Hunter Chapter 1 Study Guide:
Terms, Names, Questions and Comments
Conservation Biology
Spring 2009

First time note only -- this applies to all this course's study guides.

- You are not required to write out these answers nor hand them in.
- The material in these guides is designed to guide your reading, focus it on the most important things to know, and give you some things to think about.
    - Lecture, discussion and test material will in part be drawn from these lists.
    - Realize that I will not necessarily cover everything on these lists in lecture – just because they were not does not mean they are not important. If I have taken the time to put them here, you should know them.
- Learn the terms immediately.
    - Learning implies more than just being familiar with them – it means being able to define/explain them. Scientific discussions are technical and rely on mutually understood "shorthands" – terms that everyone in the discussion understands and that allow discussions to move rapidly without getting bogged down by requiring a lengthy discourse for each new concept.
    - Knowing the terms as we cover them, and not just before an exam, will mean that you will get far more out of this course and that you will do better on the exams.
    - If you don't understand something or want it discussed, please bring it up within one or two class meetings of the assignment.

1. Terms and names to know:

conservationist	preservationist	environmentalist
ecologist	intrinsic value	instrumental value
Rachael Carson	*Silent Spring*	
John Muir	romantic transcendentalist preservation ethic	
Gifford Pinchot	resource conservation ethic	
Aldo Leopold	evolutionary ecological land ethic	

2. Know the "philosophical" history of conservation biology in the United States (here is one case where leadership has, arguably, come from the US). You should be able to use some of terms and names in the list above in your answer.

3. (a) Be able to explain why conservation biology is an applied field of biology and why it is informed by "pure biology" and by a number of the humanities, arts and social sciences.
(b) Why do we need to know basic science that deals with biological diversity, genetics, ecology, and evolution in a conservation biology course?