

Modern Conservation Biology – Fall 2016

Class: W 14:10-15:30, BioLabs 2062

Professor: Elizabeth Wolkovich (lizzie@oeb.harvard.edu)

Overview: As this course is a seminar, its exact design evolves somewhat throughout the term. Much of it, however, will be decided in the first couple of weeks. Keep an eye out for an updated (and hyperlinked) syllabus on the Canvas site.

| Date | Topic | Leader(s) | Readings | <i>In addition to the regular class periods ... you must attend the panel discussion of conservation and climate change held by HUCE on October 27 at 4pm (location TBA), and we'll try to arrange a trip out to the Arboretum to discuss international agreements covering the trade of threatened species.</i> Course materials: There is no text book, readings for the following week will be posted by Friday morning each week. There is a course reserve at the MCZ library for background reading: <i>Conservation Biology: Foundations, Concepts, Applications</i> by Van Dyke. You can check out |
|--------|----------------------------------|---------------|--|---|
| 7 Sep | Introduction | Lizzie | NA | |
| 14 Sep | Population viability analysis | Lizzie | Doak 1989, Norris 2004 | |
| 21 Sep | Sustainable fisheries | Liz | Pauly 1995; Freon et al. 2008; Pin-negar & Engelhard 2008 | |
| 28 Sep | Climate change & conservation | Nikhil Advani | Foden et al. 2013; Pacici et al. 2015 | |
| 5 Oct | Restoration ecology | Jason | RuizJaen & Aide 2005; Kleijn et al. 2006 | |
| 12 Oct | Invasive species | Travis | Mack et al. 2000; Ruttenber et al. 2012 | |
| 19 Oct | Dealing with model uncertainty | Ashton | Wiens et al. 2009; Schmolke et al. 2010; Urban 2015 | |
| 26 Oct | Conservation in the Anthropocene | Karieva | TBA | |
| 2 Nov | Biodiversity hotspots | Julius | Cowling et al. 2003; Myers et al. 2000; Conservation International Website | |
| 9 Nov | Ocean acidification (& corals) | Priya | | |
| 16 Nov | Indigenous rights | Arushi | | |
| 23 Nov | Thanksgiving break | – | – | |
| 30 Nov | Rainforest fragmentation | Emma | | |

the Table of Contents [here](#).

Office hours: By appointment in HUH 223.

Email: I check email once or twice a day between 1pm and 6pm (weekdays only). Please plan accordingly.

Leading discussion: You will each lead 1-2 discussions this term.

The first task for this is to **pick 2 papers for the class to read that week**, in consultation with the

course instructor. Pick these well in advance—“at least 10 days before the class, which means you need to be discussing them with me **at least two weeks** before your class period. I cannot often make decisions on papers within a day so leave yourself extra time! Ideally both papers will come from the peer-reviewed scientific literature with one being a review and one being primary science, however, some deviations from this may occur (certain book chapters etc. may stand in for the review from time to time) so don’t feel locked into this structure if you have a creative idea. As you are selecting papers you may find many sources you want to share—please collect these and **post them to the Canvas site**, they may be useful to you or others when working on projects. Papers and all related materials must be posted by Friday at 10am the week before you lead. This means you should have them to Jess Gard (jgard@fas.harvard.edu) by Thursday at noon the week before your discussion.

Next, you will **lead the discussion**. This can take whatever form you want; you might give background information to start (please limit this to under 20 minutes, I will cut you off at minute 20) or have a provoking question. I encourage you to develop a list of vocabulary and/or concepts needed to understand the paper and share this with the class in person or through the Canvas site in advance (or both). *Be creative but keep the goal in mind: to promote discussion of the content of the papers and topics/issues they raise*. Please post your papers to the course canvas site as soon as you have them (by Thursday the week before at the latest). You do not need to post questions yourself the week you lead.

Discussion questions: You need to post four discussion questions each week to the Canvas site.

Each week you must post *four* discussion questions based on your readings **by 7am Wednesday**. These questions should be clear, spark interesting discussion and show that you have read and thought about both papers. You can do one questions focused on each paper or questions that integrate across the papers. Feel free to also post any general questions on the paper methods, terminology etc. (but these don’t count towards your four questions).

To post your questions visit the course Canvas site (there will be a discussion part to each week’s set of Canvas items). Be sure to put your name above your questions.

Projects during term: In addition to reading all the papers, preparing questions about them, being an active participant in every discussion, and leading a discussion, you will have several written projects due during term.

Missing classes: You can miss up to one class without it impacting your grade. You cannot miss the class where you lead discussion or where you present or are part of a debate.

Grading:

| | |
|-------------------------|------------|
| In class participation | 30 points |
| Leading your discussion | 20 points |
| Written projects | 50 points |
| Total | 100 points |