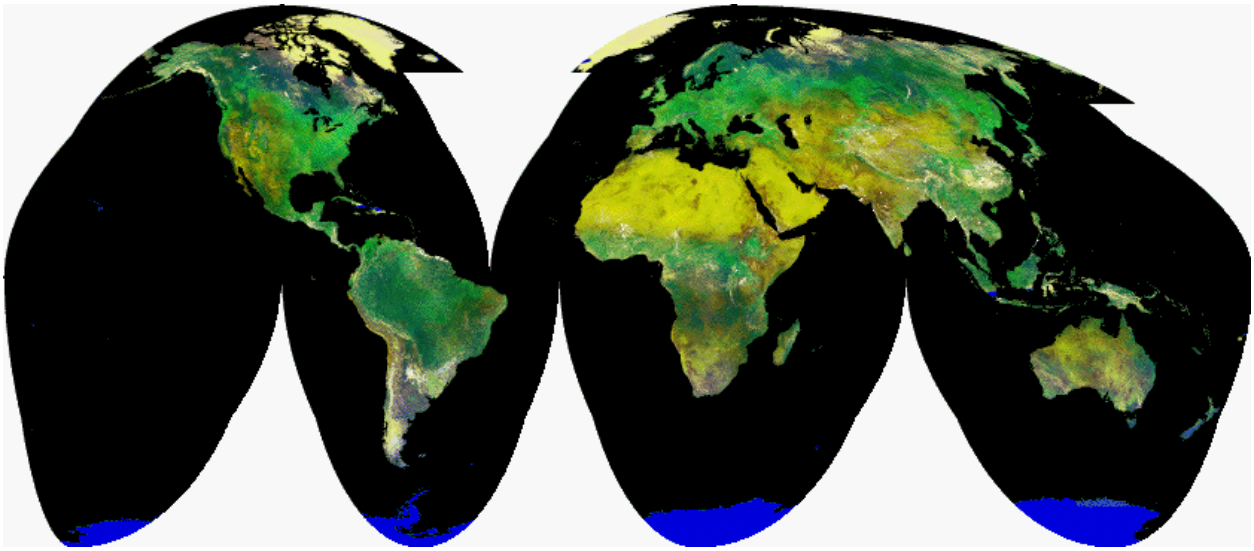
ENVIRONMENTAL BIOGEOGRAPHY: Spring 2021
GEO 4300/5305; Sections EB43,EBDL,EB53,EBDL

SYLLABUS As Of 12 January 2021

NOTE THAT THIS IS NOT NECESSARILY THE FINAL SCHEDULE - IT WILL EVOLVE OVER THE SEMESTER.



Instructor: Michael W. Binford

Office Hours: Tuesday 11:00 AM - 12:00 PM, Wednesday 10:00-11:00 AM**; or By Appointment (e-mail me)**

Tuesdays:Join URL:
https://ufl.zoom.us/j/97075014244?pwd=ME9MNEkxN2g3a2lQbGh0d1F3ekd5UT09 (Links to an external site.)

Thursdays:Join URL:
https://ufl.zoom.us/j/99887434312?pwd=b29BTzZsZUM3aE8xeGVyd3hWdlZZdz09

Office: 3131 Turlington Hall

Phone: 392-0494 (although I do not use the telephone very much)

E-mail: mbinford@ufl.edu and Canvas E-Learning

Required Textbook: Lomolino, M.V, B.R. Riddle, R.J. Whittaker. 2017. Biogeography. 5th Ed. Sinauer

Recommended Textbook: Lomolino, M.V., D.F. Sax, J.H. Brown. 2004. Foundations of Biogeography: Classic Papers with Commentaries. University of Chicago Press.

Class Meetings: Tuesday Period 7 - 8 (1:55 PM - 3:50 PM) in Turlington Hall Rm. 3018, Thursday Periods 8 (3:00 - 3:50 PM) in Turlington Hall, Rm. 3006.

Classes will be held in our HyFlex classrooms. Some of you will be in the classroom, some will be online. Whatever your attendance method, the meeting times will be the same.

Description: Biogeography is the science that describes and explains spatial patterns of biodiversity, and is core science in the understanding of human-environment interactions. Biogeographers study distributions of organisms, both past and present, and how related patterns of environmental variation influence the organisms. Recent new sciences of Landscape Ecology, Macroecology, Global Ecology are extensions of or borrow significantly from Biogeography. Biogeography is also an applied science in that biogeography theory is useful for designing nature reserves, forecasting how climate change may affect organisms, and explaining human adaptations to environmental variability. Very recent developments in Macrosystems Biology and the completion of the National Ecological Observatory Network (NEON) have brought Biogeography into the era of Big Data. This class will take a mostly ecological approach to understanding biogeography.

Prerequisites:
Any P or B General Education Class. Physical Geography, basic Ecology, and Evolution would be useful but are not required.

Course Objectives - Undergraduate Section

1. Students learn the patterns and mechanisms of global to local species distributions.
2. Students learn how to apply knowledge of biogeographic patterns and mechanisms to solving important problems, e.g. biodiversity conservation, forecasting responses of biota to environmental change at scales from local to global.
3. Students will be able to describe the relationships among traditional Biogeography, Macroecology, Landscape Ecology, Macrosystems Biology, and Global Ecology
4. Students will be able to apply the hypothetico-deductive scientific method: observations, theoretical explanation, testable hypothesis generation, hypothesis testing, and theory modification. Educated skepticism will be enhanced.
5. Students learn the meaning of peer-reviewed, primary scientific literature, and become familiar with reading and interpreting scientific publications.

Basis of Grade - Undergraduate Section:
1. Two equally weighted essay examinations (midterm and end of semester), each worth 30% of the course grade.
2. One-page summary of a peer-reviewed paper in the current scientific literature every other week weighted as one additional exam.
3. Class discussion participation weighted as 10% of the course grade.

Course Objectives - Graduate Section

1. Students learn the patterns and mechanisms of global to local species distributions.

2. Students learn how to apply knowledge of biogeographic patterns and mechanisms to solving important problems, e.g. biodiversity conservation, forecasting responses of biota to environmental change, at scales from local to global.
3. Students will be able to formulate research questions and hypotheses in traditional Biogeography, Macroecology, Landscape Ecology, Macrosystems Biology, and Global Ecology.
4. Students conduct biogeographic literature research and analysis necessary to develop excellent foundations for thesis and dissertation research questions.
5. Students learn the classic literature in biogeography, and gain experience leading discussions of this literature.

Basis of Grade - Graduate Section:

1. Two equally weighted essay examinations (midterm and end of semester), each worth 25% of the course grade
2. Each graduate students will determine two "classic" papers for one of the general topics, and every other week one graduate student will lead the class in a short discussion of the "classic" papers of the week; weighted as 25% of the course grade
3. Term paper (maximum 20 pages, 12-point font, double spaced, excluding figures, tables, and references) on a biogeographic topic of the student's choosing, weighted as 25% of the course grade.

Grades assigned as: A > 92%; A- 90 - 91.9%; B+ 88 - 89.9%; B 82 - 87.9%; B- 80 - 81.9%; C+ 78 - 79.9%; C 70 - 77.9%; C- 68 - 69.9%; D+ 66 - 67.9%; D 60 - 65.9%; D- 58 - 59.9%; E < 58%

Please note the university policies for calculating grade point averages.
Seehttps://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx for details**.**

No make-up exams will be given under any circumstances, and no late assignments will be accepted without very important reasons.

Schedule and Topics

(Always tentative except for dates of exams and assignments)

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12 January

Lecture 1. Introduction, Course Logistics, Introduction to the Subject: The Science of Biogeography. Lecture Notes

Lecture 2. Questions, Principles, Themes, and History of Biogeography. Lecture Notes.

14 January

Lecture 3. Organization of Life and Codes of Zoological and Botanical Nomenclature AND Environmental Setting Introduction (Start Reading The Geographic Template Ch. 3 in Lomolino et al.) Lecture Notes

(ICZN - International Commission for Zoological Nomenclature website, IAPT - International Association for Plant Taxonomy web site)

19 January

Lecture 4: Environmental Setting 1 (The Geographic Template: Ch. 3): Energy, Global Atmospheric and Oceanic Circulations. Lecture Notes

Lecture 5: Environmental Setting 2, The Geographic Template 1: Global Distribution of Climates, Soils, Soil Characteristics and Processes (Ch 3). Lecture Notes

21 January

Lecture 6. Environmental Setting 2; Climate, Soils, Aquatic and marine systems. Lecture Notes

Example Paper 1 for Literature Summary; Example Summary by MWB

Example Paper 2 for Literature Summary; Example Summary by TopStudent with MWB Comments

26 January

Lecture 7. Environmental Setting 3: Aquatic and Marine Systems, Range Maps, Projections. Lecture Notes

Lecture 8. Distributions of Species: Ecological Foundations (Ch. 4) Lecture Notes.

Interesting web site for exploring various population and other ecological models

A GREAT source of digital range maps for animals and plants (Links to an external site.)

Another source of species distribution data

28 January

Lecture 9. Distributions of Species: Ecological Foundations - Intra and Interspecies Interactions (Ch. 4) Lecture Notes.

First literature summary due at 6:00 PM on 3 February. Upload your summary into the assignment in the Canvas course.

Literature Summaries 1 Posted

Student 1 Summary; Student 1 Paper

2 February

Lecture 10. Interspecies Interactions; Habitat Modeling, Predictive Vegetation Modeling Lecture Notes.

Readings for this and next few lectures (definitely read those marked with *):
*1. Early Review Franklin, J. 1995. Predictive Vegetation Modeling. Prog. Phys. Geog.
*2. Recent Review Elith, J. and J.R.Leathwick 2009. Species Distribution Models: Ecological Explanation and Prediction Across Space and Time. Annual Reviews of Ecology, Evolution, and Systematics. 40:677-697. Supplemental Material for Elith and Leathwick 2009.
3. Review Austin 2002 Spatial prediction of Species Distributions - ecological and statistical approaches. Ecol. Modeling
4. Example: Ohman and Gregory 2002. Modeling Forest Composition in Oregon. Can. J. For. Res.
5. Climate-change example Iverson and Prasad 1998 Predicting abundance of 80 tree species following climate change in E. U.S. Ecol. Monogr.
6. USFWS Habitat Suitability Index Model Newsom, J.D., T. Joanen, and R.J. Howard. 1987. Habitat suitability index models: American alligator. U.S. Fish Wildl. Serv. Biol. Rep. 8X10.136). 14 PP.
7. Web site for US Forest Service Climate Change Atlas: Predictive Vegetation Mapping, species by species
8. An excellent and more complete conceptual review of Predictive Habitat Modeling by Guisan, A., and N.E. Zimmermann. 2000. Predictive habitat distribution models in ecology. Ecological Modelling 135:147-186

Lecture 11: More Habitat Modeling, Predictive Vegetation Modeling, Applied Habitat Modeling Lecture Notes

GAP Analysis Handbook

GAP Analysis Web Site

Elith et al. 2011. A statistical explanation of MaxEnt for Ecologists. Biodiversity Research.

4 February
Lecture 12: The Changing Earth 1 - Plate tectonics mechanisms and consequences Lecture Notes (Ch. 8)

9 February

Lecture 13: The Changing Earth 2: Glaciation and Insolation Lecture Notes (Ch. 9)

Lecture 14: Biogeographic Dynamics of the Pleistocene Lecture Notes (Ch. 9)

11 February
Lecture 15: Glaciation and Biogeographic Dynamics of the Pleistocene: Biogeographic Responses to Glaciation/Deglaciation; deglacial lake formation, Florida lakes are older Lecture Notes. (Ch. 9 and readings).

Lecture 16: Wrap up general biogeographic responses to glaciation; Changes in the Tropics; Pleistocene Tropical refugia ; Lecture Notes.

Interesting reading:
Davis, M.B. and R.G. Shaw. 2001. Range shifts and adaptive responses to Quaternary climate change. Science 292:673-679.

16 February
Lecture 17: Changes in the Tropics; Pleistocene Tropical refugia; 50K - 10K Extinctions of Large Mammals
Lecture Notes

Readings:Tropical Biodiversity and Pleistocene Refuges
1. Hill, J.L. and R.A. Hill. 2001. Why are tropical rain forests so species rich? Classifying, reviewing and evaluating theories. Progress in Physical Geography 25:326-354.
2. Haffer, J. 1969. Speciation in Amazonian birds. Science 165:131-136
3. Knapp, S and J. Mallett. 2003. Refuting Refugia? Science (Perspectives): 300:71-72.
4. Mayle et al. 2009. Vegetation and Fire at the Last Glacial Maximum in Tropical South America. Ch. 12 in Vimeux, et al. (eds.) Past Climate Variability in South America and Surrounding Regions from the Last Glacial Maximum to the Holocene. Springer.

5. Häggi, Christoph, Cristiano M. Chiessi, Ute Merkel, Stefan Mulitza, Matthias Prange, Michael Schulz, and Enno Schefuß. 2017. "Response of the Amazon Rainforest to Late Pleistocene Climate Variability." *Earth and Planetary Science Letters* 479 (December): 50–59. https://doi.org/10.1016/j.epsl.2017.09.013.

6. Rocha, Daniel Gomes da, and Igor L. Kaefer. 2019. "What Has Become of the Refugia Hypothesis to Explain Biological Diversity in Amazonia?" *Ecology and Evolution* 9 (7): 4302–9. https://doi.org/10.1002/ece3.5051.

More Controversy!
1. Hoorn et al. 2010. Amazonia through time: Andean uplift, climate change, landscape evolution, and biodiversity. Science 330:927-931
2. Critical comment on Hoorn et al. 2010: Rull 2011. Origins of Biodiversity. Letters. Science 331:398-399. AND
3. Response to critical comment by Rull: Horrn et al. 2011. Response. Letters. Science 331:399-400.

Overkill Hypothesis Literature

1. Martin, P.S. 1973. Discovery of America. Science 179:969-974.
2. Grayson, D. and D.J. Meltzer. 2003. A Requium for North American Overkill. Journal of Archaeological Science30:585-593.
3. Fiedel, S. and G. Haynes. 2004. A premature burial: comments on Grayson and Meltzer's "Requium for overkill" Journal of Archaeological Science 31:121-131.

4. Broughton, Jack M., and Elic M. Weitzel. 2018. "Population Reconstructions for Humans and Megafauna Suggest Mixed Causes for North American Pleistocene Extinctions." *Nature Communications* 9 (1): 5441. https://doi.org/10.1038/s41467-018-07897-1.

5. Surovell, Todd A., Spencer R. Pelton, Richard Anderson-Sprecher, and Adam D. Myers. 2016. "Test of Martin's Overkill Hypothesis Using Radiocarbon Dates on Extinct Megafauna." *Proceedings of the National Academy of Sciences* 113 (4): 886–91. https://doi.org/10.1073/pnas.1504020112.

Lecture 18: The Geography of Ecological Communities 1: Introduction, Definitions, Theory, Diversity and Evenness, Composition, Metrics, Biomass, Production. 18 Lecture Notes, {Reading Chapter 5}

Second literature summary due at 6:00 PM on 17 February. Upload your summary into the assignment in the Canvas course.

Literature Summaries 2 Posted

Student 1 Summary; Student 1 Paper

18 February
Lecture 19: The Geography of Ecological Communities 2: Introduction, Definitions, Theory, Diversity and Evenness, Composition, Metrics, Biomass, Production. 19 Lecture Notes {Reading Chapter 5}

23 February
Lecture 20: A little more Succession; Functional Succession; Biogeographic Patterns: Vegetation vs. Flora, Climate Zones, Life Zones, Biomes. Lecture Notes. {Reading: Chapter 5 }

Odum, E.P. 1969. The strategy of ecosystem Development. Science 164:262-270. (A Classic Paper)

Williams et al. 2004. Late-Quaternary vegetation dynamics in North America: Scaling from taxa to biomes. Ecological Monographs 74:309-334.

Webb, T. 1986. Is vegetation in equilibrium with climate? How to interpret late-Quaternary pollen data. Vegetatio 67:75-91.

Lecture 21-22: Vegetation vs. Flora, Climate Zones, Life Zones, Biomes; Lecture Notes

25 February
Lecture 21-22: Vegetation vs. Flora, Climate Zones, Life Zones, Biomes; Lecture Notes

MID-TERM EXAM POSTED IN THE MORNING AFTER LECTURE (Posted X:XX AM, 26 February DUE 11:59 PM 5 March - one week). NOTE: If you have any problems reading the exam files, or the two files with links in the exam, please notify me AS SOON AS POSSIBLE at mbinford@ufl.edu so I can repair any broken links.

Mid-term exam as .docx file;
Mid-term exam as .pdf file.

2 March

Lecture 23: Oceanic and Aquatic Regions Lecture Notes;

Lecture 24: Dispersal 1 basics Lecture Notes (Ch. 5, 6)

REMEMBER: Mid-Term Exam is DUE 11:59 PM Friday 5 March!

Third literature summary due at 6:00 PM on 3 March. Upload your summary into the assignment in the Canvas course.

Student Summary 1; Student Paper 1

4 March
Lecture 24/25 Dispersal and immigration 1 Basics continued (See Feb 27 for all of Lecture 24 Notes) 25 Lecture Notes (Ch. 6)

9 March

Lecture 26: 1. Dispersal 2 Barriers and Corridors Lecture Notes (Ch. 6).

11 March
Lecture 27: Speciation and Extinction Lecture Notes.

Supplemental Reading, A Review Paper: Schluter, D., and G.L. Conte. 2009. Genetics and ecological Speciation. Proc. U.S. National Academy of Sciences. 106:9955-9962.

16 March

Lecture 28: Island Biogeography 1 Lecture Notes (Ch. 13)

Lecture 29: Island Biogeography: Equilibrium Model, Tests, Revisions Lecture Notes

SPECIFIC READINGS
1. Simberloff and Wilson. 1969. Experimental Zoogeography of Islands: The Colonization of Empty Islands. Ecology 50:278-296.
2. Wilson, E.O. and D.S. Simberloff. 1969. Experimental Zoogeography of Islands: Defaunation and Monitoring Techniques. *Ecology*, Vol. 50:267-278
3. Simberloff, D. 1976. Species Turnover and Equilibrium Island Biogeography. Science 194:572-578
4. Simberloff, D. 1974. Equilibrium theory of Island Biogeography. *Annual Review of Ecology and Systematics*. V. 5:161-182.
5. Simberloff, D. and L. Abele. 1976. Island biogeography theory and conservation practice. *Science* 191:285-286.
6. Walter, H. 2004. Mismeasure of Islands: implications for biogeographical theory and the conservation of nature. *J. Biogeography* 31:177-197.
7. Gilbert, F.S. (1980) The equilibrium theory of island biogeography: fact or fiction? *J. of Biogeography*, 7, 209–235.

Fourth literature summary due at 6:00 PM on 17 March. Upload your summary into the assignment in the Canvas course.

Literature Summaries Posted

18 March

Lecture 30: Island Biogeography 3: Assembly, Evolution; Lecture Notes.

Kodric-Brown and Brown. 1993. Highly structured fish communities in Australia. Ecology74:1847-1855.

23 March

Lecture 31: Island Biogeography 4: Evolution on Islands Lecture Notes (Ch. 13)

Lecture 32: Macroecology; Areography, Lecture Notes (Ch. 14)

25 March

Lecture 33: Ecogeographic Rules, Lecture Notes.

30 March

Lecture 34: Diversity Gradients 1 Lecture Notes

Lecture 35: Extinctions and Conservation Lecture Notes

Fifth literature summary due at 6:00 PM on 31 March. Upload your summary into the assignment in the Canvas course.

Literature Summaries Posted

1 April

Lecture 36: Human Biogeography 1: Evolution and Dispersal; Lecture Notes.

Reading: Stewart and Stringer 2012 Human Evolution Out of Africa: The Role of Refugia and Climate Change. Science 335:1317-1321; Perspectives on Stewart and Stringer
Pope and Terrell 2008 Environmental setting of human migrations in the circum-Pacific region. J. Biogeogr 35:1-21.
Krause et al. 2010. The complete mitochondrial DNA genome of an unknown hominin from southern Siberia. Nature 464:894-897.
Hoffecker. 2010. The spread of modern humans in Europe. PNAS 106:16040–16045.

6 April

Lecture 37 & 38: Human Biogeography 2: Agriculture, Dominance, Anthropogenic Biomes, Anthropocene, Lecture Notes

Extra reading: Zeder, M. 2008. Domestication and early agriculture in the Mediterranean Basin: Origins, diffusion, and impact. Proc. US Nat. Acad. Sci. 105:11597–11604.

Reading: Dawson et al. 2011. Beyond Predictions: Biodiversity Conservation in a Changing Climate. Science 332:53-58

Petitpierre_et_al_2012_Niche_shifts_are_rare_among_terrestrial_plant_invaders. Science 335:1344-1347

8 April

Lecture 39: Macrosystems Biology - Regional to Continental Scale; Lecture Notes Links to Readings in Lecture Notes, Slide 3 (This Time).

13 April

Lecture 40: Macrosystems Biology and the National Ecological Observatory Network (NEON); Lecture Notes. Readings Below

Readings: (Rose et al.; NEON documents)

Frontiers in Ecology and Environment Special Issue on Macrosystems Biology: https://esajournals.onlinelibrary.wiley.com/toc/15409309/2014/12/1

Landscape Ecology Special Issue on Macrosystems Biology, Including K.A. Rose et al. Theory: https://link.springer.com/journal/10980/31/1

NEON Readings:

https://www.neonscience.org/

Critiques of NEON:

Collins, Scott L., and Alan K. Knapp. "NEON Should Be Run by Ecologists for Ecologists." *BioScience* 69, no. 5 (May 1, 2019): 319–319. https://doi.org/10.1093/biosci/biz043.

Sagoff M. 2019. Will NEON kill ecology? Issues in Science and Technology 35: 54–62.
Knapp, Alan K, and Scott L Collins. "Reimagining NEON Operations: We Can Do Better." *BioScience*, October 18, 2019, biz119. https://doi.org/10.1093/biosci/biz119.
In Praise of NEON:
Balch, Jennifer K., R. Chelsea Nagy, and Benjamin S. Halpern. "NEON Is Seeding the next Revolution in Ecology." *Frontiers in Ecology and the Environment* 18, no. 1 (2020): 3–3. https://doi.org/10.1002/fee.2152.
Review of Museum Collections Use: Soltis, Douglas E., and Pamela S. Soltis. "Mobilizing and Integrating Big Data in Studies of Spatial and Phylogenetic Patterns of Biodiversity." *Plant Diversity*, Dedicated to 100 years of Wu Zhengyi, 38, no. 6 (December 1, 2016): 264–70. https://doi.org/10.1016/j.pld.2016.12.001.

15 April

20 April

Grad Student Presentation: *Title*

Lecture 41: Course Summary Lecture Notes

21 APRIL GRADUATE STUDENTS' TERM PAPERS DUE

22-23 April: Reading Days

Final Exam Posted XX April at XX AM?PM; due 5XXX (Official University final exam time is XXX) .

Final exam WITH MWB EXAMPLES in .pdf format
Final exam WITH MWB EXAMPLES in .docx format

EXAMS

Mid-term and end-of-semester essay exams will evaluate the ability of the student to understand and synthesize the material presented in class and in the reading. Students are responsible for all material in lectures and readings.

BI-WEEKLY SUMMARIES OF PEER-REVIEWED PAPERS IN THE CURRENT SCIENTIFIC LITERATURE

Every other week undergraduate students will read a peer-reviewed paper in the current scientific literature and hand in a summary of the paper and a pdf file of the paper. "Current" means published in the past 4 years (2017-2021 for Spring 2021). The summary will state 1) The full citation reference for the study including the affiliations of the authors, 2) the research problem or question (1 or 2 sentences), 3) the general background knowledge leading up to this study (2 sentences), 4) the methods used by the investigators (1 or 2 sentences), 5) the results of the study (2 sentences and one figure or table), 6) what we learned new from the study (2 sentences), and 7) what are the are important questions not answered by the study or new questions raised by the study. This is a total of 12 sentences at most and one illustration of the evidence and is *not* a copy of the abstract of the paper. Here is an example of a paper that would be appropriate, and here is an example of the summary of the paper (NOTE: I ADDED A SHORT SECTION AT THE END "MWB Comments" THAT DESCRIBE SOME OF MY THINKING THAT WAS NOT ADDRESSED IN THE PAPER ITSELF. YOU DON'T HAVE TO WRITE THIS UNLESS YOU WANT TO.). And, here is a paper that I have summarized, and here is my summary. Each summary will be evaluated on the basis of how well it describes the paper. The overall grade on the summaries will be equivalent to one exam.

CLASSIC WORKS IN BIOGEOGRAPHY

Every topic in any discipline has seminal papers or books that started research programs or changed the way that scientists, and ultimately the public, understand their subject. These publications are often called "classic" works. Examples in Biogeography include Darwin's "On the Origin of Species," Wallace's "The Geographical Distribution of Animals," Dov Por's "One Hundred Years of Suez Canal -- A Century of Lessepsian Migration:

Retrospect and Viewpoints," Elton's "Ecology of Invasions by Animals and Plants," Haffer's "Speciation in Amazon Forest Birds," MacArthur and Wilson's "Island Biogeography," and many others. Lomolino et al. (2004) "Foundations of Biogeography: Classic Papers with Commentaries" *(on reserve in the Marston Science Library for the semester)* is a great source of these papers, and although it is very long it does not have all of the papers that you might consider "classic."

Lomolino et al. (2004) recognize eight general topics within which classic papers are identified: 1. Early Classics; II. Geological history and the distribution of species; III. Biological and environmental factors affecting species' ranges, issues of scale, human influences; IV. Revolutions in Historical Biogeography, geography of dispersal, phylogenetic systematics, V. Geography and diversification, VI. Island biogeography, human effects on extinctions; VII. Community assembly rules; VIII. Environmental gradients and species diversity. To this I would add IX. Conservation biogeography.

Each graduate student will select one of the topics, and 2-3 papers within the topic, to summarize for the rest of the class in a short written paper that the class will read and a short in-class presentation and discussion. The summary, presentation, and discussion will account for 25% of the graduate student's grade for the course.

TERM PAPER

Graduate students will write a review of the literature in Biogeography about some specific topic. The paper will be a maximum of 20 pages long, 12-point type, double-spaced, excluding figures, tables, and references. Each student should decide on the topic to be reviewed and consult with the instructor early in the semester so the work can commence. The papers summarized in the task above can be used for the term paper research. The term paper will be evaluated on the basis of how well the topic is chosen, how well the topic is summarized, and how well the paper is written. The grade on the term paper will be equivalent to one exam.

EXTRA CREDIT

Many students, both graduate and undergraduate, are involved with independent study projects, thesis or dissertation research, or have other experiences with biogeographic research. Short (10-minute) presentations to the class that describe these projects or experiences will be welcome, and will earn extra credit. Past presentations have included a description of a colonization study of small aquatic ecosystems and the Ordway-Swisher Biological Station and a description of a study of the genomes of all terrestrial and marine species that live within 1 km of the land-water interface in Moorea.

LINKS TO VARIOUS JOURNALS WITH BIOGEOGRAPHIC CONTENTS
Journal of Biogeography Science Library QH84 .J68 - Internet Access for UF
Global Ecology and Biogeography Science Library QH84 .G56 - Internet Access for UF
Diversity and Distributions Science Library QH75.A1 B56 - Internet Access for UF
Ecography
American Journal of Botany

American Naturalist

Annals of the Missouri Botanical Garden

Annual Reviews in Ecology and Systematics

Biodiversity and Conservation

Biological Journal of the Linnean Society

Cladistics

Conservation Biology

Deep-Sea Research

Ecological Applications

Ecology

Evolution

Evolutionary biology

Journal of Molecular Evolution

Molecular Ecology

Molecular Phylogenetics and Evolution

Oecologia

Proceedings of the National Academy of Sciences

Proceedings of the Royal Society B: Biological Sciences

Science

Systematic biology

Systematic Zoology

Trends in Ecology & Evolution

<u>Academic Honesty, Student Responsibilities, Student Conduct Code, etc.</u>
Students are required to do their own work on the exams, for term papers, and for the literature summaries. It is fine to consult with each other on how to make measurements, where to find interesting literature, etc., but each of you must submit your own work separately. The penalty for cheating is to receive zero points for that exam or

paper, and the incident will be reported to the Student Honor Court. You are required to review the UF Student Responsibilities Guidelines (links below).

- **Academic Honesty**
- **Student Conduct Code**
- **Alcohol and Drugs**
- **Relations Between People and Groups**
- **Service to Others**
- **Standard of Ethical Conduct**

Students with Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Course policy on Zoom Presence where sessions are recorded: no Zoom presence required

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or use a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.