

# EVSP507

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

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## Course Summary

**Course :** RQ303 **Title :** Conservation Biology

**Length of Course :** 8 Steve Michot

**Prerequisites :** **Credit Hours :** 3

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## Description

**Course Description:** This course examines the development of major areas in conservation-oriented research that include patterns of biodiversity, extinction, conservation genetics, conservation of populations, communities and landscapes, and ecological sustainability. Course Objectives: • Describe the processes of extinction, species conservation, and biodiversity. • Analyze the regulations, policies, and treaties that support biological conservation. • Assess the role of conservation genetics theory in the preservation of biodiversity. • Select and apply quantitative methods to conduct for population viability analyses. • Identify potential management strategies that incorporate the human dimensions in conserving species. • Develop defensible strategies for conservation of a species or a system of concern.

### Course Scope:

As an advanced general survey course, "Conservation Biology" introduces the student to the major concepts, programs, and problems in the preservation and restoration of species. The focus of the course project will be to critique a multi-species habitat conservation plan.

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## Objectives

After successfully completing this course, you will be able to:

LO-1 Examine the processes of extinction, species conservation, and biodiversity.

LO-2 Analyze the regulations, policies, and treaties that support biological conservation.

LO-3 Assess the role of conservation genetics theory in the preservation of biodiversity.

LO-4 Evaluate quantitative methods used in population viability analyses.

LO-5 Evaluate potential management strategies that incorporate the human dimensions in conserving species.

LO-6 Develop defensible strategies for conservation of a species or a system of concern.

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# Outline

## Week 1: Introduction to Conservation Biology What is Biodiversity?

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Learning Objectives

### LO-1

Readings

**Read:**

1. **Primack, Chapter 1 and 2**
2. **Lecture Notes #1**
3. ***The Future of Conservation Biology***, Wilson (2000). Conservation Biology 14(1), pg. 1-3. In Resources tab, Week 1 Readings.

Assignments

### Virtual Introduction Forum

**Forum #1. Post initial CITED work and respond to at least two other students' posts.**

## Week 2: The Value of Biodiversity CASE STUDY: The Puritan Tiger Beetle Controversy

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Learning Objectives

### LO-1, LO-2

Readings

**Read:**

1. **Primack, Chapter 3**
2. **Lecture Notes #2**
3. **Articles in Resources Tab – Week 2 Readings folder**

***Should we put a value on nature?*** Times Magazine (2010)

Assignments

**Forum #2. Post initial CITED work and respond to at least two other students' posts.**

### Assignment 1 DUE

## Week 3: Threats to Biodiversity CASE STUDY: The Horseshoe Crab-Red Knot/Shorebird Issue

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Learning Objectives

### LO-1, LO-2, LO-3

Readings

**Read:**

1. Primack, Chapter 4
2. Lecture Notes #3
3. Articles in Resources Tab – Week 3 Readings folder

*Quantifying threats to imperiled species in the United States,*

Wilcove, et al. (1998)

Assignments

**Forum #3.** Post initial CITED work and respond to at least two other students' posts.

**Assignment 2 DUE**

**Week 4: Extinction The (ESA) Recovery Plan**

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Learning Objectives

**LO-3, LO-5**

Readings

**Read:**

1. Primack, Chapter 5
  2. Lecture Notes #4
  3. Articles in Resources Tab – Week 4 Readings folder
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1. *Precision of Population Viability Analysis*, Elmer et al. (2002)
  2. *Population Viability Analysis in endangered species recovery plans: Past use and future improvements*, Morris et al. (2002)

**Recovery Plans Search Site:**

<http://www.fws.gov/endangered/species/recovery-plans.html>

Assignments

**Forum #4.** Post initial CITED work and respond to at least two other students' posts.

**Mid-Term Project DUE**

**Week 5: Conserving Populations and Species CASE STUDY: The Endangered Species Act – Habitat Conservation Planning**

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Learning Objectives

**LO-4, LO-5, LO-6**

Readings

**Read:**

1. Primack, Chapter 6
2. Lecture Notes #5

*Frayed Safety Nets: Conservation Planning Under the Endangered Species Act.* Defenders of

Wildlife. 1998. In Resources Tab, Final Project Readings folder.

Assignments

**Forum #5. Post initial CITED work and respond to at least two other students' posts.**

**Assignment 3 DUE**

**Week 6: Protected Areas Unprotected Lands CASE STUDY: Conservation Biology on Federal Lands**

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Learning Objectives

**LO-4, LO-5, LO-6**

Readings

**Read:**

1. **Primack, Chapter 7**
2. **Lecture Notes #6**
3. **Articles in Resources Tab – Week 6 Readings folder**
  1. **Hill Air Force Base INRMP**
  2. ***Compatible use buffers: A new way to battle encroachment***, Knott and Natoli (2004)

Assignments

**Forum #6. Post initial CITED work and respond to at least two other students' posts.**

**Assignment 4 DUE**

**Week 7: Conservation Outside of Protected Lands International Conservation**

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Learning Objectives

**LO-5, 6**

Readings

**Read:**

1. **Primack, Chapter 8**
2. **Lecture Notes #7**
3. **Articles in Resources Tab – Week 7 Readings Folder**
  1. ***Confronting a biome crisis: Global disparities of habitat loss and protection*** (Hoekstra et al, 2005)
  2. ***Global Conservation of Biodiversity and Ecosystem Services***, Turner et al. (2007)

Assignments

**Forum #7. Post initial CITED work and respond to at least two other students' posts.**

**Week 8: The Challenge of Sustainable Development Conservation Biology and Ethics REVIEW**

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Learning Objectives

## LO-1 through LO-6

Readings

**Read:**

1. **Primack, Chapter 9**
2. **Lecture Notes #8**
3. **Articles in Resources tab – Week 8 Readings folder**

**(3 Lynx Controversy articles)**

Assignments

**Forum #8. Post initial CITED work and respond to at least two other students' posts.**

**FINAL PROJECT DUE**

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## Evaluation

Your final grade will be based on the following course requirements:

(If you have special requirements concerning the execution of assignments, please write me as soon as possible. I will be glad to make alternate arrangements.)

40% - Forum comments and responses

20% - Assignments 1-4 (Case Studies), 5 points each

20% - Mid-Term Project

20% - Final Project - Multi-Species Plan Review

100% TOTAL

**Grading:**

<b>Name</b>	<b>Grade %</b>
Forum Participation	24.00 %
Week 1 Forum	3.00 %
Week 2 Forum	3.00 %
Week 3 Forum	3.00 %
Week 4 Forum	3.00 %
Week 5 Forum	3.00 %
Week 6 Forum	3.00 %
Week 7 Forum	3.00 %
Week 8 Forum	3.00 %
Assignments	36.00 %
Assignment 1 - DUE Week 2	9.00 %
Assignment 2 - DUE Week 3	9.00 %
Assignment 3 - DUE Week 5	9.00 %
Assignment 4 - DUE Week 6	9.00 %
Mid-Term	20.00 %
Mid-Term Assignment - DUE Week 4	20.00 %

Final Project	20.00 %
Final Project - Multiple Species HCP Review	20.00 %

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## Materials

**Book Title:** A Primer of Conservation Biology, Fifth Edition

**Author:** Richard B. Primack

**Publication Info:** Sinauer

**ISBN:** 9780878936236

Additional Readings:

1. ***Perspectives on Biodiversity: Valuing Its Role in an Everchanging World.*** Available free from the National Academies Press: [http://www.nap.edu/catalog.php?record\\_id=9589](http://www.nap.edu/catalog.php?record_id=9589)
  2. ***Frayed Safety Nets: Conservation Planning Under the Endangered Species Act.*** Defenders of Wildlife. 1998. In Course Materials Tab, Final Project Readings folder.
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## Course Guidelines

### Citation and Reference Style

- Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

### Tutoring

- [Tutor.com](http://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours\* of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

### Late Assignments

- Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each Assignment.
- Generally speaking, late work may result in a deduction up to 20% of the grade for each day late, not to exceed 5 days.
- As a working adult I know your time is limited and often out of your control. Faculty may be more flexible if they know ahead of time of any potential late assignments.

### Turn It In

- Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. This is automatically processed through the Assignments

area of the course.

## Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

## Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc) See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

## Disclaimer Statement

- Course content may vary from the outline to meet the needs of this particular group.

## Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting time after which the instructor will grade comments, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- “Substantive” means comments that contribute something new and hopefully important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

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# University Policies

## [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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