

**GEO 3352: The Human Footprint on the Landscape**  
**Section 1E42**  
**Time: MWF Period 8 (3:00 – 3:50 PM)**  
**Location: CSE E119**  
**Fall 2017**

**INSTRUCTOR:**

Nick Dowhaniuk

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Office: Turlington 3126A

Office Hours: Wednesday 1:30-3:30 or by appointment and flexible. Try to set up in person meeting at least one day in advance, as I am affiliated with Geography (Turlington Hall), Public Health (PHHP Building and Emerging Pathogens Institute), and the Tropical Conservation and Development program (Dier Hall) and spend much of my time outside of Turlington. I can also meet by phone or video if in person meeting is difficult.

**COURSE CATALOG DESCRIPTION:**

Studies human-environment relationships from a primarily geographic perspective, focusing on the human forces that shape landscapes.

**COURSE OBJECTIVES:**

1. Develop an appreciation that human-environment change is complex, often with multiple, competing viewpoints from multiple stakeholders, many of which are equally valid.
2. Understand which methodologies can be used to study which phenomena of interest, and which Geography courses a student can further take to develop practical skills.
3. Understand the importance of scale (both temporal and geographic) in understanding complex geographic, environmental, and social issues.
4. Understand the interdisciplinary nature of the human imprint on the landscape through multiple case-studies.
5. Understand how the discipline of Geography links social and biological sciences.

**REQUIRED TEXTBOOKS:**

None. Required readings will be posted to Canvas.

**COURSE SCHEDULE (Subject to change based on pace of class or due to instructor and/or student interests). ALL SUBMISSIONS TO BE SUBMITTED BY 11:59 PM ON THE DUE DATE**

<b>Week/Dates</b>	<b>Topic</b>	<b>Assignments Ddue</b>	<b>Notes</b>
<b>WEEK 1 (AUG 21)</b>	<i>Syllabus, Course Overview, and Introduction to Human Impact on the Environment and Population Growth</i>	<b>SYLLABUS AND PRIOR EXPERIENCE QUIZ DUE SUNDAY, AUG 27</b>	

<b>WEEK 2 (AUG 28)</b>	<i>Laying the Foundation: Demographic Transition, Scale, Ecosystem Services, Social Constructionism, and the Human-Environment Interface</i>	<b>TOPIC SELECTION DUE AUG 30</b>	
<b>WEEK 3 (SEPT 4)</b>	<i>Laying the Foundation: Demographic Transition, Scale, Ecosystem Services, Social Constructionism, and the Human-Environment Interface</i>		
<b>WEEK 4 (SEPT 11)</b>	<i>Laying the Foundation: Demographic Transition, Scale, Ecosystem Services, Social Constructionism, and the Human-Environment Interface</i>		
<b>WEEK 5 (SEPT 18)</b>	<i>Laying the Foundation: Demographic Transition, Scale, Ecosystem Services, Social Constructionism, and the Human-Environment Interface</i>	<b>PAPER 1 DUE SUNDAY, SEPT 24</b>	
<b>WEEK 6 (SEPT 25)</b>	<i>Laying the Foundation: Demographic Transition, Scale, Ecosystem Services, Social Constructionism, and the Human-Environment Interface</i>		
<b>WEEK 7 (OCT 2)</b>	<i>Protected Areas and Conservation</i>		<b>Homecoming Week, No class Monday, October 6.</b>
<b>WEEK 8 (OCT 9)</b>	<i>Protected Areas and Conservation</i>		
<b>WEEK 9 (OCT 16)</b>	<b>NO CLASS THIS WEEK</b>	<b>PAPER 2 DUE SUNDAY, OCT 22</b>	
<b>WEEK 10 (OCT 23)</b>	Armed Conflict		
<b>WEEK 11 (OCT 30)</b>	Human Health and the Environment/One Health		
<b>WEEK 12 (NOV 6)</b>	Human Health and the Environment/One Health		<b>NO CLASS FRIDAY, November 10</b>
<b>WEEK 13 (NOV 13)</b>	Industrial Development		
<b>WEEK 14 (NOV 20)</b>	<b>Thanksgiving Week. No Class. Enjoy your break!</b>	<b>ALL PRESENTATIONS DUE NOV 19</b>	

<b>WEEK 15 (NOV 27)</b>	<b>Student Presentations</b>	<b>PAPER 3 DUE WEDNESDAY DEC 3.</b>	
<b>WEEK 16 (DEC 4)</b>	<b>Student Presentation/FINAL EXAM</b>		

**Grade Summary (Total out of 1,000 Points):**

Syllabus Quiz, Prior Experience/Interest Survey, and Reflection Survey (100 Points)

3 Papers (600 Points): Varying Points (see below)

Topic Selection (50 Points)

Topic Presentation (100 Points)

Final Exam (150 Points)

**Syllabus Quiz, Prior Experience/Interest Survey, and Reflection Survey:** To understand the interests and prior experience of students in this class to adapt lecture material based on student interest, I require students to take a prior experience/interest survey. Since this is a graded assignment, students need to take this assignment seriously and thoroughly answer the questions about their career and academic goals, interest in human-environment interactions, and prior experience in the Geography Department. Additionally, students will be required to take a short syllabus quiz to ensure they have understood the requirements and expectations of this course. Finally, a career and interest reflection survey will be administered at the end of the course to gauge how their interests in human-environment interactions has evolved over the semester. In addition to being useful for adaptive teaching, the surveys will be used to help students narrow down their topic of interest and to help students understand further coursework they can take towards their academic and career goals.

**Topic Selection:** Students are required to select a topic of interest related to human-environment issues they will independently explore for the remainder of the semester. Students will be required to write three papers on the topic and create and present a final presentation on the topic to their classmates (see below).

**Papers (\*\*There are no page minimums. Please ensure you cover the necessary elements in a concise manner):**

You will be required to write three papers on a human-environment topic of interest. All three of these papers will go towards one final paper due at the end of the semester. The goal of the paper is to deconstruct and discuss a complex, human-environment issue through the perspective of multiple-stake holders and scales. Additionally, students will gain an appreciation of which geographic methodologies they can use to explore the issue in more depth. All papers will build on one another, and students will be required to address all instructor comments and suggestions from earlier papers in each subsequent paper they submit.

Paper 1 (100 Points): You will prepare a 2-page (maximum, single spaced) paper on your selected issue from one stakeholder perspective. This paper will require students to briefly introduce the topic and/or issue, the geographic study area of interest, and deconstruct the issue from one stakeholder position.

Paper 2 (200 Points): You will add to paper 1 to prepare a 3-page (maximum, single spaced) paper on your issue of choice. You will need to address all instructor comments from Paper 1 and add a second stakeholder perspective on the issue.

Paper 3 (300 Points): This final paper will be added to Paper 2. You will prepare a 5-page (maximum, single-spaced) paper on you selected issue, this time adding an analysis of multiple scales of the issue, along with a discussion of how one might go about researching this issue. For this paper, the student will need to create a conceptual model of the issue to add to the paper, demonstrating the interconnection among scales. The student will also need to explicitly state methodologies they can use to study the issue.

**Paper/Topic Presentation:** Students will prepare and present a 10-15 minute presentation at the end of the semester outlining their topic they explored in their paper.

**Final Exam:** Students will be provided with a human-environment scenario for the final exam. They will be required to deconstruct the issue and critically evaluate the multi-scalar, multi-stakeholder elements of the issue. More information of the final exam to come mid-semester.

**Grade and GPA Scale:**

GRADE	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
POINTS	>930	900-929	860-899	830-859	800-829	760-799	730-759	700-729	659-699	630-659	600-629	<599
GPA	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0.00

**Class Attendance Policy and Make-up Work:**

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Student Accommodations:**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students

**Student Evaluations:**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>."

## **Honor Pledge**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

## **Campus Resources:**

Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392- 1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Academic Resources E-learning technical support, 352-392-4357 (select option 2) or e-mail to [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu). <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601.

Career assistance and counseling. <http://www.crc.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/> Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/> Student Complaints Campus: [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)