

Course Syllabus

Course Logistics

Course time: Mon/Wed 2-3:50 PM
Classroom: Fariborz Masseh Hall B129
Instructor: Dr. Jennifer L. Morse (*she/they*)
Contact: jl Morse@pdx.edu; 503-725-2826
Office: SRTC B1-04B, Portland State University

Drop-in hours (in person or by Zoom):
Mon and Wed 12-1:50pm, by appt
Zoom link for drop-in hours:
<https://pdx.zoom.us/j/7024512248>

Land Acknowledgment: *Portland State is located on the traditional homelands of the Multnomah, Kathlamet, Clackamas, Tumwater, Watalala bands of the Chinook, the Tualatin Kalapuya, and many other indigenous nations of the Columbia River. We acknowledge the ancestors of this place and understand that we are here because of the sacrifices forced upon them. By recognizing these communities, we honor their legacy, their lives and their descendants.*

Meeting Format: This course is fully in-person, but lectures will be recorded via Zoom and posted in Canvas, to allow students who may need attendance flexibility to stay caught up in the course. There is no attendance requirement per se, but your experience will be of lesser quality and your participation grade will be affected if you do not come to class. I am open to accommodations if you need them, so please talk to me and see the Disability Resource Center for a formal request to start the process.

Course Description: This course introduces theories, principles, and regulations that guide restoration practices in a variety of ecosystems, including rivers, wetlands, forests, grasslands, and urban areas. We explore the causes of ecosystem degradation, motivations for restoration, and ways of evaluating restoration success, considering multiple perspectives, including scientific, philosophical, management, political, and cultural dimensions. While most examples are drawn from the US, we will cover some international perspectives as well. This is not a practical course on how to design and implement restoration projects.

Learning Objectives:

- Understand and think critically about the various motivations, goals, planning, implementation, and outcomes of ecosystem restoration
- Learn about theories in restoration ecology and biophysical factors that influence ecosystem restoration practices and outcomes
- Develop skills in reading, analyzing, and writing about restoration from multiple perspectives
- 516 only: Leading a group project with other students to present findings on a case study

Sustainability: This course contributes to the study of Sustainability by giving students opportunities to connect scientific and ethical dimensions of ecosystem restoration with applied aspects like the political, engineering, and societal perspectives on restoration.

Community-based Learning: Field trips with restoration professionals, participation in restoration activities in the community, and conducting an interview with a restoration professional are available.

Inclusivity Statement: I intend to serve students from all backgrounds and perspectives in this course, to address students' learning needs both in and out of class, and to ensure that the diversity that students bring to this class is viewed as a resource, strength, and benefit. I try to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race,

and culture. But there is always room for improvement. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, please let me know of any religious or other events that may conflict with any class meetings this term so that we can make arrangements.

Instructor Expectations: In this course, we have undergraduate, post-bac, and graduate students in many degree programs, including Environmental Science, Environmental Studies, and Environmental Management. As such, I teach in a way that allows everyone to engage with the topics and materials at their level and degree of interest. I present a variety of source materials, scientific concepts, complex environmental problems, and open-ended questions for discussion, as opposed to a course in which mastery of content is the main focus. I also offer opportunities for individual choice in assignments, so that you can engage in ways that interest and motivate you. If the materials are challenging to read and understand, do your best, ask questions, and connect with other students. This is part of learning! Your skills will improve with practice and engagement. I allow students to resubmit assignments, to learn from my feedback and improve your work. I think this helps you get more out of the course and be successful.

Communication and Availability: I am happy to answer questions via email (I rarely check my voicemail), but please allow 24-48 hours for a response and check the syllabus and Canvas first! I encourage you to visit during my drop-in hours to discuss the course. If you are having difficulties with the course material, workload, or other course-related issues, please come see me early in the term.

Class Format and Student Activities: Most class periods will include lectures to introduce key concepts and provide context for the readings along with small-group and whole-class discussions on reading assignments. Other activities include guest lectures and student presentations. Lecture slides will be posted in Canvas before the beginning of class.

Readings/Other Sources: No required textbook.

- Required readings/other sources will be posted in Canvas or placed on reserve at the library.
- Additional references are available through course reserves through the library (some as e-books). Lecture materials may be drawn from these books, but they are not required.
 - Ecological Restoration: Practices, Values, and Structure of an Emerging Profession (2nd Ed.) by Clewell and Aronson, 2013;
 - Braiding Sweetgrass by Robin Wall Kimmerer, 2013
 - Primer of Ecological Restoration by Karen D. Holl, 2020;
 - Wild by Design: The Rise of Ecological Restoration by Laura J. Martin, 2022
 - Available here: <https://www-jstor-org.proxy.lib.pdx.edu/stable/j.ctv2g7v12v>
- Other supplementary materials will be posted in Canvas for your reference.

Homework and Late Work Policy: Homework is due in Canvas at the beginning of class on the due date. Each student will be allowed to submit one homework up to 5 days late without penalty or justification. If your circumstances need more flexibility, please talk to me so that we can find a solution that works for you. Each homework can be resubmitted for partial credit if you incorporate my feedback and improve your work in the process. Due dates for resubmissions will be posted on the class calendar.

Evaluation and Grades: All assignments will be graded on a point basis and weighted as shown below. Assignments and due dates are shown on the course schedule. This course uses the following grade scale: 90-100% (A), 80-89% (B), 70-79 (C), 60-69% (D), <60% (F).

Class Participation (10%):

- Active student participation in class and in Canvas is welcomed and encouraged, for example through asking and answering questions, informal discussion, and group discussions.
- Preparation, participation, and engagement are essential for success in the course.

In-class and Canvas Discussions (10%)

- Materials for discussions will be posted in Canvas under each week's Module.
- Prior to each class, students must complete the assigned materials.
- Students in 516 and 416 may have different assigned materials, so check Canvas carefully.
- All students should be prepared to discuss assigned materials and ask/answer questions during class.
- Each student must submit *one question and one response* in the Canvas Discussion that relates to one of the materials assigned for that day *by noon on the day of class*.
- Completeness and quality of the discussion questions and responses will be counted for this grade.
- One day of missed posts will be allowed without penalty.

Homework: (40%):

Students in 416 choose two of four assignments; students in 516 choose three of four. Details for each assignment will be posted in Canvas.

- HW1: Writing assignment in response to an assigned reading.
- HW2: Conduct an informational interview with a restoration professional regarding their career path and outlook toward restoration. Summarize the interview through an oral presentation in class.
- HW3: Attend one of the class field trips and write a structured response.
- HW4: Volunteer to participate in an organized restoration activity and write a structured response.

Case Studies (40%):

Students will form groups of 2-6 students to present case studies of restoration projects. One-two grad students must lead and organize each group. Each grad student group leader (or pair) will pitch an idea for a restoration case study topic during the second week of class. A list of candidate sites will be given, but groups may choose other sites (with instructor approval).

The case study will involve research into a restoration project's site geography and cultural history, causes of degradation, motivations for restoration, restoration goals, ecological theories that inform restoration goals and practices, restoration practices used, stakeholder involvement, who did the restoration, monitoring, project evaluation, and how the project was perceived in the community.

Case studies will culminate in an oral presentation (20%) in Week 10 and a group paper (20%). The presentation will be in PowerPoint/Google Slides and cover the required elements in an informative and engaging manner. A draft paper will be due in Week 8, with feedback given by the end of Week 9. The final paper will be due on 12/6/2023, at 12:30PM in Canvas. Details will be posted in Canvas.

Course Schedule

Day	Date	Topic	What Assignments are Due?
Week 1	9/25	No class (Yom Kippur)	
	9/27	Overview; what is restoration?	
Week 2	10/2	History, need, motivations for restoration	516: Suggest case study (CS) ideas
	10/4	ITECK indigenous traditional ecological and cultural knowledge	516: Propose CS topics
Week 3	10/9	Planning, evaluation, management	416: Sign up for CS groups
	10/11	Community engagement	
Week 4	10/16	Rivers and streams	
	10/18	Rivers and streams: <i>Guest speaker J. Goetz III</i>	HW1 due in Canvas
	10/21	Field trip 1: Clean Water Services sites, Wash Co	
Week 5	10/23	Wetlands	
	10/25	Wetlands: <i>Guest speaker TBD</i>	HW2 due in Canvas
	10/28	Field Trip 2: Oaks Bottom Wildlife Refuge	
Week 6	10/30	Urban systems, environmental justice: <i>Guest speaker: Dr. L. King</i>	
	11/1	Field Trip 3: Kellogg Dam <i>during class</i>	
Week 7	11/6	Coastal systems	
	11/8	Coastal systems: <i>Guest speaker: by N. McLenaghan</i>	HW3 due in Canvas
Week 8	11/13	Grasslands	
	11/15	Forests	CS paper draft due in Canvas
Week 9	11/20	<i>Guest speakers TBD</i>	HW4 due in Canvas
	11/22	Forests: no in-person meeting (online materials)	
Week 10	11/27	Case study presentations	CS presentations in class
	11/29	Course recap	HW3 presentations (optional)
	12/6	Final paper	Papers due in Canvas at 12:30PM

Classroom Recommendations for All Students and Faculty Due to Covid-19

Masks: Portland State no longer requires that masks be worn in classrooms, offices, and most other public and private indoor spaces. The Centers for Disease Control and Multnomah County Public Health recommend that anyone recovering from COVID-19 wears a mask through day 10 and that anyone [exposed to COVID-19](#) wears a mask around others for 10 days from the date of exposure as well. In addition, I understand that some in our community may feel more comfortable continuing to wear a mask. That is a personal decision that I wholeheartedly support. I ask that our community respect the choice of colleagues and students who keep their masks on. I also respectfully request that faculty, staff and students refrain from asking students or colleagues to wear a mask. Adapted from <https://www.pdx.edu/covid-19-response/masks>

Illness, Exposure or Positive Test for COVID-19

- If you have symptoms of COVID-19 or if you were a close contact of someone with COVID-19, you should get tested regardless of your vaccination status. If you are getting tested because you had close contact with someone who has COVID-19, it's best to get tested 5 days after exposure.
- Testing resources: <https://www.pdx.edu/covid-19-response/testing>

- If you test positive for COVID-19, please stay home, take care, and don't come to campus.
- Please notify me, (i.e. your instructor), should you need to miss a class period for any of these reasons so that we can discuss strategies to support your learning during this time.
- If I become ill or need to isolate during the term, either I or the department chair will notify you via PSU email about my absence and how course instruction will continue.

Guidance May Change

Please note that the University rules, policies, and guidance may change at any time at the direction of the CDC, State, or County requirements. Please review the University's main [COVID-19 Response](#) webpage and look for emails from the University on these topics.

Additional Important Resources

1. Student Conduct Code

Portland State has a well-defined conduct code. [This link takes you to the official description.](#)

Conduct: We are to realize the highest ethical standards of behavior, as per the Code of Conduct to which we are bound: <http://www.pdx.edu/dos/codeofconduct#ProscribedPSU>. If you have not yet done so, please go through the on-line training for creating a safe, respectful campus:

<https://Canvas.pdx.edu/Canvas/home/425907>. Plagiarism or other academic dishonesty will not be permitted and will yield a failing grade for the project. Please consult the Purdue OWL, one of the TAs, or me regarding plagiarism and other writing issues: <https://owl.english.purdue.edu/owl/resource/589/01/>

2. Academic Honesty

The issue of academic dishonesty has become a growing issue with which most universities have had to contend. There are various reasons why students 'cheat' in their classes such as lack of time, unwillingness to put forth own effort, lack of understanding of course material or assignments, and a different interpretation of what constitutes academic dishonesty. In this class, academic dishonesty is broadly defined as the use of someone else's work as yours. This includes some obvious actions such as:

- Having someone take a class for you
- Having someone take or complete part of your test or an assignment for you
- Having someone else write a paper, or a section of a paper for you
- Using a quote or direct passage from some secondary source (e.g., book, article) in a paper without citing it (this does not include your responses provided on tests that are taken directly from the professor's lecture or other class material]
- Working collaboratively on projects or assignments that are expected to be completed on an individual basis.
- There also other actions that are considered academically dishonest that are less obvious:
 - Submitting a paper that utilizes another person or source's theories, thoughts, ideas, concepts without proper citation
 - Using a paper or assignment, or a segment of a previous paper or assignment created by another group in which you participated.
 - Taking material off the Internet and using it without full and proper citation.

The above list of actions is not intended to be exhaustive. If you have any question about what how to appropriately cite particular information, please contact your instructor.

Consequences for academic dishonesty include receiving no credit for the assignment, failing the course, or more serious disciplinary action.

3. DRC statement: Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <https://www.pdx.edu/drc>.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the [Fire and Life Safety webpage](https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) (<https://www.pdx.edu/environmental-health-safety/fire-and-life-safety>) for information.

4. Title IX Reporting Obligations

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. We expect a culture of professionalism and mutual respect in our department and class. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the [Office of Equity and Compliance](#) or the [Office of the Dean of Student Life](#).

Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, including an Interpersonal Violence Advocate at the Women's Resource Center (503-725-5672), the Queer Resource Center (503-725-9742), or Center for Student Health and Counseling (SHAC): 1880 SW 6th Ave, (503) 725-2800. This [Sexual Misconduct Website](#) provides a complete of those confidential employees and off campus resources. For more information about Title IX please complete the required student module [Creating a Safe Campus](#) in Canvas.

5. New Mandatory Safe Campus Online Training Module

If you have not done so already, please complete the [Safe Campus Module in Canvas](#). The course is titled "Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault." As of Fall, 2014, PSU **requires** all students to take the learning module entitled "Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault." The module should take approximately 45 minutes to complete and contains important information and resources.

If you or someone you know has been harassed or assaulted, you can find resources on PSU's Enrollment Management & Student Affairs: Sexual Prevention & Response website at <http://www.pdx.edu/sexual-assault>. PSU's [Student Code of Conduct](#) makes it clear that violence and harassment based on sex and gender are strictly prohibited and offenses are subject to the full realm of sanctions, up to and including suspension and expulsion. If you are having technical difficulties with the module contact OIT's help desk

at 503-725-HELP (4357) or help@pdx.edu. If you have any questions about the module requirement refer to [Safe Campus Module FAQs](#) or contact saveact@pdx.edu. Do not contact your instructor.

6. Students' Right to Privacy

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. Â§ 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. Under FERPA, students have the right to inspect and review their education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to certain parties or under the specific conditions (34 CFR Â§ 99.31): for example, school officials with legitimate educational interest; other schools to which a student is transferring; financial aid officers; state and local authorities in cases of health and safety emergencies; etc.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, unless the student has requested that the school not disclose directory information about them. For additional information about the law, see these sites

www.pdx.edu/dos/ferpafacts www.pdx.edu/registration/studentrecordsprivacy

www.pdx.edu/registration/guidelinesreleasestudentrecords

http://www.pdx.edu/sites/www.pdx.edu/education/files/gse_handbook_student_privacy.pdf

7. Returning Work to Students

FERPA requires faculty to be very careful in safeguarding our students' right to privacy when returning students' exams papers.

Faculty can do one of the following:

1. Return work directly to students in class
 - Pass out assignments to students at the end of class
 - Students retrieve their work, before or at the end of class, in individual, labeled file folders or envelopes that guard the confidentiality of the work inside, under the observation of the instructor, ensuring that only the student whose name is on the label removes the material.
2. Return work and send feedback electronically.
3. Students arrange to pick up work from instructors outside of class.
4. Students provide instructors with a self-addressed and stamped envelope that instructors can use to return material directly to students.

8. Communication

Questions and Email: As much as possible, please ask questions during and after class and come to my office hours. If these times do not work for you, send me a message to set up an alternative time. Please don't leave a voicemail on my office phone. If you email me, please follow these general guidelines:

- include an informative subject line (e.g., ESM 221, assignment #1)
- include a salutation (e.g., Hello Dr. Morse,...)
- include your name
- do not expect an immediate reply. Some days I will be able to respond to your email within the day, while other times it may take me 1-2 days to respond.

9. Canvas Learning Management System

Hardware/software requirements: This course requires the use of Canvas. Although this web-based course management system can display material on a wide range of platforms from desktops to tablets to phones, you may need to use functions that are only available on a fully functioning browser. You should check if the devices and browsers that you plan to use are supported in Canvas by checking this page:

https://Canvas.custhelp.com/app/answers/detail/a_id/1483/kw/supported%20browsers

If your device/browser combination is not fully supported it is your responsibility to make arrangements for taking quizzes or submitting work. Many computers are available across campus.

Submitting documents to Canvas: It is best to submit documents to Canvas-Daylight as .docx, .rtf, or .pdf. Canvas is not able to view .pages.

Viewing .pdf documents on a smart phone: We will often supply .pdf documents and these can be challenging to read on a small screen. Our best advice is to find a larger screen device. Our second recommendation is to download the .pdf and then use a viewer on your phone such as iBooks.

10. Resources & Services:

Check out the ESM webpage for info on the department: <https://www.pdx.edu/environmental-science/>
Career Services: <https://www.pdx.edu/careers/> and

<https://www.pdx.edu/careers/what-can-i-do-degree-environmental-studiesenvironmental-sciences>

Departmental honors: <http://www.pdx.edu/environmental-science/esm-undergraduate-honors-program>

Disability Resource Center: <https://www.pdx.edu/disability-resource-center/> If you are a student with a documented disability and are registered with the Disability Resource Center, please contact me so that we can arrange whatever academic accommodations you need.

ESM student council: Email the ESM student council <esmsc@pdx.edu> with ideas for developing the ESM community, issues regarding student advocacy or to join the council.

Financial insecurity: <https://www.pdx.edu/student-finance/emergency-fund>

Food insecurity: <https://www.pdx.edu/student-access-center/food-assistance>

Global Diversity and Inclusion: <http://www.pdx.edu/diversity/>

Learning Center/Free Tutoring: <http://www.pdx.edu/tutoring/> PSU library rm 245

Library Research Tutorials: <http://guides.library.pdx.edu/home/howto> and
<http://guides.library.pdx.edu/biology>

LSAMP (Louise Stokes Alliance for Minority Participation) enhances the undergraduate experience for underrepresented students in STEM. Funded by the NSF, our LSAMP program focuses on: Creating a community among LSAMP scholars that values excellence, diversity, and persistence; and Expanding opportunities for LSAMP scholars through participation in undergraduate research experiences and leadership initiatives. If you're interested in finding out more, visit our LSAMP center [in 103 Epler Hall](#), talk to ESM-LSAMP faculty advisory member Cat de Rivera <derivera@pdx.edu>, SRTC 238e, or check out: <https://www.pdx.edu/alliance-minority-participation/>

Mental and physical health: <https://www.pdx.edu/health-counseling/>

Multicultural Centers: <https://www.pdx.edu/cultural-resource-centers/multicultural-student-center> ;

<https://www.pdx.edu/cultural-resource-centers/native-american-student-community-center> ;

<https://www.pdx.edu/cultural-resource-centers/la-casa-latina-student-center> ;

<https://www.pdx.edu/cultural-resource-centers/pacific-islander-asian-asian-american-student-center>

<https://www.pdx.edu/cultural-resource-centers/middle-east-north-africa-south-asia-initiative> ;

<https://www.pdx.edu/cultural-resource-centers/pan-african-commons>

PSU Food Pantry: SMSU 47A, <https://sites.google.com/pdx.edu/psufoodpantry/home>

Queer Resource Center: <https://www.pdx.edu/queer-resource-center>

Veterans: If you are a Veteran and have questions about University services or need assistance with your transition from military to campus life, please contact Chris Goodrich, Coordinator of Veterans Services at the Office of Veterans' Services, SMSU room 425.

Women's Resource Center: <http://www.pdx.edu/womens-resource-center/>

Writing Center: for class assignments, resumes... <https://www.pdx.edu/writing-center> Cramer Hall rm 188

Please consult the Purdue OWL regarding *plagiarism* and other writing issues:

<https://owl.english.purdue.edu/owl/resource/589/01/>

Additional Student Resources: <https://www.pdx.edu/dean-student-life/student-resources>