



**EEB 461 – The Ecology of Mixed Severity Wildfires (CRN 31595)  
Hesler 427**

**Mondays 8-10 AM + one field trip**

**Time table:**

Date	Topic	Discussion leader
Jan 22	Introduction to the class- Lecture	Hughes
Jan 29	Chapter 1-Setting the stage	Hughes
Feb 5	Chapter 2-Ecological and biodiversity benefits of megafires	
Feb 12	Chapter 3-Bird ecology and the benefits of megafires	
Feb 19	Chapter 4-Mammals and mixed severity fires	
Feb 26	Chapter 5-Stream and riparian ecosystems	
March 5	Chapter 6-Bark beetles and fires <b>Submit topics for papers</b>	
March 12	Chapter 7-Global and regional perspectives	
March 18	Chapter 8-Four regional case studies	
March 26	Chapter 9-Climate change and shifting baselines	
April 2	Chapter 10-Carbon balance and succession <b>Papers due</b>	
April 9	Chapter 11-Managing mixed and high intensity fires	
April 16	Chapter 12-The case for ecological fire use	

April 23	Chapter 13-Coexisting with mixed severity fires Wrap-up	
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**Grading:**

**Participation 13 classes plus one field trip X 10 points/each .....140 points**  
**Paper ..... 50 points**  
**Presentation..... 40 points**

**Total possible points 230**

**Grade scale:**

A	93 – 100%	C	73 – 76%
A-	90 – 92%	C-	70 – 72%
B+	87 – 89%	D+	67 – 69%
B	83 – 86%	D	63 – 66%
B-	80 – 82%	D-	60 – 62
C+	77 – 79%	F	<60%

**Format of the class:**

**You may have noticed that there are no exams. I’m going to try an experiment and make this a “discussion” class, not a formal lecture class. I’ll lecture just twice. After that, students will be asked to read the materials in advance and come to class prepared to discuss and/or clarify the content. You’ll fill out a form while you read that will help guide reading and discussion and hand it in at the beginning of class. Bring a copy that you can annotate.**

**Each student will be asked to prepare and present one chapter for discussion. The presentation may be by power point or by handout. Power point are limited to 5 slides; Handouts to a single page.**

**This format is not set in stone. We may modify it jointly as a class. The objective is joint learning and interaction – let’s make this an enjoyable learning experience.**

