

Natural Resource Conservation and Policy

**Conservation, viewed in its entirety, is the slow and laborious unfolding of a new relationship between people and land.*
—Aldo Leopold,
Wisconsin Wildlife Chronology (1940)

**The Stone Age came to an end,
but not because we ran out of stones.*
ô Sheikh Yamani, former OPEC oil minister

*If we draw on the resources in our **minds**,
we won't have to rely on resources that we **mine**.*
—Stan Oshinsky, Inventor

**Tell me the landscape from which you come,
and I will tell you who you are.*
— Jose Ortega y Gasset

**The king who cannot take good care of the mountain, forest,
lake and meadow, will not be able to rule the nation.*
—Guan Zhong (645 BC)

**A nation deprived of its liberty may win it, a nation divided
may unite, but a nation whose natural resources are
destroyed must inevitably pay the penalty of poverty,
degradation, and decay.*
—Gifford Pinchot, founder, U.S. Forest Service

**Despite our artistic pretensions,
sophistication and accomplishments—
we still owe our existence
to a six-inch layer of topsoil and the fact that it rains.*
—Chinese Proverb

Zeros play havoc with the total number of points received in the semester. Each year, 20% of the students in this course receive an F, and inevitably they have several zeros on the grade sheet. This is NOT a difficult course ô

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The UAF [Student Code of Conduct](#) requires that collaboration among students will not be allowed on essays, tests, exams and online quizzes. Copying or paraphrasing another student's writing is a violation of the Student Code. Evidence of academic dishonesty (yours) will be presented to the Director of Judicial Services and may result in an F for the course and possible expulsion from the University.

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If you have a learning disability that may interfere with your ability to perform the work in this course, I am happy to make any necessary accommodations. However, it is the your responsibility to obtain an Accommodation Letter from the Disabilities Office of the Health Center (ext.6158). This letter **MUST** be presented to Dr. Todd within the first two weeks of class. No accommodations will be made until this letter is given to the professor. Accommodations will NOT be made retroactively (i.e. if you have a spelling disability, you must present the letter before any points are deducted for spelling).

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Most speakers are nervous about speaking to a group this large. They spend considerable time putting together a talk they hope you will like. Please show them and your fellow students the respect they deserve. Good audience behavior enhances the reputation of the University and our ability to attract speakers who are at the cutting edge of their fields.

Do NOT put books away or zip backpacks until class is over (i.e. NOT ONE MINUTE BEFORE 11:30).

Please use the bathroom *before* or *after* class, not during it. Leaving and returning disrupts the class and disturbs other students.

Anyone talking during a presentation will be asked to leave.

Anyone sleeping during a presentation will be asked to leave.

Any student who is asked to leave three times will be withdrawn from the course.

If you arrive LATE, please sit in the back.

If you **MUST** leave early, please sit in the back and depart quietly.

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If you send an email to me or to the TA, please put **your name at the start of the subject line**. Most faculty get 100-200 messages/day, many of which are spam. If you want us to read your email, **ALWAYS include a subject and your name**. Otherwise, it could to be considered spam and be deleted.

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Blackboard. To forward your email, go to

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BB) for many things in this class. It allows us to post copyrighted
material (since only those with a password can access it), most of the
gradebook is kept online, and you can access lecture notes,
announcements, handouts, etc.

Go to <http://classes.uaf.edu/> and log in using your UA username

Each written assignment is turned in **AT THE END OF CLASS on the DATE DUE**. It is far easier to keep track of papers if they are all collected in class at the same time. To encourage everyone to turn them in on time and to reward those who do, the following points will be deducted from late papers.

Tests & Final Exam

There will be two tests and one comprehensive final exam. Each of these will include about 30 true/false questions, several multiple choice and a few short answer questions. Dates for tests and the exam are given on the attached course schedule.

Questions on Test Scores

An opportunity for students to discuss questions regarding a test score will be provided, subject to the following guidelines. Please do **not**

ASSIGNMENT Instructions: Your Ecological Footprint & the PAT Equation



See schedule (last page) for date due.

50 pts

A. Your Ecological Footprint

First, calculate your ecological footprint at <http://sustainability.publicradio.org/consumerconsequences/>

You will need to click on North America, then the U.S., then choose your preferred language, and answer a few questions.

Copy or print the web page that shows: a) your total footprint (in acres); b) how much of the average C o g t k e c p o u " h q q v r t k p v " v j k u " t g r t g u g p v u = " e + " y j c v " ' " q h " n c p f " { q w " y q w n f " " n k m g " u g v " c u k f g " h q t " q v j g t " u r g e k g u = " c p f " f + " j q y " many earths it would take to support the current human population at your standard of **living (6 pts)**. *You will NOT be graded on how low or high you are; simply report what you come up with.*

Copy your results (or print them from the website), then number and briefly answer the following in 1-2 sentences each. **REPEAT THE QUESTION BEFORE WRITING YOUR ANSWER.**

- 1) Explain why you may have scored higher or lower than the average American. **(7 pts)**
- 2) In this exercise, what are the biggest contributors to a large footprint? **(7 pts)**
- 3) Do you think your result is accurate? Why or why not? **(7 pts)**

Paul Ehrlich (who wrote the influential book *The Population Bomb*)
 $I = (PA)/T$ where human impact (I) on the environment is directly proportional to the human population (P) and its level of affluence (A) (i.e. its consumption of resources per person) and inversely proportional to the technology available to reduce the impact (such as technology that increases the number of miles per gallon or that allows us to harvest the sun or wind or that cleans exhaust fumes more effectively). Answer the following questions and **REPEAT THE QUESTION BEFORE WRITING YOUR ANSWER.**

- 1 a) Holding the other variables constant

Eco-Footprint Background Info (questions from this will be on the first test)

Karen Youso, Star Tribune April 22, 2003

Everybody loves the Earth. And why not? It supplies us with food, a place to live, places to go and ways to get there.

All this human activity puts a demand on the planet. That's not a problem as long as the demand doesn't exceed nature's ability to supply.

The question on this 33rd anniversary of the first Earth Day is: Are we taking more from nature than nature can give? Or, more specifically, are we drawing more than our fair share of the Earth's resources?

One way to address the question is by calculating an "ecological footprint." The bigger your footprint, the more of Earth's resources are needed to support you as you live, eat and move about. Add your footprint to everybody else's and you get the total human demand on nature.

Nature, in this case, is figured as the acres of Earth's land and water that produce food, absorb so-called "greenhouse" gases from fossil fuels and provide space for roads and homes. In other words, the part of Earth that supplies us.

Eco-Footprint Background Info (questions from this will be on the first test)

To overcome this sustainability challenge, we need to do a better job of budgeting our planet's limited resources. Nature provides an average of 2.1 hectares (5.3 acres) of biologically

Discussion Sessions & Papers on Leopold's A Sand County Almanac (SCA)

A. Discussion Sessions

On three Fridays we will have discussion sections on *A Sand County Almanac*. These sessions provide an opportunity for student participation and discussion of this influential work and they are spaced two weeks apart so that we have time to grade the papers before you write your next one. You will have the same room and the same group leader for all three sessions. In the next few weeks, we will assign each student to a group and a room.

I will ask everyone to let me know if they prefer a room on Main Campus or West Ridge. Two discussion groups will meet on Main Campus and two on West Ridge.

Attendance is taken at each discussion session. Unless there is a problem with the assigned room (such as another class in the room, which HAS happened), you must be present in the first 10 minutes of discussion to be counted as present. If there IS a problem with your assigned room, please let me know in advance so you do not miss the first session. If you do miss a session, you can still complete the paper, subject to the late paper policy (i.e. no extra time is given if

you miss the discussion session, UNLESS you were seriously ill).

At each discussion session, come prepared to read

- 1) a paragraph from your paper **which you will turn**

Download this form on Blackboard. Staple a copy to the front of each of the 3 papers.

SCA ESSAY GRADING CRITERIA

Which Leopold paper is attached? (check one):

1

2

3

YOUR FIRST & LAST NAME:

Which group are you in?

Prof. Todd

Elizabeth Swan