

Geography 22600: Environmental Conservation: Resource Management

Department of Geography and Environmental Science

SYLLABUS AND COURSE OUTLINE

Instructor:	Ramiro Campos
Term:	Spring 2020
Office:	Office Number 1032N
Class Meeting Days:	Tuesdays, Fridays
Class Meeting Hours:	02:10 pm – 3:25 pm
E-Mail:	rcampos@hunter.cuny.edu
Class Location:	HN 1022
Office Hours:	Fridays, 1:00 pm – 2:00 pm; other times by appointment ONLY
Course Mode:	W (Web enhanced)
	Blackboard Supported Browsers (desktop)
	<ul style="list-style-type: none">• Firefox 24[®] and later.• Chrome™ 30 and later.• Safari[®] 6 and later. Safari for Windows is no longer supported by Apple and is not supported for the new Blackboard Learn experience.• Internet Explorer[®] 9 and later.• For the best experience use Google Chrome™ or Firefox[®] (versions 49+)

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 more on social science and ethics than on the methods of the practice of sustainability.

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, 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 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 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.

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 of how human activity has created the epoch of the Anthropocene
2. Apply the lessons of the land ethic to resource use, globalization, population growth, and novel ecosystems
3. Compare the different approaches to creating a sustainable society
4. Discuss the philosophies of ecology and the science of conservation into an assessment of current resource management approaches

Required Texts and Materials

1. Paul Robbins, John Hintz and Sarah A. Moore. 2014. Environment and Society: A Critical Introduction. 2nd edition. Wiley Blackwell. ISBN 978-1-118-45156-4
2. Daniel Chiras and John Reganold. 2010. Natural Resource Conservation: Management for a Sustainable Future, 10th Edition, Pearson. ISBN-13: 9780132251389
3. **Additional Readings: 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.

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

<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.

Basis for Overall Semester Grade.

Assessment	Percent of Final Grade
In-class participation (Seminar Discussions)	5%
In-class participation (General semester performance)	5%
Five quizzes (5% each)	25%
Five Discussion Board Assignments (7% each)	35%
One non-traditional paper (5-6 pages) or a 10-page Reflection/Blog assignment	10%
Final Exam	20%
	100%

Most 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 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>

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: Grades

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

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

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

Email: Please e-mail me ONLY after you have checked Blackboard for any announcements. 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 (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@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 48 hours, except 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
 - b. <https://www.youtube.com/watch?v=tVqWcrMPxY>
 - c. <http://online.purdue.edu/comm/masters-in-communication/resources/netiquette-for-graduate-school-students>

RUBRICS

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 FIVE points) which will consist of a 800-1000 word reflection piece; and responding to at least **four** peers' assignments (*for two points*) in a coherent and constructive manner as to produce more discussion by your peers. Please check Blackboard for the different rubrics used for the different assessments used in this course.

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. and, especially, how much you contributed to the learning environment.

5—means you had near-perfect attendance, were always ready and eager to answer questions, brought questions to class about readings and assignments, never looked at your phone or were otherwise distracted, worked cooperatively with your peers and asked insightful questions that contributed to the learning environment and were one of the MOST valuable students in the class.

4.5—Because a 10 is unrealistic, but you put in an eager and sincere effort and were a student who always worked cooperatively with everyone in the class and thus were a student that contributed to the learning environment and were a valuable student to the course

4.25—means that you could be counted on to answer questions, were eager to answer questions, and were a valuable student to the course.

3.75—means that you could be counted on to answer questions but were not very eager

3.25— means you came to class but rarely participated or contributed to the learning environment.

3—means you could be counted on to answer questions only occasionally and did not come prepared as often as you should have, and your attendance was sporadic.

1— means you came to class but never participated.

.5—means you fell asleep more than 3 times this semester or were constantly distracted or on your phone in class. In other words, you were on social media or doing assignments for other courses.

.007—means I don't know who you are because missed class more than 5 times this semester

(HINT: Do not be this person!)

DISCUSSION BOARD RUBRIC

YOU WILL NOT RECEIVE A GRADE FOR WORK THAT IS INCOMPLETE

YOU MUST RESPOND TO AT LEAST 4 PEERS FOR EACH ASSIGNMENT

	Far exceeds expectations	Exceeds expectations	Meets Expectations	Approaches Expectations	Does not meet Expectations	Fails Expectations
	100%	90%	80%	70%	40%	5%
30% Did you actually answer the question?	You answered the question asked, examining all the material provided for this assignment, well exceeding the word count minimum, and utilizing as many course concepts as appropriate to this assignment.	You answered the question asked, examining most the material provided for this assignment, well exceeding the word count minimum, and utilizing as many course concepts as appropriate to this assignment.	You answered the question asked, examining most the material provided for this assignment, meeting but not exceeding the word count minimum, and utilizing as many course concepts as appropriate to this assignment.	You answered the question asked, examining most the material provided for this assignment, meeting but not meeting the word count minimum, and utilizing as many course concepts as appropriate to this assignment.	You attempted to answer the question, but you barely examined the material provided for this assignment, nor did you meet the word count minimum, nor did you try to introduce any course concepts.	You did not answer the question, you barely examined the material provided for this assignment, did not meet the word count minimum, nor did you try to introduce any course concepts.
20% Writing	Your post had a clear introduction and body with clear flow, no spelling or grammatical errors, and your post synthesized the different and sometimes contradictory material that went far beyond description.	Your post had a clear introduction and body with clear flow, no spelling or grammatical errors, and went beyond description.	Your post had a clear introduction and body with clear flow, yet there were spelling or grammatical errors, and your post only did a bit more than just describe the material.	Your post had a clear introduction and body with clear flow, yet there were spelling or grammatical errors, and your post did a bit more than just describe the material.	All I got from you was a description of the materials, yet there was no synthesis of what you were asked to examine.	You didn't even try.
20% Synthesis	You used at least the last third of your post to synthesize the materials provided and drive home a coherent theme or set of ideas that illuminate course concepts.	You used at least the last third of your post to synthesize the materials provided and drive home a coherent theme or set of ideas yet did not fully illuminate course concepts.	You used at least the last fifth of your post to synthesize the materials provided and drive home a coherent theme or set of ideas yet did not fully illuminate course concepts.	You used at least the last fifth of your post to synthesize the materials provided but failed to drive home a coherent theme or set of ideas and did not fully illuminate course concepts.	There was barely any synthesis or attempt to tie concepts to your post.	You didn't even try.
10% Personal Reflection	You incorporated outside academic knowledge or your own personal or family/work knowledge to further illuminate course concepts.	You incorporated outside academic knowledge or your own personal or family/work knowledge to further illuminate course concepts.	You incorporated outside academic knowledge or your own personal or family/work knowledge to further illuminate course concepts.	You incorporated outside academic knowledge or your own personal or family/work knowledge, but it did not illuminate course concepts.	You failed to incorporate outside academic knowledge or your own personal or family/work knowledge.	You didn't even try.
20% Learning from your peers	You not only read and understood your peers' posts, you referenced their best points in your constructive praise and/or criticism of their ideas while moving the discussion along, while well exceeding the word count minimum, and utilizing as many course concepts as appropriate to their post.	You not only read and understood your peers' posts, you referenced their best points in your constructive praise and/or criticism of their ideas, while well exceeding the word count minimum, yet did not utilize course concepts.	You not only read and understood your peers' posts, you referenced their best points in your constructive praise and/or criticism of their ideas, while barely meeting the word count minimum, but you still managed to utilize course concepts.	You only read a few of your peers' posts. You didn't fully understand your peers' posts, you did not meet the word count minimum, nor did you utilize course concepts.	You commented on a few of your peers' post, but it did not add to the discussion nor appreciate their ideas.	You didn't even try.

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 7.

WEEK	SUBJECT		READING(S)
Week 1 January 28	<u>Living in the Anthropocene</u>		Robbins, et al Ch 1
Week 2 February 4	<u>Lessons from Ecology</u>	Discussion Board assignments to begin	Chiras/Reganold Ch 3, 9 Robbins, et al Ch 11
Week 3 February 11	<u>History and Political Economy</u>		Chiras/Reganold Ch 1 Robbins, et al Ch 7
Week 4 February 18	<u>Ethics</u>		
Week 5 February 25	<u>Nature</u>		Chiras/Reganold Ch 2 Robbins, et al Ch 8, 14
Week 6 March 3	<u>Population Growth</u>		Chiras/Reganold Ch 4,5 Robbins, et al Ch 2
Week 7 March 10	<u>Ecofeminism</u>		Chiras/Reganold Ch 4,5 Robbins, et al Ch 2
Week 8 March 17	<u>Foundations of a Sustainable Society</u>		Chiras/Reganold Ch 21, 23 Robbins, et al Ch 12
Week 9 March 24	<u>Forest Management and Wildlife Management</u>		Chiras/Reganold 14, 16 Robbins, et al Ch 10
Week 10 March 31	<u>Soil Conservation, Aquatic Environments and Water Resources</u>	<u>Last day to drop the course</u>	Chiras/Reganold Ch 7, 11, 12 Robbins, et al Ch 11
Week 11 April 21	<u>Novel Ecosystems</u>		
Week 12 April 28	<u>Novel Ecosystems</u>		Robbins, et al Ch 10
Week 13 May 5	<u>Waste Management and Sustainable Cities; Fossil Fuel and Air Pollution</u>	Term Paper due Instructions posted on Blackboard	Chiras/Reganold Ch 17, 23 Robbins, et al Ch 9, 15
Week 14 May 12	<u>Looking Forward</u>		

Expected Final Exam Date and Time: May 19, 11 am

DO NOT MAKE TRAVEL PLANS UNTIL DATE AND TIME IS CONFIRMED