

Course Change Request

New Course Proposal

Date Submitted: 11/14/19 3:57 pm

Viewing: **CONS 201 : How to Succeed in Conservation**

Last edit: 12/03/19 3:30 pm

Changes proposed by: choskins

Are you completing this form on someone else's behalf?

Yes

Requestor:	Name	Extension	Email
	Anneke DeLuycker	540-635-0463	adeluyck@gmu.edu

Effective Term: Summer 2020

Subject Code: CONS - Conservation Studies Course Number: 201

Bundled Courses:

Is this course replacing another course? No

Equivalent Courses:

Catalog Title: How to Succeed in Conservation

Banner Title: How to Succeed in Conservation

Will section titles vary by semester? No

Credits: 2

Schedule Type: Lecture

Hours of Lecture or Seminar per week: 56

Repeatable:

In Workflow

1. **CONS Director**
2. **LA Associate Dean**
3. **SC Associate Dean**
4. UN Academic Affairs
Dean
5. Assoc Provost-
Undergraduate
6. Registrar-Courses
7. Banner

Approval Path

1. 10/02/19 11:27 am
Cody Edwards
(cedward7):
Approved for CONS
Director
2. 11/05/19 9:34 am
Jill Bowen
(jbowen4): Rollback
to Initiator
3. 11/19/19 11:42 am
Cody Edwards
(cedward7):
Approved for CONS
Director
4. 12/02/19 4:25 pm
Jill Bowen
(jbowen4):

May be only taken once for credit, limited to 3 attempts (N3)

Max Allowable Credits:

6

Approved for LA Associate Dean

Default Grade Mode: Undergraduate Regular

Recommended Prerequisite(s):

Recommended Corequisite(s):

Required Prerequisite(s) / Corequisite(s) (Updates only):

Registrar's Office Use Only - Required Prerequisite(s)/Corequisite(s):

And/Or	(Course/Test Code	Min Grade/Score	Academic Level)	Concurrency?

Registration Restrictions (Updates only):

Registrar's Office Use Only - Registration Restrictions:

Field(s) of Study:

Class(es):

Level(s):

Degree(s):

School(s):

Catalog Description: Develops professional and personal skills needed to succeed in the field of conservation. Gives an overview of best practices in conservation, as well as self-promotion and professional engagement skills (networking, social media use, online presence). Skills learned include leadership, communication, community engagement, outreach, social marketing, and conflict resolution. Introduces the range of careers and integration of disciplines in conservation.

Justification: Fulfills the need for professional development for early-stage undergraduates who are interested in pursuing a degree or career in conservation.

Does this course cover material which crosses into another department? No

Learning Outcomes: Engage in the key elements of the scholarly process, such as professional development, reflection on values, and exploration of career goals. Refine sought-after professional and personal skills in conservation, including leadership, communication, outreach, and emotional-social development. Practice self-promotion and professional engagement skills, including networking, resume & biographical sketch building, online presence, social media use, and conference preparation. Communicate conservation issues and topics using a variety of media (journaling, photography, podcast, infographics, art). Explore best practices and successful solutions in conservation, such as community engagement, stakeholder analysis, conflict resolution, marketing, citizen science, and ethics. Synthesize concepts and use case studies to obtain a big picture view of how the different sub-disciplines within the field of conservation biology are interwoven.

Attach Syllabus [Syllabus CONS 201_How to Succeed in Conservation.pdf](#)

Additional Attachments

Additional Comments: Edited the max allowable credits from 2 to 6- please correct if I've misunderstood. (J.B.Gettys)

Reviewer Comments **Jill Bowen (jbowen4) (11/05/19 9:34 am):** Rollback: The proposal is missing a syllabus.

CONS 201 – How to Succeed in Conservation

2 credits

Instructor:

Dr. Anneke DeLuycker
Associate Professor
Smithsonian-Mason School of Conservation
Office: 209 Academic Center
E-mail: adeluyck@gmu.edu
Phone: 540-635-0463
Office Hours: By appointment

Course Schedule and Location

This is a one-week course, held during the summer. There will be 8-10 contact hours per day. This course is held at the **Smithsonian-Mason School of Conservation**, at the Smithsonian Conservation Biology Institute, Front Royal, VA.

Description

In this course, students will develop professional and personal skills needed to succeed in the field of conservation, including leadership, communication, community engagement, networking and self-promotion. Students will learn about key issues facing the practice of conservation today and will obtain an overview of best practices in conservation, including stakeholder analysis, conservation marketing, citizen science, ethics, and social change. Students will read from and discuss the primary literature relating to these issues. The course will also focus on opportunities to engage with conservation professionals, and will introduce students to the range of careers and integration of disciplines in conservation.

Learning Objectives

In this course, students will:

- Engage in the key elements of the scholarly process, such as professional development, reflection on values, and exploration of career goals
 - Refine sought-after professional and personal skills in conservation, including leadership, communication, outreach, and emotional-social development
 - Practice self-promotion and professional engagement skills, including networking, resume & biographical sketch building, online presence, social media use, and conference preparation
 - Communicate conservation issues and topics using a variety of media (journaling, photography, podcast, infographics, art)
 - Explore best practices and successful solutions in conservation, such as community engagement, stakeholder analysis, conflict resolution, marketing, citizen science, and ethics
 - Synthesize concepts and use case studies to obtain a big picture view of how the different sub-disciplines within the field of conservation biology are interwoven
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Prerequisites

Undergraduate students and non-degree seeking students are eligible for enrollment. Prerequisites include coursework to demonstrate a commitment to and understanding of conservation-related disciplines.

Textbooks and Other Course Materials

All readings for this course will be from the primary literature and accessible on BlackBoard, via MyMason portal (<http://mymason.gmu.edu>).

Recommended book: Hunter, M. et al. (2016). Saving the Earth as a Career: Advice on Becoming a Conservation Professional. 2nd edition. Wiley-Blackwell. ISBN: 978-1-119-18479-9

BlackBoard:

Many resources for the course will be accessible on BlackBoard, via the MyMason portal (<http://mymason.gmu.edu>) using the browser of your choice. Enter the username and password from your GMU email account and then click on the “Courses” tab at the top, right side of the page. Select the combined course option.

Assignments

Field Journal (20%)

Students will practice their observational skills to identify, describe, and document aspects of the natural world, using a field notebook. Students will be responsible for documenting the natural history of the site (e.g. fauna, flora, or signs/evidence). Entries may also include ideas, reactions, or questions on events/content. Sketches, drawings and other creative expressions are welcomed. Students will be assessed on the thoroughness, creativity and legibility of the entries.

Social Marketing Campaign Proposal (60%)

Students will work in groups to design a novel social marketing campaign for a local, regional or global conservation challenge. The marketing campaign proposal will include various stakeholders, target audiences, outreach and technology. Students will give a short presentation at the end of the course detailing their campaign (20%). In addition, students will produce two communication products associated with the marketing campaign:

- *Podcast (20%)*: Students will work to create a short, informative, engaging audio podcast to communicate knowledge about the campaign and directed at a general audience
- *Infographic (20%)*: Students will present information on addressing and solving this challenge using images, charts and/or graphics. Students will be assessed on ease of understanding, impact, and visual appeal of the infographic. The infographics will be printed out and posted on bulletin boards at the entry to the dining hall.

Participation (20%)

Active, positive participation and engagement in all activities, discussions, and assignments is required. Participation includes interactions with faculty, guest speakers, and peer-to-peer work.

Detailed descriptions of each of these assignments, including grading criteria, are found on the program Blackboard site in the *Assignments* section. Assignment deadlines are found below in the daily schedule and on the course calendar on the Blackboard site as well.

Grading

Grades for individual assignments and overall in the course will be assigned on the following scale:

A+	97-100%
A	93-96.9%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%

C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D	60-69.9%
F	<60%

Classroom Policies and Procedures

Class Absences

Students are expected to attend all daily sessions of this course. Many assignments are based on in-class experiences and cannot be replicated. Attendance contributes to your participation grade. Any absence must be pre-approved by a faculty member and must fit the criteria for a university-sanctioned absence (e.g. religious holiday, university-sponsored activities, verified illness, death in the family). Please consult faculty if you have any questions.

Late Policy

You are responsible for completing assignments on time. Assignments submitted late will lose 10% for each day they are past due, including Fridays, Saturdays, and Sundays up to 5 days, after which the maximum you can earn for an assignment is 50%. Due dates are clearly indicated on the Calendar in Blackboard and on individual assignment descriptions. Assignments may only be made up if failure to attend class and/or complete required assignments was for a prior excused absence or emergency. Full or partial credit for missed in-class assignments, activities and field trips may only be made up based on prior notification of an excused absence or an emergency, as agreed upon with the faculty.

Laptops

You are welcome to bring a laptop to class and use it for class-related purposes (e.g. taking notes). During class, please refrain from using your laptop for purposes not related to class (e.g. email, IM, surfing the Internet).

Phones

Please keep your phone shut down and out of sight during class. This includes on field trips or during demonstrations as well.

Paperless Classroom

We will use the Blackboard online course management system to minimize paper use. Our aim is to adopt policies that will balance academic needs with resource conservation concerns.

University Policies

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty and staff conduct in university affairs. Additional information about university policies can be found at <http://universitypolicy.gmu.edu/>. Students are responsible for being aware of university policies, especially those related to plagiarism and academic integrity.

Academic Integrity

GMU is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process (<https://oai.gmu.edu/mason-honor-code/>). Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. Studying in groups and working collaboratively are not violations of the Honor Code, but the Honor Code does require that work that you (as an individual) turn in is your own individual synthesis or integration of ideas in your own words, and that the work a group turns in ultimately be the product of the group's collective ideas. If you have any questions at all about the line between collaboration and cheating, ask an instructor. Plagiarism is lifting someone else's ideas or words and presenting them as your own without proper attribution of the source. You must provide citations using the format provided in the course. This includes all sources, including those found on the Internet. It also includes turning in previous work for multiple assignments. Paraphrased material must also be cited. We take the principle of academic integrity very seriously and violations are treated gravely. When in doubt (of any kind) please ask for guidance and clarification.

Mason Email Accounts

Students must use their Mason email accounts to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

Office of Disability Services

If you have a documented learning disability or other condition that may affect academic performance, and you need academic accommodations, please contact the Office of Disability Services (ODS) at (703) 993-2474. All academic accommodations must be arranged through ODS <http://ods.gmu.edu>. Student disability information is entirely confidential and cannot be disclosed to anyone, including faculty.

Other Useful Campus Resources

- WRITING CENTER: A114 Robinson Hall; (703) 993-1200 or Prince William Campus (703) 993-8451; <http://writingcenter.gmu.edu>
- UNIVERSITY LIBRARIES "Ask a Librarian", <http://library.gmu.edu/ask>
- COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380; <http://caps.gmu.edu>

Sexual Harassment, Sexual Misconduct, and Interpersonal Violence

The Smithsonian-Mason Semester is committed to providing a learning, living, and working environment that is free from discrimination and free of sexual misconduct and other acts of interpersonal violence. We encourage students who believe they have been sexually harassed, assaulted, or subjected to sexual misconduct to seek assistance and support. For specifics of Mason's process, resources, and options available, see: <https://universitypolicy.gmu.edu/policies/sexual-harassment-policy/>. As faculty members, we are required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per university policy 1412. If you wish to speak with someone confidentially, please contact the Student Support and Advocacy Center (703-380-1434), Counseling and Psychological Services (703-993-2380), Student Health Services (shs.gmu.edu) or Mason's Title IX Coordinator (703-993-8730; cde@gmu.edu).

Our Commitment to Diversity

The Smithsonian-Mason Semester is an intentionally inclusive community, and promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion or irreligion, age and disability.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, aware of their biases and how they affect their interactions with others and the world.

Weekly Topics, Readings, and Assignments:

Date	Topic	Readings & Assignments Due
Mon	<ul style="list-style-type: none">• Welcome and introductions!• Rules of the road, safety and policies• Observing and Documenting Nature• Social change activity• Walking tour of SMSC central campus	<ul style="list-style-type: none">• Read: Aldo Leopold's "Land Ethic" essay• Prepare: Drafts of resume and biographical sketch
Tue	<ul style="list-style-type: none">• Introduction to conservation• Tour of the Smithsonian Conservation Biology Institute• Leadership Roundtable• Current issues in wildlife trafficking and trade• Introduction to conservation photography	Readings due: <ol style="list-style-type: none">1) Kareiva, P. and Marvier M. (2012). What is Conservation Science? <i>BioScience</i> 62(11): 962-92) Ehrlich P and Pringle R. 2008. Where does biodiversity go from here? A grim business-as-usual forecast and a hopeful portfolio of partial solutions. <i>PNAS</i>, 105: 11579-11586.

<p>Wed</p>	<ul style="list-style-type: none"> • Personal brands and conservation communication • Forms of science communication: matching strategies to the audience • Campaigning for Conservation: social marketing and behavioral change • “Marketing You”: Best practices for self-promotion 	<p>Readings due:</p> <ol style="list-style-type: none"> 1) Bickford, D., Posa, M. R. C., Qie, L., Campos-Arceiz, A., & Kudavidanage, E. P. (2012). Science communication for biodiversity conservation. <i>Biological Conservation</i>, 151(1): 74–76. 2) Wright, A. et al. 2015. Competitive outreach in the 21st century: Why we need conservation marketing. <i>Ocean & Coastal Management</i>, 115: 41-48.
<p>Thu</p>	<ul style="list-style-type: none"> • Communication for Conservation Change • Communication and Exhibit Design: Best practices, DIY exhibits, and community outreach • “Marketing You II – the Sequel”: Best practices for self-promotion 	<p>Readings due:</p> <ol style="list-style-type: none"> 1) Kareiva, P., Marvier, M., and Lalasz, R. (2012). Conservation in the Anthropocene: Beyond Solitude and Fragility. <i>The Breakthrough</i>: https://thebreakthrough.org/index.php/journal/past-issues/issue-2/conservation-in-the-anthropocene 2) Swaisgood, R.R., and Sheppard, J.K. (2010). The culture of conservation biologists: Show me the hope! <i>BioScience</i> 60(8): 626-630.
<p>Fri</p>	<ul style="list-style-type: none"> • Incorporating stakeholders in conservation projects • Community Engagement and Ethics • “Meet the Scientist” talk • Scientific illustration to document natural history 	<p>Readings due:</p> <ol style="list-style-type: none"> 1) Ancrenaz, M., et al. (2007). The Costs of Exclusion: Recognizing a Role for Local Communities in Biodiversity Conservation. <i>PLoS Biol</i> 5(11): 2443-2448 2) Mace, G. 2014. Whose conservation? <i>Science</i>, 345: 1558-1560. <p><u>*Photo Essay submission: Submit Photo Essay to Blackboard by 11:59 pm</u></p>

Sat	<ul style="list-style-type: none"> • Birding for citizen science • Wicked Problems in Conservation • Conservation Success Story: Black-footed ferrets as case study in small population management • LinkedIn profile and headshots • Conservation Photography Student Showcase 	<p>Readings due:</p> <ol style="list-style-type: none"> 1) Sodhi N, Butler R, Laurance W, & Gibson L. 2012. Conservation successes at micro-, meso- and macroscales. Trends in Ecology and Evolution. 26(11):585-594 2) Dickinson et al. 2012. The current state of citizen science as a tool for ecological research and public engagement. Frontiers in Ecology & Environment, 10(6): 291-297. <p><u>*Assignment Due: Podcast due no later than 11:59 on Blackboard</u></p>
Sun	<ul style="list-style-type: none"> • OFF SITE FIELD TRIP – Behind-the-scenes at the National Zoo, DC 	<p>No readings due</p> <p><u>*Assignment due: Submit Field Journals by 5:30 pm (To be collected at end of zoo trip)</u></p>
Mon	<ul style="list-style-type: none"> • Final Presentations on social marketing campaigns 	<p>No readings due</p> <p><u>*Assignment Due: Submit Infographic posters to Blackboard by 8 AM</u></p>