

# **Geography 22600: Environmental Conservation: Resource Management**

## **Department of Geography**

### **COURSE OUTLINE AND SYLLABUS**

Instructor:	Ramiro Campos
Term:	Fall 2017
Office:	Office Number 1032N
Class Meeting Days:	Tuesdays
Class Meeting Hours:	05:35 pm – 8:25 pm
E-Mail:	<a href="mailto:rcampos@mec.cuny.edu">rcampos@mec.cuny.edu</a>
Class Location:	HN 1022
Office Hours:	Tuesdays, 4:45 pm – 5:30 pm; other times by appointment ONLY
Course Mode:	W (Web enhanced)
	Blackboard Supported Browsers (desktop)
	<ul style="list-style-type: none"><li>• Firefox 24® and later.</li><li>• Chrome™ 30 and later.</li><li>• Safari® 6 and later. Safari for Windows is no longer supported by Apple and is not supported for the new Blackboard Learn experience.</li><li>• Internet Explorer® 9 and later.</li><li>• For the best experience <b>use Google Chrome™ or Firefox® (versions 49+)</b></li></ul>

#### **I. Course Description**

Introduces students to environmental studies with a focus on policy and management of resources. The course will examine issues pertaining to sustaining our resource base (biodiversity, food, soil, water and energy), a review of factors influencing sustainable use, and how humans have impacted these key elements of the natural system.

#### **II. Course Overview**

This course will introduce learners to the approaches and problems associated with resource conservation in the first stages, of the Anthropocene, an era in which human activity has a geologically significant impact on the earth's atmosphere and ecosystems. Learners will be introduced to how political economy, ecology and environmental ethics are contributing to our understanding of broad issues such as population and world hunger, water and air pollution, forest management and soil conservation and how these approaches are being remedied by championing a sustainable approach to managing human and non-human societies. The course will be split into (roughly) two sections: the first is a crash course into the fundamentals of political economy, ecology and ethics as it relates to resource conservation; the second will discuss how understanding political ecology has informed efforts to create a sustainable world.

Class attendance and class participation are a critical part of the semester grade. This means that you must be prepared to discuss the readings assigned for the day. Imagine that you will be required to give a 2-minute (informal) oral presentation about the textbook and additional readings at the beginning of each lecture. My teaching philosophy is predicated on the belief that students learn best from their peers, so while the first 4-5 weeks of class will be conducted in a standard lecture format, the course will shift to a seminar format by the end of September or early October.

However, any lecture period can develop into a seminar format at any time. I encourage you to ask questions and I expect you to answer other students' question. We always learn best from our peers.

### III. **Course Objectives / Student Learning Outcomes (SLOs)**

The course is designed to introduce students to the key concepts, themes, methodologies and tools of natural resource conservation. At the end of the course, learners should be able to:

1. Identify how scientists have arrived to the understanding of the Anthropocene
2. Discuss the relationship between geography and other disciplines
3. Understand the ecological aspects of modernization and population growth
4. Summarize the relevant economic, historical and ethical issues relating to resource depletion and conservation
5. Understand how the Anthropocene is intimately associated with 20<sup>th</sup>-century geopolitics and globalization
6. Differentiate between the varied philosophical approaches to resource use
7. Describe the fundamentals of soil conservation, pest management, forest and wildlife management and waste management
8. Describe and explain the impacts of fossil fuels on air and water resources
9. Integrate the philosophies of ecology and the science of conservation into an assessment of current resource management policies
10. Predict how certain philosophical attitudes can lead to positive and negative changes in governmental conservation strategies
11. Identify the issues involved in risk management and conservation
12. Reflect on what it means to live in a sustainable society

### IV. **Required Texts and Materials**

#### **Required texts**

Paul Robbins, John Hintz and Sarah A. Moore. 2014. Environment and Society: A Critical Introduction. 2<sup>nd</sup> edition. Wiley Blackwell. ISBN 978-1-118-45156-4

Daniel Chiras and John Reganold. 2010. Natural Resource Conservation: Management for a Sustainable Future, 10th Edition, Pearson. ISBN-13: 9780132251389

**Additional Readings: will be posted on Blackboard and through eRes.**

#### **Hunter College Policy on Academic Honesty**

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures. Plagiarism, dishonest, or cheating in any portion of the work required for this course will be punished to the full extent allowed according to Hunter College regulations.

### Students with Disabilities

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of AccessABILITY, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call: (212) 772- 4857 or (212) 650-3230. If you need disability-related accommodations for your work in this course, please let me know.

### Hunter College Policy on Sexual Misconduct

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College affirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationship. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

- a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, on contacting the College's Public Safety Office (212-772-4444).
- b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct Link: <http://www.cuny.edu/ab>

### V. Basis for Overall Semester Grade.

Assessment	Percent of Final Grade
In-class participation	10%
Mid term Exam	20%
Eight Discussion Board Assignments (5% each)	40%
One short research paper (5-6 pages)	10%
Final Exam	20%
	100%

**Note:** Research paper submission details will be published on BlackBoard. The paper must be submitted in .doc format and will be run through SafeAssign, an anti-plagiarism software package.

The majority of your semester grade will depend on your attendance and participation in class as this will form the basis of the discussion board assignments. Other specifics as to the nature of the assignments will be explained on Blackboard for each assignment. No late assignments will be accepted past the due date. No grades

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of "incomplete" or IN will be given except in cases of extreme circumstances. A CR/NC grading option is available as per Hunter College guidelines. CR/NC forms must be submitted to the instructor no later than 15 minutes prior to the final exam. I will not accept CR/NC forms once the final exam has begun.

The Hunter College grading system is used in this course.

<http://catalog.hunter.cuny.edu/content.php?catoid=32&navoid=7880>

**VI. Grade Dissemination**

All grades will be posted on Blackboard in a timely manner.

**VII. Course Policies: Grades**

There are no make-ups for assignments, exams, or the final exam UNLESS in the case of a documented medical emergency.

**VIII. Extra Credit Policy:** There will be no extra credit assignments given for this course

**IX. Grades of "Incomplete": No incomplete grades will be given.**

X. Email: Please e-mail me ONLY after you have checked Blackboard for any announcements. My e-mail address is [rcampos@mec.cuny.edu](mailto:rcampos@mec.cuny.edu)

**XII. Course Policies: Student Expectations**

The following rubrics will be used to grade your Blackboard assignments and class participation. Each Blackboard assignment will be graded for two categories: completing the assignment (for four points) which may be a 300-500 word reflection piece, a short outline of specific textbook chapters from the Robbins, et al textbook, or creating a brief Wiki; and responding to at least two peers' assignments (for an additional point) in a coherent and constructive manner as to produce more discussion by your peers.

**Professor Campos' Assignment Rubric\***

<b>Quality Criteria</b>	<b>High Proficiency (4 points)</b>	<b>Proficiency (3 points)</b>	<b>Some Proficiency (2 points)</b>	<b>No/Limited Proficiency (1 point or less)</b>	<b>Weight (0,1,2,3,4 pts)</b>
1. Identifies & explains <b>ISSUES</b>  (Did you answer the question?)	Clearly identifies, summarizes, and explains main issues and identifies embedded or implicit issues, addressing their relationships to each other.	Identifies, summarizes, and briefly explains the main issues, but fails to mention any implicit issues.	Identifies main issues but does not summarize or explain them clearly or sufficiently.	Fails to identify, summarize, or explain the main issue. (AND/OR) Represents the issues inaccurately or inappropriately.	30%
2. Recognizes stakeholders and <b>CONTEXTS</b>  (i.e., cultural/social, educational, technological, political, scientific, economic, ethical, personal experience)	Correctly identifies the empirical and theoretical contexts relevant to the main stakeholders, and identifies minor stakeholders and contexts showing the tensions or conflicts of interest among them.	Correctly identifies the empirical and most theoretical contexts relevant to the main stakeholders.	Shows some general understanding of the influences of empirical and theoretical contexts on stakeholders, but does not identify any specific ones.	Fails to accurately identify and explain any empirical or theoretical contexts for the issues.  (OR) Presents problems as having no connections to other conditions or contexts.	10%
3. Identifies & evaluates <b>ASSUMPTIONS</b>	Identifies and carefully evaluates the important assumptions.	Identifies and briefly evaluates the important assumptions	Identifies some of the most important assumptions, but does not evaluate them for plausibility or clarity.	Fails to identify and evaluate any of the important assumptions behind the claims and recommendations made.	30%
4. Identifies & evaluates	Correctly identifies and	Correctly identifies	Correctly identifies data	Fails to correctly identify data and	20%

<b>Quality Criteria</b>	<b>High Proficiency</b> (4 points)	<b>Proficiency</b> (3 points)	<b>Some Proficiency</b> (2 points)	<b>No/Limited Proficiency</b> (1 point or less)	<b>Weight</b> (0,1,2,3,4 pts)
<b>EVIDENCE</b>	rigorously evaluates important evidence, successfully linking the evidence to theoretical concepts and frameworks while providing new or alternative data or information for consideration.	important evidence, highlights its relative importance, and makes an attempt at linking evidence to theoretical concepts and frameworks.	and information that counts as evidence but fails to highlight its relative importance and/or link them with theoretical concepts and frameworks.	information that counts as evidence for truth-claims  (AND/OR)  fails to evaluate its credibility.	
5. Identifies & evaluates <b>IMPLICATIONS</b>  <i>("What does this mean?")</i>	Identifies and thoroughly evaluates implications, conclusions, or consequences of the issue.	Identifies and briefly evaluates many implications, conclusions, or consequences of the issue	Suggests some implications, conclusions, or consequences of the issue.	Fails to identify implications, conclusions, or consequences of the issue.	10%

Adapted from, but basically "pirated" from [http://www.neiu.edu/about/sites/neiu.edu/about/files/documents/2015/01/Gen-Ed\\_Critical%2520Thinking%2520Rubric\\_102306.doc](http://www.neiu.edu/about/sites/neiu.edu/about/files/documents/2015/01/Gen-Ed_Critical%2520Thinking%2520Rubric_102306.doc) on July 13, 2017

\* Adapted from Washington State University's *Critical Thinking Project*

**OTHER CONSIDERATIONS**

1. You are expected to always be mindful of your classmates and do nothing that will interrupt or disrupt the learning process of others (not chewing gum, music, cell phones, etc.)
2. Although the campus policy clearly states that minors may not regularly attend their parents or guardians to class, well behaved children are welcome on an emergency basis, subject to the discretion of Campus Safety.
3. This course is not a glorified high school course in geography. It will be difficult at times and will demand more time than some of your other courses. Please understand that if you do not devote at least 4-5 hours of study for this course a week, and especially if you fall behind on the coursework, you will receive the grade your effort reflects.
4. You should consider yourself a scholar in this course, not just a student. You will be expected to learn how to produce knowledge, not just receive it.

5. Should you need to contact me, please email me at [rcampos@mec.cuny.edu](mailto:rcampos@mec.cuny.edu), with GEOG 226 in subject line and sign your name as it appears in CUNYfirst. I will do my best to respond within 48 hours, with the exception of the weekends, when I might take longer.
6. Please follow these links for discussion board etiquette and guidelines
  - a. [https://www2.uwstout.edu/content/profdev/rubrics/discuss\\_etiquette.html](https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html)
  - b. <https://www.youtube.com/watch?v=tVqWcrMPxfY>
  - c. <http://online.purdue.edu/comm/masters-in-communication/resources/netiquette-for-graduate-school-students>

### XIII. Tentative Semester Outline

All Dates Tentative

Please note that some weeks we will only SKIM through the textbook and focus our lectures and discussion around readings posted on Blackboard. For example, I don't actually expect you to read 4 chapters for Week 10.

Week 1 August 29	<u>The First Crisis of the Anthropocene</u>		Robbins, et al Ch 1
Week 2 and 3 September 5 – September 12	<u>History and Political Economy</u>	<b>You MUST have your textbooks by now</b>	Chiras/Reganold Ch 1 Robbins, et al Ch 7
September 19	<b><u>NO CLASS SCHEDULED</u></b>	<b>Classes follows a Thursday schedule</b>	
Week 4 September 26	<u>Lessons from Ecology</u>		Chiras/Reganold Ch 3 Robbins, et al Ch 3,4,
Week 5 October 3	<u>The Social Construction of Nature and Environmental Ethics</u>	<b>Seminar sessions to begin</b>	Chiras/Reganold Ch 2 Robbins, et al Ch 8
Week 6 October 10	<u>Economics and Ethics</u>	<b>Discussion Board assignments to begin</b>	Chiras/Reganold Ch 1 Robbins, et al Ch 3,4, 14
Week 7 October 17	<u>Population and World Hunger</u>	<b>Mid Term</b>	Chiras/Reganold Ch 4,5 Robbins, et al Ch 2
Week 8 October 24	<u>Population and World Hunger (continued)</u>		Chiras/Reganold Ch 4,5 Robbins, et al Ch 2
Week 9 October 31	<u>Introducing Sustainability</u>	<b>Short Paper assignment instructions posted on Blackboard</b>	Chiras/Reganold Ch 21, 23 Robbins, et al Ch 12
Week 10 November 7	<u>Soil conservation, biotech GMO's</u>		Chiras/Reganold Ch 6,7 Robbins, et al Ch 10
Week 10 November 7	<u>Integrated Pest Management</u>		Robbins, et al Ch 8

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Week 11 November 14	<u>Aquatic Environments and Water Resources</u>		Chiras/Reganold Ch 9,10 Robbins, et al Ch 13
Week 12 November 14	<u>Water Pollution and Marine Coastal Systems</u>		Chiras/Reganold Ch 11,12
		<b>November 10</b> <u>Last day to drop the course</u>	
November 21	<b><u>NO CLASS SCHEDULED</u></b>		
Week 13 November 28	<u>Forest Management and Wildlife Management</u>		Chiras/Reganold Ch 14,16 Robbins, et al Ch 11
Week 14 December 12	<u>Waste Management and Sustainable Cities</u>		Chiras/Reganold Ch 17, 23 Robbins, et al Ch 15
Week 14 December 12	<u>Fossil Fuel and Air Pollution</u>	<b>All Assignments DUE</b>	Chiras/Reganold Ch 1 Robbins, et al Ch 9
Week 14 December 12	<u>Institutions and Resource Management Policies</u>		**readings will be posted on Blackboard by the end of November

**Expected Final Exam Date and Time: December 19, 6 pm**