

Meeting: Friday 12:05-1:15, 102 FRB  
 Last Tuesday of the Month 6-9pm, Kaye's house, 815 Jackson Cir

Faculty: Margot Kaye Jason Kaye  
 303 Forest Resources 416 ASI  
[mwk12@psu.edu](mailto:mwk12@psu.edu), 865-4841 [jpk12@psu.edu](mailto:jpk12@psu.edu), 863-1614

Course communication: Google group [slog2013@googlegroups.com](mailto:slog2013@googlegroups.com), Slog, Google Docs

### Course objectives:

The goal of this course is to prepare students for an embedded research trip to Spain where they will participate in global change ecology research projects. Our objectives are to 1) introduce students to the field of global change ecology through reading and discussion of seminal journal articles and 2) prepare students for the cultural and logistical expectations of an embedded foreign research experience.

### Tentative schedule:

last update 02-25-13

Date	Topic
Jan 11	<b>In class:</b> Introductions, passport check, review syllabus and schedule presentations <b>Assignment:</b> Maps of the Iberian Peninsula, post 2 sentences to slog in spanish summarizing popular press article ("El Pais", "ABC"). Start "La Sombra del Viento" or "Shadow of the Wind" by Carlos Ruiz Zafón.
Jan 18	<b>In class:</b> Discuss geography & ecoregions of Spain <b>Assignment:</b> Review IPCC, find predictions for globe and Spain
Jan 25	<b>In class:</b> Discuss climate predictions for Spain <b>Assignment:</b> global change ecology (GCE) overview reading - Schlesinger, W.H., 2006.
Jan 29	Dinner and discuss Schlesinger 2006, slideshow <b>Assignment:</b> GCE and biodiversity – Morecroft & Keith 2009, Thuille 2007
Feb 1	<b>In class:</b> Presentation 1 – Jenna culture; start checklist due 4/26; discuss Morecroft & Keith 2009, Thuille 2007 <b>Assignment:</b> Global change and ecosystem ecology – Melillo et al. 2004
Feb 8	<b>In class:</b> Presentation 2, Lauren culture; discuss ecosystem ecology paper – Melillo et al. 2004 <b>Assignment:</b> Review Maestre, Valladares websites & CVs, read Maestre et al. 2010 and 2012
Feb 15	<b>In class:</b> Presentation 3, Abby culture; Discuss Maestre et al. 2010, Maestre et al. 2012 <b>Assignment:</b> Read Matasanz et al. 2009 (Valladares group)
Feb 22	<b>In class:</b> Presentation 4, Julie scientific; discuss Matasanz et al. 2009 <b>Assignment:</b> Selected readings
Feb 26	Dinner and "Brother Against Brother: Spanish Civil War"
Mar 1	<b>In class:</b> Presentation 5, Brian cultural; discuss readings <b>Assignment:</b> Selected readings
Mar 8	<b>Vacaciones de primavera</b>
Mar 15	<b>In class:</b> Presentation 6, Jenna scientific; introduction to Margot's lab <b>Assignment:</b> Selected readings
Mar 22	<b>In class:</b> Presentation 7, Lauren scientific; introduction to Jason's lab <b>Assignment:</b> Selected readings
Mar 26	Dinner and discussion of "La sombra del viento" or "Shadow of the Wind"
Mar 29	<b>In class:</b> Presentations 8, Brian scientific; 9, Julie culture; 10 Abby scientific <b>Assignment:</b> Prepare questions for 2011 and 2012 participants
Apr 5	<b>In class:</b> Meet with 2011 and 2012 participants Christy Rollinson, Claudia Rojas, Laura Davis, Dana James, Emily Bachner, Tom Adams, Sarah Wurzbacher <b>Assignment:</b> Selected readings

<b>Apr 12</b>	<b>In class:</b> Possible fieldtrip <b>Assignment:</b> Selected readings
<b>Apr 19</b>	<b>In class:</b> Research preparation <b>Assignment:</b> selected readings, complete checklist
<b>Apr 26</b>	<b>In class:</b> Research preparation, hand in completed checklist
<b>Apr 30</b>	Dinner

### **Expectations and evaluation of student performance:**

Students participating in this course and the international research program were selected based on their maturity, independence, and strong record of applying themselves to academic and research interests. Therefore, we expect students to take ownership of their learning and apply themselves to opportunities in the course accordingly. The course will not follow traditional evaluation protocols (graded exams, papers), rather we expect that students will participate in the readings, discussions, and planning tasks to their fullest.

By the end of the semester students will have produce the following:

- A weekly SLOG (Spain log) posting. During the spring, students will post a 2 sentence summary in Spanish of an on-line article from a Spanish news source. Please do not use an on-line translator.
- Two in-class presentations (15 minutes each): one on a scientific topic of interest and the other on a cultural topic, both selected by the student.
- A completed checklist including all pre-trip logistical requirements.
- An understanding of the major research themes of Maestre's and Valladares' groups

### **Spanish collaborators:**

Fernando Valladares, Museo Nacional de Ciencias Naturales, Centro Superior de Investigaciones Cientificas (<http://www.valladares.info/index.htm>)

Fernando Maestre, Departamento de Biología y Geología, Universidad Rey Juan Carlos ([http://www.escet.urjc.es/biodiversos/espa/personal/fernando/index\\_en.html](http://www.escet.urjc.es/biodiversos/espa/personal/fernando/index_en.html))

### **Additional plans and resources:**

“Mi Vida Loca” BBC language program – a preview of your life in Madrid!

Duolingo <http://duolingo.com/> - a free on-line language program

LAGRASA Spanish conversation club (announcement on p.3)

Packing list from 2011 and 2012 participants

Spreadsheet summarizing articles from Maestre and Valladares group

Pre- and post-trip assessments

Post-trip article for PSU news sources (see Christy Rollinson's article:

<http://www.huck.psu.edu/education/ecology/news-archive/newsletters/EcologyFallNewsleter2011.pdf/view>