



**INTERNATIONAL WILDLIFE CONSERVATION**  
**AG 385 01E / BSC 385 01E**  
**Fall 2025**

Instructor: Dr. Pedro M. Chavarria  
Course Location: AG/IT Building 255  
Course Hours: TTh 8:00-9:15 am  
Office Location: AG/ET 154  
Office Hours: By appointment, schedule by e-mail  
Office Phone: 903.886.5615  
University Email Address: Pedro.Chavarria@tamuc.edu  
Preferred Form of Communication: e-mail

**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings**

**Textbook(s) Required:** International Wildlife Management: Conservation Challenges in a Changing World. 2010. edited by Koprowski, J.L. and Krausman, P.R. John Hopkins University Press.

**Course Description**

The course will cover select topics in wildlife conservation such as biodiversity, habitat management, and cultural and political influences for the conservation of fauna in major biomes of Africa, Asia, Europe, Latin America, and other regions of the world. Students will be required to read peer-reviewed papers and participate in weekly discussions. A research paper (3-4 page) and oral presentation (e.g. Powerpoint) on the wildlife conservation of another country except the U.S. will be required. This course will provide additional readings and assignments posted through Canvas and students are expected to check and correspond by e-mail frequently. A lot of your grade will depend on your participation in weekly discussions and the research presentation. We will also have 2 exams during the semester. One midterm and one final. There will be review sessions and study guides posted on Canvas for both. Prerequisite: None

*The syllabus/schedule are subject to change.*

## **Student Learning Outcomes**

1. Build an understanding of and appreciation for diverse perspective in wildlife management approaches throughout the world
2. Competently assess and apply past and current ecological principles to evaluating international approaches to wildlife conservation
3. Construct a presentation on a current topic on international wildlife conservation
4. Demonstrate constructive dialog with diverse perspectives focusing on international wildlife conservation
5. Work with a peer-group to identify collective solutions to assignments with an international wildlife conservation focus
6. Critically assess an international wildlife conservation policy issue using examples from scientific literature.

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

You must be proficient in navigating myleoonline.tamuc.edu, using Microsoft Word and PowerPoint, e-mailing your instructor, writing papers, and opening .pdf documents.

### **Instructional Methods**

You will be required to read the book chapters, supplemental reading material, and instructional PowerPoint slides. Quizzes and exams will cover the material presented to you via myleoonline.tamuc.edu, and information in the text.

### **Student Responsibilities or Tips for Success in the Course**

To be successful in the course, students must complete all tests and assignments on the date they are due. Thus, you, the student, are responsible for keeping track of due dates. You will also be responsible for having access to secure and reliable internet service. The successful student will arrange to complete and submit required work well before the due date to avoid connectivity issues. Always have a “plan B.”

### **GRADING**

Final grades in this course will be based on the following scale:

A = 90%-100%; B = 80%-89%; C = 70%-79%; D = 60%-69%; F = 59% or Below

### **Assessments**

1. Midterm Exams 2 x 100 = 200 pts.
2. Weekly Attendance, Discussion and Participation: 150 pts
3. Weekly pop quizzes / take-home quizzes / homework = 250 pts
4. Ecoregion species mini presentation = 100 pts.
5. Final Research Paper: 200 pts.
6. Final research Presentation: 100 pts.

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### **Attendance and Participation:**

Each student is expected to attend all classes and participate in all discussions. This course meets in-person and will have some readings and materials uploaded online on the course D2L site. Your “attendance” grade will be based on in-person attendance and participation. If you do not attend (participate) in class, you cannot receive credit for attendance or participation.

### **Weekly Quizzes and Homework**

There will be weekly homework assignments comprised of short-response questions, some which will be posted on (myLeo / D2L). Pop-quizzes may be given at any time; some of these quizzes may be cooperative and open-note.

### **Ecoregion Species Mini-Presentation**

Each student will give a short 7-10 minute Powerpoint presentation on a sensitive, threatened, or endangered species within an Ecoregion covered during that week of the semester. Students will volunteer for an Ecoregion, select a species of their choice, and discuss natural history attributes of that species within the ecoregion, including their conservation status.

### **Final Research Paper**

Each student will write a research paper on a unique current international wildlife conservation topic that is related to their designated ecological region in the world. The format of these papers will consist of a 5-page essay, 1.5 spaced. Your task for the final project is to write a research paper that examines the conservation status of 1 wildlife species of your choice in the world region you selected (e.g. Latin America, Middle East, Asia, Europe, Africa, Oceania). You should select a species that has special considerations for conservation status (i.e. threatened, endangered, sensitive) if possible. You will provide a general overview of the biogeographical region (ecozone) in which your species is found and what conservation challenges are faced in that region in general. More details on the assignment requirements, along with a rubric, will be provided later in the course.

### **Final Research Presentation**

Each student will present a 15-20 minute Powerpoint presentation based on the final research paper topic they addressed.

### **Midterm Exams**

There will be 2 midterm exams composed of a combination of short response essay and multiple choice questions.

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| <b>Course week</b> | <b>Dates</b> | <b>Weekly agenda</b>   |
|--------------------|--------------|--|
| Week 1             |              | <b>Course introduction</b> <ol style="list-style-type: none"> <li>1. Syllabus overview, Introduction, Expectations</li> <li>2. Assigned Readings: Chapter 1</li> <li>3. Homework: Assignment #1: What is your strongest interest in International Wildlife Conservation?</li> </ol>                |
|                    |              | <b>Chapter 1: International Wildlife: A Global Perspective</b> <ol style="list-style-type: none"> <li>1. Lecture: topic review</li> <li>2. Assigned Readings: online (CITES, IUCN)</li> <li>3. Due: Assignment #1</li> <li>4. Homework: Assignment #2: Ecoregion and Country Selection</li> </ol>  |
|                    |              | <b>Chapter 14: CITES, IUCN, and International Wildlife Policy, Part 1</b> <ol style="list-style-type: none"> <li>1. Lecture: CITES and IUCN background</li> <li>2. Assigned Readings: online (International Policy)</li> </ol>   |
| Week 2             |              | <b>Labor Day (No classes)</b>  |
|                    |              | <b>Chapter 2: Culture, Values, and Governance<br/>CITES, IUCN, and International Wildlife Policy, Part 2</b> <ol style="list-style-type: none"> <li>1. Lecture: CITES and IUCN background</li> <li>2. Due: Assignment #2 (Ecoregion selection)</li> <li>3. Assigned Readings: Chapter 2</li> </ol> |
|                    |              | <b>Biodiversity at Multiple Scales</b> <ol style="list-style-type: none"> <li>1. Lecture: Chapter 2</li> <li>2. Assigned Readings: Chapter 2</li> <li>3. Homework Assignment #3: Install GoogleEarth and/or QGIS or ArcMap on personal computers</li> </ol>  |
| Week 3             |              | <b>Biodiversity at Multiple Scales</b> <ol style="list-style-type: none"> <li>1. Lecture: Chapter 2</li> <li>2. Assigned Readings: Chapter 2</li> </ol>  |
|                    |              | <b>Ecoregions and Biomes of the World: Using GIS to examine Biodiversity at Multiple Scales</b> <ol style="list-style-type: none"> <li>1. Lecture: Using GIS</li> <li>2. Assigned Readings: Online</li> </ol>  |
|                    |              | <b>Using GIS to examine Biodiversity at Multiple Scales I</b> <ol style="list-style-type: none"> <li>1. Lecture: Using GIS</li> <li>2. Assigned Readings: Chapter 4</li> <li>3. Homework Assignment #4: GIS Map for Ecoregion</li> </ol>   |

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|--------|--|---|
| Week 4 |  | <b>Using GIS to examine Biodiversity at Multiple Scales II</b> <ol style="list-style-type: none"> <li>1. Lecture: Using GIS</li> <li>2. Assigned Readings: Chapter 4</li> <li>3. Homework Assignment #4: GIS Map for Ecoregion</li> </ol>   |
|        |  | <b>Wildlife Diversity and Conservation in Latin America I</b> <ol style="list-style-type: none"> <li>1. Lecture: Latin America</li> <li>2. Assigned Readings: Online</li> <li>3. Homework Due: Assignment #4</li> </ol>   |
|        |  | <b>Wildlife Diversity and Conservation in Latin America II</b> <ol style="list-style-type: none"> <li>1. Lecture: Latin America Case Study: El Salvador</li> <li>2. Assigned Readings: Chapter 9</li> </ol>   |
| Week 5 |  | <b>Latin America: Student-led discussion</b><br>Student presentations: conservation of a wildlife species in the region   |
|        |  | <b>Fire and Biodiversity</b> <ol style="list-style-type: none"> <li>1. Lecture: Fire ecology and international considerations for fire on wildlife</li> <li>2. Assigned Readings: Chapter 9</li> </ol>  |
|        |  | <b>Chapter 8: Wildlife Disease Management in the Global Context</b> <ol style="list-style-type: none"> <li>1. Lecture: Wildlife diseases crossing borders</li> <li>2. Assigned Readings: Chapter 6</li> </ol><br><b>Exam Review</b>   |
| Week 6 |  | <b>Exam # 1</b>   |
|        |  | <b>Chapter 12: Overharvesting and Overexploitation</b> <ol style="list-style-type: none"> <li>1. Lecture: Overharvesting</li> <li>2. Assigned Readings: Chapter 9; online</li> <li>3. Assigned Homework #5: Harvesting rates of species</li> </ol>                                  |
|        |  | <b>Chapter 12: Overharvesting and Overexploitation</b> <ol style="list-style-type: none"> <li>1. Lecture: International Trade in Wildlife: Case Studies</li> <li>2. Assigned Readings: Chapter 9; online</li> </ol>   |
| Week 7 |  | <b>Wildlife Diversity and Conservation in Africa I</b> <ol style="list-style-type: none"> <li>1. Lecture: Africa</li> <li>2. Assigned Readings: Online</li> <li>3. Assigned Homework: Africa: Student species mini presentations</li> <li>4. Homework Due: Assignment #5</li> </ol> |
|        |  | <b>Wildlife Diversity and Conservation in Africa II</b> <ol style="list-style-type: none"> <li>1. Lecture: Africa: Case Study: Zimbabwe</li> <li>2. Assigned Readings: Online</li> </ol>  |

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|         |  |  |
|         |  | <b>Wildlife Diversity and Conservation in Africa III</b><br>1. Lecture: Africa: Readings Discussion<br>2. Assigned Readings: Chapter 10  |
| Week 8  |  | <b>Africa: Student-led discussions</b><br>Student presentations: conservation of a wildlife species in the region  |
|         |  | <b>Chapter 6: Extinctions and Climate Change I</b><br>1. Lecture: Extinction ecology<br>2. Assigned Readings: Chapter 10; online   |
|         |  | <b>Chapter 6: Extinctions and Climate Change II</b><br>1. Lecture: Extinction case studies<br>2. Assigned Readings: Chapter 5; online  |
| Week 9  |  | <b>Chapter 5: Habitat Fragmentation and Landscape change I</b><br>1. Lecture: Extinction background<br>2. Assigned Readings: Chapter 5; online<br>3. Assigned Homework: Asia: Student species mini presentations |
|         |  | <b>Chapter 5: Habitat Fragmentation and Landscape change II</b><br>1. Lecture: Extinction background<br>2. Assigned Readings: Chapter 5; online  |
|         |  | <b>Wildlife Diversity and Conservation in Asia I</b><br>1. Lecture: Asia<br>2. Assigned Readings: Online   |
| Week 10 |  | <b>Wildlife Diversity and Conservation in Asia II</b><br>1. Lecture: Asia: Case Study: Vietnam<br>2. Assigned Readings: Chapter 7; online<br>3. Assigned Homework: Africa: Student species mini presentations    |
|         |  | <b>Asia: Student-led discussions</b><br>Student presentations: conservation of a wildlife species in the region<br><br><b>Exam Review</b>  |
|         |  | <b>Exam # 2</b>  |
| Week 11 |  | <b>Chapter 3: Invasive Species</b><br>1. Lecture: Invasive species<br>2. Assigned Readings: Chapter 7; online  |

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|         |  |  |
|         |  | <b>Chapter 3: Invasive Species</b> <ol style="list-style-type: none"> <li>1. Lecture: Invasive species</li> <li>2. Assigned Readings: Chapter 7; online</li> </ol>   |
|         |  | <b>Wildlife Diversity and Conservation in the Middle East I</b> <ol style="list-style-type: none"> <li>1. Lecture: Middle East</li> <li>2. Assigned Readings: Online</li> <li>3. Assigned Homework: Middle East: Student species mini presentations</li> </ol> |
| Week 12 |  | <b>Wildlife Diversity and Conservation in the Middle East II</b> <ol style="list-style-type: none"> <li>1. Lecture: Middle East: Case Study</li> <li>2. Assigned Readings: Online</li> </ol>   |
|         |  | <b>Middle East: Student-led discussions</b><br>Student presentations: conservation of a wildlife species in the region   |
|         |  | <b>Wildlife Diversity and Conservation in Europe I</b> <ol style="list-style-type: none"> <li>1. Lecture: Europe</li> <li>2. Assigned Readings: Online</li> <li>3. Assigned Homework: Europe: Student species mini presentations</li> </ol>                    |
| Week 13 |  | <b>Wildlife Diversity and Conservation in Europe II</b> <ol style="list-style-type: none"> <li>1. Lecture: Europe: Case Study</li> <li>2. Assigned Readings: Online</li> </ol>   |
|         |  | <b>Video: International conservation organization focus</b>  |
|         |  | <b>Europe: Student-led discussions</b><br>Student presentations: conservation of a wildlife species in the region<br><br><b>Final Research Paper Due</b>   |
| Week 14 |  | <b>Wildlife Diversity and Conservation in Oceania I</b> <ol style="list-style-type: none"> <li>1. Lecture: Oceania</li> <li>2. Assigned Readings: Online</li> <li>3. Assigned Homework: Oceania: Student species mini presentations</li> </ol>                 |
|         |  | <b>Thanksgiving Break (11/27-11-29)</b>  |
|         |  |  |
| Week 15 |  | <b>Wildlife Diversity and Conservation in Oceania II</b> <ol style="list-style-type: none"> <li>1. Lecture: Oceania</li> <li>2. Assigned Readings: Online</li> </ol>   |
|         |  | <b>Oceania: Student-led discussions</b>  |

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|         |  | Student presentations: conservation of a wildlife species in the region |
|         |  | <b>Final Student Presentations</b>                                      |
| Week 16 |  | Finals Week (Final Student Presentations)                               |

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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## **Interaction with Instructor Statement**

### **Student Success**

To be successful in my class:

- check the course daily (e-mail and Canvas) and read announcements
- read and respond to course email messages as needed; please understand that I will respond as quickly as conveniently as possible. Sometimes I will respond to messages late into the evening, but generally expect me to reply within regular business hours
- complete assignments by the due dates specified; If you have extenuating circumstances that prevent you from meeting a deadline, please let me know so I can consult with you about necessary accommodations or make-up opportunities
- communicate regularly with your instructor (office hours) and peers. I am very understanding of situations that may arise in the academic environment or in our personal lives which can create challenges to your performance. Please let me know what's going on so I can provide reasonable opportunities to help you recover and/or stay on track with the course.
- create a study and/or assignment schedule to stay on track

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

#### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

## **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)  
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

## **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Velma K. Waters Library Rm 162  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

## **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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## **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

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