

**University of Wisconsin-Madison • Environmental Studies 413: Preserving Nature • 3 credits**

**Course designations and attributes:** Y for Biological and Social sciences

**Requisites:** Recommended Bot/Zoo/ES 260 Introductory ecology or similar course

**Instructor:** Adrian Treves, PhD • 30A Science Hall, Nelson Institute for Environmental Studies  
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**Virtual office:** student hours posted in CANVAS site

in virtual office hours is not required and will not count for or against you.

**Instructional mode online**

instructor-student contact will occur through video lectures and asynchronous discussions between individuals or groups of students and the instructor. The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit), which include online lectures, reading, writing, problem sets, studio time, labs, field trips, and other student work as described in the syllabus.

**Course description:** The goals of this course are to understand the theory and practice the skills of effective, scientific, ethical, and legitimate preservation of nature (biodiversity, the atmosphere, water, etc.). Successful students will learn from global lessons in how to intervene against threats to nature, and the roles of ethics, law, and research in preserving nature. Students will gain mastery of terminology and usage so as to communicate professionally about nature preservation.

**Expected Learning outcomes**

- Demonstrate understanding of the environmental provisions in national constitutions and U.S. co-sovereign federal-state-tribal governance as these relate to environmental protection.
- Display mastery of the fundamentals of biodiversity and the atmosphere, and what human activities threaten extinction, climate change, and water quality.
- Summarize the ethical and legal roles – of the public, civil society activist organizations, legislatures, executive branches, the judiciary, and public scholars – in preserving and impairing nature.
- Communicate professionally about effective conservation practice and scientific integrity.

**COURSE POLICIES**

**Grade over 350 points**

**Module 0: Introductions, syllabus and course mechanics:** Total time estimate: 4 hours, assessment = 10 point quiz

**Module 1: Why preserve nature? Who should do it and why should you care?** Total time estimate: 40 hours, assessment: 100 points in one assignment including peer-to-peer review, investigate and report and one exam with multiple choice questions allocated over three parts with three due dates.

**Module 2: Biodiversity and threats of extinction:** Total time estimate 40 hours, assessment: 100 points in two exams with multiple choice questions.

**Module 3: Earth's life support systems and threats of climate change and water pollution:** Total time estimate 20 hours, assessment: 60 points in one exam with multiple choice questions.

**Module 4: Human dimensions: scientists, practitioners, decision-makers, managers, and the public both current and future:** Total time estimate 35 hours, assessment: 80 points in one assignment involving scientific writing.

**Grading curve:** <60% = F, >90% = A, all letter grades in between are curved based on peers and aiming for one-fifth AB, two-fifths B, one-fifth BC, one-fifth (C or D).

### Required textbook, software and other course materials

All readings are freely available online. The Oxford English Dictionary (OED) is **required** and can be accessed through the UW library system at: [www.oed.com.ezproxy.library.wisc.edu](http://www.oed.com.ezproxy.library.wisc.edu) You are **required** to check the learning management system CANVAS every day for a 4-week course, every other day for an 8-week course, and biweekly for a 15-week course.

### Expectations for assignments and completing work on time

In this course, you will be joining a well-defined community of learners with common goals. Some people believe that online courses require less time than traditional face-to-face classes, but this is a misconception. Learning in an online environment requires you to work in a way that is different from the way you would work in a traditional classroom, but not less rigorous. Even though you are not required to attend class at a specific time, you are **required** to watch lectures and complete learning activities in CANVAS. While you will have to adhere to a fairly tight schedule, you will have the flexibility of scheduling that you would not have in a traditional course. Essentially, this means you must be proactive and make a commitment to learning.

- I expect that you will actively participate in this course. Much of the learning in an online course requires self-discipline. **You should plan to access the course materials regularly. Use the course schedule on CANVAS to help plan your workload and remain aware of upcoming deadlines. Changes and updates will be posted in the News area of this course site.**
- I expect all students will complete all assignments and turn them in by the due dates listed in the CANVAS Calendar. **Late assignments will not be accepted.** If you unexpectedly encounter problems meeting course due dates, you **MUST** notify the instructor by email within 24 hours and present an appropriate reason. Appropriate reasons for late assignments include medical emergency for self or immediate family or professional travel (requires formal letter of explanation from the host or agenda showing student's name). You **MUST** provide this reason within 24 of notifying the instructor. Please include a proposed date you can attain. The instructor retains final say about extensions to due dates.
- **You may request re-grading of an assignment. However instructors reserve the right to re-grade the entire assignment, which can mean loss of credit ultimately.**

### Fair Credit

**Assignments with evidence of plagiarism – or its relative ‘not giving fair credit to other authors or creators of content’ – will receive zero credit regardless of whether the work is correct. Two incidents will result in communication of the case to the Dean of Student Life.**

Plagiarism is the copying of someone else's work--whether it is your classmate or another author, whether it is written or spoken. Not giving fair credit to others includes misattributing ideas to them or failing to give them credit for their ideas or communications. These forms of academic misconduct can be avoided by combining ALL of the following steps in your oral or written work:

- Integrate information from multiple sources when you write or speak and use your own words so the output is original and does not directly copy any other person's work.
- Credit the authors of work you used so that your reader can find the exact same source in the place you report you found it.
- Cite sources appropriately in two places as follows: (a) include both a shortened in-text citation (e.g., Treves 2018 or Treves et al. 2018) – ‘et al.’ is short for ‘et altera’ and means ‘and others’; (b) the in-text citation must be exactly repeated in the bibliography or literature cited section with its creator, title (if any), date, and location, e.g., “A. Treves *et al.* (2018) Intergenerational equity can help to prevent climate change and extinction. *Nature Ecology & Evolution* 2, 204-

207.” or for websites, e.g., “Carnivore Coexistence Lab. 2018. Publications.

<http://faculty.nelson.wisc.edu/treves/publications.php> accessed 21 April 2018”; (c) for sources that are missing any of the above **required** elements of appropriate citation, You must explain in writing what was missing and precisely where the reader will find the exact same source.

- If you wish to use the exact wording of another author, place the text in quotations in your text and provide the exact page number or location (e.g., time in an audio recording). Do not modify the original text. If you need to connect different passages use ‘...’ but do not cite out of context (the surrounding words) or distort the meaning by excerpting sections. For example, “The global crises of climate change and extinction imperil all life on Earth, including present and future human generations. ... 144 nations emit the majority of atmospheric CO2 and host most of the world’s biodiversity by several measures.” (p. 204, Treves et al. 2018).
- Always try to find the primary reference to a statement rather than someone else’s repetition of it. This may not always be possible for obscure sources. Wikipedia, Google, and the like are NOT primary sources, although they may lead you to appropriate primary sources, which should be read in the original.
- Even when an assignment demands that you copy text, you must cite your source carefully.

**Rules, Rights, Responsibilities:** Please refer to UW-Madison’s Guide regarding students’ Rules, Rights and Responsibilities: <http://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

#### Netiquette <sup>1</sup>:

- Students are responsible for good behavior online, just as they are in a traditional classroom. Always use a computer in a way that shows consideration and respect. Do not use threatening or pornographic language. Never say anything via email that you wouldn’t mind seeing on the school bulletin board or in the local newspaper. Your UW email address is not private. Email with your online classmates should be course-related. It is prohibited to send unsolicited non-academic email to your online classmates.
- We take integrity and authenticity of student work very seriously. Because it is easy to copy from the internet, it may be tempting. See the policy on fair credit to others above.
- Security is a high priority, especially when the system involves many users. If you identify a security problem in the school’s computers, network, or Internet connection, notify a system administrator.
- Beware of emails from anyone you don’t know, asking for personal information, attempting to arrange meetings, or engaging in personal contact. Alert your instructor or other UW employee of any message you receive that is threatening or aimed at you with offensive content.
- Protect your password. Keep it secret from anyone except your close family.
- This document sets forth guidelines for e-mail communication with the course instructor. Excessive e-mails make unreasonable time demands on both sender and recipient. Please ensure you have a reasonable need before you write. Thanks. Your instructor will answer e-mails about (a) understanding course content, (b) requests for feedback about graded assignments, (c) private issues that affect learning or participation in the course. Your instructor will not answer e-mails

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<sup>1</sup> \* Sources: Shirley Waterhouse and Rodney O. Rogers (3004) “The Importance of Policies in E-Learning Instruction” EDUCAUSE Quarterly 3: 28-39 and Florida virtual School Handbook 2015-2016  
[https://www.flvs.net/docs/default-source/full-time/resources/flvsft\\_highschool\\_handbook.pdf?status=](https://www.flvs.net/docs/default-source/full-time/resources/flvsft_highschool_handbook.pdf?status=)

that pose questions answered in the syllabus other than to direct you to the syllabus, (b) lacks a subject line pertinent to the course or to prior discussions, (C) raises an inappropriate subject.

- Course materials, including student work and unpublished research, should not be shared or distributed without written permission.
- Your instructor will answer e-mail received within 24 hours unless they have notified the class of an interruption of service.
- We assume no responsibility for any phone charges, line costs, or usage fees for connectivity to the Internet.
- It is illegal to create harmful computer viruses. We will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through Internet access. In the event there is a claim that you have violated this policy, you will be provided with notice of the suspected violation and have an opportunity to present an explanation. Any violations by the student or parent/guardian may result in removal from course(s), as well as other disciplinary or legal action.

## **UNIVERSITY POLICIES**

### **Academic Integrity**

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, collaboration on individual assignments unless authorized by your instructor(s), and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to [studentconduct.wiscweb.wisc.edu/academic-integrity/](http://studentconduct.wiscweb.wisc.edu/academic-integrity/)

### **Accommodation for Students with Disabilities**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility.

*Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.*

<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

### **A Safe and Welcoming Classroom**

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence

in teaching, research, outreach, and diversity as inextricably linked goals. Safe and welcoming classrooms “encourage that continual and fearless sifting and winnowing by which alone the truth can be found” by fostering an environment of free speech consistent with US law and safe from threats or violence.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

### **Mental Health Resources**

School is a context where mental health struggles can be exacerbated. If you ever find yourself struggling, please do not hesitate to ask for help. The University and larger Madison community offer mental health resources to support a range of psychological issues in a confidential and safe environment: Confidential Counseling Services: -University Health Service (UHS) - For 24/7 confidential consultation: 608-265-5600 (option 9)

### **FERPA**

FERPA – the Family Educational Rights and Privacy Act of 1974, as amended – is a federal law that governs the privacy of student educational records, access to those records, and disclosure of information from them. For more information, please refer to Student Privacy Rights (FERPA).

### **Copyright**

Access to UW Madison courses are restricted to registered students and their instructors. This site is maintained for educational purposes only. Your viewing of the material posted here does not imply any right to reproduce, to retransmit or to redisplay it other than for your own personal or educational use. Links to other sites are provided for the convenience of the site user (staff or student) or visitor and do not imply any affiliation or endorsement of the other site owner nor a guarantee of the quality or veracity of information contained on the linked site. In addition, the materials in this course are protected by copyright, and you may make copies of these materials only for course-related tasks. The materials are not to be shared with others, or used for other purposes, without expressed, written consent. Materials that are drawn from other sources are used in compliance with the TEACH Act of 2002, under Fair Use, or are covered by the copyright held by the originator of the materials.

### **Technology Requirements**

Recommended systems and browsers: <https://community.canvaslms.com/docs/DOC-10721>

- Firefox: <http://support.mozilla.org/en-US/kb/update-firefox-latest-version>
- Chrome: <http://support.google.com/chrome/bin/answer.py?hl=en&answer=95414> (sometimes creates problems with videos)
- Safari <http://www.apple.com/safari/>

### **System Check**

To ensure your browser is properly configured, please use the following link:

<https://uwmad.courses.wisconsin.edu/d2l/systemCheck> .

For technical support, please contact the Help Desk: <https://kb.wisc.edu/helpdesk/1> .

- Firefox: <http://support.mozilla.org/en-US/kb/update-firefox-latest-version>
- Chrome: <http://support.google.com/chrome/bin/answer.py?hl=en&answer=95414>
- Internet Explorer: <http://windows.microsoft.com/en-us/internet-explorer/download-ie>

### **Network Use Policies**

<https://it.wisc.edu/about/office-of-the-cio/it-policies/>

## Course schedule and content (outline)

Modules	Units
Module 0: Getting started	<ul style="list-style-type: none"> <li>• Introduction</li> </ul>
Module 1: <i>Why preserve nature? Who should do it and why should you care?</i>	<ul style="list-style-type: none"> <li>• U.S. Public Trust and constitutional protections for the environment</li> <li>• Intergenerational equity for nature preservation</li> <li>• Sovereignty and law: case study of Native American tribal nations</li> </ul>
Module 2: <i>Biodiversity and threats of extinction</i>	<ul style="list-style-type: none"> <li>• What is biodiversity and what causes extinction?</li> <li>• Risks and interventions for small imperiled populations</li> <li>• Will predators restore ecosystem health?</li> <li>• Kill to conserve: the science behind the value judgments</li> <li>• Wolf policy and ethics</li> <li>• Land sparing and land sharing</li> <li>• Planning interventions</li> </ul>
Module 3: <i>Earth's life support systems and threats of climate change and water pollution</i>	<ul style="list-style-type: none"> <li>• Climate change evidence</li> <li>• Climate change advocacy</li> <li>• Water quality crisis in science and government: Flint, MI</li> <li>• Non-native species and human-and-animal ethics</li> </ul>
Module 4: <i>Human dimensions: scientists, practitioners, decision-makers, managers, and the public both current and future</i>	<ul style="list-style-type: none"> <li>• The broad public preserving nature</li> <li>• Activists preserving nature</li> <li>• Legislative branch preserving nature</li> <li>• Executive branch preserving nature</li> <li>• Judicial branch preserving nature</li> <li>• Public scientists preserving nature</li> <li>• Scientific integrity for preserving nature</li> </ul>

**Module 0: Introductions, syllabus and course mechanics**

**Video: Expected learning outcomes: Students understand how the course works.**

**Video: introduction to syllabus and reading assignments**

**Video: Time management**

Assign Read syllabus carefully and highlight portions you will return to later in the course

Assessment: 10 point quiz on the important elements: assignments, plagiarism, readings, etc.

Total time estimate: 5 hours, assessment = 10 point quiz

**Module 1: Why preserve nature? Who should do it and why should you care?**

**Expected learning outcomes:**

- Demonstrate understanding of the environmental provisions in national constitutions and U.S. co-sovereign federal-state-tribal governance as these relate to environmental protection.
- Summarize the ethical and legal roles - of sovereign publics - in preserving nature.

Total time estimate: 20 hours, assessment: 100 points in a 50-point assignment including data collection, peer-to-peer review, and report; plus a 50-point exam with multiple choice questions.

**Module 2: Biodiversity and threats of extinction:**

**Expected learning outcomes:**

- Be able to explain the fundamentals of biodiversity and the atmosphere, and what human activities threaten extinction, climate change, and water quality.
- Communicate professionally about effective conservation practice and scientific integrity.

Total time estimate 60 hours, assessment: 100 points in two exams with multiple choice questions.

**Module 3: Earth's life support systems and threats of climate change and water pollution:**

**Expected learning outcomes:**

- Display mastery of the fundamentals of biodiversity and the atmosphere, and what human activities threaten extinction, climate change, and water quality.
- Communicate professionally about effective conservation practice and scientific integrity.

Total time estimate 20 hours, assessment: 60 points in one exam with multiple choice questions.

**Module 4: Human dimensions: scientists, practitioners, decision-makers, managers, and the public both current and future:**

**Expected learning outcomes:**

- Demonstrate understanding of the environmental provisions in three national constitutions and U.S. co-sovereign federal-state-tribal governance as these relate to environmental protection.
- Summarize the ethical and legal roles – of the public, civil society activist organizations, legislatures, executive branches, the judiciary, and public scholars – in preserving or impairing nature.
- Communicate professionally about effective conservation practice and scientific integrity.

Total time estimate 35 hours, assessment: 40 point assignment on scientific writing and 40 point exam.