



*ENV 490: Endangered Species Success Stories*

**Course Syllabus**

Spring 2024

- Course Number:** ENV 490
- Course Title:** Current Topics: Endangered Species Success Stories
- Department Name:** Environmental Studies
- School Name:** School of Natural Sciences and Mathematics
- Term:** Spring 2024
- Course Credits:** 3
- Class Days/Time:** Tues/Thur 1:00 pm-2:20 pm
- Class Location:** Sullivan Library Hall 102
- Instructor Names:** Dr. Gail Grabowsky AND Professor Athline Clark
- Email:** [ggrabows@chaminade.edu](mailto:ggrabows@chaminade.edu), [athline.clark@chaminade.edu](mailto:athline.clark@chaminade.edu)
- Phone:** Dr. Grabowsky 808-387-9319 (text anytime)  
Prof Clark: 808-351-8929 (text anytime)
- Office Locations:** Dr. Gail: Wesselkamper Science Center room 105  
Professor Clark: Henry Hall 123C (Note: Prior scheduling is needed to find me here)
- Office Hours:** Monday-Friday 3:00 - 6:00 PM; Or by appointment (Zoom or in person)  
Prof Clark by appointment only

**Course Google Drive Folder:**

[https://drive.google.com/drive/folders/1X3hir4V3es6aWexQJv6mMbyrGpACxZms?usp=drive\\_link](https://drive.google.com/drive/folders/1X3hir4V3es6aWexQJv6mMbyrGpACxZms?usp=drive_link)

**University Course Catalog Description**

The Catalog Description for ENV 490 courses in general is really simple: “Selected topics of current interest in environmental studies will be addressed.” I offer a different important, intellectual and timely ENV 490 on different topics every spring. This spring we will be learning success stories and tried-and-true methods for bringing species back from the brink of extinction. We will also investigate the ever growing new field of “Restoration Ecology” which is the science and art of restoring the habitats and ecosystems that species need in order to exist.

**Course Overview**

These days being a conservation biologist or climate scientist or person who just cares about the state of the planet can be depressing and overwhelming. For some people it even causes denial or avoidance! I have a

good friend who is a wonderful scientist and says that she is tired of “documenting decline!” And it is true, as many of you have already learned, that we are definitely in a time that we need to act whether you look at it from a moral, religious, indigenous values-based perspective or as a scientist studying and monitoring the things that we need to survive and the change that we are causing on planet Earth. So Prof. Clark and Dr. Gail decided we need to do a class **about success stories** and we decided to focus on success stories all about species! This is because there *are* success stories and so instead of taking a dystopian view of the now and the future **let’s try to turn ourselves into optimists with the utopian worldview and arm ourselves with the kinds of things that have worked, in this case to save species!** So get ready to be uplifted by the good works, genius, good policy and creativity that we humans can accomplish and that we have used to save some species. You may do the same in your careers, so this class could end up being extremely helpful as well as a happy and educational undertaking!

### **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice, peace and the integrity of creation
5. Educate for adaptation and change

### **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school

### **Course Learning Outcomes**

By the end of this course students will be able to:

1. Describe the status of biodiversity today and why it matters from scientific and moral perspectives
2. Reflect on the values-based arguments for protecting biodiversity inherent in our Marianist and Pacific island values
3. Explain the policies and laws that protect species and how the Endangered Species Act has helped save species and how it is not perfect
4. Inventory the role of agencies, NGOs and individuals in the protection of listed species
5. Recognize blocks and barriers to successful restoration efforts

6. Evaluate the plight of Hawaiian and global and island species
7. Appraise Species Restoration Plans

**Alignment of Course Learning Outcomes:**

|  |  |
|--|--|
| <p><b>Marianist Values Specifically:</b> Educate for Service, Justice, Peace, and the Integrity of Creation.</p>   | <p><b>CLO2:</b> Reflect on the values-based arguments for protecting biodiversity inherent in our Marianist and Pacific island values</p>  |
| <p><b>Program Learning Outcomes:</b> This course is a free elective and therefore not part of any major. However the Course Learning Outcomes for this course align nicely with the following for Environmental Studies and Environmental Science.</p> | <p><b>Environmental Studies PLO #2:</b> Apply analytical methods and skills from multiple disciplines to environmental problems. <b>Also PLO #5 for both Environmental Studies and Environmental Science:</b> Pursue throughout their education the ever-changing knowledge and skills that prepare them for the adaptation and change essential to environmental problem solving.</p> |

**Textbooks:**

Required: You should purchase these in the bookstore or online.

Holl, Karen D. Primer of Ecological Restoration. Island Press. 2020.

(NOTE: Prof. Athline & Dr. Gail vetted this book for readability; “Primer” means it’s an introductory reading.)

Pittman, Craig. Cat Tale: The Wild, Weird Battle to Save the Florida Panther. Island Press. 2020. [ISBN: 9781335938800]

(NOTE: This is a New York Times best-selling author!)

Additional Selected Readings List: Many additional readings will be shared with you by Dr. Gail and by YOU for your Case Studies, etc. in the [course Google Drive folder](#)! Selected reading assignments from a variety of other sources will also be provided.

**Technical Assistance for Canvas Users:** NOTE: We will be using our [Google Drive Folder](#) almost exclusively to run this course. Canvas will be used only to keep you apprised of important announcements, assignment descriptions and due dates. Search for help on specific topics or get tips in [Canvas Students](#) or [Live chat with Canvas Support for students](#). Also here is the Canvas Support Hotline for students: +1-833-209-6111. If you’d like: Watch this [video to get you started](#) and Canvas offers some [Online tutorials](#): Click on “Students” role to access tutorials. For any technical issues contact the Chaminade IT Helpdesk: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

**Tutoring and Writing Services**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s website](#) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

### Course Grading & Assessment:

|  |             |
|--|-------------|
| Critical Habitat Group Project                           | 10%         |
| Outreach product on Endangered Species                   | 20%         |
| Mid-Term   | 20%         |
| Endangered Species Success Stories Presentation          | 20%         |
| Quizzes, miscellaneous small assignments & participation | 10%         |
| Service Learning Project                                 | 20%         |
|  | <b>100%</b> |

### Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, mid-term, presentations, and reports.

They are interpreted as follows:

- A = Outstanding scholarship and an unusual degree of intellectual initiative
- B = Superior work done in a consistent and intellectual manner
- C = Average grade indicating a competent grasp of subject matter
- D = Inferior work, lowest passing grade, not satisfactory for fulfillment of prereq course work
- F = Failed to grasp the minimum subject matter; no credit given

**Mid-Term:** Will be based on the material covered in the course prior to the Critical Habitat group presentation and will be graded on a bell curve based on the range of scores you all achieve! All grades for assignments are described in detail on the separate assignment information sheets and will be based on how well the information requested was addressed.

**Service Learning Options:** You will need to participate in 15 hours of service-learning work throughout the semester that aims to help Hawaii and the Pacific islands achieve the [United Nations Sustainable Development Goals](#) (SDG) and are therefore officially tied to Chaminade's United Nations [CIFAL Honolulu](#) training center. This year you have FIVE opportunities to choose from. You can commit to just one of them or participate in all of them!

1. Helping out with **Chaminade's Pono Popoki Project**. [Here](#) is the link to the Project Google Drive folder! Your contact person is **Dr. Gail**.
2. Helping out with our **Campus Mala Projects** = Helping out Community Engagement Specialist **Mitch Steffey**: [mitchell.steffey@chaminade.edu](mailto:mitchell.steffey@chaminade.edu) by helping out with composting, gardening and native plant outplanting.
3. **Shepherding a Hawaii State Bill**: There are MANY bills proposed by the Hawaii State Legislators that relate to this class! There are bills about water pollution, renewable energy, land use, endangered species, habitat protection, climate change, agriculture, environmental justice, ETC! Also, the legislature is using Zoom now! SO it is much easier to testify and follow a bill. You only have to follow ONE bill through the Hawaii State House and Senate. A great place for you to start to look for a bill is here: <https://www.capitol.hawaii.gov/>
4. Helping out with our Chaminade **GEMM Project** (Gender Equity through Malama Ma`i) contact person in **Rhea Jose**: [Rhea.Jose@chaminade.edu](mailto:Rhea.Jose@chaminade.edu)
5. **Creating an original music video** for my friend and composer Gregg Gruwell's two songs about the state of the planet "Endangered Species" and "Atmospheric Disruption". You contact people are **Dr. Gail** and **Gregg Gruwell**: [starriderhi@hotmail.com](mailto:starriderhi@hotmail.com).



Throughout the semester you will need to keep track of your service hours using the Apply for Service Points form that comes from Chaminade's [Service Learning & Community Engagement Office](#) which is directed by Mitch Steffey. Also you MUST share pictures of yourself (and your friends if you'd like) in action, DOING your service work and contributing to making campus a more sustainable place! At the completion of your 15 hour project you will complete the assignments in the course Canvas module at the bottom of course Canvas page.

### **Class Participation :**

Class participation is an important part of this course and includes: 1) demonstration in class through question and answer that the student has thoroughly read and studied the assigned materials; 2) active participation and contribution to class discussion using ideas from outside of the assigned materials; 3) critical listening and analysis of ideas presented in class by the materials, the professor, the other students, and guest lecturers; 4) participation in the group projects; and 5) class attendance. Professional, responsible, and engaged behavior on service/field trips and outside "events" will also be considered as part of class participation.

Class participation is assessed: (1) high = actively engaged in each class, well-prepared when called on, volunteers when appropriate, helps other students learn, advances the critical analysis/discussion, exceeds attendance criteria; (2) average = adequately prepared when called on, sometimes volunteers, cooperates with other students, analyzes basic issues well, meets attendance criteria; (3) low = not well prepared for class, does not volunteer in class, not engaged with other students, recites but does not critically analyze material, does not meet attendance criteria.

**Extra Credit Options:** Periodically throughout the course there will be presentations, virtual talks, webinars, workshops, etc. that you may attend that pertain to the course material. You can earn +2 extra credit points towards a lecture exam for each one you attend with content related to the course content. In order for all talks and service activities to count for extra credit you MUST have them approved PRIOR TO the event and you MUST document your presence (if Dr. Gail or Prof Clark are not also in attendance) with a photograph of yourself participating or some other kind of evidence. You may earn up to 30 extra credit points from attending talks/presentations/webinars/workshops/etc

### **Late Work Policy**

Late work will be marked down a grade a day. If there are extenuating circumstances, please explain these to Dr. Gail and/or Professor Clark.

### **Grades of "Incomplete"**

A significant number of incomplete or late assignments may result in a failing grade. If circumstances are excusable, arrangements can be made to end the semester with an incomplete grade and make up the assignments within 30 days of the end of the semester. However, this must be done with prior approval from the instructor.

### **Instructor and Student Communication**

Questions for this course can be emailed to the instructors at [ggrabowsky@chaminade.edu](mailto:ggrabowsky@chaminade.edu), or [athline.clark@chaminda.edu](mailto:athline.clark@chaminda.edu). Online, in-person and phone conferences can be arranged. Response time will take place up to 24 hours after the request is made.

### **Cell phones, tablets, and laptops**

Out of consideration for your classmates, please put your cell phones AWAY during class unless instructed to do so OR if there is an urgent need to be able to see your phone let us know prior to class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online

activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

### **Disability Access**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

### **Title IX Compliance**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### **Attendance Policy**

Excused absences include: being ill with a doctor's note, missing for an *emergency* work-related, or family-related event/obligation and/or missing for an athletic event, religious retreat, friend's wedding or research paper presentation at a symposium. You'll need to provide some kind of documentation in order to verify the reason for your absence no matter the reason. We require hard evidence if an absence is to be excused. A doctor's note, wedding invitation, airline ticket stub, etc. will do. If your car breaks down on the way to class take a picture of your smoking engine or flat tire and make SURE I can verify the date and time of the breakdown and it will be an excused absence, 😊. No evidence; no excused absence. Otherwise you are all allowed TWO, and only two, unexcused absences, after the second absence you will lose 10 points from your overall grade for each unexcused absence.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

### **Student Conduct Policy**

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community

environment in which the actions of one student may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life.

For further information, [please refer to the Chaminade Catalogue](#).

### Schedule/Syllabus



**NOTE: THIS WILL BE GRADUALLY FILLED OUT (IN THE GOOGLE DRIVE SYLLABUS) AS THE CLASS PROCEEDS!**

| Day/Date                          | Focus   | Assignments  |
|-----------------------------------|---|--|
| <b>Day 1:</b><br>Tues<br>1/9/24   | Introductions:<br>Syllabus<br><br>Dr. Gail & Prof Clark<br>Co-lead      | Introductions; Course Purpose & Goals; Overview of syllabus, Assignment descriptions; Pre-Assessment Survey<br><br>Web Video: <a href="https://esa50.org/video-the-endangered-species-act-at-50/">https://esa50.org/video-the-endangered-species-act-at-50/</a><br><br>Read in <u>Cat Tales</u> : Prologue & Chapter One: "The Cat of God"   |
| <b>Day 2:</b><br>Thurs<br>1/11/24 | Status and Trends<br>of Species<br><br>Dr. Gail & Prof Clark<br>Co-lead | <a href="#">Day 2 folder: Status and Trends</a>  |
| <b>Day 3:</b><br>Tues<br>1/16/24  | Why Protect?<br><br>Dr. Gail Leads                                      | <a href="#">Day 3 Folder: Why Protect?</a> <ul style="list-style-type: none"> <li><b>Discussion</b> on the 3 readings: "The real case for saving species: <a href="#">We don't need them, but they need us</a>", "<a href="#">The case against the concept of biodiversity</a>" and "<a href="#">Indigenous people are the world's biggest conservationists, but they rarely get credit for it</a>"</li> </ul> <p><b>QUIZ</b> on <u>Cat Tales</u>: Prologue &amp; Chapter One: "The Cat of God" <a href="#">Scanned copies here</a> in the folder.</p> <p><b>Choose your service learning activity by TODAY!</b> Record it <a href="#">here!</a></p> |

|  |  |  |
|--|--|--|
| <p><b>Day 4:</b><br/>Thurs<br/>1/18/24</p> | <p>Outreach, marketing, advocacy. What else is in our toolbox!</p> <p>Prof Clark Leads</p>                                 | <p>John Oliver and the Puteketeke video<br/><a href="https://www.youtube.com/watch?v=a_DbNE9wuY">https://www.youtube.com/watch?v=a_DbNE9wuY</a><br/>Fat Bear Week Campaign:<br/><a href="https://www.nps.gov/katm/learn/fat-bear-week-2023.htm">https://www.nps.gov/katm/learn/fat-bear-week-2023.htm</a><br/>Year of the Kahuli<br/><a href="https://dlnr.hawaii.gov/ecosystems/year-of-the-kahuli/">https://dlnr.hawaii.gov/ecosystems/year-of-the-kahuli/</a><br/>Kahuli snail Award Winning Video<br/><a href="https://www.pbs.org/video/hawaiiis-precious-resources-rJZihN/">https://www.pbs.org/video/hawaiiis-precious-resources-rJZihN/</a><br/>Overview of Assignment</p> |
| <p><b>Day 5:</b><br/>Tues<br/>1/23/24</p>  | <p>International Initiatives for Protecting Species</p> <p>Dr. Gail &amp; Prof Clark Co-lead</p>                           | <p><a href="#">Day 5 Folder: International Initiatives for Protecting Species</a></p> <p><b>QUIZ</b> on <u>Cat Tales</u>: Chapter Two: “Pantherland” &amp; Chapter Three: “The Hunter”</p>   |
| <p><b>Day 6:</b><br/>Thurs<br/>1/25/24</p> | <p>History of US Protection</p> <p>Prof Clark Leads</p>  | <p><a href="#">Day 6 &amp; 7 Folder: History of US Protection</a></p>  |
| <p><b>Day 7:</b><br/>Tues<br/>1/30/24</p>  | <p>More on ESA and what it means</p> <p>Prof Clark Leads</p>   | <p><a href="#">Day 6 &amp; 7 Folder: More on the ESA and what it means</a></p>   |
| <p><b>Day 8:</b><br/>Thurs<br/>2/1/24</p>  | <p>What other nations and indigenous people are doing (or not) to protect &amp; restore species?</p> <p>Dr. Gail Leads</p> | <p><a href="#">Day 8: What other nations and indigenous people are doing (or not) to protect species...</a></p> <p><b>QUIZ</b> on <u>Cat Tales</u>: Chapter Four: “The State Animal” &amp; Chapter Five: “Mouth to Mouth”</p>  |
| <p><b>Day 9:</b><br/>Tues<br/>2/6/24</p>   | <p>Why Ecosystems Matter</p> <p>Prof Clark Leads</p>   | <p><a href="#">Day 9: Why Ecosystems Matter</a></p> <p><b>Read:</b> Chapter 1 &amp; 5 “Why Restore Ecosystems” and “Applying Ecological Knowledge to Restoration” in <u>Primer of Ecological Restoration</u></p>   |
| <p><b>Day 10:</b><br/>Thurs<br/>2/8/24</p> | <p>Eco Restoration Part 1</p> <p>Dr. Gail Leads</p>  | <p><a href="#">Day 10: A New Field is Born: Restoration Ecology</a></p> <p><b>Read:</b> Chapter 2 “Defining Restoration” in <u>Primer of Ecological Restoration</u></p>  |
| <p><b>Day 11:</b><br/>Tues<br/>2/13/24</p> | <p>Eco Restoration Part 2</p>  | <p><a href="#">Day 11: Eco Restoration Part II</a></p>   |



|                                     |   |  |
|-------------------------------------|---|--|
|                                     | Prof Clark Leads  | <b>QUIZ</b> on <u>Cat Tales</u> : Chapter Six: “The Turbo-Vet” & Chapter Seven: “The New Mr. Panther”  |
| <b>Day 12:</b><br>Thurs<br>2/15/24  | Introduction to Endangered Species Case Studies<br><br>Dr. Gail Leads | <b>Mid-Term Exam</b><br><br><a href="#">Day 12: Study Guide for the Midterm! ALSO this folder contains articles on species brought back from the brink of extinction.... You might want to choose one of them?</a> |
| <b>Day 13:</b><br>Tues<br>2/20/24   | Group Case Study Presentations on Proposed Critical Habitat           | <a href="#">Day 13: Proposed Critical Habitat Case Study Group Presentations</a>   |
| <b>Day 14:</b><br>Thurs<br>2/22/24  | Guest Speaker<br>Lasha-Lynn Salbosa                                   | Day 14: Guest Speaker - Species Classification Program Manager<br><br><b>Read:</b> Chapter 4 “Monitoring & Adaptive Management” in <a href="#">Primer of Ecological Restoration</a>                                |
| <b>Day 15:</b><br>Tues<br>2/27/24   | Guest Speaker<br>Maxx Phillips  | Day 15: Guest Speaker<br><br><b>QUIZ</b> on <u>Cat Tales</u> : Chapter Eight: “Medicine Man” & Chapter Nine: “Bottleneck”  |
| <b>Day 16:</b><br>Thurs<br>2/29/24  | Endangered Species Case Studies<br><br>Students Present!              | Day 16: <a href="#">Endangered Species Success Story or Noble Effort Case Studies #1 and #2</a>  |
| <b>Day 17:</b><br>Tues<br>3/5/24    | Endangered Species Case Studies<br><br>Students Present!              | Day 17: <a href="#">Endangered Species Success Story or Noble Effort Case Studies #3 and #4</a><br><br><b>QUIZ</b> on <u>Cat Tales</u> : Chapter Ten: “Extinction is God’s Plan” & Chapter Eleven: “The Vortex”    |
| <b>Day 18:</b><br>Thurs<br>3/7/24   | Endangered Species Case Studies<br><br>Students Present!              | Day 18: <a href="#">Endangered Species Success Story or Noble Effort Case Studies #5 and #6</a>  |
| <b>Day 19:</b><br>Tues -<br>3/12/24 | Endangered Species Case Studies<br><br>Students Present!              | Day 19: <a href="#">Endangered Species Success Story or Noble Effort Case Studies #7 and #8</a><br><br><b>QUIZ</b> on <u>Cat Tales</u> : Chapter Twelve: “The Captives” & Chapter Thirteen: “Hail Mary”            |
| <b>Day 20:</b><br>Thurs<br>3/14/24  | Endangered Species Case Studies                                       | Day 20: <a href="#">Endangered Species Success Story or Noble Effort Case Studies #9 and #10</a>   |

|                                    |  |   |
|------------------------------------|--|---|
|                                    | Students Present!  |   |
| <b>Day --:</b>                     | <p>Spring Break</p>                 | <p><b>Read OVER BREAK ☺:</b> Chapters 9 &amp; 10 “Revegetation” &amp; “Fauna” in <u>Primer of Ecological Restoration</u></p>               |
| Tues<br>3/26/24                    | NO<br>CLASS!<br>Prince Kuhio Day!!!  | Read, Relax, Respect the Day!   |
| <b>Day 21:</b><br>Thurs<br>3/28/24 | Endangered Species<br>Case Studies<br><br>Students Present!  | Day 21: <a href="#">Endangered Species Success Story or Noble Effort Case Studies #11 and #12</a><br><br><b>QUIZ</b> on <u>Cat Tales</u> : Chapter Fourteen: “Florida will be Developed” & Chapter Fifteen: “Mr. Influential” |
| <b>Day 22:</b><br>Tues<br>4/2/24   | Guest Speaker<br><a href="#">Cynthia Vanderlip</a>   | Day 22: Guest Speaker – An AMAZING example of ecological restoration!<br><br><b>Read:</b> Chapter 8 “Invasive Species” in <u>Primer of Ecological Restoration</u>   |
| <b>Day 23:</b><br>Thurs<br>4/4/24  | Guest Speaker’s  | Day 23: Guest Speaker<br><br><b>QUIZ</b> on <u>Cat Tales</u> : Chapter Sixteen: “The Showdown” & Chapter Seventeen: “The Verdict”   |
| <b>Day 24:</b><br>Tues<br>4/9/24   | Outreach<br>Assignment<br>Presentations<br><br>Students Present!   | Day 24; <a href="#">Poster, skit, talk about outreach examples: media, ....</a>   |
| <b>Day 25:</b><br>Thurs<br>4/11/24 | The role of Values<br>and how to change<br>them<br><br><a href="#">Dr. Gail &amp; Prof Clark<br/>Co-lead</a>         | Day 25: Fostering global respect for all life<br><br><b>QUIZ</b> on <u>Cat Tales</u> : Chapter Eighteen: “The Whistleblower” & Chapter Nineteen: “The Skunk Ape’s Scapegoat”  |
| <b>Day 26:</b><br>Tues<br>4/16/24  | Policy Plenary:<br>Those that work;<br>those we need...<br><br><a href="#">Dr. Gail &amp; Prof Clark<br/>Co-lead</a> | <a href="#">Day 26: Policy Plenary</a><br><br><b>Read:</b> Chapter 11 “Legislation” in <u>Primer of Ecological Restoration</u>  |

|                                    |  |   |
|------------------------------------|--|---|
| <b>Day 27:</b><br>Thurs<br>4/18/24 | Class Discussion on <u>Cat Tales</u><br><br>Dr. Gail Leads | Day 27: Its all about coparing Cat Tales to things we have learned in class!<br><br><b>QUIZ</b> on <u>Cat Tales</u> : Chapter Twenty: “The Wanderers” & Chapter Twenty-One: “Cat Cam Bingo” |
| <b>Day 28:</b><br>Tues<br>4//23/24 | Movies and Art that Inspire!                               | Day 28: Watch “A Life on Our Planet”  |
| <b>Day 29:</b><br>Thurs<br>4/25    | Synthesis<br><br>Dr. Gail & Prof Clark<br>Co-lead          | Day 29: Mind Mapping solutions; Identifying major barriers  |

A note on our schedule: One of the most exciting aspects of studying and practicing Environmental Law is that we have incredible opportunities to enjoy and appreciate the real-world effect of the law – e.g., following live cases, visiting the sites of environmental policy controversies. I will schedule group field studies trips, and we may have several guest speakers or events outside of class.

**Unexpected and exciting opportunities will undoubtedly arise during the semester including key events (such as court hearings) that occur outside of class time and may affect assignments/deadlines.** Thank you in advance for allowing some flexibility in the course schedule as events unfold this semester. We may also hold class by Zoom from time to time for speakers from out of State.

### Credit Hour Policy

*How This Course Meets the Credit Hour Policy:*

There are two components to the amount of time students will spend in a course:

1. Seat time (this is the amount of time students are physically in the classroom):  
90 minutes x 2mgts/wk x 15 weeks = 45 hours
2. Time spent on key assessments:
  - Reading assignments (30 hours)
  - Group Critical Habitat Presentation (10 hours)
  - Outreach Project Assignment (10 hours)
  - Case Study Success Stories Assignment = (15 hours)
  - Service learning project
    - i. In field participation (15 hours)
    - ii. Summary paper (2 hours)
  - Mid-Term Study period (10 hours)
  - Miscellaneous assignments (5 hours)

**Total: 142 hours**

**Nothing is Certain but Change Itself Clause...** This syllabus and course schedule are living documents: they are free to change. I try to adhere as closely as possible to each, but there will be times in which we will take longer on a particular topic or add or delete a topic to enhance the course. I like to be able to react to you as the course proceeds and go with the flow a bit in order to make the course experience sort of custom fit to you!

You are responsible for all of the information in this document: Losing it or not reading it are not excuses for not knowing what's in it!