

***Global Biodiversity and Culture:
Integrating Conservation and Human Well-being***
BOT4935/ZOO4926, 4 credits

INSTRUCTORS:

Michele R. Tennant, PhD, MLIS
Health Science Center Library
352-273-8426
tennantm@ufl.edu

Nina Stoyan-Rosenzweig
Health Science Center Library
352-273-8406
nstoyan@ufl.edu

TAs:

Bethany McLean, Tuesday, Thursday, bethanymclean@ufl.edu

Lillianna Thomas, Tuesday, Wednesday, lilliannathomas@ufl.edu

McKenna Johnson, Tuesday, Wednesday, mckenna.johnson@ufl.edu

- All email correspondences must be from your “.ufl” account and have your full name in the body of the email, or through Canvas. Otherwise, your message may not be recognized by our email filters, and thus, may not be answered.

CLASS MEETINGS:

Tuesday, period 8 (3:00-3:50 PM)
Wednesday, period 2 (8:30-9:20 AM)
Thursday, period 7/8 (1:55-2:45 and 3:00-3:50 PM)

OFFICE HOURS:

Dr. Tennant: email (tennantm@ufl.edu) to set a Zoom appointment.
Nina Stoyan-Rosenzweig: email (nstoyan@ufl.edu) to set a Zoom appointment.

All via Zoom:

Bethany McLean: Monday, 8th period (3:00-3:50)
Lillianna Thomas: Wednesday, 3rd period (9:35-10:25)
McKenna Johnson: Friday, 3rd period (9:35-10:25)

COURSE OBJECTIVES AND GOALS:

The term biodiversity represents the variety of life on earth. This biodiversity can be described at a number of levels – genetic, species, community, ecosystem – but in any case, this diversity is essential for the successful functioning of the global biosphere. The relationship between biodiversity and human well-being was explicitly studied in the systematic review “Biodiversity loss and its impact on humanity” (*Nature*, 2012). This study highlighted the fact that the “suite of benefits that ecosystems provide to humanity” are weakened by loss of biodiversity. Scientific, economic, and aesthetic tolls accompany an erosion of human well-being.

As such, biodiversity conservation and sustainability efforts throughout the world are essential to humanity’s future, but face many challenges. These challenges are especially difficult in developing countries, which may have high levels of poverty and population density, and lack basic infrastructure and food security. Strategies imposed by outsiders without taking into consideration local culture, customs, and traditions, and the needs (health, food, education, social justice) of the local people are rarely effective. Recent work strives to integrate the biological with the human, developing new strategies and methods for biodiversity conservation. Such approaches to global conservation highlight the need for solutions – without unintended consequences – that respond both to human and environmental concerns.

Global Biodiversity and Culture: Integrating Conservation and Human Well-being, introduces these global concerns. Students will learn about biodiversity and conservation (and human dimensions that facilitate or impede conservation progress) in four regions of the world – Madagascar, Ecuador’s Choco and tropical Andes regions, the Himalayas, and the Coastal Plain of the US.

Students in the course will gain experience in engaging with experts at home and abroad, including Madagascar, Ecuador and India, via Skype, Zoom, or other technology to the distant locations. The course has been developed for students in majors related to and/or interest in the life sciences, conservation and sustainability, anthropology and cultural studies, human health and well-being, and the geographical areas of concern (Madagascar, Ecuador, India, the US), as well as those interested in the future of our planet.

After having completed the course and all of the requisite assignments, students will have an understanding of:

- Relationships among biodiversity/conservation and culture, social justice, healthy communities and human well-being;
- Models of conservation, sustainability, conservation education, and ecotourism;
- Finding biological, health science, and anthropological/cultural information, evaluating information, and avoiding plagiarism;
- Biodiversity and conservation challenges in four specific areas – Ecuador, India, Madagascar, the Southeastern US – and how to compare and contrast these challenges and strategies to overcome the challenges;

And students will have gained experience conversing with experts outside the United States.

Students may also reflect on how the lessons learned in the course can inform the decisions we make on a daily basis, both at home and abroad.

SCHEDULE OF TOPICS AND ASSIGNMENTS:

Note – in addition to the required textbooks, readings from the primary literature (journal articles) and/or videos will be assigned to be read/watched before class sessions.

Week 1: An Introduction to Biodiversity

- Wednesday, Jan. 5 Introductions, syllabus, structure of class
****DUE - Pre-class self-assessment**
- Thursday, Jan. 6 (per 7) Biodiversity and its importance
- Thursday, Jan. 6 (per 8) Discussion - biodiversity and biodiversity hotspots

Week 2: Paper preparation; Biodiversity Hotspots and Attributes

- Tuesday, Jan. 11 Writing tips for journals, reflective essays, final papers (Stoyan-Rosenzweig)
- Wednesday, Jan. 12 Biodiversity of Ecuador (Endara)
- Thursday, Jan. 13 (per 7) Biodiversity of Western Ghats (Stoyan-Rosenzweig)
- Thursday, Jan. 13 (per 8) Biodiversity of Florida (Stoyan-Rosenzweig)

Week 3: Complete Biodiversity Hotspots and Attributes; Begin Culture

****DUE - Tuesday, Jan. 18 – Reflective journal upload due for weeks 1 and 2**

- Tuesday, Jan. 18 Biodiversity of Madagascar (Tennant)
- Wednesday, Jan. 19 Discussion - biodiversity, culture and challenges in Ecuador, Florida, India, Madagascar
- Thursday, Jan. 20 (per 7) Finding information for your class project (Tennant)
- Thursday, Jan. 20 (per 8) Introduction to Culture (Strong)

Week 4: Complete Culture; Begin Ecotourism

****DUE – Monday, Jan. 24 - Submit final project topic via email to instructors**

- Tuesday, Jan. 25 Indigenous people and culture (Mahar)
- Wednesday, Jan. 26 Archaeology and local people (Douglass)
- Thursday, Jan. 27 (per 7) Discussion - culture, biodiversity, conservation readings
- Thursday, Jan. 27 (per 8) Overview ecotourism, conservation, culture (Almeyda Zambrano)

Week 5: Ecotourism

****DUE - Monday, Jan. 31 – Reflective journal upload due for weeks 3 and 4**

- Tuesday, Feb. 1 Ecotourism in the US (Stein)
- Wednesday, Feb. 2 Ecotourism in Madagascar (Andriamihajanirina)
- Thursday, Feb. 3 (per 7) Ecotourism in India (Puri)
- Thursday, Feb. 3 (per 8) US Ecotourism - Connecting with Birds and Nature (TBD)

****DUE – Friday, Feb. 4 - Reflective essay 1 - American Culture and Biodiversity/Conservation**

Week 6: Complete Ecotourism; begin Conservation Education, Strategies, and the Arts

****DUE - Monday, Feb. 7 - Project topic and format approved by instructors**

- Tuesday, Feb. 8 Ecotourism in Ecuador (Rivadeneira)
- Wednesday, Feb. 9 **DAY OF GRATITUDE AND CELEBRATION – NO CLASS**

- Thursday, Feb. 10 (per 7) Discussion - Ecotourism
- Thursday, Feb. 10 (per 8) Foundational lecture on Conservation Education (Monroe)

Week 7: Conservation Education, Strategies, and the Arts (continued)

****DUE - Monday, Feb. 14 - Reflective journal upload due for weeks 5 and 6**

- Tuesday, Feb. 15 Classroom and other conservation strategies (Schubel)
- Wednesday, Feb. 16 *Mada A-Z* (Nguyen, Gibson, Andriamihajirina, Rafenomahazomanana, Tennant)
- Thursday, Feb. 17 (per7) Film and tourism to promote conservation (Stice and Gomez)
- Thursday, Feb. 17 (per8) Conservation education in India (Salazar)

Week 8: Complete Education, Strategies and the Arts; begin Biodiversity, Health and Human Well-being

- Tuesday, Feb. 22 Discussion - conservation education and the arts in conservation
- Wednesday, Feb. 23 Zoonoses and biodiversity (Manes)
- Thursday, Feb. 24 (per 7) Hunger and Biodiversity Loss (Borgerson)
- Thursday, Feb. 24 (per 8) Biodiversity and psychology (Chandler)

****DUE – Friday, Feb. 25 - Reflective essay 2 - Ecotourism and Conservation Education**

Week 9: Complete Biodiversity, Health, and Human Well-being; begin Ethics, Religion, Policy

****DUE - Monday, Feb. 28 - Reflective journal upload due for weeks 7 and 8**

- Tuesday, Mar. 1 Health and Green Spaces (Stoyan-Rosenzweig)
- Wednesday, Mar. 2 Indigenous people and health (TBD)
- Thursday, Mar. 3 (per 7) Discussion - biodiversity and health
- Thursday, Mar. 3 (per 8) Major world religions and conservation (TBD)

WEEK OF MARCH 7-12 – SPRING BREAK, NO CLASS

Week 10: Ethics, Religion and Policy (cont.)

****DUE – Monday, March 14 - Complete draft, including citations, of Final Paper**

- Tuesday, March 15 Ethics and biodiversity (Peterson)
- Wednesday, March 16 Indigenous people, religion, biodiversity (Lomelin)
- Thursday, March 17 (per7) Discussion - Half Earth
- Thursday, March 17 (per8) Biodiversity, Sustainability, Economics and Public Policy (Carney)

Week 11: Complete Ethics, Religion, Policy

****DUE - Monday, Mar. 21 - Reflective journal upload due for weeks 9 and 10**

- Tuesday, March 22 Environmental Justice (TBD)
- Wednesday, March 23 Communicating Science to the Public (Nodine)
- Thursday, March 24 (per7) Discussion - Ethics, religion, justice, public policy, Kaieva paper
- Thursday, March 24 (per8) Discussion - What you can do to preserve biodiversity

Week 12: Models of Conservation

****DUE – Monday – Mar. 28 - Reflective Essay 3 Biodiversity and Health**

- Tuesday, March 29 Discussion - Biggest Little Farm and Kiss the Ground films

- Wednesday, March 30 Blue Ventures (Lewis)
- Thursday, March 31 (per7) Little St. Simons (Murdaco)
- Thursday, March 31 (per8) Mashpi Lodge, Napo WLC, Tropical Herping (Tennant)

Week 13: Models of Conservation (cont.)

****DUE - Monday, Apr. 4 - Reflective journal upload due for weeks 11 and 12**

- Tuesday, Apr. 5 Centre Val Bio (P. Wright)
- Wednesday, Apr. 6 Aquaria, zoos, conservation (Pittenger); children's books (George)
- Thursday, Apr. 7 (per7) Importance of zoos in conservation (Stoyan-Rosenzweig)
- Thursday, Apr. 7 (per8) National and other parks in Madagascar (Thomas)

Week 14: Complete Models of Conservation; begin student presentations

- Tuesday, Apr. 12 Discussion - Models of conservation
- Wednesday, Apr. 13 Student presentations – upload by noon Tuesday
- Thursday, Apr. 14 (per7) Student presentations– upload by noon Wednesday
- Thursday, Apr. 14 (per8) Student presentations – upload by noon Wednesday

****DUE – Friday, Apr. 15 -Reflective Essay 4, Models of Conservation**

Week 15: Students presentations and class wrap up

- Tuesday, Apr. 19 Student presentations – upload by noon Thursday
- Wednesday, Apr. 20 Class wrap up and celebration

****DUE - Post-class self-assessment**

****DUE – Thursday, Apr. 21 - Reflective Journal upload due for weeks 13-15 and final summary**

****FINAL PAPERS ARE DUE VIA CANVAS SATURDAY, APRIL 23, 11:59 PM.**

GRADING:

Class participation: Students are expected to participate in discussions of readings and lectures, and to engage with guest speakers. Because we are a large class, we understand that not every student will be able to provide substantive discussion in every class session. Therefore, credit will be given based on the following breakdown:

Students who discuss during at least 75% of class meetings will receive full credit (155 points);
 Students who discuss during 50-74% of class meetings will receive 90% of full credit (139 points);
 Students who discuss during 40-49% of class meetings will receive 75% of full credit (116 points);
 Students who discuss during 25-39% of class meetings will receive 50% of full credit (78 points);
 Students who discuss during less than 25% of class meetings will receive 0 points for participation.

Final project: Your class project will consist of an academic paper with references on some topic related to biodiversity/conservation/sustainability and human culture/health/well-being. You will also present your project to the class – your presentation can take the form of a ppt presentation, or if you develop a creative

work (artwork, etc), you can present the work to the class. The projects will be presented the last few weeks of class, and the final paper (5000 words, not counting references) will be due on Saturday, April 23. A final draft of your paper, including citations, will be due on March 14. The instructors will review these drafts and provide comments/guidance on what should be revised for the final paper. Note that these requested revisions, if completed, tend to improve the quality of your final papers. Point totals for the project: complete draft (20 pts), presentation (50 pts), final paper (100 pts). Note that by January 24 you must submit your idea for project topics and format to the instructors, and these must be approved by the instructors by February 7. Note that approval is not instantaneous – it usually takes several emails back and forth with the instructors to gain approval.

Reflective journal: Your reflective journal will concentrate on concepts learned, what surprised you, what confused you, and what questions were generated through your reflections of our class sessions and the readings. It is expected that you will cover **each week of the semester with a minimum 250 word entry**. These should be posted every other week (**so two weeks at a time; 500 words**); the deadlines are listed on canvas and above on this syllabus. Entries will be uploaded through Canvas. At the end of the semester you will also submit a summary of the most impactful things you learned from the course - length and instructions will be provided later in the semester. The reflective journal will be worth a total of 100 points.

Short reflective writings: 4 times during the semester you will write short reflection papers on particular prompts, such as comparing points of view on specific strategies among the countries of interest. Reflective writings will be worth 25 points each.

Pre- and post-class self-assessment: After the first and last class meetings you will complete a self-assessment of comfort levels and areas of improvement for communicating with those of other cultures. Gaining experience in such communication is an important component of International Scholar Program classes. Completion of the pre- and post-assessment will be worth 5 pts/assessment.

Library and information assignments: Short assignments will be assigned related to the library resource/database recordings. Each assignment is worth 5 points.

Your final grade will be based on the percentage of the total points earned as follows:

<u>Point Range (%)</u>	<u>Letter Grade</u>
90% and above	A
87%-89%	A-
83%-86%	B+
80%-82%	B
77%-79%	B-
73%-76%	C+
70%-72%	C
65%-69%	C-
55%-64%	D
54% and below	E

UF GRADING POLICIES:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

ATTENDANCE:

Requirements for class attendance, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. Attendance at and participation in class sessions are mandatory, with point totals described above.

It is understood that valid absences may occur. If you have a valid documented excuse and notify the instructor by email in advance, you will be able to make up missed class discussions through written means.

MAKEUP HOMEWORK DUE TO ILLNESS OR FAMILY EMERGENCY:

No homework will be accepted late without formal documentation of illness or family emergency. Specifically, the student will need to have the Dean of Students Office (P202 Peabody Hall) send a formal accommodation document to course faculty stating that the student was unable to complete the homework on the scheduled date due to illness or family emergency. These notes from the Dean's Office must be received by course faculty within 3 business days after the homework is due. (see below for COVID-related information).

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

REQUIRED TEXTBOOKS:

- *Oxford Textbook of Nature and Public Health: The Role of Nature in Improving the Health of a Population*, 2018, edited by Matilda van den Bosch and William Bird.
- *Half Earth: Our Planet's Fight for Life*, 2016, Edward O. Wilson.
- *Connecting Global Priorities: Biodiversity and Human Health. A State of Knowledge Review*, 2015, World Health Organization. Available free of charge at:
https://apps.who.int/iris/bitstream/handle/10665/174012/9789241508537_eng.pdf;jsessionid=A36ED91A319F13169D8153971326A223?sequence=1

COURSE WEBSITE:

Course website: E-Learning (Canvas) website, <http://lss.at.ufl.edu>

The E-Learning (Canvas) website is where the class syllabus, handouts, notes and assignments will be posted, along with any announcements. This site is also where you will find basic course-related information. Please remember that you are responsible for all announcements made in lecture and/or posted on the course website for this class.

MATERIALS AND SUPPLIES FEES:

There are no materials and supplies fees assessed for this class.

STUDENT DEMEANOR:

Students are expected to arrive to class on time and to remain in class until the class has been dismissed. Students are expected to come to class prepared, having completed any required readings and performed any preparatory work that is assigned. While in class, students are expected to participate in class discussion, and to treat the other students and the instructor with respect and attention. While in class, students should not participate in texting, information seeking or viewing outside of that related to the course task at hand, talking on the phone, or other activities not related to classroom engagement and participation.

DIVERSITY AND INCLUSION STATEMENT:

We are committed for this course to be helpful and engaging for students of all diverse backgrounds and perspectives and that your learning needs are served in and out of class. We will present materials and activities that are respectful of diversity: age, culture, disability, ethnicity, gender identity, nationality, race, religion, sexuality, socioeconomic status, and more. Your feedback is encouraged and appreciated and can be submitted anonymously at any time through this survey <https://bit.ly/2WA0qPH>.

It is our goal to make all class materials and assignments accessible to everyone, using the principles of universal design for learning.

If you require specific academic accommodations, please discuss this with us as soon as possible in the semester and additionally check out the resources of the Disability Resource Center (<https://disability.ufl.edu/>, 352-392-8565).

ONLINE COURSE EVALUATION PROCESS:

Please provide feedback on the quality of instruction in this course by completing the online evaluation at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but you will be informed about specific times when they are open. Summary results of these assessments are available to you at any time at <https://evaluations.ufl.edu/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://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-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 any questions or concerns, please let us know.

RESOURCES FOR ADDITIONAL HELP:

Health and Wellness

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575
- UF Title IX: inform@titleix.ufl.edu, 352-273-1094
- University Police Department, 392-1111 (or 9-1-1 for emergencies), <http://www.police.ufl.edu/>

Academic Resources

- E-learning technical support, <https://lss.at.ufl.edu/help.shtml>, 352-392-4357 (select option 2), Learning-support@ufl.edu
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
- UF Student Success: For improving study skills to connecting with a peer tutor, peer mentor, success coach, academic advisor, and wellness resources, go to <http://studentsuccess.ufl.edu>

UNIVERSITY COVID INFORMATION:

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- **If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.**
- **You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.**

- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Hand sanitizing stations will be located in every classroom.
- If you sick, stay home and self-quarantine. Please visit the [UF Health Screen, Test & Protect website](#) about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
 - If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.