

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL
 (Attach copy of syllabus)

SUBMITTED BY:

Department	FISH	College/School	SFOS
Prepared by	Peter Westley	Phone	474-7458
Email Contact	pwestley@alaska.edu	Faculty Contact	Peter Westley

1. ACTION DESIRED (CHECK ONE):
 Trial Course XX New Course

2. COURSE IDENTIFICATION: Dept Course # No. of Credits

Justify upper/lower division status & number of credits:

The overarching goal of this course is to provide an in-depth examination of current pressing issues facing salmon and salmon-dependent communities (led by guest experts and the instructor) and to gain experience with these challenges through a semester long role playing exercise (or game) using simulated data and scenarios. The course is designed with 6 contact hours per week (3 lecture 3 in laboratory) and aims to attract students from a variety of backgrounds, interests, and majors. 400-level was specifically chosen with the goal of providing students with an opportunity to synthesize disparate views and pieces of information they have acquired throughout their education careers at UAF (or whatever their background) and to teach the complexity of the interactions between salmon and people (biology interacting with economics, politics, customs and culture). Students will be guided through a lot material (i.e, multiple test cases in Lecture and hands on experiential learning in Lab) that ultimately warrants the 400-level.

3. PROPOSED COURSE TITLE:

4. To be CROSS LISTED? YES/NO If yes, Dept: Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED?* YES/NO If yes, Dept. Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

6. FREQUENCY OF OFFERING:
 Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (Effective AY2015-16 if approved by 3/31/2015; otherwise)

AY2016-17)

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT:
(check all that apply)

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
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OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

Lecture, extensive active learning in laboratory section, weekly discussion in lecture and lab sections, term paper (including proposal topic, draft, and final versions). Course will be open to Distance students via VCON. This course will be supported by eLearning and have an 'open' content (meaning users on the web will be able to see the content and the course will be discoverable by outside searches)

9. CONTACT HOURS PER WEEK:

<input type="checkbox"/> 3	LECTURE	<input type="checkbox"/> 3	LAB	<input type="checkbox"/>	PRACTICUM
	hours/weeks		hours /week		hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management
3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

FISH 494 Salmon and Society
4 Credits Offered Spring

An upper-division exploration of the complex and dynamic connections between salmon and human society. Students will learn about current major issues facing salmon and salmon-dependent people in Alaska and beyond through interactions with guest topic area experts as well as hands-on work in a laboratory section. Students should expect to read, discuss, and write throughout the course and by doing so become more informed and empowered to confront the challenges facing salmon and salmon-dependent societies in the 21st century.

Prerequisites: COMM F131X or COMM F141X; ENGL F211X or ENGL F213X; F200-level course in cultural anthropology, sociology, or political science; FISH F288 or BIOL F288; or permission of instructor. (3+3)

11. **COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? **If YES, attach form.** YES: NO:

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 W = Writing Intensive, Format 7 X = Baccalaureate Core

11.A *Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.*

YES NO

12. **COURSE REPEATABILITY:**

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

13. **GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES**

COMM F131X or COMM F141X; ENGL F211X or ENGL F213X; F200-level course in cultural anthropology, sociology, or political science; FISH F288 or BIOL F288; or permission of instructor. (3+3)

These will be *required* before the student is allowed to enroll in the course.

15. **SPECIAL RESTRICTIONS, CONDITIONS** None

16. **PROPOSED COURSE FEES** \$0

Has a memo been submitted through your dean to the Provost for fee approval? Yes/No

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously? Yes/No No

If yes, give semester, year, course #, etc.:

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

This course requires a classroom with VCON capability for 3 hrs/wk and lab space for 3hrs/wk, for which SFOS has existing facilities (the lab facility is currently underutilized). Peter Westley is teaching this course as per his faculty workload, where it serves to meet his obligation to teach 2-3 courses each academic year.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

X

Email response from Karen Jensen on June 29, 2015:

Yes, we do have both an electronic and a print copy of this title. The hard copy is at the BioSci/Mather Library and can be put on Reserve at Rasmuson by filling out this form:

<http://library.uaf.edu/reserve-request-form>

Unfortunately, we cannot purchase additional copies of textbooks. Our book budget has dwindled significantly in the past 5 years, and purchasing textbooks is out of our reach; a single semester's worth of only one textbook for each class is **more than double our entire annual budget**. So not only would we not be able to meet demand, but we also could not purchase other books of interest for research and teaching (that are not textbooks). While a few institutions might have enough funding to lend textbooks in lieu of student purchase, we never have, and with budget cuts, are even less able to buy them for the permanent collection.

Given that the books are inexpensive though, I would think your students wouldn't have much difficulty affording their own copies. It has been our policy for many years not to collect textbooks, but we've been enforcing it more lately as library funding is being increasingly spent on journals.

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

I expect that the primary program/department affected by offering this course is Fisheries (and expect most the students to be Fish majors), but would be pleased if students from Anthropology, Economics, History, or other departments participated in the course.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

The largest potential for material overlap would exist between FISH 494, FISH 433 (Pacific Salmon Life Histories taught by Dr. McPhee, every other Spring), FISH 411 (Human Dimensions of Environmental Systems, Dr. Carothers, every Fall), and FISH 487 (Fisheries Management, Dr. Sutton, every Spring). I do not anticipate the overlap will be negative, but rather complementary as the other courses are highly technical in nature whereas FISH 494 is designed to teach the real world consequences (through case studies and lab work) of interacting elements of management, fish biology, economy, and human culture. Thus, FISH 494 is expected to help solidify and lead to the synthesis of concepts acquired in these or related lower level courses. Given the markedly different nature of FISH 494 and the other FISH courses, I do not expect to be competing for student enrollment.

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JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

Salmon are hugely important to the ecosystems, culture, and economy of Alaska and the Pacific Northwest and few species evoke such passion and acrimony. Despite the rich curriculum in the Fish Program, only two courses are dedicated to salmon and both are highly technical (FISH 433/633 taught by Megan McPhee and a Salmon Management field course FISH 692 co-instructed by Milo Adkison). Thus, this course serves to reflect teach the complexity of the interactions between the biology of salmon and humans at the upper division undergraduate level. Moreover, this course is almost entirely unique; I found one other course at the University of Oregon (Eugene) instructed by Kari Norgaard that attempts to do something like what I am proposing. Dr. Norgaard and I communicated by email and likely may collaborate and share our experiences. To truly understand the depth of the issues, students must hear diverse opinions from experts working in the field and to the extent possible live the issues themselves (hence the proposal of a semester long role playing game where students will be assigned roles as harvesters, managers, subsistence users, sport fishermen, etc.). Moreover, students need opportunities to develop their own opinions and then chances to express those opinions in writing to their peers (both on electronic forums and in person). I truly believe this course will help align UAF as the world's authority on Alaska salmon issues and better prepare the next generation to take the challenges face salmon into the future.

APPROVALS: Add additional signature lines as needed.

DocuSigned by: <i>Trent M Sutton</i>	Date	August 19, 2015
Signature, Chair, Program/Department of:	Fisheries Division	
DocuSigned by: <i>J. Andrés López</i>	Date	August 19, 2015
Signature, Chair, College/School Curriculum Council for:	(for Ana Aguilar-Islas) SFOS	
DocuSigned by: <i>Brenda Konar</i>	Date	August 19, 2015
Signature, Dean, College/School of:	SFOS	

Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	
Signature of Provost (if above level of approved programs)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

<input type="text"/>	Date	<input type="text"/>
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Signature, Chair

Faculty Senate Review Committee: ___Curriculum Review ___GAAC

___Core Review ___SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

<input type="text"/>	Date	<input type="text"/>
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Signature, Chair, Program/Department of:

<input type="text"/>

<input type="text"/>	Date	<input type="text"/>
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Signature, Chair, College/School Curriculum Council for:

<input type="text"/>

<input type="text"/>	Date	<input type="text"/>
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Signature, Dean, College/School of:

<input type="text"/>

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.

Supplementary readings (indicate whether required or recommended) and

any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**. <http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

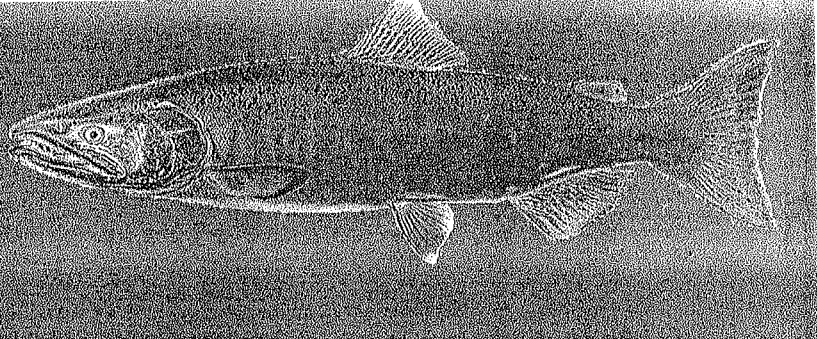
State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

5/21/2013

FISH 494

SALMON & SOCIETY

SPRING 2016



"We simply cannot have salmon without healthy rivers. But it's not just the salmon that need healthy rivers. We do too. We live in the same ecosystems as the salmon, so we cannot stand apart, manipulate, control, and simplify those ecosystems without at some fundamental level diminishing ourselves."

--Jim Lichatowich *Salmon without Rivers*

LEAD INSTRUCTOR

Peter Westley, Assistant Professor
233 O'Neill Building (down hall and to left)
Email: pwestley@alaska.edu
Phone: 907-474-7458
Peter's Office Hours
Tuesday & Thursday 11:30am -12:30pm

MEETING TIMES & LOGISTICS

Lecture: Tuesday & Thursday (Location and time TBD)
Lab: Friday (Location and time TBD)
Class website: Blackboard (login at: <http://classes.uaf.edu>)
Course credits: 4
Prerequisites: COMM F131X or COMM F141X; ENGL F211X or ENGL F213X; F200-level course in cultural anthropology, sociology, or political science; FISH F288 or BIOL F288; or permission of instructor.

CLASS DESCRIPTION

An upper-division exploration of the complex and dynamic connections between salmon and human society. Students will learn about current major issues facing salmon and salmon-dependent people in Alaska and beyond through interactions with guest topic area experts as well as hands-on work in a laboratory section. Students should expect to read, discuss, and write throughout the course and by doing so become more informed and empowered to confront the challenges facing salmon and salmon-dependent societies in the 21st century.

COURSE GOALS

This course has the following objectives for student learning:

- To develop a thorough understanding of the complexity and interconnected nature of salmon ecosystems and salmon-dependent societies;
- To critically consider and synthesize diverse opinions on salmon-related issues;
- To foster each student's own informed views of complex salmon-related issues;
- To clearly express those views in writing and in dialogue with guest experts and peers.

COURSE EXPECTATIONS

Together we can be most effective and are most likely to achieve the courses' objectives if we are clear about what we can expect from one another. As a result, the following expectations will guide our work together.

MY EXPECTATION OF STUDENTS

YOU SHOULD:

- Come to class on time ready to engage in the course content for the full class period
- *Not* conduct any activities that distracts me or your peers in a manner that detracts from a positive learning environment (examples include texting, prowling Facebook, dominating conversation, or disrespect of another's view);
- Come to class prepared to participate, having completed assigned reading, writing, and thinking in advance;
- Participate in class activities in ways that support course goals and demonstrate respect and civility toward all other students and instructors;
- Take an active role in obtaining information and resources for completion of tasks and assignments in the course and, ultimately, in promoting your own learning;
- Monitor your own learning and contribute feedback to support me and guest topic area experts in achieving course goals.

STUDENTS' EXPECTATIONS OF ME

I WILL:

- Begin and end class on time;
- Come to class prepared to do the best job of supporting your learning;
- Provide information and resources to support your learning in the course;
- Make the best possible use of class time to support your learning in the course;
- Answer questions and emails promptly and sufficiently;
- Be available to provide additional assistance when needed;
- Provide clear and consistent criteria that can be used fairly in evaluating your learning;
- Respectfully remind you of my expectations for students and student work;
- Welcome input on ways to support you in your achievement of course goals.

LEARNING OUTCOMES

By the completion of the course, you should:

- Understand the challenges and constraints facing salmon-user groups;
- Have increased awareness of the myriad pressures facing salmon-dependent people;
- Articulate what you think are the largest challenges facing the sustainability of salmon populations and why;
- Articulate what you think are the largest challenges facing the sustainability of salmon-dependent societies and why;
- Describe in your own words what sustainability means and what a sustainable fishery might look like;
- Describe the linkages between salmon productivity, ocean productivity, and economic variability;
- Clearly articulate the logic behind how Alaska salmon fisheries are managed (e.g. what's 'fixed escapement?' What is the role of the Board of Fisheries?);

- To consider yourself well informed and comfortable discussing current topics challenging the sustainability of a specific salmon-dependent society
- Discuss clearly your personal views on the importance of 'place' in salmon-related issues and be able to articulate how you've come to these views.

ASSUMPTIONS ABOUT LEARNING

These assumptions will guide our path in the course:

- Students learn in unique ways (for example, when asked what you did yesterday, do you see pictures or words?);
- Writing, reading, and thinking are inextricably linked;
- Students learn best from either themselves or from peers;
- The best *dialogues* come from good *listening*;
- Transformative learning occurs best when preconceived notions are challenged;

REQUIRED READINGS

The required text is available at the UAF Bookstore, online at Amazon.com, local bookstores (e.g. Gullivers) and several copies (including E-versions) are available at the Rasmuson Library. It is your responsibility to obtain this book, or have a plan for accessing the readings, by the first week of class.

Salmon, People, and Place-A Biologist's Search for Salmon Recovery by Jim Lichatowich
OSU Press 2013

Additional required readings to accompany guest experts will be posted on the course website. It is *essential* that you are comfortable in this environment. Through the course website, I will provide details on assignments, important changes to dates on the syllabus, class outlines and notes, class recordings, and supplemental reading material and content.

It is **your** responsibility to ensure that assignments are submitted on time through Blackboard (linked through the course website) and that you check your email for messages sent to the class. Emails will come to your university email account (@alaska.edu) and you are expected to check that account.

CORE ACTIVITIES & IMPORTANT DATES

LECTURES AND GUEST EXPERTS

Our time together on Tuesday and Thursday will be dedicated to interacting with guest experts. You are expected to have read the associated readings for each week and come prepared to ask questions and discuss with the guests. Students will be expected to come to class with at least two questions (written and turned in) that they will be prepared to ask experts, and should be based on associated readings in

preparation of guests' appearances. Note that 20% of your grade comes from 'Participation' in discussion during the Lecture period and another 5% from your participation in the Lab section discussions (see below).

LAB

Our weekly lab section will provide hands-on experience making the decisions faced by various salmon user groups through the playing of the dynamic model 'Geopolitical Fisheries and Societal Hierarchy' (or GeoFiSH for short). Students will be assigned roles into user groups and tasked to decide 'moves' in response to given scenarios. Participation will be judged through written 'Play reflections', involvement in their group, and level of contribution to weekly discussions (see below). A template and expected format and page limits for the 'Play reflections' will be discussed during the first lab section on January 15th.

In addition to the GeoFiSH game, we will use lab time to discuss the weekly reading from Salmon, People, and Place to help fuel and shape ideas for student papers.

Note that 25% of your entire class score comes from work in the lab session.

EVALUATION/GRADING:

Grade scale: 92-100 A; 90-91 A-; 87-89 B+; 80-86 B; 77-79 B-; 65-76 C; 50-64 D; below 50 F. If the class average falls below 75%, this scale will be adjusted accordingly. Work Point and percentage values for each of the key evaluation components for the Lecture and Laboratory sections are shown in **BOLD** and are as follows:

COMPONENT	POINTS POSSIBLE	% TOTAL OF CLASS TOTAL
CLASS TOTAL	1000	100%
PARTICIPATION	250	25%
<i>Lecture:</i> Involvement in discussions with Guest Experts and peers	200	20%
<i>Lab:</i> Involvement in GeoFiSH 'game' and lab discussions	50	5%
EXAMS (SHORT ANSWER STYLE)	250	25%
<i>Lecture:</i> Midterm	100	10%
<i>Lecture:</i> Final	150	15%
Assignments	500	50%
<i>Lecture:</i> Paper-Thesis paragraph	50	5%
<i>Lecture:</i> Paper-Draft	100	10%
<i>Lecture:</i> Paper-Final	150	15%
<i>Lab:</i> GeoFiSH 'game' writing reflections	200	20%

Students are often confused with exactly how their 'participation' in the course will be evaluated. To clarify, your participation is judged from not only attendance at discussions with experts and to the lab, but a willingness to engage with your peers and others in discussion and dialogue. Thus, I expect students will come to class (see ATTENDANCE POLICY BELOW) ready to interact and ready to respectfully listen to others. In practice, I expect each student to speak at least once in each class session (lecture and in lab) and to turn in assignments associated with class by the assigned due dates.

LECTURE AND GUEST EXPERT OUTLINE (SUBJECT TO CHANGE DEPENDING ON AVAILABILITY OF GUEST EXPERTS).

MEETING TIME T, TR TIME AND LOCATION TBD

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS</u>
1/14	WELCOME TO SALMON & SOCIETY: WESTLEY AND HARRINGTON	
	Case Study 1: Western Alaska Chinook salmon crisis	
1/19	Guest Expert (GE): Jan Conitz-overview of Yukon River Chinook declines and potential drivers	AYKSSI 2013
1/21	GE: Michael Bradford- The Yukon River from a Canadian perspective	Bradford et al. 2009
1/26	GE: Caroline Brown: Subsistence and traditional uses of salmon in the Yukon River	ADFG 2013
1/28	GEs: Hilsinger-salmon management in AYK region	Hilsinger et al. 2009
2/2	GE: Joseph Spaeder-Human dimensions of the crisis	Spaeder 2009; Paper Thesis Topic
2/4	GE: Jim Lanelli- Bycatch or Bye catch!	Stram and Lanelli 2009
2/9	GE: Jeff Hard – Fishing induced evolution?	Hard et al. 2009
2/11	GE: Gunnar Knapp- Economics of AYK salmon fisheries	Knapp 2009
2/16	GE: Katie Howard-Nearshore ecology and survival of seaward migrating Chinook salmon	TBD
2/18	GE: Jim Lichatowich-Lessons from the salmon Crisis of the Pacific Northwest	Nehlsen et al. 2001
2/23	Case Study 2: Hatcheries and the interaction between aquaculture and wild salmon- an overview (Westley)	Naish et al. 2008
2/25	GE: Ian Fleming-a perspective from Norway	TBD
3/1	GE: Martin Krkosek- Fish farms and sea lice	Krkosek 2010
3/3	GE: Keith Criddle- Economics of Alaska non-Profit hatcheries	TBD
	GE: Richard Brenner- straying of hatchery fish in Prince William Sound	Brenner et al. 2012
3/8	GE: Jeff Milton-Hatcheries in Alaska	TBD

3/10	MID(ish) Term Exam	NONE
3/15	SPRING BREAK	NO CLASS
3/17	SPRING BREAK	NO CLASS
3/22	Case Study 3: California Water Wars-overview (Westley)	Yoshiyama et al. 1998
3/24	GE: Curry Cunningham (UAF) - drivers of salmon survival	Cunningham et al. 2015; DRAFT PAPER DUE
3/29	GE: Joe Smith (UW) -Invasive predators	TBD
3/31	GE: Josh Strange (Stillwater science)	Strange 2010
4/5	GE: Rebakah Clark (CSBA) – Striped Bass angling in CA	TBD
4/7	Case Study 4: Upper Cook Inlet User Conflict-overview (Westley)	Loring et al. 2014
4/12	GE: Hannah Johnson (UAA)-Importance of salmon in Cook Inlet	TBD
4/14	GE: David Martin (President of UCIDA)	TBD
4/19	GE: Joe Connors (President AFCA)-Opposition to set nets in Cook Inlet	ADN 2014
4/21	GE: Steve McClure (KRPGA)- Sportfishing on the Kenai	Knapp et al 1998
4/26	GE: Aaron Dupuis (ADFG) – commercial management of Kenai River	TBD
4/28	GE: Ben Meyer (UAF) – Climate change and Kenai Watershed salmon	TBD; FINAL PAPER DUE
5/3-5/6	DATE OF FINAL EXAM TBD	NONE

LABORATORY OUTLINE

ASSUMING A FRIDAY LAB PERIOD FOR PLANNING PURPOSES

<u>WEEK/DATE</u>	<u>TOPIC</u>	<u>READINGS AND ASSIGNMENT</u>
1 1/15	INTRODUCTION TO LAB, GEOFISH GAME, GROUP ASSIGNMENTS-SCENARIO # 1 GIVEN	Acquire Salmon, People, Place (SPP)
2 1/22	Group working session (30 min), Discussion (remainder)	SPP: 1-35
3 1/29	Game Day (60 min), Discussion (remainder)- Scenario # 2 emailed early next week	SPP: 35-70; Play Reflections Due
4 2/5	Group working session (30 min), Paper introduction, Discussion (remainder)	SPP: 35-70
5 2/12	Game Day (60 min), Discussion (remainder)- Scenario # 3 emailed early next week	SPP: 71-90; Play Reflections Due
6 2/19	Group working session (30 min), Discussion (remainder)	SPP: 91-130;
7 2/26	Game Day (60 min), Discussion (remainder)- Scenario # 4 emailed early next week	SPP: 131-160; Play Reflections Due

8 3/4	Group working session (30 min), Discussion (remainder)	SPP: 161-229
9 3/11	Game Day (60 min), Discussion (remainder)- Scenario # 5 emailed early next week	SPP: 230-272; Play Reflections Due
10 3/18	SPRING BREAK!!!!	NO LAB
11 3/25	Game Day (60 min), Discussion (remainder)- Scenario # 6 emailed early next week	Play Reflections Due
12 4/1	Group working session (30 min), Discussion (remainder)	
13 4/8	Game Day (60 min), Discussion (remainder)- Scenario # 7 emailed early next week	Play Reflections Due
14 4/15	Group working session (30 min), Discussion (remainder)	
15 4/22	SPRING FEST	NO LAB
16 4/29	LAST Game Day (60 min), FINAL DISCUSSION (remainder)	LAST Play Reflections Due

POLICIES

LATE WORK & ATTENDANCE

As a reminder, we are all in this course *together* and so I expect that students will take a proactive attitude toward the work in Fish 494. I expect you to turn in assignments on-time, and if a rare legitimate reason gets in the way that you will let me know before the assignment is due! Also, I expect that you will attend all class sessions. As stated above, your participation in discussions counts for a large part of your grade. But more importantly, if you are not in class you cannot contribute and everyone has something unique to contribute! Simply put, not coming to class and not participating detrimentally impacts the learning of others. In the event that an emergency will keep you from attending class or completing an assignment on time, I expect an email or in-person conversation **IN ADVANCE** to discuss. Emails should be respectfully written, with a clear subject heading and concise message. If I do not hear from you and your work is not in on time the grade will be a **Zero**.

ACADEMIC DISHONESTY

I, and the University of Alaska Fairbanks as a whole, consider academic dishonesty and plagiarism as a violation of trust and an offense that has major ramifications (e.g. potential expulsion from UAF). This course is about developing your personal thinking with regards to issues of natural resource use and sustainability and I expect your work to be your own. This is different than saying you must work in isolation! I want your thoughts to be shaped through conversation with your peers, through what you read, and what you watch. But the work you turn in needs to be in your own voice, express personal

conclusions, and where appropriate acknowledge the contribution of others (through citation). Simply put, I will not tolerate dishonesty (in any form) in Fish 494.

SUPPORT SERVICES AND DISABILITIES

This class involves writing assignments. You may find it useful to visit the UAF writing center. For more information, go to www.uaf.edu/english/writingcenter/about.htm. Make sure that your tutor understands the premise and audience for your writing assignments. For students new to Fairbanks and college life, consider using the services provided by Rural Student Services <http://www.uaf.edu/rurals/>.

If you need special accommodations because of a disability, please contact me as soon as possible and we will work together with the Office of Disabilities Services (203 WHIT, 474-7043) to make the necessary arrangements in order to maximize your learning. To the extent possible I will work to provide reasonable accommodation to students with disabilities.

Curriculum Committee SFOS

Members: Ana Aguilar-Islas (Chair)
Anne Beaudreau
Katrín Iken
Andrés López

5 August 2015

Trial Course

Course Number: FISH 294 now REVISED TO FISH 494

Course Title: Salmon and Society

Instructor: Westley

First Time of Offering: Yes

I would like to thank the SFOS Curriculum Committee for their numerous constructive comments on my course proposal and appreciate the opportunity to revise prior to submission to the Faculty Senate. Please see my responses to the each point denoted in Garamond **bold** font

General Comments and Recommendations:

The concept is exciting and this should make a good course. The descriptive language and proposed content delivery of the course are more in line with a 400 level course. If offering at the 200 level is preferred, then consider modifying the descriptive language, the expectations and the strong reliance on invited speakers for content delivery. See specific comments below.

I appreciate this comment, which stimulated a lot of self-reflection on what I wanted students to get from the course combined with clarification on the type of course I wanted to teach. Ultimately, this reflection has prompted me to revise the proposed course level from 200 to 400 in-line with suggestions of the SFOS Curriculum Committee.

The grading scheme places 50% of the total grade on student participation. This will raise a red flag during the Faculty Senate review, in particular because this is a 4 credit course. It is recommended that in addition to reducing the fraction of the grade dependent on participation, a detail rubric of how participation will be evaluated should be provided. Some clarification and focus is needed in sections of the form and the syllabus. See specific comments below

I apologize for unintentionally causing this confusion as my intention was to have approximately 1/3 of the grade be participation. The submitted % grading breakdown attempted to show that the Lecture section was worth 75% of 1000 total class points and the lab section the remaining 25% (250 points). Of the 1000 total, 300 were to be from participation with 250 of those 300 from the lecture and 50 from the lab. The revised % breakdown table now shows percentages out of the total of 1000 with language to help with the interpretation. I sincerely hope this clarifies my intention.

Faculty Senate Form:

Clarify and Address the following:

- Form: Transfer information to the most current form for this proposal cycle (2015). The submitted form is from 2013.
Done
- Section 2: On line starting with “fisheries) but still largely...” insert “are” between “but” and “still”
Revised
- Section 10: Consider shortening the course description significantly. Succinct Catalog Descriptions are required. Consider replacing “extensively” with “scientifically” to avoid raising concerns about this being a “writing intensive” course.
Revised
- Sections 15 & 16: Add “none” instead of leaving blank
Done
- Section 18: Include V-CON capabilities for the needed lab space. The parenthetical information about SFOS lab facilities is not necessary, please remove it.
Revised
- Section 20: Remove last sentence about potential future plans for cross listings the course. If later you decide to cross list with Anthropology, the change and explanation with a memo from Anthropology should be submitted at that time.
Deleted
- Section 21: There is no potential overlap between a 200 and a 600 level course, because of the distinct student populations for these levels. Thus, the comparison with FISH 622 is not applicable. It would be best to describe how this course is very different from other undergraduate courses that include salmon issues in their content (e.g. FISH 245, 265 and 288).
If you decide to offer the course at the 400 level, then comparisons with FISH 622 and FISH 411 would be applicable, and memos from McPhee and Carother’s would be useful.
When existing courses are mentioned, include course number and name, because Faculty Senate is not familiar with all FISH course numbers.
DONE. I will inquire about memos from the existing FISH courses and am scheduled to talk with Dr. Carothers on Thursday August 20.
- Syllabus: Replace hours and room number with “TBD”
I was contacted by Christina Neumann about times and location for the course and I chose the times and locations noted on the syllabus. I will change to TBD for review, but it should be clear I am assuming a T,TH class time.
Class Description: Change to match condensed description from the form.
Course Goals: Align course goals to 200-level course.
For example, consider modifying the first goal to read: “To develop a baseline understanding of the complexity...” The last goal to read: “To improve written and verbal skills through the communication of salmon-related personal views to guess experts and peers” or “To improve ability to form a thesis and express views clearly

in written and verbal communications with guest experts and peers”

Course Expectations: Consider removing “strive to” from “Students expectations of me” section.

Learning Outcomes: Outline outcomes to 200 level course, and keep language focused on skills. For example, consider the following

a) remove “and as a result increase your empathy for such groups”.

b) insert “what you think are the” between “Articulate” and “the largest challenges” to match previous bullet

c) change to “understand that salmon productivity is linked to ocean productivity and economic variability”

d) remove “and an authority”

e) replace “at length” with “clearly”

Revisions done in light of now proposing a 400-level course.

Lectures and Guest Experts: Faculty Senate is unlikely to approve a 4 credit course with 50% of the grade dependent on participation, unless a highly detailed rubric is provided. It is recommended to change this fraction of the grade to 20% and to provide a rubric which each aspect of the student’s participation and the points earned, instead of the more general paragraph that is given in the evaluation section. **Again, I apologize for the confusion on the grading table. I did not intend to have 50% of the grad come from participation or intend for you to think I was proposing that. I have revised the table to show percentages out of the total 1000 points.**

Lab: Clarify the description of the GeoFISH play reflections, and give specifics, for example expected content sections, word count, writing style, etc. The reflections are worth 80% of the labs. Provide specifics so it is clear to students how they can earn points.

Evaluation/Grading: The table is still very confusing. Points and percentages do not add up (e.g. 50 + 100 + 150 is 300 not 375). Lecture and Lab Sections are not distinct enough on the table and this creates further confusion.

Suggestions: Use thicker lines to separate Lecture and Lab sections. Take advantage of indentations for subsections including columns with points and percentages.

Also the text states 50% of the grade comes from participation, but this table shows that participation is (250 pts from lectures and 50 pts from labs = 30% of the total grade not 50%). Please fix inconsistencies.

Revised

Topics and Guest Speakers: Good framework based on case studies. The heavy reliance on experts to deliver the content for the course is seen as not being beneficial for lower-division students. In part because guest speakers come with varying communications styles and skills, and 25 different approaches to teaching is likely to overwhelm beginning students. Another view is that lower-division students have not yet acquired the fundamental knowledge to understand the complexities that experts can bring to a conversation, and this can be intimidating rather than a positive learning environment. It is recommended that for a 200 level course part of the class time be used by the instructor to teach the fundamentals relevant to a particular case study, and then bring in a reduced number of experts per case study

for further discussion. By learning the fundamentals in class students will be able to better understand the assigned readings, and to be better prepared to discuss their views with experts.

Alternatively, the course could be offered at the 400-level

I have opted to offer at the 400 level with the goal of communicating the complexity of views offered by guest speakers.

Formatting for Topics is inconsistent. Some have all caps, others upper and lower case.

Revised