

**University of Utah**  
**Conservation of Natural Resources**  
**Geography 335 "Environmental Conservation" Spring 1995**  
**Merrill Ridd, Instructor**

How the class meets the eight criteria:

1. Students will work directly with several agencies that have agreed to provide service opportunities performing needed support for on-going tasks and projects, for examples: updating land-use maps and zoning maps, mapping wetlands, "windshield surveys" for business developments, digitizing maps of streets and other features, etc. For the Center for integrated Science Education students will help prepare exhibits for the Leonardo and Gateway projects. Tree planting, train improvement, and restoration, and educational materials development will be carried out with organizations such as Red Butte Gardens, Jordan River State Park, Farmington Bay Waterfowl Management, U.S. Forest Service, Tree Utah, etc.
2. A list of projects/activities will be prepared from which students will select for their service. Each project of activity will be tied quite directly to topics of the class, as indicated in the attached syllabus. Only projects whose theme is a part of the class will be listed.
3. On Thursday of each week, time will be allocated during the class period for specific discussion, as a whole and in groups, regarding the service activity and its relationship to specific course material and field trips. Also, a continuing journal will be requested of each participating student. The journal will be requested of each participating student. The journal will be submitted on odd-numbered weeks beginning in week 1. The journal will consist of two elements:
  1. what specific service are you performing and in what way does it serve the agency or community? b) In what specific ways does it relate to the subject matter of the course? These will be brief journal entries.
4. The Journal will provide some basis for assessment of the service learning and its practical application. In addition, a term paper will be expected of all students; for the service learning students the topic of the term paper will be an elaboration of the theme of the students' service to the agency, both the scientific foundation and the application to environmental management and community development.
5. All agencies and organizations the students will be working with have been contacted or will have been prior to the beginning of the quarter, and their active and enthusiastic support and involvement will have been assured. In every case, the appointed person in the organization will be identified and will be involved in the project definition, student supervision, and evaluation of student performance and applicability of the service.
6. Participating students will become aware of community needs and operations and will become an active part of community development through the respective projects and agencies they serve. Fortunately they will also gain insights into career opportunities as they engage in the infrastructure of community operations.
7. The course work through the quarter covered the variety of science principles that are fundamental to the agency/organization missions and the projects the students will be performing. None of the student activities will be outside the scope of the subject matter of the course.
8. Each Thursday students will interact in open discussion regarding their service projects.

Week 1 Environmental Issues: Our changing environment, global and local issues, roots of conservation, human stewardship

Week 2 Land, Ownership, Opportunity, & Ethics: Where did all this federal land come from? Benefits & costs, individual opportunity v. the common good

Week 3 Ecosystems: Components, structures and dynamics, global environments, biomes, life zones, limiting factor

Week 4 Water: The water cycle, people, and the law, Balancing the water budget, Utah and the West

Exam I

Week 5: Soil and Minerals: Soil, non-renewable & non-recyclable foundation of life. Minerals, non-renewable by recyclable

Week 6 Biomes and their management: forests & rangeland: Paul Bunyon v Smokey Bear. Wildlife, wilderness & multiple-use

Week 7 Urban environments: runaway urbanization . . . everywhere environmental impacts and hazards

Week 8 Population and Food: Demographics, growth, and stress, Agricultural evolution, devolution, or revolution?

Exam II

Week 9 Energy: No fuel like an old fuel, Energy/environmental conflict; a look into the future

Week 10 Environmental quality and aesthetics: Air and water, human habitability, sustainability, harmony