

# Local People & International Conservation Syllabus

ENR 5480 Spring 2024

## Course Information

- **Course times and location:** Mondays and Wednesdays, 9:35 a.m.-10:55 a.m. Kottman Hall 245
- **Credit hours:** 3
- **Mode of delivery:** In person

## Instructors

- **Name:** Jeremy Brooks                      Natasha Myhal
- **Email:** [brooks.719@osu.edu](mailto:brooks.719@osu.edu)                      myhal.5@osu.edu
- **Phone Number:** 530-902-8944
- **Office location:** 469D Kottman Hall                      316C Kottman Hall
- **Office hours:** By Appointment                      By Appointment
- **Preferred means of communication:**
  - The preferred method of communication for questions is **email**.
  - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

## Course Description

This course uses interdisciplinary thinking to explore the global environmental crises and the conflicts between indigenous/local peoples, conservationists, and policy makers regarding natural resource use. It examines biodiversity conservation, protected areas, community-based conservation, global inequities, environmental history and politics, and sustainable development.



## Course Overview

This course explores interdisciplinary thinking with respect to natural resource use and biodiversity loss, particularly in the developing world. The course begins with, and builds upon, a critical issue in conservation – the tension between protected areas of international value and the livelihoods of local peoples. The main challenge facing conservationists is that most biodiversity persists in areas where humans live. As such, there are competing interests over land and nature. In this class we will examine the complex issues entailed in the conservation of natural resources, and the conflicts that arise between local populations, conservationists, and national/international policy makers with respect to prudent natural resource use. We will discuss and explore issues pertaining to biodiversity conservation, international protected areas, human rights, environmental history and politics, global economic inequities, and sustainable development. We will dip into the disciplines of anthropology, ecology, sociology, institutional economics, and political science. We will examine the successes and failures in prominent case studies, focusing on conservation projects spread across a continuum of preservation and utilization, and top-down and community-based initiatives. As a result, students will learn from real-world cases about the challenges facing indigenous peoples seeking rights to nature and their homelands and conservationists seeking protection of the earth's dwindling biological diversity. In this course we will learn about the linkages between social, political and economic inequality and the implications for resource use and access. The need to consider the desires of a wide range of stakeholders including indigenous populations, NGOs, environmental activists, resource managers, scientists, and governments, among many others, is a central theme in this course.

## Learning Outcomes

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

- Recognize and critically evaluate different perspectives on the reasons for, and degree of importance of, conserving biological diversity
- Examine their own ethics about whether conservation is important and, if so, why and reflect on whether, how, and why those ethics have changed throughout the course
- Appreciate the variation in the way that different cultures perceive and interact with their local environment and view the global environment
- Understand and evaluate different theoretical perspectives and the different analytical scales that are used in the debates about conservation
- Construct scientific arguments to support their perspectives on conservation
- Identify factors that contribute to the success and failure of conservation projects around the world
- Construct an argument for what they believe is the “best” approach to achieving conservation goals in a given context
- Explain how the “conservation goals” of groups of stakeholders might differ and why



# How This Course Works

**Mode of delivery:** This course will meet in person on Mondays and Wednesdays from 9:35am – 10:55am in KH 245.

**Credit hours and work expectations:** This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](https://www.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to [6] hours of homework (reading and assignment preparation, for example) to receive a grade of [C] average.

**Attendance and participation requirements:** Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **You are expected to be present for our lecture periods.** We will do quite a bit of interactive work (e.g. discussions and other activities) so being present for our class meetings and submitting material that provides evidence of your attendance and contributes to discussions and activities will count towards your participation score.



# Course Materials, Fees and Technologies

## Required Materials and/or Technologies

- There is no assigned textbook for this course. Instead, we will assign readings from a variety of sources including project reports, synthesis reports, peer-reviewed papers, and book chapters, including a few chapters from this book:

*Conservation: Linking Ecology, Economics, and Culture*. 2005. Borgerhoff Mulder and Coppolillo.

- **Articles and Videos for Debates/Discussion:**

For some class sessions, there will be required readings or videos. These will be posted on Carmen well in advance of when they are required. You will need to read these articles prior to class ***to prepare for*** in-class debates and discussions. ***In some class periods, you will be asked to write a short reflection on the materials that have been assigned and/or engage in small-group discussions***

## Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection.
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for [technology and internet access](https://go.osu.edu/student-tech-access) (go.osu.edu/student-tech-access).

## Required Software

**Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

## CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.



- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes, good for 365 days, that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

## Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

## Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** [go.osu.edu/it](https://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

# Grading and Faculty Response

## How Your Grade is Calculated

Assignment Category	Points
<b>2 Exams</b> (50 pts each)	100
<b>Debate Preparation Responses 1</b> – Protectionism (half-earth) vs the “New Conservation” (whole earth)	50
<b>Traditional Ecological Knowledge - Discussion preparation</b>	25
<b>Role-Playing Game - Stakeholder Backstory (including presentation)</b>	50
<b>Role-Playing Game – Mid-game update</b>	50
<b>Role-Playing Game – Final presentation</b>	25
<b>Role-Playing Game – Final summary and integration with class</b>	50
<b>Class Participation</b> (including attendance, participation in discussions, and periodic reflections submitted at the end of class).	100
<b>Total for undergrads</b>	450 pts
*** Graduate student participation. Graduate students are expected to be leaders in the class. They will be expected to take the lead in small-group discussions, take a leading role in the debate, and assist with the management and organization of the role-playing game. The additional participation points for graduate students will depend on their level of effort in contribution to these tasks,	50
<b>Total for grad students</b>	500 pts

See [Course Schedule](#) for due dates.

## Descriptions of Major Course Assignments

**Additional, detailed descriptions and instructions for each assignment can be found on Carmen**

### Exams

**Description:** Your two exams will be completed in class.

### Debate and Discussion Preparation Responses

**Description:** You will read a set of papers and respond to a series of questions that will allow you to prepare for a debate and a full class discussion. You will know in advance what side of the debate you are arguing for, but part of debate preparation involves anticipating what arguments the other side will make and being prepared to respond. As such, you will be asked to consider both perspectives in your responses

**Academic integrity and collaboration:** Although the debate will involve groups of students and you will coordinate with your team to determine which papers you will read, ***this is an individual assignment that you must complete on your own.*** You will be encouraged to draw from your responses in the course of the debate. Debate teams will have the opportunity, in class, to meet to prepare a group response based on each team member's submissions for this assignment.

### Role-playing game assignments

**Description:** There are four assignments associated with this portion of the class, which is based on a hypothetical (though realistic) scenario. The scenario is used to structure a role-playing "game" in which members of the class represent stakeholders of their choosing and negotiate with each other to find a solution to the conservation dilemma. Making this game as realistic as possible will depend on each of you and the background research that you do about your stakeholder and the very real, and complex, social, cultural, economic, political, and environmental dynamics related to land clearance for oil palm plantations in Indonesia. There are three assignments that will allow you to incorporate this background research into the game and to think about the scenario through the lens of the frameworks that we'll have discussed in class. These assignments will be accompanied by in-class activities that play out over several class periods.

1. Stakeholder backstory (completed in pairs for undergraduates, or individually for graduate students): Once you have selected which stakeholder (or stakeholder group) you will represent, you will have to do some background research to create a realistic story about who you are and what your goals are for the game
2. Mid-game update (completed in pairs for undergraduates, or individually for graduate students): This assignment will require you to indicate the other stakeholders with which you are aligned and what solutions you are trying to engineer in the game. This update



will provide all stakeholders with information about how to move forward while accommodating multiple perspectives and values.

3. Final presentation: After completing the game, stakeholder group must reflect on the outcome and present their perceptions of the outcome(s), how it aligned with your objectives, and how it aligns with your interests and values in attempting to balance conservation and development.
4. Final reflection and summary (completed individually for all students): After completing the game, each student must reflect on the outcome (the course of action that was negotiated and decided upon) as well as the process that led to that outcome. Importantly, each student must discuss the game through the lens of one of the frameworks or concepts that we covered in class.

**Academic integrity and collaboration:** The game itself is a collaborative effort that will require communication and negotiation, **but the first two of these assignments will either be completed in pairs (for undergrads) or individuals (for grad students). The third assignment in this set must be completed individually by all students**

## Class Participation

**Description:** This will be an interactive class. This semester, more than ever, I will be attempting to reduce the amount of time I spend lecturing. For the class to work well, I will need your participation in the discussions, debates, role-playing game and other activities that will be included in our class time throughout the semester. Attendance is the first critical piece of your participation, but it is not sufficient. I am looking for engagement in our interactive and collaborative work. Each week there will be at least one activity that will require you to submit something as evidence of your attendance and engagement (e.g. a short reflection paragraph, a short, ungraded quiz, or a response to a discussion prompt).

## Late Assignments

Please refer to Carmen for due dates. To receive full credit, work must be turned-in on time and in condition to be evaluated. Late assignments will incur a deduction of 10% of the total point value for each 24-hour period that they are late (including weekends). Late assignments can be turned in for up to 4 days (including weekends) after they are due with the penalty described above. After that students will receive a 0 for the assignment. Excuses for missed or late assignments – even valid ones – will not be accepted more than 7 days after the assignment due date. Excuses for missing an exam must be presented to the instructors *prior to the exam* when at all possible.

There are three situations that constitute an "excused absence" from class: 1) students who participate in a *documented* University sanctioned event, 2) students who have a *documented* death in the family, and 3) students who have received *documented* medical attention for an illness.





If you are having any problems throughout the semester, have any questions, or are just interested in talking about environmental issues and sustainability, please don't hesitate to schedule a zoom meeting with me.

## Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **48 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments submitted by the due date, I will try to provide feedback and grades within **ten days**. Assignments submitted after the due date may have reduced feedback and grades may take longer to be posted.

## Grading Scale

93–100: A  
 90–92.9: A-  
 87–89.9: B+  
 83–86.9: B  
 80–82.9: B-  
 77–79.9: C+  
 73–76.9: C  
 70–72.9: C-  
 67–69.9: D+  
 60–66.9: D  
 Below 60: E

## Other Course Policies

### Discussion and Communication Guidelines

[Example: The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.]

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

### Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](http://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

## Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](http://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.



- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member."

This course adheres to The Principles of Community adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at <https://go.osu.edu/principlesofcommunity>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://equityandinclusion.cfaes.ohio-state.edu/>). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at <https://studentlife.osu.edu/bias/report-a-bias-incident.aspx>.

## Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) ([go.osu.edu/ccsondemand](https://go.osu.edu/ccsondemand)) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://www.suicidepreventionlifeline.org/) ([suicidepreventionlifeline.org](https://www.suicidepreventionlifeline.org/)) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) ([go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp)) is also a great resource. Accessibility Accommodations for Students with Disabilities

## Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services.

## Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: [slds.osu.edu](https://slds.osu.edu)



- Email: [slds@osu.edu](mailto:slds@osu.edu)
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

## Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

# Course Schedule (and see the course website for all readings and details on assignments)

Lecture	Date	Questions and topics for the day	Assignments & Readings Readings may be modified but this will be done in advance
1	Jan 8	What are the underlying problems/ challenges? Course intro and biodiversity trends	LPR 2022 Chapter 2 and 3
2	Jan 10	Should we care about these problems? Why? Environmental Values & conservation	Anderson interview Dove (2006)
	Jan 15	<b>NO CLASS – MLK DAY</b>	
3	Jan 17	How have we addressed this problem in the past? Where did the focus on protectionism come from? History of conservation & protected areas  <b>Introduction to role-playing game</b>	Text, Chapter 1 (pgs 15 – 26)
4	Jan 22	What impact has the standard conservation approach had? Evaluating the effectiveness of PAs – what has been measured and what hasn't?	Mongabay summary
5	Jan 24	How have conservation biology and ecology shaped conservation? <b>Time for role playing game</b>	Text Chapter 3
6	Jan 29	How have conservation biology and ecology shaped conservation, ctd.?	Text Chapter 3
7	Jan 31	<b>Role-Playing game: mini-presentations of stakeholder backstories and plans</b>	<b>Backstories due</b> <i>Please make sure you've read through relevant information for the game that has been posted on Carmen</i>
8	Feb 5	<b>EXAM 1</b>	<b>Exam 1</b>
9	Feb 7	Film discussion	Watch <i>Milking the Rhino</i> (See instructions on Carmen)



10	Feb 12	How have conservation approaches evolved? How did conservation change in response to critiques of protected areas?	Roe (2008) Review Chapters 10 and 11 in class
11	Feb 14	What impact have new conservation approaches had? How do these alternatives compare to protected areas? What outcomes are being used to measure “success”?  <b>Time for role playing game</b>	
12	Feb 19	Debate 1- People and Conservation	<b>Debate Preparation 1 assignment</b>
13	Feb 21	What explains the overlap in biological and cultural diversity? Exploring Biocultural & Ecological Diversity I	Text, Chapter 4
14	Feb 26	What explains the overlap in biological and cultural diversity? Exploring Biocultural & Ecological Diversity II <b>Time for role playing game</b>	Snodgrass and Tiedje
15	Feb 28	TEK Discussion	<b>TEK discussion assignment</b>
16	Mar 4	How do we define “conservation behavior” and when would we expect to see it? Conservation and Self-Interest I	Smith and Wishnie (2000)
17	Mar 6	<b>Role playing game</b>	
	Mar 11	<b>SPRING BREAK</b>	
	Mar 13	<b>SPRING BREAK</b>	
18	Mar 18	Conservation and Self-Interest II	
19	Mar 20	When might we expect communities to conserve? Common pool resources and community institutions	
20	Mar 25	<b>Role Playing game</b>	<b>Game update due</b>



<b>21</b>	Mar 27	When might we expect communities to conserve? CPRs and social-ecological systems. Bhutan case study	Brooks and Tshering (2010)
<b>22</b>	Apr 1	<b>EXAM 2</b>	<b>Exam 2</b>
<b>23</b>	Apr 3	Intro to Political Ecology What are the forces and factors beyond community boundaries that impact conservation and local communities?	Reading TBD
<b>24</b>	Apr 8	Political Ecology II What are the forces and factors beyond community boundaries that impact conservation and local communities?	Middleton (IPE)
<b>25</b>	Apr 10	Political Ecology III What are the forces and factors beyond community boundaries that impact conservation and local communities? <b>Time for role playing game</b>	Reading TBD
<b>26</b>	Apr 15	<b>Role playing game</b>	<b>Final presentations</b>
<b>27</b>	Apr 17	Revisit discussions/debates about balancing conservation, development, and Indigenous and other communities	
<b>28</b>	Apr 22	<b>Role-playing</b> game wrap-up Class wrap-up and discussion	<b>Final role-playing game reflection paper due April 24<sup>th</sup> at NOON</b>

