Course number: ENR 5649  
Credits: 3  
Semester taught: Spring  
Meeting time: T/Th 11:10 AM to 12:30 PM  
Location: Howlett Hall, 0164

Instructors: Kristina Slagle, PhD candidate, Graduate Teaching Associate  
Dr. Jeremy T. Bruskotter, Assistant Professor  
TA: Emily Hutchins, M.S.

Telephone: Dr. Bruskotter: (614) 247-2118  
E-mail: Kristina Slagle: slagle.44@osu.edu  
Dr. Bruskotter: bruskotter.9@osu.edu  
Emily Hutchins: hutchins.100@osu.edu

Office: Kristina: Kottman Hall, 400  
         Emily: Kottman Hall, 305  
         Dr. Bruskotter: Kottman Hall, 379D

Office hours: By appointment, or please drop-in whenever my door is open


Online resources: All other materials for this course will either be made available via the course web page on Carmen: [https://carmen.osu.edu/](https://carmen.osu.edu/) or distributed in class. ⇨Please check the course page regularly for updates.

Two other class members: ___________________________  
(with phone / e-mail) ___________________________

Brief overview:

The course is divided into three parts: Part I details the conditions in the U.S. that brought about the regulation of trade in and the taking of fish and wildlife and generally discusses the role of state agencies in conserving and managing fish and wildlife resources; Part II focuses on the federal government’s role in conserving wildlife resources, paying close attention to the conservation of threatened and endangered species under the Endangered Species Act of 1973; and Part III highlights contemporary issues in fish and wildlife conservation, including the protection of endangered species, the regulation of invasive and exotic species, the control of so-called “nuisance” species and—more generally—the controversial nature of wildlife management.
Course goals:

This course will:

(1) provide students with an overview of fish and wildlife conservation policy in the United States;
(2) promote critical thinking concerning key, contemporary issues in fish and wildlife management; and
(3) promote critical thinking concerning how the social and biological sciences inform policy decisions.

Learning objectives:

Students will identify and/or describe:

1) the major federal statutes and international treaties involved in the conservation of fish and wildlife conservation in the United States,
2) provisions of the constitution that grant for government regulation of fish and wildlife,
3) key cases (case law) that have affected the course of fish and wildlife conservation AND how these cases have affected fish and wildlife conservation,
4) a minimum of 5 contemporary issues in fish and wildlife management AND articulate why these issues are important to ongoing conservation efforts.
4) the core components of the North American model of wildlife management,
5) the “public trust doctrine”, and its application to wildlife
6) the process of listing and recovering threatened and endangered species under the Endangered Species Act (ESA) of 1973,
7) the federal agencies involved in fish and wildlife management.

Finally, students will be able to

8) connect contemporary issues with appropriate laws and management agencies.

Methods of instruction:

In this course we use a variety of methods including (but not limited to) lecture, group discussions (both in class and online), and other in-class assignments.

Course grading:

Grades are determined by the percentage of points students earn such that:
A = 93% or greater
A- = 90 – 92 %
B+ = 87 – 89 %
B = 83 – 86 %
B- = 80 – 82 %
C+ = 77 – 79 %
C = 73 – 76 %
C- = 70 – 72 %
D+ = 67 – 69 %
D = 63 – 66 %
D- = 60 – 62 %
Fail = Less than 60%

Undergraduate opportunities for points:

Examinations (70% of total grade)
Three examinations will be given: two midterms and a final (see schedule for exam dates). Any information made available to you via class presentations, readings, or handouts could appear on exams. Each midterm exam will be worth 20% of your grade for the course, while the final exam is worth 30%. Note: The final examination will be cumulative—i.e., it will cover all of the material presented in the course.

Wildlife policy issue assignments (30% of total grade)
Getting the most out of policy courses necessarily involves discussion and context—and to enhance our in-class discussions, we will incorporate assignments aimed at placing policy in context by looking at specific issues over the course of the semester. These will include personal reflections, discussion board assignments, a group presentation and a final group paper. Students will be divided into pro/con teams of approximately 5 students each at the beginning of the semester, and will work on each of 4 assignments during the semester within the context of their issue. Specific guidance, due dates, and grading rubrics may be found on Carmen under the course content tab. Late work will not be accepted or graded, so make sure to give yourself plenty of time, both to respond and to account for potential technical issues! Please use the Carmen dropboxes when appropriate, and do not email assignments to any of the instructors, or they could be unintentionally lost.

Graduate opportunities for points:

Examinations (70% of total grade)
Three examinations will be given, two midterms and final (see schedule for exam dates). Any information made available to you via class presentations, readings, or handouts could appear on exams. Each midterm exam will be worth 20% of your grade for the course, while the final exam is worth 30%. Note: The final examination will be cumulative.

Discussion Board Participation (5% of total grade)
Getting the most out of policy courses necessarily involves discussion, and to enhance our in-class discussions we will use the Carmen discussion boards online. Graduate students will each be assigned to moderate a discussion board on Carmen during the discussion phase (assignments 1 and 2 for the undergrads). Each grad student is expected to help facilitate the undergraduate teams within their discussion board, and moderate the discussion boards. This includes ensuring appropriate citations and arguments are used during this phase. More detail will be given during the first class period.
**Issue analysis presentation (5%)**:
Graduate students will be divided into (#TBA) groups that will each present about a contemporary issue in wildlife conservation. Each group of will develop a position paper (See “Group position paper” below) and a brief presentation summarizing key aspects of the issue, which will be followed by the pro/con undergraduate presentations for that issue. Each group will have 10-12 minutes to present, and will be expected to field questions where appropriate to their issue.

**Group position paper (20%)**:
Each graduate student group will develop a position paper in conjunction with the class discussion they facilitate. Whether your plan on working for a state or federal agency or an NGO/interest group, it is likely that you will be called upon at some point in your career to draft a formal position statement on a particular issue—the purpose of the position paper is to provide students with the opportunity to prepare such a document and familiarize themselves with a contemporary wildlife management issue. In general a successful position paper will (a) describe a contemporary issue in wildlife management, (b) discuss why the issue is important, (c) take a strong, authoritative stand on some aspects of this issue, and (c) make specific policy recommendations.

**Format**— In contrast to scientific writing, in which authors are called upon to present facts (or what “is”), a position statement is a form of argument in which the author presents their ideas about what should be. Therefore, it is expected that your statement will be biased, as the purpose is to convince the reader that your position is the “right” position. Your arguments will be most convincing if they are supported with correctly cited scientific research, and are presented in a clear, logical fashion. The following format will help you put together an effective position paper.

**Introduction:** Briefly describe the issue and why it is important to society. In describing the issue’s importance, focus on the known or potential costs and/or benefits associated with the issue; examine both the ecological and social dimensions of the issue. End the introduction with a brief statement of your position. Limit the introduction to ~400 words.

**Present your position:** In this section you will explain your position to the reader. Focus on presenting clear, concise and logical arguments that will convince the reader that your position is the preferable position. It is often helpful to organize your arguments as to which you think are most effective; present your most effective argument first, and your second most effective argument last. Discard arguments that are less effective. Your argument will be most effective if you provide several legal and/or scientific sources to help support your position. Limit this section to ~800 words.

**Present a counter-argument:** Describe a known problem with your argument that someone with an opposing view is likely to raise. Describe the problem clearly and concisely and then provide a counter-argument. Be sure and describe why this argument is invalid/doesn’t apply, and/or why your position is superior. Limit this section to ~600 words.
**Conclusion and recommendations:** In the conclusion you should restate your position and briefly summarize your best supporting argument(s). You should also use this space to reaffirm (from introduction) the importance of this issue to society in general. Finally, you should describe what needs to be accomplished for this policy to be implemented (i.e., new law, rule, regulation, etc.). Limit this section to ~600 words.

**Note:** Position papers should use 1” margins, either Cambria or Times New Roman 12-point font, and include all relevant citations (at least 6). Be sure to properly cite relevant literature! Be sure all authors (i.e. group members) are listed on the paper. Papers are due April 11th, and can be submitted online via the Carmen dropbox.

**Academic Misconduct:**

The submission of plagiarized work to meet academic requirements shall be grounds for charges of academic misconduct. Plagiarism includes: (1) the representation of another’s works or ideas as your own; (2) the unacknowledged use and/or paraphrasing of another person’s work; or (3) falsification, fabrication, or dishonesty in reporting research results.

**Availability of accommodations:**

If you need an accommodation based on the impact of a disability, you should contact the instructor to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I will rely on the Office For Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so as soon as possible.