**GEOG 300 Q1**

**Human Landscapes**

**Fall 2019**

**MWF 9:00-9:50 BRTH 114**

**Instructor:** Dr. Dominique Cagalanan

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**Office Hours:** MWF 1pm-2pm or by appointment

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**Course description**

GEOG 300 Q1 Human Landscapes (3). (Prereq ANTH/GEOG 120) This course intensively examines the way in which anthropologists and geographers use landscape analysis in studies of the interaction between people and their environment. We will discuss the formation of anthropogenic landscapes and feedback cycles, and the way in which this affects human behaviors past and present. Case studies can include agriculture, climate change, pollution, population, urbanization, and the Anthropocene.

**Course Objectives**

Understand geographical and anthropological perspectives on the environment

1. Understand how those theories are applied to case studies of anthropogenic landscape
2. Use library, web, and other scholarly sources for research
3. Practice critical, analytical, and communication skills through writing exercises and examinations.

**Student Learning Outcomes**

More precisely, upon successful completion of this course you can expect to be able to:

1. Explain the formation of anthropogenic landscapes and feedback cycles
2. Articulate the way in which humans respond and adapt to changing environments
3. Summarize principles and processes relevant to human behavior
4. Interpret geographic and environmental data in writing exercises and examinations.

**QEP Student Learning Outcomes**

Goal 1. Students participate in experiential learning activities that complement and build on the knowledge and skills relevant to their academic program and/or career goals.

SLO 1. Students will demonstrate the knowledge and skills obtained through participation in experiential learning activities that are relevant/pertinent to their academic programs and/or career goals.

Goal 2. Students critically reflect on the relationship between and among experiential learning, their academic experience and the world in which they live.

SLO 2.1. Students will demonstrate a high level of comprehension and skill in connecting theory with practice which is correlated to their level of participation in experiential learning activities.

**Readings and Course Materials**

No textbook is required for this course. Readings will be assigned weekly and will be available on the Moodle course site, for free online, or through CCU’s library.

**Course Requirements and Grading**

Attendance and participation 10%

Case study presentation 10%

Short essays (4) 40% (10% each)

Group projects 20%

Group presentation 20%

Grading note: I will base each of your grades on the above percentages. For example, instead of giving you a grade out of 100 on your midterm, I will give you a grade out of 30. This way, you will easily be able to track and calculate your grade in this course. Your midterm grade will be based on the above percentages up to that point.

Grade breakdown

|  |  |
| --- | --- |
| A | 90-100 |
| B+ | 87-<90 |
| B | 80-<87 |
| C+ | 77-<80 |
| C | 70-<77 |
| D+ | 67-<70 |
| D | 60-<67 |
| F | <60 |

***Attendance and participation:*** You will be expected to attend every class session. If you must miss a class, please inform the instructor in advance. Attendance will be taken at the beginning of every class session. If you arrive to class late and the instructor has already taken attendance, you will be recorded as absent. It is your responsibility to keep track of your own absences. The attendance policy (below) will be strictly enforced.Participation is an important part of your and your fellow classmates’ learning in this course. You will be expected to contribute to classroom discussions in a respectful manner. You are expected to do all the readings in order to contribute meaningfully to classroom discussions. The instructor may assign homework assignments or pop-quizzes to ensure that you are doing the readings. You will be expected to complete all in-class activities/assignments. If you miss an in-class assignment that is collected, you will not be allowed to make it up. Ultimately, poor attendance and/or a lack of classroom participation will impact your grade.

***Case study presentation:*** Each Friday (or Wednesday if there is no class meeting on a given Friday), one or more students\* will give a short (10-15 minutes) presentation in front of the class on a case study reading as assigned. You will each be required to give a case study presentation once during the semester, with a sign-up sheet to be completed during the first week of class. Presentations should include a power point. You should bring your power point presentation to class on a USB or be able to access it on the classroom computer, such as by emailing it to yourself then signing in to your email on the classroom computer. You must come to class a few minutes early on the day of your presentation to set up your presentation PRIOR to class starting. Your presentation should include the following **6 components** on your case study reading: reference information for the paper (title, author, year, publication, etc); study site; research question(s); data and methodology; key findings; a critical assessment of the study based on the material covered in this course up to that point. The critical assessment should identify what theoretical perspectives are being used and how this influenced the questions/methods/findings. You should be prepared to answer questions from the instructor and your fellow classmates regarding the case study. For those students not presenting during a given week, you are still expected to do the case study reading and to be able to contribute to a meaningful discussion about it.

\*Depending on the number of students in the class, some sessions may require more than one presenter. Presenters should accordingly present as a group. In principle, the group will receive a shared grade, but consideration will be given for any student who seems obviously uninformed or unprepared, or whose contribution was obviously lacking.

***Short Essays:*** You will have 4 short essays to write over the course of the semester. Short essays will be submitted on Moodle and will be due Sunday night at 11:59pm after the week for which they are assigned. Each essay will have a word limit of 500 words, so be critical and concise in your responses.

***Group projects:*** Throughout the semester, you will be working together on class projects to create content and design suggestions for two forthcoming developments on the CCU campus: a native species arboretum, and a botanical garden. The class will be split into two groups, one for each project, and you will work with your assigned group throughout the semester. For the arboretum group, you will be required to do research tree species native to this part of South Carolina, and work together to compile a “Tree Guide”. You will also need to create the content for the tree tags in the arboretum. For the garden group, you will be required to research perennial flowering plants and food species that grow well locally, and work together to compile a “Garden Guide”. You will also need to create the content for the plant tags in the garden. For both groups, you will need to focus on a variety of variables for each species you are researching, which will be laid out in the respective Moodle Databases. (Note that you can comment on each other’s entries as you work together to develop the databases.) For each group, you will also need to create an arboretum/garden plan, respectively, with visual aids (e.g., illustration of what your vision is) for the group presentation (see below).

Guide books must be submitted on Moodle by the final exam time for the course, December 11, 11:00am. Each group must submit one copy as a Word document, and it is up to the group to compile the single document and have one person submit. Your grade for the group project will be based on your individual entries to the databases, and the final quality of your group’s guide book. Grades will not be impacted by whoever is chosen to submit the final guide book for each group.

***Group presentation:*** Your final in this course will be a presentation made to CCU’s President Dr. DeCenzo! Each group will be required to make a formal presentation on their proposal for the arboretum and botanical garden, respectively. The entire class will work together through the semester to also prepare a proposal for an outdoor classroom area. This is the real thing – your presentation of these 3 projects will determine whether or not they actually move forward as real endeavors on campus! The date of this presentation will be sometime the week before Thanksgiving and will be announced ASAP. Your attendance and participation in this is mandatory, so put it on your calendars! This is an exciting opportunity to play a foundational role in what could become a CCU legacy!

***Peer evaluation:*** In principle, each group will receive a shared grade for the group presentation, but consideration will be given for any student who seems obviously uninformed or unprepared, or whose contribution was obviously lacking. I will request peer evaluation on participation of their fellow group members at the end of the semester. This may impact the grade received for an individual student.

**Course Policies**

***Attendance:*** Attendance will be taken at each class session. The CCU *University Catalog* states, with respect to attendance, that “An instructor is permitted to impose a penalty, including assigning the grade of F, for unexcused absences in excess of 25% of the regularly scheduled class meetings.” Attendance will be taken, and absences in excess of 25% of our class meetings will result in a failing grade, no matter what your actual performance in the course happens to be. The *Catalog* also states that “Absences will be excused for documented cases of:

1. Incapacitating illness or condition – limited to the number of absences that a faculty member determines to be a balance between accommodating the illness/condition and ensuring sufficient participation in class activities.
2. Accommodation for a disability, working in conjunction with Accessibility and Disability Services.
3. Official representation of the University (excuses for official representation of the University should be obtained from the official supervising the activity).
4. Death of a close relative.
5. Religious holidays.
6. Active military duty or assignment.
7. Official University closings.
8. Compliance with a subpoena.”

***Late assignments:*** Assignments are due as announced. Any assignments handed in late will have points deducted. In the case of a-h above, assignments may be handed in up to one week late.

***Email Etiquette:*** Emails are professional correspondence. They should be addressed and signed accordingly.

***Cell phones:*** Cell phones are not allowed. If your cell phone use is disruptive, I will ask you to step out of the room until you are able to put your phone away. If you are in the midst of an emergency and are expecting to need to check your cell phone during class, please let me know before class starts. CELL PHONES ARE ABSOLUTEY NOT ALLOWED DURING EXAMS and you will receive a 0 grade on your exam if you are found using your cell phone during an exam, with additional academic misconduct considerations taken (see below).

***Academic misconduct:*** Academic misconduct will not be tolerated, and if you are caught committing an academic infraction, your action will be reported to the University, and it may result in failure for the course. The *Academic Integrity Code* (URL: <https://www.coastal.edu/academicintegrity/code/>) gives examples of plagiarism, cheating, attempted cheating and all other forms of academic dishonesty as:

a. Examples of plagiarism include but are not limited to the following:

i. borrowing words, sentences, ideas, conclusions, examples and/or organization of an assignment without proper acknowledgement from a source (for example, a book, article, electronic document, or another student’s paper);

ii. submitting another person’s work in place of his/her own;

iii. allowing someone else to revise, correct or edit an assignment without explicit permission of the instructor;

iv. submitting work without proper acknowledgement from commercial firms, websites, fraternity or sorority files, or any other outside sources, whether purchased or not;

v. allowing another person to substitute any part of a course for them, including quizzes, tests, and final examinations;

vi. submitting any written assignments done with the assistance of another without the explicit permission of the instructor;

vii. submitting work that was originally prepared for another class without the explicit permission of the instructor;

viii. knowingly aiding another student who is engaged in plagiarism.

b. Examples of cheating include but are not limited to the following:

i. using or intending to use unauthorized information, materials or assistance of any kind of an assignment, quiz, test or final examination;

ii. knowingly aiding or attempting to aid another student who is engaged in cheating.

See the *Code of Student Conduct* for more details, as well as other cases of academic misconduct. The simplest rule of thumb here is: **do your own work, and give properly formatted credit for ideas that aren’t your own**.

***Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. As members of this community, we are accountable for our actions and are committed to creating an atmosphere of mutual respect and trust.***

***Coastal Carolina University is committed to equitable access and inclusion of individuals with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Individuals seeking reasonable accommodations should contact Accessibility & Disability Services (843-349-2503 or***[***https://www.coastal.edu/disabilityservices/***](https://www.coastal.edu/disabilityservices/)***).***

**Course Schedule\***

\*Subject to change. Additional readings/assignments may be given throughout the semester.

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| Week | Topic | Readings |
| **PART 1 Theoretical Approaches to the Study of Human Landscapes** | | | |
| 1  Aug 21, 23 | Course introduction; Human Dominion on the Earth System | Syllabus  Turner, B.L.II and S.R. McCandless. 2004. How Humankind Came to Rival Nature: A Brief History of the Human-Environment Condition and the Lessons Learned. In *Earth System Analysis for Sustainability*, eds. W.C. Clark, P. Crutzen, and H.J. Schellnhuber. MIT Press: Cambridge, MA.  Foley et al. 2005. Global consequences of land use. *Science* 309: 570-574.  Pielke. 2005. Land use and climate change. *Science* 310: 1625-1626. |
| 2  Aug 26, 28, 30 | Antecedents to GEC – Population and Limits to Growth | Ehrlich and Holdren. 1971. Impact of Population Growth. *Science* 171(3977): 1212-1217.  Ehrlich, P. and A. Ehrlich. 2009. The Population Bomb Revisited. *The Electronic Journal of Sustainable Development* 1(3): 63-71.  **Case Study:** Brizga, Feng, and Hubacek. 2013. Drivers of CO2 emissions in the former Soviet Union: a country level IPAT analysis from 1990 to 2010. *Energy* 59: 743-753. |
| 3  (Sep 2 no class Labor Day) Sep 4, 6 | GROUP PROJECTS | WEAR OUTDOOR-APPROPRIATE ATTIRE |
| 4  Sep 9, 11, 13 | Human Dimensions of Global Environmental Change (GEC); Land Change Science | Lambin and Meyfroidt. 2011. Global land use change, economic globalization, and the looming land scarcity. *PNAS* 108(9): 3465-3472.  Liu et al. 2007. Complexity of coupled human and natural systems. *Science* 317: 1513-1516.  Rindfuss, Walsh, Turner, Fox, and Mishra. 2004. Developing a science of land change: challenges and methodological issues. *PNAS* 101(39): 13976-13981.  Turner, Lambin, and Reenberg. 2007. The emergence of land change science for global environmental change and sustainability. *PNAS* 104(52): 20666-20671.  **Case Study**: Muller and Zeller. 2002. Land use dynamics in the central highlands of Vietnam. A spatial model combining village survey data with satellite imagery interpretation. *Agricultural Economics* 27: 333-354.  SHORT ESSAY 1 |
| 5  Sep 16, 18, 20 | Evolution of Early Concepts: Sustainability, Vulnerability, Ecosystem Services | Turner. 1997. The sustainability principle in global agendas: implications for understanding land-use/cover change. *The Geographical Journal* 163(2): 133-140.  Turner et al. 2003. A framework for vulnerability analysis in sustainability science. *PNAS* 100(14): 8074-8079.  Millennium Ecosystem Assessment. 2005. (skim)  Sustainable Development Goals online (<https://sustainabledevelopment.un.org/?menu=1300>) (browse)  **Case Study:** Maes et al. 2012. Mapping ecosystem services for policy support and decision making in the European Union. *Ecosystem Services* 1: 31-39.  SHORT ESSAY 2 |
| 6  Sep 23, 25, 27 | GROUP PROJECTS |  |
| 7  Sep 30, Oct 2 (Oct 4 no class Student Holiday) | Conservation Biology | IUCN Red List website (<https://www.iucnredlist.org/>)  Meine. 2010. Conservation biology: past and present. Chapter 1 in *Conservation Biology for All*, eds. Sodhi and Ehrlich. (Online: https://conbio.org/publications/free-textbook/)  Turner et al. 2007. Global conservation of biodiversity and ecosystem services. *BioScience* 57(10): 868-873.  **Case Study**: Kleijn et al. 2006. Mixed biodiversity benefits of agri-environment schemes in five European countries. *Ecology Letters* 9: 243-254. |
| 8  Oct 7, 9, 11 | Landscape Ecology | Wu and Hobbs. 2002. Key issues and research priorities in landscape ecology: an idiosyncratic synthesis. *Landscape Ecology* 17: 355-365.  Bennet and Saunders. 2010. Habitat fragmentation and landscape change. Chapter 5 in *Conservation Biology for All*, eds. Sodhi and Ehrlich. (Online: https://conbio.org/publications/free-textbook/)  **Case Study:** Uezu, Petzger, and Vielliard. 2005. Effects of structural and functional connectivity and patch size on the abundance of seven Atlantic Forest bird species. *Biological Conservation* 123: 507-519.  SHORT ESSAY 3 |
| 9  Oct 14, 16, 18 | Cultural and Political Ecology | Blaikie. 1999. A review of political ecology: issues, epistemology and analytical narratives. *Zeitschrift fur Wirtschefsgeographie* 43: 131-147.  Turner and Robbins. 2008. Land-change science and political ecology: similarities, differnces, and implications for Sustainability Science. *Annual Review of Environment and Resources* 33: 295-316.  **Case Study:** Rocheleau and Ross. 1995. Trees as tools, trees as text: struggles over resources in Zambrana-Chacuey, Dominican Republic. *Antipode* 27(4): 407-428.  SHORT ESSAY 4 |
| **PART 2 Dominant Themes in the Study of Human Landscapes** | | | |
| 10  Oct 21, 23, 25 | GROUP PROJECTS |  |
| 11  Oct 28, 30,  Nov 1 | Food and Agriculture | Wezel et al. 2009. Agroecology as a science, a movement and a practice. A review. *Agronomy and Horticulture Faculty Publications*, 927.  Tscharntke et al. 2012. Global food security, biodiversity conservation and the future of agricultural intensification. *Biological Conservation* 151: 53-59.  **Case Study:** Garrity et al. 2010. Evergreen agriculture: a robust approach to sustainable food security in Africa. *Food Security* 2: 197-214. |
| 12  Nov 4, 6, 8 | Forests | FAO 2018 State of the World’s Forests (skim) (<http://www.fao.org/publications/sofo/en/>)  Explore the Global Forest Watch website (<https://www.globalforestwatch.org/>)  Rudel. 1998. Is there a forest transition? Deforestation, reforestation, and development. *Rural Sociology* 63(4): 533-552.  **Case Study:** Klooster. 2003. Forest transitions in Mexico: institutions and forests in a globalized countryside. *The Professional Geographer* 55(2): 227-237. |
| 13  Nov 11, 13, 15 | Soil | Reyholds et al. 2007. Global desertification: building a science for dryland development. *Science* 316: 847-851.  Gianinazzi et al. 2010. Agroecology: the key role or arbuscular mycorrhizas in ecosystem services. *Mycorrhiza* DOI: 10.1007/s00572-010-0333-3.  DIRT!  **Case Study:** Lawrence et al. 2007. Ecological feedbacks following deforestation create the potential for catastrophic ecosystem shift in tropical dry forest. *PNAS* 104(52): 20696-20701. |
| 14  Nov 18, 20, 22 | GROUP PROJECTS | **MANDATORY** PRESENTATION SCHEDULE TBA |
| 15  Dec 2, 4, 6 | Conservation and Development  A/G Post-Test | Berkes. 2007. Community-based conservation in a globalized world. *PNAS* 104(39): 15188-15193.  DeFries, Foley, and Asner. 2004. Land-use choices: balancing human needs and ecosystem function. *Frontiers in Ecology and the Environment* 2(5): 249-257.  Hansen and DeFries. 2007. Ecologial mechanisms linking protected areas to surrounding lands. *Ecological Applications* 17(4): 974-988.  Laurance et al. 2012. Averting biodiversity collapse in tropical forest protected areas. *Nature* 489: 290-294.  Protected Planet Report 2016 summary (<https://www.protectedplanet.net/c/protected-planet-report-2016>)  **Case study:** Ferraro et al. 2011. Conditions associated with protected area success in conservation and poverty reduction. *PNAS* 108(34): 13913-13918. |
| **FINAL EXAM TIME FOR THE COURSE: WEDNESDAY DECEMBER 11, 11:00AM**  FINAL ARBORETUM TREE GUIDE BOOK DUE WITH TAG INFO  FINAL GARDEN GUIDE BOOK DUE WITH TAG INFO  PEER EVALUATIONS DUE | | | |