Geography 22600-01: Environmental Conservation: Resource Management

Department of Geography and Environmental Science

SYLLABUS AND COURSE OUTLINE

Instructor:	Ramiro Campos
Term:	Spring 2024
Office:	HN 1032
Class Meeting Days:	Tuesdays and Fridays
Class Meeting Hours:	04:00 pm – 5:15 pm.
E-Mail:	rcampos@hunter.cuny.edu
Class Location:	HN 1022
Office Hours:	HN 1032; Fridays, 3-4 pm; other times by appointment ONLY
Course Mode:	FULLY IN PERSON

Course Description

This course introduces students to environmental studies with a focus on the geographic aspect of 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. This course will focus primarily on the social sciences and ethics and how they inform our management of natural resources.

Course Overview

This course will introduce learners to the approaches and problems associated with resource conservation in the first stages of the Anthropocene, a proposed 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, political 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, environmental racism, 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 course materials 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 the course will be conducted in a standard lecture format, the course will shift to a seminar format by the end of September or early October.

I also want you to reject the idea of learning as a passive activity; your goal should be to learn how to communicate effectively what you are thinking and learning.

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.

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. Understand how human activity, broadly defined by history and political economy, informs our understanding of the ecological crisis
2. Apply the lessons that ethics, political economy, demography, ecofeminism, colonial history and UN SDG's gives us to resource use, globalization, population growth, environmental racism and novel ecosystems
3. Apply the philosophies of ecology, ecofeminism, queer ecology, climate justice and the science of conservation and restoration to evaluate current resource management approaches
4. Apply different approaches to creating a sustainable society by broadly linking energy use, sustainable agriculture, wildlife preservation, patriarchy, neoliberalism, and environmental racism to evaluate the movement for sustainable cities as potential drivers of climate justice

Course Materials:
- **There is no textbook for this course**
- **All readings and course materials will be posted on Blackboard**

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.

It is your own responsibility to understand the college's rules concerning appropriate behavior and what constitutes plagiarism. My penalty for plagiarism or cheating will result in giving you an automatic zero for the assignment or exam for the first time, an F for the course if it is repeated. The college may also take further disciplinary action.

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.

CUNY Assistive Technology Services:

As we all adjust to instruction in a distance learning environment, the CUNY Assistive Technology Services (CATS) and Media Accessibility Project (MAP) are here to continue to support CUNY students with disabilities. The CATS website features updates on assistive technology resources, including how-to guides, videos, accessibility resources, and other important information with easy and simple installation instructions for CUNY students. As a friendly reminder, the following software is available to students for free at-home use, CATS Assistive Technology Lab Package:

> **Kurzweil 3000 and WYNN** are reading and writing software programs used primarily by students with learning disabilities.
>
> **ZoomText Magnifier/Reader** is a magnification and reading program tailored for low-vision users.
>
> **JAWS** is a screen reading software program that enables blind or visually impaired users to read the text that is displayed on the computer screen using a speech synthesizer or refreshable braille display.
>
> **Fusion** is a combination of JAWS screen reader and ZoomText Magnifier/Reader primarily

Hunter College Policy on Sexual Misconduct   (http://www.cuny.edu/ab)

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) of 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.

Preferred Gender Pronoun

I affirm all forms of gender expressions and identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to inform me about your preferred gender pronoun or if you do not have a pronoun. All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed...I will do my best to address and refer to all students accordingly and support classmates in doing so as well.

Professor Acknowledgements

1. I acknowledge the stress, anxiety, depression of the pandemic and quarantine (which disproportionately affect female and BIPOC students) and these may translate into:
   - Connectivity Issues & Limited Technology
   - Domestic Abuse
   - Food Insecurity
   - Unemployment

Please feel free to meet with me individually about challenges and I will recommend or investigate resources.

2. I acknowledge my own set of privileges: lighter-skinned, US-Born, Native English speaker, male, upper middle-class, cis-gendered, able-bodied, and that this may translate into
   - Inconsiderateness while discussing religion, migrant status,
   - Interrupting of students while they speak
   - Dismissal of ideas that are novel or obsolete
   - Normalizing ideas that may be obsolete/violent/exclusive/discriminatory

Basis for Overall Semester Grade.

Assessment	Percent of Final Grade
Active Participation (Weekly Discussion)	20%
FIVE quizzes (2% each)	10%
NINE short papers (4% each)	36%
THREE Discussion Board Assignments (8% each)	24%
Final Exam	10%
Total	100%

Most of your semester grade will depend on your participation in class <u>as this will form the basis of the discussion board assignments</u>. Other specifics as to the nature of the assignments will be explained on Blackboard for each assignment.

The Hunter College grading system is used in this course:
http://catalog.hunter.cuny.edu/content.php?catoid=32&navoid=7880

Grade Dissemination:
All grades will be posted on Blackboard in a timely manner. Delays to your grades might occur in cases where I may give an extension (to the whole class) or a weather emergency, etc.
Course Policies:

Extensions:
There are no individual extensions for assignments, quizzes, or the final exam UNLESS in the case of a **documented medical emergency**.

Grades of "Incomplete": No incomplete grades will be given, unless in the case of a documentable extraordinary circumstance.

Course Completion Policy: All work must be completed by the end of the semester. A "WU" grade will be given to students who do not:
1. Complete the multiple-choice quizzes.
2. Complete at least 80% of the written assignments
3. Complete the final exam
4. Miss more than 5 sessions.

Extra Credit Policy:
There will be no extra credit assignments given for this course. I might be lying.

Syllabus Grade Change Policy:

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. Please check Blackboard for these changes.

Email: Please e-mail me ONLY after you have checked Blackboard for any announcements, and (preferably) also checked with 3 peers. My e-mail address is

rcampos@hunter.cuny.edu

Course Policies: Student Expectations

1. You are expected to always be mindful of your classmates and do nothing that will interrupt or disrupt the learning process of others (please keep your Zoom on mute when not speaking.)
2. 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.
3. Should you need to contact me, please email me at rcampos@hunter.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 4 hours, except weekends, when I might take longer.
4. Please follow these links for discussion board etiquette and guidelines
   a. 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

Other CUNY Policies:

- CUNY Academic Integrity Policy: https://www.cuny.edu/about/administration/offices/legal-affairs/policiesprocedures/academic-integrity-policy/

- CUNY Policy on Acceptable Use of Computer Resources: https://www.cuny.edu/wpcontent/uploads/sites/4/page-assets/about/administration/offices/cis/itpolicies/ComputerUsePolicy1.pdf

- CUNY Policy on Acceptable Use of University Data in the Cloud: https://www.cuny.edu/wp-content/uploads/sites/4/pageassets/about/administration/offices/cis/information-security/security-policiesprocedures/Acceptable-Use-of-University-Data-in-the-Cloud-2019-8-19a.pdf (and related Data Classification Standard: https://www.cuny.edu/wpcontent/uploads/sites/4/page-assets/about/administration/offices/cis/information-security/security-policiesprocedures/Data-Classification-Standard-CUNY-2019-8-19a.pdf)

- CUNY Intellectual Property Policy: https://www.cuny.edu/wpcontent/uploads/sites/4/page-assets/about/administration/offices/legalaffairs/policies-procedures/Intellectual-Property-Policy.pdf

- CUNY information on copyright: https://www.cuny.edu/about/administration/offices/legal-affairs/intellectualproperty/copyright-materials/

- CUNY Equal Opportunity and Non-Discrimination Policy: https://www.cuny.edu/about/administration/offices/legal-affairs/policiesprocedures/equal-opportunity-and-non-discrimination-policy/

- CUNY Policy on Sexual Misconduct: http://www.cuny.edu/wpcontent/uploads/sites/4/page-assets/about/administration/offices/legalaffairs/policies-procedures/Sexual-Misconduct.pdf

- CUNY Campus and Workplace Violence Prevention Policy: https://www.cuny.edu/wp-content/uploads/sites/4/pageassets/about/administration/offices/legal-affairs/CUNY-Campus-and-WorkplaceViolence-Prevention-Policy-2.28.11-and-amended-9.26.2011.pdf

- CUNY Domestic Violence and the Workplace Policy: http://policy.cuny.edu/generalpolicy/article-v/#policy_5.061

- CUNY Procedures for Implementing Reasonable Accommodations and Academic Adjustments: https://www.cuny.edu/about/administration/offices/legalaffairs/policies-procedures/reasonable-accommodations-and-academicadjustments/

RUBRICS

Participation Rubric

Participation will be graded by

1. how prepared you came to class,
2. how reliable were you to answer questions asked by the instructor,
3. how often you asked questions of the course material in class, whether readings, or assignments
4. How well you and your group did during the "Oral Mid Term Exam"
5. and, especially, **how much you contributed to the learning environment**.

Reflection Paper Rubric

Papers will be graded by

1. how well you answered the question asked, how well you examined all the material provided for the assignment, if you meet the word count minimum, and how many course concepts you utilized as appropriate to this assignment.
2. whether your post had a clear introduction and body with clear flow, with no spelling or grammatical errors, and how well your response went beyond description.
3. how well you synthesized the materials provided to illuminate course concepts.
4. how well you incorporated superb outside academic knowledge and/or your own personal and/or family/work knowledge to further illuminate course concepts.

Discussion Board Rubric

Rubrics will be used to grade your Discussion Board assignments and class participation. Each discussion board assignment will be graded for two categories: completing the assignment which will consist of a 1000-word reflection piece; and responding to at least **four** peers' assignments in a coherent and constructive manner as to produce more discussion by your peers**. IDEALLY, each new response builds on the previous responses.**

The Discussion Board will be graded by

1. how well you answered the prompt, how well you examined all the material provided for the assignment, if you meet the word count minimum, and how many course concepts you utilized as appropriate to this assignment.
2. whether your post had a clear introduction and body with clear flow, with no spelling or grammatical errors, and how well your response went beyond description and how well you synthesized the materials provided to illuminate course concepts.
3. how well you incorporated superb outside academic knowledge and/or your own personal and/or family/work knowledge to further illuminate course concepts.
4. **how well you understood your peers' posts, and how well you used course concepts to reference their best or weakest points.**

Please check Blackboard for the different rubrics used for the different assessments used in this course.

Tentative Semester Outline

Please pay attention to Blackboard for additional readings.

WEEK	TOPIC	Learning Outcome:	Your responsibilities
Unit 1 **Jan 26 – Feb 2**	The Ecological Crisis	We will discuss the course and the course map and what you should expect to learn in this course!	• Be prepared for discussion # 1
Unit 2 **Feb 6 – Feb 16**	Lessons from Ecology	• **systems approach to ES** o thermodynamics o nutrient cycles/trophic levels o ecological succession o biomes	• Be prepared for discussion • Please submit your paper for this week
Unit 3 **Feb 20 – Mar 5**	History and Political Economy	• **orthodox economics** • **heterodox economics** • **the robbery of nature** • **neoliberalism** o Coase Theorem o Tragedy of the Commons o Market optimism and carbon pricing o Hegemony	• Be prepared for discussion • Please submit your paper for this week •
Unit 4 **Mar 8 – Mar 19**	The Social Construction of Nature and Environmental Ethics	• **Use vs intrinsic value** • **Social constructions—discourse, narratives, ideology, and decentering** • **Biocentrism** • **Religious Ethics**	• Be prepared for discussion • Please submit your paper for this week
Unit 5 **Mar 22 – Apr 2**	Human Population Dynamics/ Ecofeminism/Queer Ecology	• **Malthus and Famine** • **Human population growth and sustainability** • **World Hunger** • **Ecofeminism** • **Queer Ecology**	• Be prepared for discussion • Please submit your paper for this week
Unit 6 **Apr 2 – Apr 9**	Invasive Species and Pest Management/Novel Ecosystems	• **Learning to love invasive species** • **IPM** • **Soils** • **Restoration Ecology** • **Novel ecosystems**	• Be prepared for discussion • Please submit your paper for this week

Unit 7 Apr 12 – Apr 16	Foundations of a Sustainable Society	• **Extractivism** • **Restoration Ecology** • **Reconciliation Ecology** • **Regrets Solutions** • **NEPA** • **Clean Air Act** • **Clean Water Act** • **Endangered Species Act**	• Be prepared for discussion • Please submit your paper for this week
Unit 8 Apr 19 – Apr 30	Environmental Racism and Environmental Injustice	• **Stakeholders** • **Climate gentrification** • **SDG #11** • **Brownfields**	• Be prepared for discussion • Please submit your paper for this week
Unit 9 May 3 – May 7	Sustainable Cities	• **Cities as drivers of climate justice** • **Designing Cities** • **Lessons from around the planet** • **OneNYC**	• Be prepared for discussion • Please submit your paper for this week
Unit 10 May 10 – May 14	Looking Forward	• **Break Open the Household** • **Making cities sustainable** • **Revisiting Ethics** • **Becoming Good Ancestors**	• Be prepared for discussion • Please submit your paper for this week

Expected Final Exam Date and Time: May 22, 1:45 pm to 3:45 pm