# UNIVERSITY OF HAWAI'I AT MĀNOA
## UHM-1 FORM (ADD A COURSE)

See Guidelines for instructions and deadlines. For undergraduate courses, submit an original and 5 copies; graduate courses, submit an original and 6 copies. If cross-listed, include extra copies for cross-listed department(s) & college(s). List one course per form. Attach additional sheets as needed.

<table>
<thead>
<tr>
<th>1. Course Subject</th>
<th>2. Course Number</th>
<th>3. Effective Term (semester &amp; year)</th>
<th>4. Frequency (check all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NREM</td>
<td>620</td>
<td>Spring 2016</td>
<td>☑️ Fall semester ☑️ Spring semester ☑️ Alternate years</td>
</tr>
</tbody>
</table>

5. Offering Status (check one):
- ☐ Regular
- ☑️ Experimental
- ☑️ Single-term

6a. Full Course Title (Alpha courses: attach separate sheet & specify title for each alpha)
Kaiaulu: Care & Collaborative Management of Natural Resources

6b. BANNER Course Title (30 characters max, including spaces/punctuation. Alpha courses: attach separate sheet & specify title for each alpha)
Care & Collaborative Mgmt

7. Grade Option (check all that apply):
- ☑️ Letter Grade
- ☑️ Credit/No Credit (500, 700, 700F, 800, 800C only)
- ☑️ Audit
- ☑️ Honors (Medicine only)

8. Gen Ed Core or Hawaiian/Second Language Requirement Designation (check one):
- ☑️ Do not consider for Core or Hawaiian/Second Language designation.
- ☑️ Request approval of Diversification (DA, DH, DL, DB, DP, DY, DS), Foundations (FW, FS, FG), or Hawaiian/Second Language (HSL) designation.

GEC Use:
- ☑️ Approve
- ☑️ Deny

GEC Initials:

9. Contact Hours (meeting hours per week – if variable, specify range)

10. # of credits (if variable, give range)

11. Repeat Limit (Do NOT write "None")

12. Credit Limit (Do NOT write "None")

13. Schedule (check all that apply)
- ☐ Lecture (LEC)
- ☑️ Seminar (SEM)
- ☑️ Laboratory (LAB)
- ☑️ Lecture/Discussion combined (LED)
- ☑️ Thesis/Dissertation (THE)
- ☑️ Directed Reading or Research (DRR)

14. Co-requisite Course(s)

15. Major Restriction (as it should appear in Catalog)

16. Class Standing Restriction

17a. Prerequisite Courses (Use “and”, “ors” and punctuation to indicate relationships between prerequisites. “Or consent” is implied for ALL prerequisites. “Consent” requirements can be implemented through your class schedules each semester.)

None

17b. Minimum required grade for prerequisites

None

17c. Blanket requirements listed in Catalog (if none, write "none")

None

18. Catalog Description (Limit 35 words; 85 words for alpha courses)

Engagement with theory and practice of collaboration to care for natural resources. Topics include community based management, common property, Hawaiian knowledge, co-management, and access through readings, discussion, and projects with Hawaiian communities.

19. Justification Attach separate sheets and indicate the rationale for the request, expected course enrollment, program learning objectives and institutional learning objectives that the new course will cover, and a course syllabus specifying student learning objectives for the course. Syllabi are not required for “-99” courses.

20. Cross-listed or Honors Course(s)

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<tr>
<th>Course Subject &amp; Number</th>
<th>Chair/Director</th>
<th>Signature</th>
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21. Requested By

I certify that the student learning objectives for the course are consistent with the learning objectives of each program under which the course is listed.

NREM

Department/Unit: Dr. Catherine Chan

Signature: Date: FEB 20 2015

Approved By

1st College or School: Dean

Signature: Date

2nd College or School: Dean

Signature: Date

General Education (Undergraduate courses numbered 100-499)

Director

Signature: Date

Graduate Division (600 level and above)

Dean

Signature: Date

Mānoa Chancellor’s Office

Signature: Date

Rev. 7/2013
Justification for adding:

**NREM 620 Kaiaulu: Collaborative Care and Management of Natural Resources**

(3 Credits)

1. **Why is this course being requested or modified?**

Conservation efforts increasingly rely upon collaboration and communication between many partners including scientists, natural resource managers, land owners, government agencies, policy makers, conservation groups, funding organizations, resource users, indigenous peoples, and community members. In this course we use case studies, mostly centered on coastal resources both in Hawai‘i and globally, to examine changing roles and interactions among these many potential partners, while building concrete skills to enhance collaboration. Modern day environmental management efforts require personnel well educated in interdisciplinary fields, culturally-sensitive and ethically aware of proper protocols when working with communities and the real world issues that they face. This course is being proposed as the first official offering of Dr. Vaughan, who brings expertise in this important area to the NREM department, CTAHR, and UH Manoa. If approved, this course would add to UH Manoa’s ability to prepare students in these much needed skills and topics.

2. **How will the content be organized?**

This course emphasizes applied and real world learning through field trips, projects, and panels of guest speakers that provide diverse perspectives on a given issue. For example, during the first semester of NREM 691 (Spring 2014), fourteen guest speakers represented community leaders, government agencies, private firms, and conservation organizations working in Hawai‘i and across the Pacific. Students also conduct final projects developed in partnership with local organizations engaged in collaborative management. Recent projects include developing social and ecological marine monitoring protocols, researching policies related to recreational use of inshore fisheries, conducting archival research to map place names and historic land use, and analyzing policy frameworks related to public access. A syllabus is attached to provide an example of the course material and how it is organized throughout the semester. The syllabus outlines specific student learner outcomes that are the foundation of this course.

**Student Learning Objectives:**

- Students will be able to analyze resource management efforts to understand participant roles and the degree and conditions of participation and collaboration.
- Students will analyze community-based resource management and co-management efforts based on established principles of success, as well as the degree of power sharing, rights, and responsibilities.
- Students will learn to structure effective partnerships.
- Students will collaborate effectively with others, including other students and experts from different disciplines and backgrounds, as well as representatives of government agencies and community groups.
• Students will be effective listeners and facilitators, and gain understanding of different perspectives.

3. What other courses at UHM closely parallel the proposed course and in what way will the latter make a distinct contribution?
There is no other UHM course offering the same content this course does. The most closely related courses are NREM 420: Community and Natural Resource Management, and Geography 639, Community Based Natural Resource Management. The first is an undergraduate course so this course extends its teachings to the graduate level within the NREM department. The second class, while graduate level is more theory based, with less case study analysis and real world learning from field trips, guest speakers, and student projects. In addition, neither course focuses on collaborative conservation efforts across multiple parties including government and NGOs as well as community groups. This course compliments rather than conflicting with existing course offerings.

4. Where or how does the proposed course fit into the current and future curriculum?
This course is a departmental elective which counts for specialization credits in NREM’s masters Plan B Environmental Economics and Policy Concentration Area, not only for students concentrating in this area, but for those in other concentrations needing to fulfill their EEP breadth requirement. It also counts for PhD and Plan A masters students. The course is one of the only non-economics based social science courses offered in NREM.

5. Why is the number of credits and level justified? Explain the prerequisites and the absence thereof.
The course meets for two and a half hours per week, which, along with extensive out of class work on readings, discussion leadership, literature reviews and projects, justifies its three credits. The course is a graduate course because it addresses advanced topics in natural resource management, and requires substantial student initiative and intellectual engagement befitting a graduate class. However, it is open to upper level undergraduates with permission from the instructor. No pre-requisites are required because the course dedicates time to developing a basic level of capacity in students from a variety of disciplines.

6. How will the course assist students to achieve the critical skills and competencies expected of CTAHR graduates?
Students in this course gained experience in the following skills and competencies: identifying and interacting with community groups; running effective meetings; communicating science and research to policy makers and the public; listening and facilitation; as well as understanding and analysis of collaboration and conflict. Student final projects provide opportunities to practice essential real world skills required of CTAHR graduates such as communication, time management, organization, teamwork and leadership. Through group projects, students gained experience building relationships.
with work site communities, and producing research relevant to diverse stakeholders. They share their projects informally at their works sites and host a formal, on-campus presentation. This course address the following NREM departmental SLOs which are based upon University and college wide SLOs:

1. Students demonstrate knowledge of social and ecological principles, and interdisciplinary aspects of natural resource and environmental management issues (Assessed by class discussion and activities, final paper and project).
2. Students can analyze and address natural resource and environmental management problems by using appropriate methods from social and/or natural science disciplines. (Assessed by final paper and project, class discussion and activities).
3. Students communicate effectively, both orally and in writing, to diverse audiences including professionals, resource managers, local communities and policy makers. (Assessed by paper and presentation communicating research findings to non-academic audiences)
4. Students can function as professionals in their specialization area by demonstrating responsible and ethical conduct, effective collaboration, informed decision making, and life-long learning (Assessed by discussion leadership, group project, literature review paper, and class participation).

7. How will students be evaluated?

The grading scheme of the course is explained in the syllabus. Assessment is based upon attendance, journal reflections, participation and facilitation in discussions, field trips, and a final project. The final project includes a literature review paper, and presentation. The instructor also provide many opportunities for students to practice what they have learned. Students turn in sections of final papers and projects (introductions, methods, etc.) for detailed feedback as they build toward a complete draft. Explicit feedback is provided using grading rubrics for most assignments including journal entries, oral presentations, papers, and final projects. Students also complete rubrics to assess themselves and fellow group members.

8. What are the minimum qualifications for teaching this course? Is a qualified instructor now available?

A qualified instructor should strive to integrate interdisciplinary perspectives on natural resource issues with in-depth training in theory and practice of collaborative and community-based management. A doctorate in geography, policy or environmental sociology focused on common property and community base management is ideal. The qualified instructor should also be skilled in facilitating discussions and group projects that allow students to select and explore their own interests, along with structured activities and required assignments that guide student learning. The instructor must also maintain connections with a range of stakeholders in local level environmental resource management in Hawai‘i including NGOs, community groups and government.
9. How will the course be financed, assuming no further cutbacks?

Other than travel for off island projects, which can be funded through grants obtained for community engaged scholarship in rural Hawai‘i communities, this course should incur no expenses beyond normal departmental operating funds. Field trips, project sites and guest speakers volunteer their services.

10. Has the course been offered before? Is there a demand for it?

This course was first taught in Spring 2014 and is currently being taught in spring of 2015. Course capacity is twenty students. In Spring 2014, nineteen students enrolled and one audited this course. While half the students in the course were from NREM, others represented multiple interdisciplinary departments including Oceanography, Planning, Hawaiian Studies, Economics, Political Science, and Marine Biology. This Spring 2015, we have a total of eleven students, again ranging from multiple departments including NREM, Marine Biology, Political Science, Geography, and one undergraduate students in Interdisciplinary Studies/Community Planning. The multi-disciplinary enrollment shows that the skills and theory taught in this class are not addressed in other courses, and are in demand across campus. Student evaluations (see ecafe for compiled results) express the need for more related courses. Two comments are excerpted below:

“This course provided many valuable lessons on multiple levels, including the underlying science and theory of collaborative management, but also a sense of place-based learning, lessons learnt from interacting with class members, guests speakers, and field work.”

“I love the integration of natural resource management from the science and the social perspectives. It really brought to light the importance of culture and people in management situations. It reminded me of the value of just making people connections in trying to develop my career. I find myself searching more about this topic on my free time. And just discussing what I have learned in this class with my friends outside the university. This class changed my perspective of natural resource management. I feel very blessed and appreciative to have had the opportunity to have taken such an inspirational course. More of these are needed.”

11. Is the course cross-listed with another department?
No
NREM 620 - Graduate Seminar
Advanced Topics in Resource and Environmental Management

Collaborative Care and Management of Natural Resources

Spring 2014
Thursdays 10:30-1:00
Room: Sherman 111

Instructor: Mehana Blaich Vaughan
mehana@hawaii.edu
Office hours: W 1:30-3:30 PM, by appointment, Sherman 223

Conservation efforts increasingly rely upon collaboration and communication between many partners including scientists, natural resource managers, land owners, government agencies, policy makers, conservation groups, funding organizations, resource users, indigenous peoples and community members. We will use case studies, mostly centered on coastal resources in Hawai‘i, to examine changing roles and interactions among these many potential partners, while building concrete skills to enhance collaboration. In this course, we will focus especially on collaborations to care for natural resources at the local level. These collaborations, often described as community based natural resource management or co-management, can involve community groups, users, and government agencies.

Students in this course will gain experience in the following skills: identifying and interacting with community groups, running effective meetings, communicating science and research to policy makers and the public, listening, and facilitation, as well as understanding and analysis of collaboration and conflict. The course culminates in a final project conducted in partnership with a collaborative resource management effort in Hawai‘i, along with a paper reviewing the scientific literature on a question of relevance to that effort.

Guiding questions include:

Who are relevant communities of use in any given conservation project, why do they matter, and how can they be identified and engaged?
What are established social and institutional conditions thought to lead to successful community based resource management? How is “success defined?”
How do multiple partners collaborate to decide, implement, and adapt policy and environmental regulations?
What are some principles of effective collaboration?
What constraints (legal, fiscal etc.) guide decision making by different partners including relevant government agencies?
Where do collaborative conservation efforts tend to break down and how might they be improved?

Course Content: This course will be organized in 5 separate units, each focused on one or
more different case studies. Bolded units will receive more focus in the course:

1) Introduction to collaboration. What is collaboration? Between whom? Why and when is it useful? How does collaboration work or not work?
2) Different approaches and world views related to conservation including collaboration between scientists and Native Hawaiian communities.
3) Community based natural resource management and local level care taking of resources.
4) Co-management collaborations between community groups, NGOs and government agencies.
5) Collaborations between multiple county, state, and federal government agencies.

Course Requirements:

This is a discussion-based class. Participation is a key component of both student learning and grades. Students are expected to come to class having read the material and ready with questions and insights to share. Groups of students will take responsibility for leading discussion of reading materials in two classes, each focused on a different topic.

Journal Reflections will provide students with an opportunity to express what they have learned and are wondering about in written form. The instructor may offer guiding questions for each journal entry, and students are always welcome to include whatever else they are thinking about related to the course. Journal entries should be thoughtful, thorough, and around 3-5 typed, double spaced pages. They are due approximately once per month, or four times during the course of the semester. With student permission, the instructor may share portions of journal entries with the class anonymously in order to deepen learning and incorporate insights that may not be shared in discussion.

Grading:

Participation: TOTAL = 50%

Attendance
In Class Participation
Facilitation / Leading Discussion in two classes–
Field Trip
Journals and Other Assignments

Literature Review Paper – 20%
Final Group Project – 30%
Presentation (20%) and Three Page Written Summary of Findings (10%)

Short quizzes may be given on key concepts and terms from readings and discussion. These would be used to assess in class participation. Additional weekly assignments may be given as needed. Plagiarism or cheating of any kind will result in failure of the course.

Regular Activities: Each course meeting incorporates a variety of activities, which may include a short lecture on the day’s topic, one-two skill building activities in small groups, student led discussion of both theoretical and case based readings, and closing reflections. In addition the course incorporates regular guest speakers and one Saturday field trip to visit and learn from a collaborative resource management effort on O‘ahu.
EXPECTED LEARNER OUTCOMES:

This course is designed to meeting the following NREM Departmental SLOs

1) Students demonstrate knowledge of social and ecological principles, and interdisciplinary aspects of natural resource and environmental management issues (Assessed by class discussion and activities, final paper and project).

2) Students can analyze and address natural resource and environmental management problems by using appropriate methods from social and/or natural science disciplines. (Assessed by final paper and project, class discussion and activities).

3) Students communicate effectively, both orally and in writing, to diverse audiences including professionals, resource managers, local communities and policy makers. (Assessed by paper and presentation communicating research findings to broad audiences)

4) Students can function as professionals in their specialization area by demonstrating responsible and ethical conduct, effective collaboration, informed decision making, and life-long learning. (Assessed by discussion leadership, group project, literature review paper, and class participation).

Course Specific Learner Outcomes:
• Students will be able to analyze resource management efforts to understand participant roles, the degree and conditions of participation and collaboration.

• Students will analyze community based resource management and co-management efforts based on established principles of success, as well as the degree of power sharing, rights and responsibilities.

• Students will learn to structure effective partnerships.

• Students will collaborate effectively with others, including other students and experts from multiple different disciplines and backgrounds, as well as both representatives of government agencies and community groups.

• Students will be effective listeners and facilitators, and gain understanding of different perspectives.

Broader Course Goals and Desired Outcomes:
• More natural resource management professionals with awareness of rights/responsibilities, power dynamics, degrees of participation, and effective principles of collaboration.

• Enhanced capacity for local level resource management in Hawai‘i.
• More professionals with capacity to understand, address, and eventually decrease counterproductive conflicts over natural resources in Hawai‘i, to increase collaboration and understanding, and ultimately health and resilience of both human and natural communities.

**Rules:**
Come Prepared and Participate Food (bring, share, eat)
No bad questions, no bad ideas Listen well
Computers are expected to be used to enhance not detract from collaboration

**SCHEDULE**

All readings, reference materials, and updated syllabus will be posted in course dropbox.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1/16/14</td>
<td>Class 1: Overview of syllabus. Introduction of course projects and papers. Introduction of students and expectations for the class. Begin oli. What is collaboration? Why collaborate? Why study it? <strong>SKILL:</strong> Introductions / Listening</td>
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**Readings:**

- Koontz and Thomas. “What do we know and need to know about the environmental outcomes of collaborative management?” *Public Administration Review*, Vol. 66, Special Issue: Collaborative Public Management (Dec., 2006), pp. 111-121

**Survey Due:** Friday by 3 PM – my mail box in NREM office, Sherman 101

| Date   | Class 2: Indigenous and Hawaiian Perspectives on Natural Resource Management. Opportunities and obstacles for collaboration – who, what and how. **SKILL:** Awareness of Terms/Vocabulary, Thoughts on Running Effective meetings |

**Readings:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Content</th>
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| 1/30/14  | **CLASS 3:** Participatory Research. Conflicts and Opportunities in Blending Indigenous and Scientific Perspectives on Resource Management and Research.  
               Group assignments and project selection  
               **SKILL:** Gaining Entry  
               **Readings:**  
               | **ASSIGNMENT DUE:** Journal 1 |
| 2/6/14   | **CLASS 4:** How of Collaboration. Working with Different Perspectives.  
               **SKILL:** Listening, Facilitation  
               **GUEST SPEAKER:** Aunty Puanani Burgess  
               **Readings:**  
               Burgess, Puanani. Three Poems.  
               Ching (Notes on Facilitation, to be handed out in class)  
               | **Assignment:** Phone or in person contact with project site,  
                                 Paper/project topics due  
               OLI WITHOUT PAPER |
| 2/13/14 | **CLASS 5:** Who is Community? Who collaborates? Identifying Communities of Use. Property (Bundle of Rights), Access, Rights and Responsibilities.  
Group work planning.  
**SKILL:** Analysis of property rights, Community Identification, IRB of place and community, Approaching community, Developing Research Question  
**Readings:**  
Assign groups for literature reviews and projects.  
Please sign up for **group meeting time** with me to develop draft work plans before next class  
Either after class 1:30-2:30 on 2/13  
Or 2/19 between 1:30-3:30. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Class/Assignment</th>
<th>Details</th>
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<tbody>
<tr>
<td>2/20/14</td>
<td><strong>CLASS 6:</strong> Community Based Natural Resource Management</td>
<td><strong>Why Community Matters?</strong> Organizing, and Building Community.</td>
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<td><strong>SKILL:</strong> Community Outreach and Engagement</td>
<td>Guest Speakers to prepare for field trip, group project (LEI/CARDS)</td>
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<td><strong>Shea Kamakaʻala, Kahana Valley and Hiʻilei Kawelo, Paepae o Heeia</strong></td>
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<td><strong>ASSIGNMENT DUE:</strong> Literature review outlines</td>
<td>Create the outline of your literature review, what fields will you read in, how will you search, what sources, and who will do what. Draft Group Work Plans (see 3/20)</td>
</tr>
<tr>
<td>2/22</td>
<td><strong>FIELD TRIP (8:30 AM – 4:30 PM) [ Class Cancelled on April 3]</strong></td>
<td>Bring: Food, sunscreen, hat, water, wear work clothes (wet), change of clothes, tabi, swim suit, rain gear, ʻohana?</td>
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<tr>
<td>2/27/14</td>
<td><strong>CLASS 6:</strong> Common Property and Conditions for Success</td>
<td><strong>SKILL:</strong> Analysis based on conditions for success</td>
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<td><strong>ASSIGNMENT DUE:</strong> Group Work Plans</td>
<td>What are your group project objectives and how will you complete them. What will be completed by whom and by when? Timeline. Deliverables.</td>
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</table>
Accomplishments so far? What do you see as key challenges and how will you address them? How have you divided responsibilities? What resources, individuals do you have to draw on for help, have you contacted them. What help do you need from your instructor? Each group will share work plans in class for feedback from classmates.

**Journal 2 DUE**

<table>
<thead>
<tr>
<th>3/6/14</th>
<th>CLASS 8: Critical Perspectives on Community Based Management, Power and Political Ecology</th>
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<tbody>
<tr>
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<td><strong>SKILL:</strong> Working with Community to Develop Projects, Data Collection</td>
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<tr>
<td></td>
<td><strong>Guest Speakers:</strong> Malia Akutagawa (Moloka‘i),</td>
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<td><strong>Readings:</strong></td>
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**Assignment Due:** Follow up Group Work Plans, as needed

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<tr>
<th>3/13/14</th>
<th>CLASS 9: Co-management Partnerships, Spectrum of Co-management, Principle for Success, <em>Case Study</em></th>
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<tbody>
<tr>
<td></td>
<td><strong>SKILL:</strong> Analysis based on conditions for success / power sharing spectrum</td>
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<td><strong>Readings:</strong></td>
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<td>Date</td>
<td>Class/Assignment</td>
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<td>3/20/14</td>
<td><strong>CLASS 10:</strong> Co-management Institutions: Bridging Organizations / NGOS, Government Agencies, DLNR</td>
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<td><strong>SKILL:</strong> Understanding Legal Mandates in Collaboration</td>
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<td><strong>Readings:</strong></td>
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<td>Levine &amp; Richmond.</td>
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<td>4/3/14</td>
<td><strong>ASSIGNMENT DUE:</strong> Journal Reflection #3</td>
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<td><strong>LITERATURE REVIEW DRAFTS!!!</strong></td>
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<td>4/10/14</td>
<td><strong>CLASS 11:</strong> Adaptive Co-management, considering case of co-management between government agencies, federal and state. Monitoring!</td>
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<td><strong>Discussion Leaders!</strong> (Sean, Jade, Maha, Lauren)</td>
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<td><strong>Readings:</strong></td>
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<td></td>
<td>AND <strong>EITHER</strong> OF THESE TWO…</td>
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<td>WORK ON GROUP PROJECTS IN CLASS (Presentation Planning)</td>
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<td><strong>ASSIGNMENT DUE:</strong> Final Literature Review Papers (printed copy due)</td>
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4/17/14  **CLASS 12: Lessons for Co-management**

**Guest Speakers:** Hannah Springer (Ka‘upulehu community, HI Fish Trust), Jordan Jokiel (East Maui Watershed Partnership), Luke Estes (Pono Pacific),

**Readings:** **ALL ARE RECOMMENDED:** We will not discuss them!!!


**Assignment Due:** Presentation Outlines
Sharing on Group Projects with Guests

Come with questions on co-management for our panel!!!

4/24/14  **CLASS 12: COURSE REVIEW**

Discussion Leaders (James, Jutha, Sean, Rachel) – 45 minutes

**SKILL:** IRB of place and community, Participatory Sharing of Results, Communicating Science

PRACTICE PRESENTATIONS

**ASSIGNMENT DUE:** Power Points

5/1/14  **CLASS 14: IN CLASS POWERPOINT PRESENTATION**

**ASSIGNMENTS DUE:** Final Group Power Points and Two-Three page Project Summaries with Grading Rubrics

5/8/14  **Thursday**  **FINAL COMMUNITY PRESENTATIONS**
Evening pauhana time, by invitation and open to public

5/15/14  **Final Last Class (Optional)**

**Guest Speakers from Government agencies and planning on co-management**
(Emma Yuen, Malia , Bruce Tsuchida, and Kevin Chang)

**ASSIGNMENT DUE:** Final Journal Reflection #4

In your final journal, please provide:
| a short assessment of your own contributions to the group project, what you learned from each other, how the group worked overall as a team, lessons learned, and ways to improve. your impressions of the course overall, both negative and positive aspects, and ways this course could be improved. Other reflection you want to help you wrap up course (final panel of guest speakers, key concepts and how you’ll remember them etc). What do you suggest taking out of the course? How many hours of time you’d say you spent outside of class per week on this course? |