



— Haida Gwaii —
HIGHER EDUCATION SOCIETY

Ecosystem Based Management Seminar
HGSE 359

**** THIS IS A SAMPLE SYLLABUS, GUESTS, FIELD TRIPS AND OTHER COURSE DETAILS MAY VARY FROM YEAR TO YEAR. Contact HGHEs for more details.**

Instructor:	Dr. Hilary Thorpe
Credits:	3

Course Description:

Ecosystem-based management (EBM) is “an adaptive approach to managing human activities that seeks to ensure the coexistence of healthy, fully functioning ecosystems and human communities.” (Draft Pacific North Coast Integrated Management Area Plan, 2013) While the concept of EBM is well established in the academic literature, there remains a wide gap between theory and practice. Haida Gwaii provides rich examples, both terrestrial and marine, through which to analyze benefits and challenges of applying EBM in a real-world setting.

Course Organization:

The course is organized around critical analysis and discussion of shared readings. The first half of the course focuses on academic literature on EBM. In the second half of the course, we will explore how EBM concepts are applied on the ground and in the water by analyzing local land-use and marine planning documents. These later discussions will include participation by local experts working on EBM initiatives.

Course Materials:

Readings and other course materials are available on the HGHEs Dropbox.

Intended Learning Outcomes:

By the ends of this course, students should be able to:

- Explain the concept of ecosystem-based management and give examples of how, and how well, it has been applied in Haida Gwaii and elsewhere;
- Summarize, interpret and analyze academic literature and planning documents related to EBM; and
- Communicate complex ideas related to EBM both orally and in writing.

Assignments & Evaluation:

I will evaluate your learning in the course in different ways to give you, as individuals with different learning styles, the opportunity to excel. Below is a description of assessment tools or assignments with their due dates and value. Detailed information about each assignment is provided at the end of the syllabus.



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Assignment	Due Date	Value of final grade
Connection presentation (groups of 2 or 3)	Various	10%
Response paper 1	-	10%
Response paper 2	-	15%
Response paper 3	-	15%
In-class test	-	25%
Participation		25%

I expect you to...

- Arrive on time, be awake (this can be challenging on Friday mornings!), and attend the entire class, every week.
- Prepare by having completed and contemplated your assigned readings. Many of the readings for this class are challenging and/or long. When necessary, we will divide up readings among the class, but please give yourself ample time to read and digest the course materials. I don't expect you to understand everything!
- Be prepared to discuss what you have read and to share your thoughts in class. Much of our class time will be spent in discussions and the success of the class will depend on your active engagement as talkers and as listeners.
- Bring to class questions you have about your readings and/or key concepts you think we need to explore.
- Listen respectfully to what your peers and I say. Respectful listening means trying your best to grasp what others are saying and engage with their ideas. It means focusing on the speaker rather than on thinking about what you want to say next or on what someone else is doing beside you. We are all going to be 'trying on' ideas in this class, and I hope that together we can create an atmosphere where we feel comfortable doing this.
- Challenge yourself. This will mean different things for each of you. To some it will mean speaking more than usual, while for others it will mean listening more. Think about what challenging yourself might mean for you in this course and try to challenge yourself at least once per class.
- Treat everyone, including yourself, with respect, kindness, and patience.
- Have your cell phone turned off or on silent and put away, out of reach.



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You can expect me to...

- Start class and end class on time, and generally be enthusiastic about teaching and the course material.
- Be prepared for each class by planning our time in a way that facilitates your learning. I will do my best to adapt to your learning styles, and I am always open to suggestions about what you might find helpful for your learning.
- Be available to meet with you during my office hour. If this time doesn't work for you, please email me to set up an alternative time.
- Return graded material to you in a timely manner with comments designed to help you improve the quality of your work. I aim to have written work back to you within 2 weeks and I guarantee to have it back within 3 weeks.
- Challenge myself. This means doing my absolute best to facilitate your learning, including listening and responding to your ideas and suggestions about the course. It also means remaining open to having my ideas challenged and my mind changed.
- Treat you with respect, kindness, and patience.
- Have my cell phone turned off or on silent and put away, out of reach.

Course Schedule:

Week	Topic (and assignments)	Required reading
1	Introduction to course, syllabus, and each other	
2	What is EBM? <u>Sign up for presentations</u>	Franklin, J.F. 1993. Preserving biodiversity: Species, ecosystems, or landscapes? <i>Ecological Applications</i> 3: 202-205. Grumbine, R.E. 1994. What is ecosystem management? <i>Conservation Biology</i> 8(1): 27-38. Galindo-Leal, C. and Bunnell, F.L. 1995. Ecosystem management: Implications and opportunities of a new paradigm. <i>Forestry Chronicle</i> 71: 601-606.
3	What is an ecosystem?	Hunter, M., Jr. 1996. Benchmarks for managing ecosystems: Are human activities natural? <i>Conservation Biology</i> 10(3): 695-697. Haila, Y., Comer, P.J., Hunter, M., Jr. 1997. A "natural" benchmark for ecosystem function. (Letters) <i>Conservation</i>



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		Biology 11(2): 300-304.
		Berkes, F., Colding, J., and Folke, C. 2010. Rediscovery of traditional ecological knowledge as adaptive management. <i>Ecological Applications</i> 10(5): 1251-1262.
4	Marine EBM <u>Due: Response paper 1</u>	Leslie, H.M. and McLeod, K.L. 2007. Confronting the challenges of implementing marine ecosystem-based management. <i>Frontiers in Ecology and the Environment</i> 5(10): 540-548. Levin, P.S., Fogarty, M.J., Murawski, S.A. and Fluharty, D. 2009. Integrated ecosystem assessments: Developing the scientific basis for ecosystem-based management of the ocean. <i>PLoS Biology</i> 7(1): e1000014. Pikitch, E.K., Santora, C., Babcock, E.A., et al. 2004. Ecosystem-based fishery management. <i>Science</i> 305: 346-347.
5	EBM Case Studies	Plagányi, E.E., van Putten, I., Hutton, T., et al. 2013. Integrating indigenous livelihood and lifestyle of objectives in managing a natural resource. <i>Proceedings of the National Academy of Sciences</i> 110(9): 3639-3644. Takeda, L. and Røpke, I. 2010. Power and contestation in collaborative ecosystem-based management: The case of Haida Gwaii. <i>Ecological Economics</i> 70: 178-188.
6	EBM in Gwaii Haanas National Park Reserve, National Marine Conservation Area Reserve, and Haida Heritage Site, Part I	Government of Canada and Council of the Haida Nation. 1993. <i>Gwaii Haanas Agreement</i> . Government of Canada and Council of the Haida Nation. 2010. <i>Gwaii Haanas Marine Agreement</i> .
	NO CLASS – Reading Week	
7	Terrestrial EBM in Haida	Province of British Columbia and Council of the Haida Nation.



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Gwaii 2007. *Haida Gwaii Strategic Land Use Agreement*.

Due: Response paper 2

Province of British Columbia and Council of the Haida Nation.
2009. *Kunst'aa Guu – Kunst'aayah Reconciliation Protocol*.

8 Marine EBM in the Pacific Coast Integrated Management Area Jones, R., Rigg, C. and Lee, L. 2010. Haida marine planning: First Nations as a partner in marine conservation. *Ecology and Society* 15(1): 12.

Government of Canada, Province of British Columbia, and First Nations of the Pacific Coast. 2013. *DRAFT Pacific North Coast Integrated Management Area Plan*.

NO CLASS – Remembrance Day

9 Marine EBM around Haida Gwaii Haida Nation and Province of British Columbia. 2015. *Haida Gwaii Marine Plan*.

10 EBM in Gwaii Haanas, Part II Government of Canada and Council of the Haida Nation. 2003. *Gwaii Haanas National Park Reserve and Haida Heritage Site, Management Plan for the Terrestrial Area*.

Due: Response paper 3

Government of Canada and Council of the Haida Nation. 2010. *Gwaii Haanas National Marine Conservation Area Reserve and Haida Heritage Site, Interim Management Plan and Zoning Plan*.

11 **In-class test**



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Description of Assignments:

1. Connection presentation (groups of 2-3)

GOAL: The connection presentation is designed to encourage you to connect course readings to an experience in Haida Gwaii, either from another class in the Haida Gwaii Semester or from outside the classroom.

DESCRIPTION: There will be time in class on the second day for everyone to sign up for a presentation date. The presentations will be done in groups of 2 or 3 and will be 10 or 15 minutes long, depending on group size. Your presentation must include: a short summary of the main idea(s) presented in the readings for that day; an explanation of another experience (e.g., guest lecture, field trip, discussion) on Haida Gwaii that relates to one or more ideas from the readings for the day; and an analysis of how the example you're using connects to the readings and to what we have learned in class so far about ecosystem-based management.

MARKING RUBRIC:

		Does not meet expectations	Meets expectations	Exceeds expectations
CONTENT	/60			
Presentation succinctly summarizes the main ideas presented in the readings	/15	<9	9-11	12-15
Presentation clearly explains at least one Haida Gwaii example/experience that connects to the readings	/15	<9	9-11	12-15
Presentation analyses how the Haida Gwaii example/experience relates to the reading and what the connection illustrates about our course and more broadly	/15	<9	9-11	12-15
Presentation offers critiques of reading(s) and/or Haida Gwaii experience/example	/15	<9	9-11	12-15
STRUCTURE/STYLE	/40			
Presentation has a clear and effective structure including an introduction, a conclusion, and well-organized ideas	/15	<9	9-11	12-15
Presentation is engaging, lively (creativity is encouraged!) and well-rehearsed	/15	<9	9-11	12-15
Presentation is the appropriate length (5 minutes per person) and presenters have an equal time to present	/10	<6	6-7	8-10



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2. Response papers (3)

GOAL: The purpose of the response papers is to encourage you to think deeply and write analytically about course materials before and after we discuss them in class.

DESCRIPTION: At the beginning of class, you will hand in a 3- to 4-page paper responding to the readings for that day along with readings from one other previous class. You may choose the readings from any previous class, but you can only write about a particular week's readings once. Be sure to make your response papers analytical rather than merely descriptive. Questions to answer include: What is the primary purpose of the readings for today? What are the main ideas raised? How does what you have read for today's class compare and contrast with what we have read and discussed in the previous week's readings that you are discussing? What do these readings contribute to our course and, more broadly, to discussion about ecosystem-based management?

DETAILS: Response papers are due at the beginning of class on the day they are due. Papers should be doubled spaced with standard 12-point font with regular (1-inch) margins. Include your name and the assignment's title at the top of the paper, but please don't use a separate title page. Write clearly and analytically, and use proper citations, including a list of references that (consistently!) follow the style of a selected academic journal (e.g., Ecology and Society, Frontiers of Ecology and the Environment).

I appreciate hard copies of assignments but I also accept electronic files given most students' lack of printer access. Response papers can be emailed to me on the day they are due. Papers that are late without a documented or previously-agreed-to reason will be penalized 5% per day to a maximum of one week late. I will not accept assignments handed in more than one week late.



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MARKING RUBRIC:

		Does not meet expectations	Meets expectations	Exceeds expectations
CONTENT	/60			
Paper clearly explains the main ideas raised in this week's readings	/15	<9	9-11	12-15
Paper uses a balance of abstract concepts and specific examples to examine today's readings in relation to a previous week's readings and discussion	/15	<9	9-11	12-15
Paper gives student's own informed opinion and offers support for this opinion	/15	<9	9-11	12-15
Paper offers an analysis of the value or significance of the reading to our course and more broadly	/15	<9	9-11	12-15
STRUCTURE/STYLE	/40			
Paper has a clear and effective structure including an introduction, a conclusion, and well-organized ideas	/15	<9	9-11	12-15
Paper's sentences are clear and grammatically correct, and spelling and punctuation are correct	/15	<9	9-11	12-15
Paper is the proper length (3-4 pages, double-spaced, regular margins, 12-pt font)	/10	<6	6-7	8-10

3. In-class test

GOAL: The purpose of this assignment is to test your ability to meet the intended learning outcomes of the course (and to assess my success as a course instructor).

DESCRIPTION: On the last class, you will be presented with a set of questions that you will answer in writing, with pens and paper rather than laptops. The questions will test your understanding of the course concepts and readings, and also assess your ability to apply these ideas in a new context. You may bring books and/or notes into the test. The best way to prepare for the test is to keep up with course readings and engage actively in class discussions.



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4. Participation

GOAL: The purpose of the participation grade is to encourage students to prepare for class, participate actively in discussions, and ask thoughtful questions of our local guest experts.

DESCRIPTION: Active participation is required of all students and will be assessed in every class. Asking thoughtful questions of our guest speakers is a helpful way to contribute, but I understand that this is easier for some than others. We will also have a lot of time together as a class where I hope everyone will feel comfortable contributing to discussions, and I will also do my best to assess active listening.

MARKING RUBRIC:

I will assess each student's participation every class on 4-point scale described below.

0	Absent	Absent without documentation or prior notice
1	Does not meet expectations	Student has not prepared for class and/or does not participate actively in discussion
2	Meets expectations	Student has prepared for class and participates in discussion through a balance of thoughtful contribution and active listening
3	Exceeds expectations	Student has prepared for class and participates in discussion through a balance of contribution and active listening. Student asks provocative question(s) to guest speakers, provides constructive feedback to peers and/or facilitates class discussion in some way.



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Questions to Guide Reading:

The following discussion starters are intended to help you think about the material you are reading. Sometimes, when readings are difficult or boring, it is hard to remain engaged. These discussion starters are designed to help you come up with something to contribute to class discussions, however difficult to find the reading.

1. Who is the intended audience for this article/agreement/plan?
2. What is the intended purpose of this article/agreement/plan?
3. What is the article/agreement/plan's main point or idea?
4. If the author is making an argument, do I agree or disagree with it, and why?
5. I suspect there may be an important point here, but I can't find it. Can anyone help?
6. The writer has chosen this form/tone/language because...
7. If the author were here right now, I would want to say/ask...