



**Oregon State
University**

Course Name: Natural Resource Problems and Solutions

Course Number: NR202

Term Offered: Fall 2021

Credits: 3

Instructor names: Harper Loeb, Dana Warren,

Instructor emails:, harper.loeb@oregonstate.edu, dana.warren@oregonstate.edu

Link to instructor bio or website: <http://fes.forestry.oregonstate.edu/people?path=people/warren-dana>

Course Description

Exploration of the multiple components (ecological, social, political, ethical) of selected natural resource problems. Uses case studies to illustrate how social and biophysical characteristics of environmental problems influence the methods used to try to solve these problems and their potential for success.

PREREQS: NR 201 is recommended but not required

Communication

Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. We will reply to course-related questions and email within 24 hours. We will strive to return your assignments and grades for course activities to you within five days of the due date.

Course Credits

This course is 3 credits with a combined expectation of approximately 90 hours of work including instruction, online activities, and assignments.

Technical Assistance

If you experience any errors or problems while in your online course, contact 24-7 Canvas Support via chat, phone, or e-mail through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the [OSU Computer Helpdesk](#) online.

Learning Resources

This course has no textbook. Readings will be provided throughout the course to (1) supplement, support and expand upon concepts discussed in lectures and (2) aid in developing a framework for written homework assignments.

Canvas

This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, please visit [Ecampus Technical Help](#).

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Measurable Student Learning Outcomes

- Identify the biophysical, and social/political components of an NR problem.
- Describe the interaction and trade-offs among and between biophysical and social/political aspects of an NR problem.
- Describe the limitations of single disciplinary approaches to solving NR problems and describe how a transdisciplinary approach can potentially overcome these limitations
- Analyze the trade-offs inherent in natural resource management decisions

Evaluation of Student Performance

- | | |
|---------------------------------|----------------|
| • Weekly Quizzes (9 total) | 90 pts |
| • Writing Assignments (2 total) | 40 pts |
| • Graded Discussions (8 total) | 70 pts |
| Total – | 200 pts |

Course Content

Week	Topic	Learning Activities	Due Dates
Week 0 9/22-9/26	<ul style="list-style-type: none"> • Introduction • Wicked problems 	<ul style="list-style-type: none"> • Lectures 1-3 • Wicked Problems Video • Reading 1 	<ul style="list-style-type: none"> • Week 0 Quiz <p>Due by 11:59 PM on 9/27</p>
Week 1 9/27-10/3	<ul style="list-style-type: none"> • Biodiversity and Species loss • ESA valuation exercise 	<ul style="list-style-type: none"> • Lectures 4-7 • Readings 2-4 • Reading 5 (ESA exercise hand-out) 	<ul style="list-style-type: none"> • ESA trade-offs ranking assignment (#1) • ESA trade-offs discussion post • Week 1 Quiz <p>All due by 11:59 PM on 10/4</p>
Week 2 10/4-10/10	<ul style="list-style-type: none"> • Protected Areas 	<ul style="list-style-type: none"> • Lectures 8-12 • Readings 6 & 7 	<ul style="list-style-type: none"> • Pre-lecture activity – post to graded disc. • Week 2 Quiz <p>All due by 11:59 PM on 10/11</p>
Week 3 10/11-10/17	<ul style="list-style-type: none"> • Alternate steady states • Shifting baselines • Sustainability 	<ul style="list-style-type: none"> • Lectures 13-16 • Readings 8-12 • Pauly TED talk video • Cod Collapse video 	<ul style="list-style-type: none"> • Alternate steady states graded discussion • Week 3 Quiz <p>All due by 11:59 PM on 10/18</p>
Week 4 10/18-10/24	<ul style="list-style-type: none"> • Stakeholders 	<ul style="list-style-type: none"> • Lectures 17-20 • Readings 13 & 14 • Cod Collapse video 	<ul style="list-style-type: none"> • Stakeholder power-influence graded disc. • Week 4 Quiz <p>All due by 11:59 PM on 10/25</p>
Week 5 10/25-10/31	<ul style="list-style-type: none"> • Natural Resource Governance 	<ul style="list-style-type: none"> • Lectures 21 • Reading 15 • Governance video • ToC video 	<ul style="list-style-type: none"> • Open access resource graded discussion • Week 5 Quiz <p>All due by 11:59 PM on 11/1</p>
Week 6 11/1-11/7	<ul style="list-style-type: none"> • Water use case study 	<ul style="list-style-type: none"> • Lectures 22-29 • Reading 16-22 	<ul style="list-style-type: none"> • Concept map graded discussion <p>Due by 11:59 PM on 11/8 <i>(no quiz this week)</i></p>
Week 7 11/8-11/14	<ul style="list-style-type: none"> • Environmental Justice 	<ul style="list-style-type: none"> • Lectures 30 • Reading 23 & 24 • Daily show video 	<ul style="list-style-type: none"> • EJ mapping graded discussion • Week 7 Quiz <p>All due by 11:59 PM on 11/15</p>
Week 8 11/15-11/21	<ul style="list-style-type: none"> • Climate Change 	<ul style="list-style-type: none"> • Lectures 31-36 • Reading 25-27 	<ul style="list-style-type: none"> • Week 8 Quiz <p>Due by 11:59 PM on 11/22 <i>(no discussion this week)</i></p>
Week 9 11/22-11/24 (Short week due to T-giving)	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • Work on Assignment #2 from week 6 case study 	<ul style="list-style-type: none"> • Asgmt #2 – Water use case study synthesis <p>All due by 11:59 PM on 11/29 <i>(no discussion or quiz this week)</i></p>
Week 10 11/29-12/5	<ul style="list-style-type: none"> • Pollution and Peer Review 	<ul style="list-style-type: none"> • Lectures 37-38 • Reading 28-32 	<ul style="list-style-type: none"> • Graded discussion – NR in popular press • Week 10 Quiz <p>All due by 11:59 PM on 12/6</p>

Assessment Details

Writing assignments

We will have 2 writing assignments. The first is in week 1 and the second is introduced in week 6 but is not due until the end of week 9. Both of these writing assignments build off case study exercises.

Discussions

We will have weekly discussion board assignments in which will build upon a lecture, reading or exercise from class. In most cases we ask you to post your material and then respond to at least one other student.

Quizzes

Rather than a cumulative final exam, we will have weekly quizzes, which have been found to lead to better learning/assimilation of material (Connor-Green 2000, Pennebaker et al 2013). The quizzes will cover the reading and lecture material from the week.

Grading Scale:

A	93-100%
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+	67-69.9%
D	63-66.9%
D-	60-62.9%
F	<60%

Course Policies

Diversity, Equity, and Inclusion:

As a course focused on NR Problems and Solutions, this class addresses many issues of diversity equity and inclusion. Within all classroom interactions, respect for each other and for our occasionally differing viewpoints is essential. While people may disagree, an absolute requirement in this course is to treat each other with empathy, dignity and respect. It is important that we create a learning environment in which everyone feels safe and respected (which in-turn increases everyone's potential to learn). We, like many people, are still in the process of learning about diverse perspectives and identities. We will work to be as forthright and respectful as possible in considering a diversity of perspectives and identities, and ask that you do so as well. We will work together to create an inclusive learning environment. This means holding each other, including us, accountable to this commitment. If something is said in a discussion (by anyone) that makes you feel uncomfortable, please talk to us about it, or if you are more comfortable remaining anonymous, you may provide feedback by contacting staff at OSU Institutional Diversity office (<http://leadership.oregonstate.edu/diversity>), at the OSU Equal Opportunity and Access office (<http://eoa.oregonstate.edu/>), or at the OSU Diversity and Cultural Engagement program

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(<http://dce.oregonstate.edu/>). We believe the learning environment should honor your identities (including race, gender, class, sexuality, religion, ability, etc.). To help accomplish this, if you have a name and/or set of pronouns that differ from those that appear in your official OSU records, please let us know.

Time Expectations

It is important at the outset to briefly discuss time expectations for this course. The student handbook provides general guidelines about how much time a course should take and we work to adhere to those. For on-campus classes, the expectation is that students should spend about 2 hours out of class for every "contact-hour" (i.e. hour in class). So, for a 3-credit class that meets 3 times per week for about an hour, students are expected to spend 3 hours per week in class and about 6 hours per week out of class - for a total of about 9 hours per week on a given course. This being an e-campus class the "contact time" is rolled into the broader time expectations. Therefore, we have developed this Ecampus course with the expectation that it will take less than 9 hours per week of your time, on average. This does not mean that every week will be exactly 8.95 hours of work. We will try to keep work loads consistent, but there will inevitably be a week here or there where things may take a bit longer and other weeks where things take less time. See website for details: <https://apa.oregonstate.edu/credits-definition-and-guidelines>.

COVID

We are still in the midst of a global pandemic. Life is hard and complicated for all of us in a variety of ways. We understand that this means sometimes NR202 will not be your first priority. That's okay. We will be as flexible as possible, however, it will be easier for us to be flexible if you give us as much advance warning as possible or – given that warning may be not possible during a crisis – please let us know as soon as possible if an issue has arisen which is impacting your work (but we don't need to know the details of the issue). If repeated issues arise over the course of the term that are significantly impacting your potential to achieve the learning outcomes, we will discuss options and strategies around withdrawing or delaying completion of the course. We also ask that you all be understanding and flexible with us. We will attempt to keep on top of grading and feedback but at some point during the term delays are likely.

Discussion Participation

Students are expected to participate in all graded discussions. Not everyone will agree when discussing ideas on these posts. That is fine and in fact expected, but you must keep all interactions professional. Offensive or inappropriate interactions in the discussion will result in a 0 for that assignment and repeat offences will lead to further grade overall reductions.

Late submissions

We recognize that everyone is busy with work, life, and other class. Plus, we are still in the midst of a global pandemic. So we know that things come up and life gets full. We will work with people to extend deadlines as needed, **but you have to talk to us ahead of time as much as possible if you want to do so without losing points on the assignment, quiz, etc.** If you know that you will be late for an assignment, it is much easier to accommodate this if you let us know as soon as possible that something will be late or behind - we will address each on a case-by-case basis. **You will lose points for late assignments when you have not talked to us first or - recognizing things do come up last-minute - as soon as possible after.** It is not fair to people who do make the deadline if people can turn in an unexcused assignment late without consequences.

Incompletes

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Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

Guidelines for a Productive and Effective Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university's regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials

All materials used in this course are accessible through links on the Canvas site. If you require accommodations please contact [Disability Access Services \(DAS\)](#).

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct in this Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility. Student conduct is governed by the university's policies, as explained in the [Student Conduct Code](#).

Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Student Conduct and Community Standards](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

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OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

- a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.
- b) It includes:
 - i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
 - ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
 - iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
 - iv) TAMPERING - altering or interfering with evaluation instruments or documents.
 - v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.
 - vi) POSTING COURSE MATERIAL – Posting questions and/or answers to the quizzes or any other aspect of class assessment to public domains or academic course clearing houses as “study guides” is prohibited. It violates the intention of the assignments and the OSU ownership of the course content. If we find that you have posted quiz questions, quiz answers, and/or assignment information on a website of this nature, we will assign you zero points for that assignment and repeated issues will result in failure of the class.
- c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Turnitin Plagiarism Prevention

Your instructor may ask you to submit one or more of your writings to Turnitin or a similar plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin (and comparable services) generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited. Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information, visit [Academic Integrity for Students: Turnitin – What is it?](#)

Tutoring

[NetTutor](#) is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access.

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NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

OSU Student Evaluation of Teaching

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to "Student Online Services" to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.