~14%
- Reserve Design Presentation (20 pts) 20 pts ~6%
- Two On-line Quizzes (35 pts each) 70 pts ~19%
- Midterm Exam (100 pts): 100 pts ~27%
- Final Exam (125 pts): 125 pts ~34%

Total 365 pts

You are expected to spend a minimum of 9 hours/week on lecture material, readings, videos, class assignments, and participating in discussions. This represents approximately what you would spend for a class with three, one-hour lectures, including out-of-class preparation time.

Grading Scale:

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<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-92.5%</td>
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<tr>
<td>A-</td>
<td>92.4 – 90%</td>
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<tr>
<td>B+</td>
<td>89.9 – 87.5%</td>
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<tr>
<td>B</td>
<td>87.4 – 82.5%</td>
</tr>
<tr>
<td>B-</td>
<td>82.4 – 80%</td>
</tr>
<tr>
<td>C+</td>
<td>79.9 – 77.5%</td>
</tr>
<tr>
<td>C</td>
<td>77.4 – 72.5%</td>
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<tr>
<td>C-</td>
<td>72.4 – 70%</td>
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<tr>
<td>D+</td>
<td>69.9 – 67.5%</td>
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<tr>
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<td>67.4 - 62.5</td>
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<tr>
<td>D-</td>
<td>62.4 – 60%</td>
</tr>
<tr>
<td>F</td>
<td>59.9% and below</td>
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COURSE SITE LOGIN INFORMATION

Information on how to login to your course site can be found HERE.
STATEMENT REGARDING STUDENTS WITH DISABILITIES
Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our Getting Started with DAS page.

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

ACADEMIC INTEGRITY AND STUDENT CONDUCT (OSU POLICY)
Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:
- Statement of Expectations for Student Conduct
- Student Conduct and Community Standards - Offenses
Policy On Disruptive Behavior

PLAGIARISM
You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”

Statement of Expectations for Student Conduct
Avoiding Academic Dishonesty

TECHNICAL ASSISTANCE
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

COURSE DEMO
GETTING STARTED

TUTORING
For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:

Writing Center
Online Writing Lab

STUDENT EVALUATION OF TEACHING
The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. Students will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. Students will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.

REFUND POLICY INFORMATION
Please see the Ecampus website for policy information on refunds and late fees.