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

1. ACTION DESIRED
(CHECK ONE):

<table>
<thead>
<tr>
<th>Trial Course</th>
<th>XX</th>
<th>New Course</th>
</tr>
</thead>
</table>

2. COURSE IDENTIFICATION:

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course #</th>
<th>No. of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FISH</td>
<td>494</td>
<td>4</td>
</tr>
</tbody>
</table>

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:
Salmon and Society

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 version) 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 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:
Every Spring
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
Spring 2016-
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)

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:

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.unl.edu/afegov/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.

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? [ ]

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?

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

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

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: [ ]

**RESTRICITONS 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? [ ]

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously? [ ]

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.
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.

[Signatures and dates]

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

[Signature and date]
ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

[Signature, Chair]

Faculty Senate Review Committee: __Curriculum Review  __GAAC

__Core Review  __SADAC

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

[Signature, Chair, Program/Department of:]

[Signature, Chair, College/School Curriculum Council for:]

[Signature, Dean, College/School of:]
ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:
http://www.uaf.edu/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”:

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
"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*

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**FISH 494**

**SALMON & SOCIETY**

**SPRING 2016**

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**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

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**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.

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**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.

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**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.

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**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.

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**MY EXPECTATION OF STUDENTS**

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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:

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>POINTS POSSIBLE</th>
<th>% TOTAL OF CLASS TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLASS TOTAL</strong></td>
<td>1000</td>
<td>100%</td>
</tr>
<tr>
<td>Participation</td>
<td>250</td>
<td>25%</td>
</tr>
<tr>
<td>Lecture: Involvement in discussions with Guest Experts and peers</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Lab: Involvement in GeoFiSH 'game' and lab discussions</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td><strong>EXAMS (SHORT ANSWER STYLE)</strong></td>
<td>250</td>
<td>25%</td>
</tr>
<tr>
<td>Lecture: Midterm</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Lecture: Final</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Assignments</td>
<td>500</td>
<td>50%</td>
</tr>
<tr>
<td>Lecture: Paper-Thesis paragraph</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Lecture: Paper-Draft</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Lecture: Paper-Final</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Lab: GeoFiSH 'game' writing reflections</td>
<td>200</td>
<td>20%</td>
</tr>
</tbody>
</table>
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, TR TIME AND LOCATION TBD**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/14</td>
<td><strong>Welcome to Salmon &amp; Society: Westley and Harrington</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Case Study 1: Western Alaska Chinook salmon crisis</strong></td>
<td></td>
</tr>
<tr>
<td>1/19</td>
<td>Guest Expert (GE): Jan Conitz-overview of Yukon River Chinook decline and potential drivers</td>
<td>AYKSSI 2013</td>
</tr>
<tr>
<td>1/26</td>
<td>GE: Caroline Brown: Subsistence and traditional uses of salmon in the Yukon River</td>
<td>ADFG 2013</td>
</tr>
<tr>
<td>2/2</td>
<td>GE: Joseph Spaeder-Human dimensions of the crisis</td>
<td>Spaeder 2009; Paper Thesis Topic</td>
</tr>
<tr>
<td>2/4</td>
<td>GE: Jim Lanelli- Bycatch or Bye catch!</td>
<td>Stram and Lanelli 2009</td>
</tr>
<tr>
<td>2/11</td>
<td>GE: Gunnar Knapp- Economics of AYK salmon fisheries</td>
<td>Knapp 2009</td>
</tr>
<tr>
<td>2/16</td>
<td>GE: Katie Howard-Nearshore ecology and survival of seaward migrating Chinook salmon</td>
<td>TBD</td>
</tr>
<tr>
<td>2/18</td>
<td>GE: Jim Lichatowich-Lessons from the salmon Crisis of the Pacific Northwest</td>
<td>Nehlsen et al. 2001</td>
</tr>
<tr>
<td>2/23</td>
<td><strong>Case Study 2: Hatcheries and the interaction between aquaculture and wild salmon- an overview (Westley)</strong></td>
<td>Naish et al. 2008</td>
</tr>
<tr>
<td>2/25</td>
<td>GE: Ian Fleming-a perspective from Norway</td>
<td>TBD</td>
</tr>
<tr>
<td>3/1</td>
<td>GE: Martin Krkosek- Fish farms and sea lice</td>
<td>Krkosek 2010</td>
</tr>
<tr>
<td>3/3</td>
<td>GE: Keith Criddle- Economics of Alaska non-Profit hatcheries</td>
<td>TBD</td>
</tr>
<tr>
<td>3/8</td>
<td>GE: Jeff Milton-Hatcheries in Alaska</td>
<td>TBD</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Assignment</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>3/10</td>
<td>MID(ish) Term Exam</td>
<td>NONE</td>
</tr>
<tr>
<td>3/15</td>
<td>SPRING BREAK</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>3/17</td>
<td>SPRING BREAK</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>3/22</td>
<td>Case Study 3: California Water Wars- overview (Westley)</td>
<td>Yoshiyama et al. 1998</td>
</tr>
<tr>
<td>3/24</td>
<td>GE: Curry Cunningham (UAF) - drivers of salmon survival</td>
<td>Cunningham et al. 2015; DRAFT PAPER DUE</td>
</tr>
<tr>
<td>3/29</td>
<td>GE: Joe Smith (UW) - Invasive predators</td>
<td>TBD</td>
</tr>
<tr>
<td>3/31</td>
<td>GE: Josh Strange (Stillwater science)</td>
<td>Strange 2010</td>
</tr>
<tr>
<td>4/5</td>
<td>GE: Rebakah Clark (CSBA) – Striped Bass angling in CA</td>
<td>TBD</td>
</tr>
<tr>
<td>4/7</td>
<td>Case Study 4: Upper Cook Inlet User Conflict- overview (Westley)</td>
<td>Loring et al. 2014</td>
</tr>
<tr>
<td>4/12</td>
<td>GE: Hannah Johnson (UAA)- Importance of salmon in Cook Inlet</td>
<td>TBD</td>
</tr>
<tr>
<td>4/14</td>
<td>GE: David Martin (President of UCIDA)</td>
<td>TBD</td>
</tr>
<tr>
<td>4/19</td>
<td>GE: Joe Connors (President AFCA)- Opposition to set nets in Cook Inlet</td>
<td>ADN 2014</td>
</tr>
<tr>
<td>4/26</td>
<td>GE: Aaron Dupuis (ADFG) – commercial management of Kenai River</td>
<td>TBD</td>
</tr>
<tr>
<td>4/28</td>
<td>GE: Ben Meyer (UAF) – Climate change and Kenai Watershed salmon</td>
<td>TBD; FINAL PAPER DUE</td>
</tr>
<tr>
<td>5/3-5/6</td>
<td>DATE OF FINAL EXAM TBD</td>
<td>NONE</td>
</tr>
</tbody>
</table>

**LABORATORY OUTLINE**

**ASSUMING A FRIDAY LAB PERIOD FOR PLANNING PURPOSES**

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Readings and Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 1/15</td>
<td>INTRODUCTION TO LAB, GEOFiSH GAME, GROUP ASSIGNMENTS-SCENARIO # 1 GIVEN</td>
<td>Acquire Salmon, People, Place (SPP)</td>
</tr>
<tr>
<td>2 1/22</td>
<td>Group working session (30 min), Discussion (remainder)</td>
<td>SPP: 1-35</td>
</tr>
<tr>
<td>3 1/29</td>
<td><strong>Game Day</strong> (60 min), Discussion (remainder)- Scenario # 2 emailed early next week</td>
<td>SPP: 35-70; Play Reflections Due</td>
</tr>
<tr>
<td>4 2/5</td>
<td>Group working session (30 min), Paper introduction, Discussion (remainder)</td>
<td>SPP: 35-70</td>
</tr>
<tr>
<td>5 2/12</td>
<td><strong>Game Day</strong> (60 min), Discussion (remainder)- Scenario # 3 emailed early next week</td>
<td>SPP: 71-90; Play Reflections Due</td>
</tr>
<tr>
<td>6 2/19</td>
<td>Group working session (30 min), Discussion (remainder)</td>
<td>SPP: 91-130;</td>
</tr>
<tr>
<td>7 2/26</td>
<td><strong>Game Day</strong> (60 min), Discussion (remainder)- Scenario # 4 emailed early next week</td>
<td>SPP: 131-160; Play Reflections Due</td>
</tr>
</tbody>
</table>
### 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](http://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/ruralss/](http://www.uaf.edu/ruralss/).

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
Katrin Iken
Andres Lopez

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 than 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 guess 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