

The Future of Rain Forests

IDS 2935 - Quest 2 - Fall 2022

Course Description & Information

Tropical Rain Forests cover approximately 15% of the Earth's land surface but contain over 50% of the world's biodiversity. They are also the home to millions of people, the source of products central to our lives, shape global climate, and are being cleared at unprecedented rates. Students in this class will investigate the same fundamental questions asked by scientists that study rain forests: Why are we fascinated by rain forests? How have stereotypes about them permeated everything from pop culture to international relations? What gave rise to their remarkable biodiversity? What are the drivers and consequences of deforestation? Is rain forest conservation compatible with socioeconomic development?

By the end of the course students will be able to:

- Recognize and describe stereotypes about rain forests & their residents
- Analyze rain forest tropes in art, literature, & popular culture
- Discuss & evaluate hypotheses for the origins and maintenance of tropical biodiversity
- Explain & compare human history in rain forests
- Review contemporary threats to rain forests
- Analyze and visualize data on deforestation
- Review and contrast strategies for rain forest conservation & restoration
- Identify rain forests in their daily lives & set personal goals for advancing their conservation
- Produce materials for communicating about rain forests to family and peers

Class Day, Time, & Location

Tuesday Period 3 (9:35 - 10:25 AM) in LIT-0237 *and*
Thursday Periods 3-4 (9:35 - 11:30 AM) in MAEB-0211.

Instructor: Dr. Emilio M. Bruna

- **email:** embruna@ufl.edu [email messages via the course Canvas page are preferred]
- **Phone:** (352) 846-0634
- **Office Location & Drop-In Hours:** Wednesday and Friday 10:30 am - 12 noon in the Tropical Ecology & Conservation Lab, 711 Newell Drive (for a map to the lab click the "Contact" link at BrunaLab.org). You can come to drop-in hours in person or via Zoom (link on class canvas page). If you like, you *sign can up for a specific time slot in advance at* embruna.youcanbook.me. If you can't make it on those days/times let me know and we will find a time that works for you.

Teaching Assistant: Thomas Smith

- **email:** thomassmith@ufl.edu [email via the course Canvas page is preferred]

- **Office Location & Office Hours:** Wednesday 11 am - 12:30 pm in the Tropical Ecology & Conservation Lab (same location as Dr. Bruna) and zoom or by appointment

Why should you come to Drop-In Hours?

- To introduce yourself
- Because there is *free tea, coffee, or espresso in our lab kitchen*
- To get clarification on assignments
- It's an opportunity to discuss topics that came up in class
- You can check to make sure you understood the key points from a class session
- We can give you feedback on ideas for course projects
- Get advice on successfully navigating college
- Ask questions about how to gain experience for your post-graduation goals
- To get help arranging a study group
- *You don't need a reason...just come on by.*

Required & Recommended Course Materials: All course materials, including readings and videos, will be made available on the course Canvas page. However, many of the assigned articles from the New York Times have dynamic multimedia data visualizations and video that can't be appreciated in pdf format. *Students in this class should sign up for free online access to the NY Times by following the instructions at [this UF Libraries Website](#).*

Materials and Supplies Fees: There are no additional fees for this course.

GenEd Information

- **Primary Designation:** Biological Sciences
- **Secondary Designation (if seeking):** International (N)
- **Writing Designation:** None
- *A minimum grade of C is required for general education credit*
- More detailed GenEd and Quest Course Goals and Student Learning Objectives are below

Graded Coursework

Assignment	Requirements	Points
In-Class Activities	20 x 20 pts each	400
Movie Reviews	Reviews + data sheets	100
Analytic Essay	Essay (1000 wds) + graphs	150
Reflective Essay	Essay (500-700 wds) + Materials	150
Final Project	Materials + Description	200
		TOTAL = 1000

Semester Overview and Key Dates

WEEK		DATE	TOPIC	ASSIGNMENT DISTRIBUTED or DUE	
WHY ARE WE FASCINATED BY TROPICAL RAIN FORESTS?					
Week 1	1	23-Aug	Class Starts Thursday!	Movie Reviews Assigned	
	2	25-Aug	Introductions & Historical Narratives		
Week 2	1	30-Aug	Rain forest imagery in Art & Lit		
	2	1-Sep	The Rain Forest in Pop Culture		
THE ECOLOGY & EVOLUTION OF TROPICAL RAIN FORESTS					
Week 3	1	6-Sep	What is a Rain Forest?		
	2	8-Sep	What is a Rain Forest? (cont.)		
Week 4	1	13-Sep	Patterns of Biodiversity 1		
	2	15-Sep	Patterns of Biodiversity 2		
Week 5	1	20-Sep	The origins of tropical biodiversity 1		
	2	22-Sep	The origins of tropical biodiversity 2 - FLMNH Trip		
Week 6	1	27-Sep	The Paradox of Luxuriance, Forest disturbance, & the maintenance of diversity		
	2	29-Sep	Humans are part of rain forests		
Week 7	1	4-Oct	Narratives Revisited: Biology, History, Fiction, Reality		Movie Reviews Due
	2	6-Oct	JUNGLE FILM FESTIVAL 2022		Evening Screening: 7-9 pm (tentative)
THE DRIVERS AND IMPACTS OF DEFORESTATION					
Week 8	1	11-Oct	Forest cover and forest loss I	Analytic Essay Assigned	
	2	13-Oct	Forest cover and forest loss II		
Week 9	1	18-Oct	Drivers of Deforestation I: Timber, Mining, Infrastructure		
	2	20-Oct	Drivers of Deforestation II: Agriculture		
Week 10	1	25-Oct	Climate change		
	2	27-Oct	Climate change (cont.)		
THE FUTURE OF TROPICAL RAIN FORESTS					
Week 11	1	1-Nov	Consumer choices		Analytic Essay Due, Reflective Essay Assigned
	2	3-Nov	DURIAN FEST 2022		
Week 12	1	8-Nov	International frameworks		Reflective Essay Due
	2	10-Nov	Local Initiatives, Empowered Communities		
Week 13	1	15-Nov	Protected areas	Final Project Assigned	
	2	17-Nov	Forest restoration & regeneration		
Week 14	1	22-Nov	Project Work Day	Final Project Due	
	2	24-Nov	No class - holiday		
Week 15	1	29-Nov	Tropical Rain Forests & Global Health		
	2	1-Dec	Rain Forest Headlines		
Week 16	1	6-Dec	What will we do?		
		8-Dec	No Class - Reading Days		
Finals Week		16-Dec	Extra Credit / Revised Project due by 2:30 pm		

Assigned Reading/Viewing & In-Class Activities

Please read or watch the assigned materials *before* class. The assignment for each session is subject to change based on current events; changes will be announced via Canvas.

WEEK 1-2: Introductions & Historical Narratives

Reading: None

In-Class Activity: Course Survey

In-Class Activity: Analysis of Historical Narratives [[link](#)]

WEEK 2-1 Rain forest imagery in Art & Literature

Reading: Excerpts from Historical Narratives [[link](#)]

WEEK 2-2 The Rain Forest in Pop Culture

Reading:

Jolly, Priscilla. 2021. 'Godzilla vs. Kong': Monster movies evoke adventure but also 'dangers' of tropics. *The Conversation*. [[link to read online](#)]

Rose, Steve. 2016. "From Tarzan to Avatar: the problem with 'the white man in the jungle' ". *The Guardian* [[link to read online](#)]

WEEK 3-1 What is a Rain Forest?

Why does Earth have Deserts? [[link to video](#)]

WEEK 3-2 What is a Rain Forest? (cont.)

None

WEEK 4-1 Patterns of Biodiversity

Why Are There So Many Species Near the Equator? [link to video](#)

WEEK 4-2 Patterns of Biodiversity (cont.)

WEEK 5-1: Introduction to Evolution

None

WEEK 5-2: Coevolution & the origins of tropical biodiversity

None

Is this the biggest flower in the world? “BBC Earth: Corpse Flower Stinks of Death” [[link to video](#)]. (A slightly less dramatic video in which you can get a better idea of the flower’s size is [[here](#)])

Maybe it’s actually this one: The Titan arum [[link to video](#)]

An introduction to Army Ants: [[link to video](#)]

Optional: A more sophisticated (but actually less complete) overview is offered by the BBC: [[link to video](#)]

Optional: A closer look at the Army Ant Birds: [[link to video](#)]

WEEK 6-1: The Paradox of Luxuriance, Forest disturbance, & the maintenance of diversity

None

WEEK 6-2 Humans are part of rain forests

Langewiesche, William. 2022. “The War for the Rainforest.” *NY Times*. [[read online](#)]

WEEK 7-1 Narratives Revisited: Biology, History, Fiction, Reality

Anthony Bourdain’s Parts Unknown: Congo (S1E8) [[link to video](#)]

Bourdain’s Field Notes: Congo [[read online](#)]

NPR’s Throughline Podcast: “There Will Be Bananas” [[listen online](#)]

WEEK 7-2 JUNGLE FILM FESTIVAL 2022

None

WEEK 8-1 Forest cover and forest loss I

Nolen, Stephanie (Reporting) with Elkaim, Aaron Vincent (Photographs). 2018. “Inside the Amazon’s Deforestation Crisis”. *The Globe and Mail*. [[read online](#)].

WEEK 8-2 Forest cover and forest loss II

Searcey, Dionne (reporting) and Gilbertson, Ashley (photographs). 2022 “Raft by Raft, a Rainforest Loses Its Trees” *NY Times*. [[read online](#)]

WEEK 9-1 Drivers & Consequences of Deforestation I: Mining, Timber, Fire, Infrastructure

Andreoni, Manuela, Blacki Migliozi, Pablo Robles and Denise Lu. Photographs by Victor Moriyama. 2022. "The Illegal Airstrips Bringing Toxic Mining to Brazil's Indigenous Land". *NY Times*. [[read online](#)]

Andreoni, Manuela. 2022. "Stopping wildfires before they start". *NY Times*. [[read online](#)]

WEEK 9-2 Drivers & Consequences of Deforestation II: Agriculture

Devouring the Rain Forest. *Washington Post*. [[read online](#)]

Robles, Pablo, Anuradha Raghu, Adam Majendie and Jin Wu 2021. "The World's Addiction to Palm Oil Is Only Getting Worse". *Bloomberg News*. [[read online](#)]

Mason, Margie & McDowell, Robin. 2020. "Palm oil labor abuses linked to world's top brands, banks". *Associated Press*. [[read online](#)]

WEEK 10-1 Climate change

BBC News: Amazon rainforest: 'Once it's gone, it's gone forever' (interview with Erika Berenguer). [[link to video](#)]

WEEK 10-2 Climate change (cont.)

Pearce, Fred. 2018. "Rivers in the Sky: How Deforestation Is Affecting Global Water Cycles." *Yale360*. [[read online](#)]

Serkez, Yaryna. 2020. Every Place Under threat. *NY Times*. [[read online](#)]

Optional: learn about the EN-ROADS simulator we will be using in class at this [[link to website](#)]. You can even start experimenting with it here: [[link to site](#)]

WEEK 11-1 Consumer choices

Carodenuto, Sophia. 2021. "Chocolate fix: How the cocoa industry could end deforestation in West Africa". *The Conversation*. [[read online](#)]

Lawal, Shola. 2020. "Our Endless Appetite For Chocolate Has Bitter Environmental Consequences" *Huffington Post*. [[read online](#)].

Hunt, Chris and Premathilake, Rathnasiri. 2018. "Prehistoric people started to spread domesticated bananas across the world 6,000 years ago." *The Conversation*. [[read online](#)]

Optional: Mufson, Steven and Georges, Salwan. 2019. "The trouble with chocolate" *Washington Post* [[read online](#)] *amazing maps, pictures, and data visualizations.*

Optional: Williams, Wyatt. 2021. “How Your Cup of Coffee Is Clearing the Jungle”. *NY Times*. [[read online](#)] *Longer, but really gripping and the article includes a link to an audio version if you prefer to listen to it.*

WEEK 11-2 DURIAN FEST 2022

Weintraub, Karen. 2019. “They’re Smelly and Spiky, and They Need Bats to Pollinate Them”. *NY Times*. [[read online](#)]

Wharton, Rachel. 2020. How the Tip of Florida Became a Tropical-Fruit Paradise. *Atlas Obscura*. [[read online](#)]

Frías, Carlos. 2022. “Oddly colored and somewhat phallic: How Miami’s rare tropical fruit went TikTok viral.” *Miami Herald*. [[read online](#)]

WEEK 12-1 International frameworks

None

WEEK 12-2 Local Initiatives, Empowered Communities, & Activism

Ruth Maclean (reporting, writing), Caleb Kabanda (reporting), and Nanna Heitmann (photography). 2022. “What do the protectors of Congo’s peatlands get in return?” *NY Times*. [[read online](#)]

Kimbrough, L. 2021. “How settlers, scientists, and a women-led industry saved Brazil’s rarest primate”. *Mongabay.com* [[read online](#)].

Don’t underestimate what one person can do on their own: “BBC World Service: The man who grew his own rainforest” [[link to video](#)] (*keep an eye out for the Euglossine bees we learned about earlier in the semester... you can see them collecting scented oil from flowers at 2:04*).

Arellano, Astrid and Sierra Praeli, Yvette. 2022. “A look at violence and conflict over Indigenous lands in nine Latin American countries”. *Mongabay.com* . [[read online](#)]

WEEK 13-1 Protected areas

Dasgupta, Shreya (with research by Annika Schlemm & Zuzana Burivalova). 2017. “Do protected areas work in the tropics?” *Mongabay.com*. [[read online](#)]

WEEK 13-2 Forest restoration & regeneration

Medici, Patricia. 2015 TED Fellows Talk. “The coolest animal you know nothing about... and how we can save it”. [[link to video](#)]

“Do tapirs defecate in the woods?” 2019. *The Economist* [[read online](#)]

Come prepared to make some money: we’re looking into the economic benefits of setting aside land (or not) for conservation. To prepare, look this document over before class, it should take ~10 minutes max.: externalities and game intro.

WEEK 14-1 Project Work Day

None

WEEK 14-2 No class: Thanksgiving Holiday

None

WEEK 15-1 Tropical Rain Forests and Global Health

Lavinas Picq, Manuela 2020. “Spreading Faith, and Disease”. *NY Times*. [[read online](#)]

Vittor, Amy, Gabriel Zorello Laporta, and Maria Anice Mureb Sallum. 2020. How deforestation helps deadly viruses jump from animals to humans. *The Conversation*. [[read online](#)]

Kuchipudi, Suresh V. 2020. Why so many epidemics originate in Asia and Africa – and why we can expect more. *The Conversation*. [[read online](#)]

WEEK 15-2 Rain Forest Headlines

Nicas, Jack (reporting) and Moriyama, Victor (Photos, Video). 2022. Inside the Amazon Journey That Left a Journalist and an Activist Dead. *NY Times*. [[read online](#)]

WEEK 16-1 What will we do?

none

Course Policies

Grading, Attendance, and Participation

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Attendance: Though attendance is not required, many of the sessions we will be completing activities in class that count towards your grade. Most of these can be completed independently, but by doing them in class you will benefit from working collaboratively with the other students.

*Some of the in-class activities, however, can not be completed on your own. If you miss class on one of these days, you can elect to make up the lost points with extra-credit assignments. **If you need to miss class for any reason, please let me know as soon as possible.** We will make arrangements for you to complete any assignments and go over any material you will be missing. I would much rather you focus on your health, attend your conference, or support friends and family in need than struggle to turn in assignments.*

Participation: Consistent informed, thoughtful, and considerate class participation is encouraged (and in some cases required). If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., that is not a problem. Please let me know as soon as possible and we will discuss alternative modes of participation.

Grade Assignment (based on % of possible points):

A = 94–100%, A- = 90–93%
B+ = 87–89%, B = 84–86%, B- = 80–83%
C+ = 77–79%, C = 74–76%, C- = 70–73%
D+ = 67–69%, D = 64–66%, D- = 60–63%
E < 60

Regrades: Requests for re-evaluation of any quizzes, exams, or assignments will only be considered if accompanied by a letter explaining why you think you deserve additional credit and the number of additional points you think you deserve. The deadline for submitting these requests is one week after the work has been returned.

Grade Points: For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Class Discussions & Group Work

Learning in our class will be achieved in part via work carried out with groups of fellow students. This will require structured and unstructured discussions and dialogues within and between groups, where we will explore some challenging, important problems and increase our understandings of different perspectives and approaches for addressing them. These conversations may not always be easy; we sometimes will make mistakes in both how we communicate our perspective and what we hear other say. There may be times when we need patience, courage, imagination, and of course mutual respect to engage our texts, classmates, instructors, guests, and our own ideas and experiences. *Disrespectful or disruptive behavior will not be tolerated.* And always remember that as scholars we must employ critical thinking, rely on data, and cite verifiable sources and experts to interrogate all assigned readings and subject matter in this course as a means of determining if we agree with classmates and instructors. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

COVID-19 Statement

It's not over, people. Things will continue to be unpredictable as new variants emerge, and . As such, situations may arise during the semester that complicate course participation (for students) or instruction (for the TA or Professor). If you are affected in any way by Covid-19, let us know so we can plan accordingly. You should not come to class if you suspect having contracted Covid-19 or are ill; just let us know and we'll work something out. Finally, please be respectful of others and their health decisions or needs. Mask use is still recommended by UF, as is vaccination. More guidance can be found at the CDC website (<https://www.cdc.gov/media/releases/2022/p0811-covid-guidance.html>) and the UF Covid Resources Page (<https://coronavirus.ufl.edu/>)

Children in the Classroom

UF does not have a formal policy on children in the classroom. The following policy reflects my own perspective and commitment to student-parents.

- ***You and your nursing baby are welcome in class anytime.*** I never want students to feel like they have to choose between feeding their baby and continuing their education.
- ***Occasionally bringing a child to class because of a gap in care is perfectly acceptable.*** I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between attending class or staying home to care for them. Let me know in advance if at all possible.
- ***If you bring your child to class:*** Please sit close to the exit so that if your child needs attention you can more easily step outside until their needs have been met (and so other students can continue learning). Non-parents in the class, I ask that you please be willing to offer your seat near a door to parents as needed.
- ***Let me know how I can help.*** Finally, I understand that balancing school, childcare and perhaps even a job can be exhausting and a barrier to learning. I maintain the same high expectations for all students in my class, and will work with you to find ways you can balance your responsibilities as a parent and student.

Students Requiring Accommodation

Students with disabilities or learning barriers that would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. Please share your letter with me and discuss access needs as early as possible in the semester so that I can do whatever is necessary to ensure your participation and learning.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to

give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have questions or concerns, consult with the instructor or TAs.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is: an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code

UF Resources for Students

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).

University Police Department: Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).

Field and Fork Pantry: The Hitchcock Pantry can provide food and toiletries for students experiencing food insecurity. <https://pantry.fieldandfork.ufl.edu/>.

The Writing Studio: The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

Student Learning Objectives: GenEd Primary Area and Quest

Biological Sciences Objectives	Quest 2 Objectives	Course Objectives (This course will...)	Objectives will be Accomplished By...
Biological science courses provide instruction in the basic concepts, theories and terms of the scientific method in the context of the life sciences.	Address in relevant ways the history, key themes, principles, terminologies, theories, or methodologies of the various social or biophysical science disciplines that enable us to address pressing questions and challenges about human society and/or the state of our planet.	...explore the evolutionary and ecological factors underlying the distribution of biodiversity in tropical rain forests, how humans use and alter rain forests, and the social, economic, and biological consequences of these activities.	...reading and discussing research about rain forests, gathering and analyzing data, discussing major themes and scientific issues with experts from around the world.
Courses focus on major scientific developments and their impacts on society, science and the environment, and the relevant processes that govern biological systems.	Present different social and/or biophysical science methods and theories and consider how their biases and influences shape pressing questions about the human condition and/or the state of our planet.	...emphasize how molecular biology, genomics, remote sensing, computational tools, and other scientific developments have advanced our understanding of the ecology and evolution of rain forest biota, resulting in both novel hypotheses and implications for other disciplines.	...reading foundational and contemporary studies to compare their limitations and implications, while also learning and reflecting on the historical reasons behind the dominance of particular ideas or research communities.
Students will formulate empirically-testable hypotheses derived from the study of living things, apply logical reasoning skills through scientific criticism and argument, and apply techniques of discovery and critical thinking to evaluate outcomes of experiments.	Enable students to analyze and evaluate (in writing and other forms of communication appropriate to the social and/or biophysical sciences) qualitative or quantitative data relevant to pressing questions concerning human society and/or the state of our planet.	...provide an opportunity for students to develop and test hypotheses regarding trends in deforestation and its impacts, how forest regeneration varies geographically, and how alternative approaches to tropical conservation will influence climate change.	... allowing students to gather and analyze socioeconomic data, along with data on forest cover and species composition, to test hypotheses about geographic variation in deforestation and its impacts. Students will communicate the results and broader societal implications of their analyses in writing and other formats.
Biological science courses provide instruction in the basic concepts, theories and terms of the scientific method in the context of the life sciences.	Analyze critically the role social and/or the biophysical sciences play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs.	...show how ecologists and evolutionary biologists develop hypotheses to test fundamental concepts and theories, use experiments and other methods to gather data to test these hypotheses, and interpret analyses of these data to draw conclusions and formulate new hypotheses.	...reading and discussing scientific articles with an emphasis on identifying the questions and considering what alternative methods could have been used to address them. Including papers on topics such as the relationship between rain forests and climate change or how consumer choices influence the sustainability of tropical forests and products. It will also allow them to also consider how tropical biologists and the results of their research can influence decisions made by governments and other levels of society, which has implications for them regardless of their chosen field of study.
	Explore or directly reference social and/or biophysical science resources outside the classroom and explain how engagement with those resources complements classroom work.	NA	...analyzing biological data, visiting the FLMNH butterfly rainforest, documenting the myriad rain forest products they use daily, and documenting the depiction of rain forests in movies, TV programs, and other popular media. This engagement will complement classroom discussions of particularly challenging concepts and emphasize that they actually interact daily with geographically distant rain forests.

Student Learning Objectives: International Objectives (for N co-designation)

International Objectives	This Course's Objectives (This course will...)	Objectives will be Accomplished By:
International courses promote the development of students' global and intercultural awareness.	... promote student awareness of a globally widespread and critical ecosystem, as well as intercultural differences in history and human-nature interactions and how they shape perspectives on rain forests and their conservation.	Teaching the local and regional services provided by tropical forests, how these vary geographically, and some of the cultural factors responsible for these differences.
Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world.	... explore the cultural, economic, and historical experiences of people in rain forest countries, how this compares with our preconceived notions of the same, and the consequences of this disparity for our understanding of rain forests and their conservation.	... considering the different and evolving ways in which rainforests and the people in tropical countries have been depicted in movies and TV to audiences based in the US/Global North;
Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.	... guide students through reflection on the feedbacks between a) decisions made by US consumers, governments, and private sector b) the status and biodiversity of rain forests, and c) the global climate and economy	... documenting the ubiquity of tropical forest products in their daily lives and reflecting on the global commodity chains making this possible and the consequences of consumer behavior for forest conservation and socioeconomic sustainability.

Student Learning Outcomes (SLOs): GenEd Primary Area and Quest

Biological Sciences SLOs:	Quest 2 SLOs:	This Course's SLOs:	Assessment:
Students will be able to...	Students will be able to...	Students will be able to...	Student competencies will be assessed through...
Identify, describe, and explain the basic concepts, theories and terminology of natural science and the scientific method; the major scientific discoveries and the impacts on society and the environment; and the relevant processes that govern biological and physical systems.	Identify, describe, and explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course.	Identify, describe, and explain the patterns of rain forest biodiversity at multiple spatial scales, the evolutionary and ecological mechanisms underlying the evolution and maintenance of this biodiversity, historical and geographical variation in how humans use and alter rain forests, and the social, economic, and biological consequences of these activities.	Class-based exercises and activities, summaries and interpretations of scientific papers.
Formulate empirically-testable hypotheses derived from the study of physical processes or living things; apply logical reasoning skills effectively through scientific criticism and argument; and apply techniques of discovery and critical thinking effectively to solve scientific problems and to evaluate outcomes.	Critically analyze quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge.	Gather, Analyze, and Interpret multidisciplinary data to document geographic variation in deforestation and test hypotheses and test hypotheses regarding the underlying socioeconomic drivers and biological consequences.	Class-based exercises and activities in which they are required to Formulate empirically-testable hypotheses and evaluate them with data they gather and analyze.
Communicate scientific knowledge, thoughts, and reasoning clearly and effectively.	Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges.	Develop and communicate materials describing the value of rain forests and their biodiversity for local university students and concrete actions individuals can take to promote their sustainability.	Summaries of scientific papers and discussions of the results and implications, presentations of final projects
	Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.	Reflect on course content and connect on how the results of biological research and the issues they have studied relate to their personal values and professional ambitions, and how this will influence their choices and behaviors at UF and beyond.	Personal reflections on their use of and dependence on tropical biodiversity and the actions they can take as citizens and consumers to promote forest conservation.

Secondary Student Learning Outcomes (SLOs): International Student Learning Outcomes (for N co-designation)

Competency	International SLOs...	Course SLOs	Assessment
	Students will be able to...	Students will be able to...	Student competencies will be assessed through...
Content	Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.	Identify, describe, and explain the historical, cultural, economic, and political factors that have shaped our scientific understanding of rain forests, the drivers of forest loss, and proposed mechanisms for their conservation.	Movie review assignments exploring how rainforests are framed for the audience, summaries of the results of scientific papers, in-class exercises on patterns of biodiversity and deforestation rates, active learning exercises on rain forest products and consumer behavior, and a final exam.
Critical Thinking	Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.	Analyze and reflect on the how our cultural, economic, historical, and political beliefs have influenced our understanding of the relationship between and global consequences of our individual choices and the status of rain forests.	active learning exercises on rain forest products and consumer behavior, individual and group projects that highlight a threat to rain forests and propose concrete steps individuals can take to address them, and in-class exercises on the relationship between human migration, macroeconomic trends and deforestation.