

GGR 303 FY19 - Human Geography: Man, Environment and Technology - Honors Core
Department of Natural Sciences, LIU Post
Fall 2022
Monday, Wednesday: 9:30 to 10:50 am

Professor Scott Carlin
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Classroom: Pell Hall 231
Phone: 516-299-3404
Office Hours: 12:30 to 2 pm
Monday & Wednesday, or Appt.

Department: Natural Sciences, Department Chair, Dr. Sheldon Rothman: (516) 299-2007

Class Website: <http://blackboard.liu.edu> Archive of class notes, syllabus, readings, etc.
Blackboard uses the same login information as your email.

Course Description (LIU Post Bulletin)

The objective of the course is to provide an understanding of the geographical mosaic of ways of life on the Earth, "traditional" and "modern," "underdeveloped" and "developed." A space-time approach is adopted to consider the relationship between human beings and the natural environment and to describe the development of technology as a factor in the evaluation and use of earth resources. Commencing with the "clean slate" of the natural earth, the course describes human evolution on the planet and the various technological stages and their repercussions through which mankind has "progressed": the Old Stone Age way of life; the emergence of the Neolithic agricultural revolution and traditional

Fall 2022 Thematic Focus

This semester we will emphasize sustainable models of development and efforts by scientists, citizens, and governments to balance economic prosperity, technological innovation, ecological stability, social equity, and human rights. Nations and regions vary in their capacities to meet these competing objections. Agricultural, industrial, and post-industrial economic systems pose unique challenges for sustainable development. Students will explore the way these systems develop at the urban, regional, national, and global geographic scale. Throughout the semester we examine different systems of power, their legitimacy, and how we assess their success.

Credits: 3

Prerequisites: None

Course objectives:

We will analyze and interpret the patterns and processes that define the world's food and agriculture, industrial, and urban systems. At the conclusion of this course, students will know how to:

- Conduct literature searches using the LIU Post Library's academic databases.
- Create a short research bibliography using MLA style guidelines.
- Draft written assessments of prosperity that recognize its local and global contexts.
- Analyze various social, economic, and environmental factors that define sustainable development.
- Understand global citizenship as an application of intercultural learning.
- Access and utilize the United Nations Sustainable Development Goals and related data sets.
- Access and utilize U.S. Census data.
- Research and develop oral presentations on urban sustainable development in Asian cities.
- Understand the importance of Levittown, NY for suburbanization patterns in the United States
- Understand community and environmental resilience.
- Apply concepts of resilience to specific case studies, such as Wyandanch, NY.
- Research regional resilience in contexts of intercultural diversity.
- Conduct a walkability audit for a downtown neighborhood.

- Explore food systems and food insecurity in diverse global locations.
- Understand the role of manufacturing in Detroit's urbanization.
- Apply concepts of race and class to the history of Detroit.
- Compare and contrast neoliberalism, regenerative economics, and sustainable development.
- Develop strategies to reduce carbon emissions (carbon footprint analysis) affecting climate change.

Required Reading: Required readings are posted on Blackboard. A short reading list is attached. You are not required to purchase any books for this course. Please subscribe to the New York Times; LIU may provide a free student subscription.

Core Curriculum Goals: Perspectives of World Cultures

Courses within Perspectives on World Cultures ask students to engage intellectually and affectively with human cultural experience across space and time. They encourage students to analyze and appreciate the uniqueness of individual cultures by understanding their development as well as the meaning of their cultural artifacts within the locally specific contexts in which they were operative. They might also consider the different forms of interconnectivity between different cultures and regions. Courses in this cluster consider the problem of cultural empathy and provide a sense of the value of understanding and interpreting different cultures on their own terms.

Learning Goal: Intercultural Knowledge.

This course will also offer opportunities for students to work on these additional Core Curriculum skill areas:

- Oral Communication (Student Presentations)
- Quantitative Reasoning
- Critical Thinking
- Ethical Reasoning
- Information Literacy (Analyzing the *New York Times*)
- Technological Competency (using Blackboard)
- Creative Capabilities
- Inquiry & Analysis

Course Hours

This class meets for 45 Hours (15 weeks x 3 hours per week)

90 Hours for Supplementary Assignments

Readings:	45 Hours
5 Assignments:	15
Resiliency Project:	15
Final Exam Preparation:	8
Midterm Preparation:	7

Semester Grading:

Midterm Paper	20 points
Final Exam	20
Resilience Project	30
<u>5 Blackboard Assignments</u>	<u>30</u>
Total possible points	100 points

Final grades for the course are determined according to the following scale:

A = 4.00 = 93.0-100	B+ = 3.33 = 87.0-89.9	C+ = 2.33 = 77.0-79.9	D = 60-69.9 pts	F = 0.0 = < 60.0
A- = 3.67 = 90.0-92.9	B = 3.00 = 83.0-86.9	C = 2.00 = 73.0-76.9		
	B- = 2.67 = 80.0-82.9	C- = 1.67 = 70.0-72.9		

Attendance Policy: The Undergraduate Bulletin states: "It is expected that students will attend all class sessions scheduled for the courses in which they are enrolled." Your semester grade will be reduced if you

have more than two unexcused absences during the semester. Email faculty if you are not able to attend class. Excused absences require a signed medical note.

Students are expected to **participate** in class discussions. You are permitted to use laptop computers in class to take notes and to access electronic readings. Do not use your laptop computer for other purposes (e.g., email, Facebook, web surfing, etc.).

Student Rights Regarding Religious Observation:

Under § 224-a of the NYS Education Law: "Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day ... shall be excused from any ... work requirements. It shall be the responsibility of the faculty and of the administrative ... to make available to each student who is absent ... an equivalent opportunity to ... make up any ... work requirements." Students who anticipate being absent because of a religious observance should email faculty in advance of such anticipated absence.

Withdrawal. Registration and program changes are permitted for the first two weeks of the semester. Consult the Registrar's calendar for a complete list of deadlines:

<https://www.liu.edu/CWPost/About/Offices/Registrar/Academic-Calendar.aspx>

University Policies and Information:

LIU's Academic Affairs policies are located on the University website at:

<https://liu.edu/about/LIU-policy/policy-by-category-listing>

LIU Academic Catalogs may be found at:

<https://liu.edu/enrollment-services/registration/academic-catalogs>

The academic policies of Long Island University are described in the campus bulletin under "Academic Policy" in the table of contents.

The LU Academic Calendar may be found at:

<https://liu.edu/enrollment-services/registration/academic-calendar>

The Student Handbook is located at: <https://www.liu.edu/about/university-policies/student-handbooks>

Plagiarism: Your written work on exams and assignments must be your own. Reference all quotations, facts, and ideas from their original source materials. Read the campus Academic Conduct Policies in the Student Handbook (pp. 24-26, accessed 8/5/2022). The penalty for plagiarism is an F on the first assignment. After two instances of plagiarism, you will fail the semester, and a letter will be forwarded to the Dean.

Statement of Student Conduct. I have read this syllabus and I understand that:

- College policies prohibit cheating and plagiarism. The penalty for plagiarism on any assignment is an F. After two instances of plagiarism, I will fail the semester, and a letter will be forwarded to the Dean.
- Copying and pasting text from the Internet is considered plagiarism.
- I may quote text from other sources **only if** it is properly referenced.
- Homework assignments **must** be submitted the day they are due.
- I am familiar with LIU's Plagiarism and Academic Honesty policies in the Student Handbook:
<https://www.liu.edu/about/university-policies/student-handbooks>

LIU Student Support Services

Technology

If you have problems, please contact IT (Library 236A, M-Th 8am-8pm and F 9am-5pm; it@liu.edu; 516-299-3300). You can access online tutorials for Blackboard as needed: <http://www.liu.edu/Information-Technology/Info-Tech/Tutorials> (Step by Step Guides and Videos)

Students with Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including changes made by the ADA Amendments Act of 2008, I will make accommodations for students with disabilities. It is necessary for those students to provide me with the appropriate DSS Accommodations Form by the end of the second week of classes. Please contact the office of Disability Support Services in the Center for Learning at 516-299-3057 to take appropriate steps to develop an appropriate educational plan.

If you are a student with a documented disability, medical condition, or think you may have a disability, and will need accommodations, academic adjustments, auxiliary aids, or other services, please contact the Office of Disability Support Services by calling 516-299-3057 or emailing Post-LearningSupport@liu.edu to request services, accommodations or for additional information. Additional information is also available on the DSS website: www.liu.edu/post/dss. Location: Post Hall, Lower Level, C10.

The Center for Learning

LIU Post offers free tutoring in subject areas and in writing. For information about how to register for tutoring, contact:

Email: Post-LearningSupport@liu.edu

Phone: 516-299-3057

The Writing Center

Email: Post-WC@liu.edu

Phone: 516-299-2732

The Writing Center at Post provides free writing assistance to all students. Writing assistants can work with you at any point in your writing process from helping to clarify an assignment or prompt, through brainstorming, organizing and developing your ideas, citing your sources, and polishing your writing. To access information about the Writing Center location and hours of operation or find links to writing resources: 1) click on the Community tab in Blackboard, 2) then click on **Writing Center**, 3) **enroll to join the Blackboard Writing Center organization using the enrollment code: Wr1tingC&nter**, 4) then select **Post Writing Center** or visit our blog: <https://postwc.wordpress.com/>. Follow the Writing Center on Instagram for information and updates: @postwc

If you have any questions, please email Post-WC@liu.edu or contact the director, Mary Pigliacelli (Mary.Pigliacelli@liu.edu), 516-299-2732.

Post Psychological Services

The Center for Healthy Living offers supportive psychological and nutritional services Monday – Friday 9 a.m. to 5 p.m. and is located in Post Hall, Lower Level – South Entrance (parking lot side of building.) Additional information is available by emailing Post-HealthyLiving@liu.edu or calling (516) 299-3468

Resilient and Sustainable Communities Proposals

30% of your grade

Communities around the world are adopting more resilient and sustainable practices. This project will help you develop a) intercultural knowledge, b) library and Internet research skills, c) time management, critical thinking and communication skills. The goal of your project is to develop a 6-page research proposal in early December, answering:

- What are you researching?
- Why is that topic important?
- What is known about the subject (via a literature review)? and
- What do you hope to discover (your hypothesis)?
- How will you investigate this topic (your research methods)?

To assist with this paper, you will complete several preliminary assignments.

Select a (preliminary) topic: (1 point, TASK#1): – September 26 (completed in class)

Your topic must address the themes of:

- a) Resilient and Sustainable Communities
- b) Intercultural knowledge; (choosing communities with non-English speaking populations will strengthen your focus on intercultural understanding.)

Library Research (4 points, TASK#2): In early October we will explore relevant LIU library databases and how to properly use these tools. We will also discuss tools for managing bibliographies. For Task #2, you must a) identify two academic articles related to Urban Resilience and Sustainability and b) prepare an annotated bibliography that includes several key components of each article. More information will be provided in class. Be prepared to talk about your articles in class: **Due October 12.**

Library Research, Part 2 (5 points, TASK#3, Due November 7). For Task #3, students will focus on the United Nations Sustainable Development Goals and strategies used by cities to enhance their sustainability. We will use NYC as a template for these efforts. Assignment details will be provided in class.

Data Collection and Research Methods (7 points, TASK #4, Due November 21). We will review data sources including the U.S. Census data and data collected by the UN for the Sustainable Development Goals. You will create a short PowerPoint presentation that explores data relevant for your topic. In class we will also explore differences between quantitative and qualitative research methods. Assignment details will be provided in class.

Final Research Proposal (13 points): 5-page end of semester synopsis. What was learned? Explain your project and proposed methods. Appendix: Complete an annotated bibliography. In addition, prepare a short class presentation (with **three or more PowerPoint slides**). **Due December 5.** Your Annotated Bibliography must have at least 5 references and two must be from academic journals.

Readings

Graves, Steve (2020). Introduction to Human Geography: A Disciplinary Approach.

<https://sites.google.com/site/gravesgeography/>

This text provides a standard introduction to the field of Human Geography. We are not using a textbook this semester, but this is a widely used and free supplement for topics discussed this semester.

T. Jackson, Prosperity without Growth, Ch. 1, 3, and 12, <http://archive.ipu.org/splz-e/unga13/prosperity.pdf>

T. Jackson, TED Talk, (2010)

https://www.ted.com/talks/tim_jackson_an_economic_reality_check?language=en#t-829760

L. Chang, Factory Girls, Chapter 1 (Blackboard)

A. Rome, The Bulldozer in the Countryside. Ch. 1 (Levittown), (Blackboard).

J. Speck, Walkable City, Part 1, pp. 15-63, (Blackboard).

W. McDonough, How Cities can Save Us, (Blackboard).

Rebuild by Design, Video, <https://vimeo.com/90589791>

One NYC Progress Report

https://onenyc.cityofnewyork.us/wp-content/uploads/2018/05/OneNYC_Progress_2018.pdf

Enhancing Resilience in Food Systems

- <https://worldfoodsystem.ethz.ch/research/flagship-projects/resilience.html>
- Fact Sheet, https://ethz.ch/content/dam/ethz/special-interest/dual/worldfoodsystemcenter-dam/RESEARCH/Fact%20Sheet_Resilience.pdf

Food Inc, (Video), <https://vimeo.com/31813990>

Myers, Planetary Health (Lancet), (Blackboard).

Resilient Cities Require Resilient Food Foundations, Ford Foundation,

<https://www.rockefellerfoundation.org/blog/resilient-cities-require-resilient-food-systems/>

Galster, Driving Detroit, Ch. 2, (Blackboard).

Steger & Roy, What is Neoliberalism? (Oxford University Press)

Our Economy in One Simple Chart (NY Times)

https://www.dropbox.com/s/5kmlvh66s5b50ay/OurEconomyOneSimpleChart_NYTimes.png?dl=0

The Corporation (Directed by Acbar and Abbott) <https://www.youtube.com/watch?v=KMNZXV7jOG0>

Fullerton, Regenerative Capitalism, <http://capitalinstitute.org/wp-content/uploads/2015/04/2015-Regenerative-Capitalism-4-20-15-final.pdf>

What is Ecological Capital? World Scientists' Warning to Humanity: A Second Notice (2017)

<https://academic.oup.com/bioscience/article/67/12/1026/4605229>

Drawdown East End, <https://www.drawdowneastend.org>

D. Gameau. 2040. (Book & DVD)

Weekly Topics

Week		Syllabus Topics	Blackboard Readings	Due Dates
		<u>SUSTAINABLE, RESILIENT CITIES</u>		
1	9/7/22	Intercultural Knowledge & Development	Jackson	
2	9/12/22	Global Citizenship and Prosperity	Carlin; Jackson	HW 1
	9/14/22	Sustainable Development Goals: Cities	Chang	
3	9/19/22	World Cities: Presentations		HW 2
	9/21/22	Levittown: The Modern Suburb	Rome	
4	9/26/22	Researching Environmental Resilience	PlaNYC	TASK#1
	9/28/22	Wyandanch, NY: Total Wellness Project	Carlin	
5	10/3/22	Walkable Cities	Speck; Burden	HW 3
	10/5/22	Resilient Cities & Library Research	Library Research Folder	
6	10/10/22	Columbus Day Holiday		
	10/12/22	Discussion: Student Resilience Projects	Student Proposals	Task#2
		<u>FOOD & AGRICULTURE</u>		
7	10/17/22	The Food System	Neff & Lawrence	
	10/19/22	Midterm		Midterm
8	10/24/22	Food Foundations for Planetary Health	Lancet; Garrison	
	10/26/22	2022 Food Crisis: Global Hotspots	UN FAO Reports	
9	10/31/22	Exploring UN SDG Data		
		<u>RACE, CLASS & DETROIT</u>		
	11/2/22	American Manufacturing: Detroit	Galster	
10	11/7/22	UN SDG City Data: Presentations		Task#3
	11/9/22	Presentations: Race, Class, & Housing	Galster	HW 4
11	11/14/22	Race, Class & Intercultural Knowledge		
		<u>GLOBAL ECONOMY</u>		
	11/16/22	Corporations & Neoliberalism	Steger & Roy; Achbar	
12	11/21/22	Presentations: Data & Research Methods	Steger & Roy	PRJ #4
	11/23/22	Regenerative Economy	Fullerton; Lovins	
13	11/28/22	Thanksgiving Holiday		
	11/30/22	Doughnut Economics	Raworth	CREW #1
14	12/5/22	Presentations: Resilience		PRJ #5
	12/7/22	2040: Project Drawdown	Gameau; Drawdown	CREW #2
	12/12/22	Carbon Footprints: 2030		CREW #3
	TBD	Final Exam		