

Geography 22600: Environmental Conservation: Resource Management
Department of Geography and Environmental Science
SYLLABUS AND COURSE OUTLINE

Instructor:	Ramiro Campos
Term:	Fall 2019
Office:	Office Number 1032N
Class Meeting Days:	Tuesdays
Class Meeting Hours:	5:35 pm – 8:25 pm
E-Mail:	rcampos@hunter.cuny.edu
Class Location:	HN 1022
Office Hours:	Tuesdays, 4:00 pm – 5:00 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

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 achievement	10%
Seven quizzes (5% each)	35%
Five Discussion Board Assignments (6% each)	30%
One non-traditional paper (5-6 pages, without bibliography)	10%
Final Exam	15%
	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

Rubrics will be used to grade your Blackboard assignments and class/seminar participation. Each Blackboard assignment will be graded for two categories: completing the assignment (for four points) which will consist of a 300-500-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.

1. 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.
2. 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, with the exception of the weekends, when I might take longer.
3. 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>

Course 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 11.

WEEK	SUBJECT	Look out for:	READING(S)
Week 1 August 27	<u>Living in the Anthropocene</u>		Robbins, et al Ch 1
Week 2 Sept 3	<u>Lessons from Ecology</u>	Discussion Board assignments to begin	Chiras/Reganold Ch 3, 9 Robbins, et al Ch 11
Week 4 Sept 10	<u>History and Political Economy</u>		Chiras/Reganold Ch 1 Robbins, et al Ch 7
Week 5 Sept 17	<u>Ethics and Environmental Ethics</u>	Seminar sessions to begin (in class discussions)	
Week 6 Sept 24	<u>The Social Construction of Nature</u>		Chiras/Reganold Ch 2 Robbins, et al Ch 8, 14
Week 7 Oct 15	<u>Population Growth</u>		Chiras/Reganold Ch 4,5 Robbins, et al Ch 2
Week 8 Oct 22	<u>Population Growth:</u> <u>The Ecofeminist Response</u>		Chiras/Reganold Ch 4,5 Robbins, et al Ch 2
Week 9 Oct 29	<u>Sustainability and Energy</u>		Chiras/Reganold Ch 21, 23 Robbins, et al Ch 12
Week 10 Nov 5	<u>Invasive Species and Pest Management</u>	<i>Last day to drop the course</i>	Chiras/Reganold 8
Week 11 Nov 12	<u>Soil Conservation, Aquatic Environments and Water Resources</u>		Chiras/Reganold Ch 7, 11, 12 Robbins, et al Ch 11

Week 12 Nov 19	<u>Novel Ecosystems</u>		
Week 13 Nov 26	<u>Forest Management and Wildlife Management</u>	Short Paper assignment due Instructions posted on Blackboard	Chiras/Reganold Ch 14,16 Robbins, et al Ch 10
Week 14 Dec 3	<u>Waste Management and Sustainable Cities; Fossil Fuel and Air Pollution</u>		Chiras/Reganold Ch 17, 23 Robbins, et al Ch 9, 15
Week 15 Dec 10	<u>Institutions and Resource Management Policies</u>	All Assignments DUE	

Final Exam Date and Time: Dec 17, 5:35 pm