

WILD 7000
Wildland Ecosystem Management
(3 credits)
Spring 2016

COURSE SYLLABUS

FORMAT: A spring-semester graduate course of three credits delivered in two 75-minute class sessions per week (WF 10:30-11:45) meeting in room # NR 202.

INSTRUCTOR: **Johan T. du Toit**, Professor, Department of Wildland Resources, office # NR 344, johan.dutoit@usu.edu.

FOCUS: Current concepts and practices in natural resource management at the ecosystem level.

OBJECTIVES:

- Develop a conceptual understanding of wildland ecosystems, social-ecological systems, and the shifting paradigms of natural resource management at the ecosystem level.
- Build familiarity with current thinking on the theory and application of management principles at the ecosystem level.
- Achieve an understanding of the terms and concepts commonly used in ecosystem science and management today.
- Develop skills in critical thinking, use of scientific literature, verbal presentation of logical thought, and constructive discussion in a group setting.

STRUCTURE: We will progress through the syllabus by holding interactive discussions led by course participants according to a schedule to be arranged at the start of the course. There will be some lecture-style presentations by the instructor to cover the conceptual framework and key concepts of the course, but we will learn together by pooling our ideas with reference to prescribed readings. The course will include a 3-day fieldtrip to south-central Utah in the second half of March (exact dates to be finalized), which will involve two nights of camping.

CONTENT: Current leaders in the field consider wildland ecosystem management to have progressed – or to be still progressing – through a sequence of paradigms that we shall explore: resource exploitation; steady-state (MSY) resource management; ecosystem management; ecosystem stewardship. We shall use this progression as a framework to explore how management can build resilience and adaptive capacity in wildland ecosystems. Throughout the course, and especially during the fieldtrip, we will consider the application of theory to practice on public and private lands.

COURSE FEE: \$65.00 for the fieldtrip (transport, food and supplies).

CORE TEXT: F. Stuart Chapin III, Gary P. Kofinas, and Carl Folke (eds) 2009. *Principles of ecosystem stewardship: resilience-based natural resource management in a changing world*. Springer. It can be downloaded at:

<http://www.springer.com/environment/environmental+management/book/978-0-387-73032-5>

Prescribed readings will be provided as PDF files posted each week on the CANVAS site for the course.

STUDENT ASSESSMENT: The grade for this course will be compiled from assessments of performance in: constructive participation in discussions in class and on the fieldtrip (30%); a take-home mid-term exam (35%); a take-home final exam (35%).

ACCOMODATIONS FOR DISABILITIES: Students with physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disabilities Resource Center (DRC) in Room 101 of the University Inn, 435-797-2444 voice, 435-797-0740 TTY, 435-797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

ACADEMIC INTEGRITY: Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all USU students. Infractions (cheating, falsification, and plagiarism) and their associated penalties are described in the Code of Policies and Procedures for Students at Utah State University (catalog.usu.edu/content.php?catoid=3&navoid=265).

ABOVE ALL: This is a graduate course for participants with diverse backgrounds and advanced levels of education, which means that we will all learn from one another if everybody embraces the spirit of participatory learning. Treat the course as an opportunity to become empowered with knowledge and understanding. Be sure to contribute and benefit in ways that engender a stimulating learning experience. If you feel you are not getting as much out of the course as you could then express your concerns constructively and help steer the course in a direction that improves the quality of the experience for all participants.

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