

Professor Richard D. Bowden
Department of Environmental Science
Steffee Hall Room B203

e-mail: richard.bowden@allegheny.edu

Office Hours: M, W: 10-12, 3-4; Also by appointment. You are free to drop in anytime that I have office hours. Priority will be given to those who have signed up on the office hour sheet posted on my door.

Course Hours and Location: Tue 11-12:15 Steffee B208; Thurs 1:30-4:20 Steffee B316

Required Texts

- Hacker, D. 2009. *A Writer's Reference*. 6th Edition. Bedford/St. Martin's Press. Boston, MA.
- Goodwin, D. 2008. *Global Warming: For Beginners*. Steerforth Press. Hanover, NH.
- Kimbrell, A. 2002. *Fatal Harvest: The Tragedy of Industrial Agriculture*. Foundation for Deep Ecology, Sausalito, CA.
- Leopold, A. 1968. *A Sand County Almanac*. Oxford University Press, New York, NY.
- Louv, R. 2008. *Last Child in the Woods: Saving Our Children From Nature-Deficit Disorder*. Algonquin Books, Chapel Hill, NC.
- McDonald, S. 2005. *The Agony of an American Wilderness: Loggers, Environmentalists, and the Struggle for Control of a Forgotten Forest*. Rowman & Littlefield Publishers, Inc. Lanham.
- Sprague, J. and D. Stuart. 2006. *The Speaker's Compact*. Thomson Wadsworth Press. Australia

Course Description

We are absolutely dependent upon the resources of the natural environment. We need clean air and water, productive agricultural land, and healthy forests. Despite our idyllic views of these resources, there are numerous controversies and conflicts that accompany each of these resources. Consider forests. Are they sources of wood? Habitat for wildlife? Areas for hunting? Who decides how forests should be used? Foresters? Hunters? Government officials? Landowners? Conservation groups? Unfortunately, we often fail to think of long-term consequences of our use of these resources. Are we using them so that they will be healthy and productive in the future? Will our current means of using these resources provide appropriate safeguards to protect these resources? Are we examining connections among these resources? For example, if we are interested in saving our favorite stream, are we considering what is happening in nearby agricultural, urban, and forested areas? We must also ask ourselves about our approaches to protection. Do we really understand how our resources work? Are we aware of threats to these resources, and just as importantly, difficulties, both social and economic, to overcoming those threats? .

In this course, we will examine use of natural resources in the northwest Pennsylvania, where we'll explore natural resource issues related to agriculture, forests, and streams, investigating how these systems work, looking at critical issues related to use of these resources, and evaluating various approaches to protecting our local environment. We will examine how society deals with natural resource challenges and controversies, exploring interconnections among various disciplines, and to learn how these connections can enhance environmental protection.

Speaking and writing

As we learn about natural resources, we also need to be able to communicate our findings, ideas, and concerns. To do so, we need to become skilled communicators. Hence, a great deal of effort in this course will entail speaking and writing exercises. And naturally, your input to discussions in class is critically important to the success of our course.

Grading

This is the worst part of teaching and learning, but, unfortunately, it is a necessary part of the game for both you

and me. There will be a number of written and oral assignments. Critically, this is a seminar, meaning that your verbal contributions are critical to the success of this class. Contributions are based primarily on quality, not quantity. How is quality determined, however? This is a good question. To me, high quality questions and comments are those that indicate that you are engaged in the discussion, that you are probing for greater insight, and that you want to learn. Low quality contributions are simply factually-based comments and questions (who did? when did? where is?). Some of these types of questions are important; however you want to indicate both your need for information as well as your intellectual contribution to the course.

Class Participation

I will be guided by the following standards when assessing your verbal contributions to the class:

- A** Awarded for regularly *initiating* discussion and questions. This means coming to class thoroughly familiar with the assigned reading and, therefore, prepared to raise questions, to open discussion, to identify topics of interest in the reading, and to engage other students in the discussion. (This does not mean monopolizing discussions or talking for its own sake).
- B** For participating regularly and productively in class discussion. For those who are prepared, and are willing to engage.
- C** For participating on a regular basis, though less frequently than the **B** student. **C** discussants will be prepared for class, but their contributions will indicate that less thought has been given to assigned materials.
- D** Infrequent contributions to discussion; contributions do not arise from thoughtful consideration of assignments.
- F** An **F** grade results from non-participation in class discussion.

E-Mail Alert!

I will use e-mail to communicate with you. Please check your e-mail daily. From time to time, I will also *place material on my web page* (<http://webpub.allegheny.edu/employee/r/rbowden/>). Assignments and class information will be posted on this site. Reaching students by *telephone* can be very challenging, so e-mailing is the preferred means for us to communicate.

Learning Disabilities

Any student who feels the need for an accommodation based on a documented disability should contact me as soon as possible. Please also contact John Mangine in the Learning Commons (john.mangine@allegheny.edu, 332-2898). The Learning Commons arranges reasonable accommodations for students with disabilities, and will help to ensure that you obtain the assistance that you need to perform academically. We will maintain confidentiality regarding any such discussions.

Honor Code: Strictly Enforced. If you have any questions regarding Honor Code policies, please see me.

FS 101 Bowden

Name _____

(please print)

Natural Science comes relatively easy to me (circle one)

Always *Usually* *Sometimes* *Infrequently* *Never*

Social Science comes relatively easy to me (circle one)

Always *Usually* *Sometimes* *Infrequently* *Never*

Writing comes relatively easy to me (circle one)

Always *Usually* *Sometimes* *Infrequently* *Never*

Speaking comes relatively easy to me (circle one)

Always *Usually* *Sometimes* *Infrequently* *Never*

If you have any physical or learning challenges that you would like me to know about, please either indicate below, or come to see me about them. I will be happy to accommodate you in any way that I can.

Describe at least one interesting experience that you have had

Describe your hobbies and interests

What are your biggest fears as you enter college?