Conservation Geography (GEO 434.001) Course Syllabus, Roth  
Spring 2018 MW 1-2:15  
Geography Program, Dept. of Anthropology, Geography, and Sociology  
Professor: Jeff Roth  
Office Hours: Monday/Wednesday 11am-12 noon, Tuesday/ Thursday 12:30-2 pm, or by appointment 12:20-1:20  
Office: LAN # 352  
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REQUIRED READINGS (details to follow):  
--You are required to read Reuters News (news.trust.org) online edition  
--You are required to read Texas National Forest and Grassland News Section  
--You will be required to find and use websites on hydroelectric and biomass power  
--You will be required read selections from the Library of Congress (LOC) and material as assigned  

DESCRIPTION:  
This class examines human modification of landscapes and the impact of consumption and preservation on society. Topics include current issues in energy, natural resources, law, policy, conservation and preservation.  

GENERAL GOALS:  
1. Learn geographical concepts through the study of natural resources, environmental law and policy, and read important conservation literature from several eras.  
2. Develop tools of thinking, scholarship, and problem solving.  
3. Travel, observe, and understand the world.  

ASSIGNMENTS AND GRADING: (Subject to Change)  
1) Class Participation--you are required to maintain a good attitude and conduct yourself professionally and collegially. Failing to do so will result in the loss of this element. (20%)  
   a. You are required to write a personal conservation plan that is measurable and quantifiable. The plan must contain short, mid-range, and long term objectives. Discuss in class.  
   b. You are required to read http://news.trust.org on-line daily along with the weekly readings as assigned and be prepared to discuss key issues in class. Discuss in class.  
   c. You are required to keep a notebook in a format of your choosing (format will be graded subjectively) that records copies of articles on energy, natural resources, ecology, transportation, and governance. Powerpoint is suggested.  
   d. For each article, write several sentences on why you picked the article and why the class should know about the topic. Discuss in class.  
   e. Write an essay over at least one theme within the research articles and be prepared for discussion on the final day of class. Your notebook is due at the end of the last class before dead week.  
2) Class Project--detailed assignment sheet to follow (20%)  
   a. Example: Texas was expected to suffer through rolling blackouts during summer 2016. You are required to form 4 person groups and complete a project addressing biomass, hydroelectric, methanol, and other ways to energy independence in Nacogdoches.  
   b. Your groups may devise your own alternative projects, or I have several ideas for your projects on sustainable development, energy, and conservation.
c. During dead week, each group will be required to give a ten minute presentation and turn in a written document describing the problem that has been addressed and the solutions you have suggested.
d. Grading will be two parts: 50% group self assessments and 50% my evaluation of your efforts.

3) Research Paper--detailed assignment sheet to follow (20%)
a. You are required to write a short research paper on a theme of your choosing discussed in class. You are required to quote relevant authors and use outside sources which must be cited. In addition, a one page bibliography must be developed and include everything you read and a section of other literature. The research paper will be collected when we take the midterm exam.

4) Mid-term exam (20%)
5) Multiple choice final exam (20%)

Geography 434 Schedule (Subject to Change)

Topics Section One
Semester Readings:
George Perkins Marsh http://memory.loc.gov/ammem/amrvhtml/conshome.html
John Muir (LOC) http://memory.loc.gov/ammem/amrvhtml/conshome.html
Aldo Leopold, TBA
Edward Abbey TBA
Rachel Carson TBA
John B. Wright-Conservations Radical Center
China Environmental Vulnerability
1. What is geography and the five fundamental themes of geography and conservation?
2. Fundamentals of Conservation Geography
3. Current Conservation Issues: China; Finding a personal, regional, and national conservation plan
4. Conservation and Public Policy
5. Energy
6. Texas: Land Water, Air, and Electricity
Research Paper Rough Draft Due
Mid-term

Topics Section Two
7. Environmental Policy & Conservation in Practice
8. Decision Rules, Negative Externalities, Risk Assessment and Precautionary Principle
9. Evolution of Environmental Policy
10. Environmental law and policy in the U.S.
11. Alternative Case Studies for Group Projects: Taylor Ranch Colorado and Tragedy of the Commons, Acid Mine Drainage, Texas National Forests
12. Group Projects
Participation Projects Due
Final Exam
-IF YOU ARE VISIBLY ILL IN CLASS YOU WILL BE ASKED TO LEAVE
-NO EATING OR DRINKING IN THE CLASS ROOM
MAKEUP EXAMS WILL OCCUR ON ONE DAY ONLY: THURSDAY, MAY 2018, at 5pm in F 479

Class disruptions and unacceptable behavior could result in being dismissed from class with a corresponding loss of two letter grades and an additional ten points from your final average with each violation.

Acceptable Student Behavior Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

All students must attend class! Punctual attendance is mandatory and your grade will suffer because of absences and tardiness. All dates for quizzes and tests are announced in class so you must attend! No make-up exams or quizzes will be given unless the absence is excused according to school policy and previous arrangement should be made. No late work will be accepted unless the absence is excused within SFA policy. University policy stipulates there will be no make-up exams for missed finals. It is the policy of the University to excuse absences of students that result from religious observances and to provide for rescheduling of examinations and class work that may fall on religious holidays without penalty. No electronic devices at all in class and cell phones should be stored away! No tapping! NO TEXTING! No disruptive behavior! Disruptive behavior is widely defined and includes but is not limited to eating, sleeping, snoring, tardiness, non-class related chatter, etc. Violations could result in a zero for the class participation grade.

PROGRAM LEARNING OBJECTIVES (PLO)

PLO 1. The student will be able to prepare written and verbal presentations presenting geographical research using the analyses and synthesis of appropriate documents and primary data.

PLO 2. The student will possess geographic literacy as evidenced by the identification of the major concepts involved with human spatial and ecological relationships.

PLO 3. The student will be able to apply geographical knowledge and skills to a variety of settings.

PLO 4. The student will recognize the implicit assumptions behind claims of knowledge about the spatial world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to draw conclusions from a set of premises.

PLO 5. The student will be able to read geographical research and to identify its major methodological strengths and weaknesses.

STUDENT LEARNING OUTCOMES (SLO)--After successfully completing this course, a student will be able to:

SLO (1) Identify on a map the world's major culture regions, such as religion, language, dominant economic sector, continents and subcontinents.

SLO (2) Describe and/or graphically illustrate the demographic transition, including example nations in each stage and dominant economic sectors that relate to each stage.

SLO (3) Describe and/or graphically illustrate the population pyramid, and how it differs among various developed and developing nations.

SLO (4) Identify on a map the location of the world's major political trends such as democracy, oligarchy, leftist governments, devolution, balkanization, supra-nationalism, high and low social services, human rights issues.
SLO (5) Identify on a map the world's major physical patterns, including climate and landform processes such as glaciers, plate tectonics, and river systems for each region.
SLO (6) Identify on a map the location of the major global hotspots for biological and cultural diversity.
SLO (7) Describe the process of globalization, including positive and negative examples from each world region or continent.
SLO (8) Identify locations and underlying geographic and historical issues behind major current events

**THIS COURSE ADDRESSES PROGRAM LEARNING OBJECTIVES AS FOLLOWS:**

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**Student Learning Outcomes Address Exemplary Education Outcomes as Follows:**

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**CLASS POLICY, REQUIREMENTS and GRADING:**
All SFA rules apply and you should consult your student handbook and online SFA resources for a complete discussion of university policy.

**SFA Grading Policy including Withheld Grades (A-54)**
1. **Recorded Grades**
   Students' grades are based on assignments, oral and written quizzes, examinations and other course activities. Faculty members may use a variety of factors including class attendance to determine course grades. (See policy A-10). A grade of A indicates excellent performance; B, above average performance; C, average performance; D, below average performance; F, failure; QF, quit failure; WH, incomplete or grade withheld; WF, withdrew failing; WP, withdrew
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Education**
Faculty members are responsible for providing information about academic integrity and education for maintaining academic honesty during their regular coursework. Course syllabi provide information about penalties and the appeal process.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

**Procedure**
A faculty member who has evidence and/or suspects that academic dishonesty has occurred shall gather all pertinent information, approach the student or students involved, and initiate the following procedure.

The faculty member shall review all evidence of cheating or plagiarism and discuss it directly with the student(s) involved. After hearing the student(s) explanation or defense, the faculty member will determine whether or not academic dishonesty has occurred and will decide what penalty will be imposed. The faculty member will consult with his/her academic chair/director and dean in making these decisions. Penalties may include reprimand or no credit for the assignment or exam, or re-submission of the paper, or make-up exam, or failure of the course.

After a determination of academic dishonesty, the faculty member shall notify the office of the dean of the student's major by submitting a Report of Academic Dishonesty form, along with supporting documentation as noted on the form. This report shall be made part of the student's record and shall remain on file with the dean's office for at least four years. The faculty member shall also inform the student of the appeals process available to all SFA students. (Academic Appeals by Students, policy A-2).

Upon second or subsequent offenses, the dean of the student’s major will determine a course of action. Actions may include referring the case to the college council for review and recommendations.

**The Student File**
A student's file on academic dishonesty will not be available to faculty members. The purpose of the file is for the dean to track a pattern of multiple cases of academic dishonesty during a student's academic career at Stephen F. Austin State University. Students who are found to have demonstrated academic dishonesty and have withdrawn prior to the award of a grade will continue to have the determination of the infraction within their student records.
Appeals
A student who wishes to appeal decisions related to academic integrity follows procedures outlined in Academic Appeals of
Students, policy A-2

Academic Accommodation of Students with Disabilities (F-33)
The Law:
It is the policy of Stephen F. Austin State University to comply with the fundamental principles of nondiscrimination and
accommodation in academic programs set forth in the implementing regulations for Section 504 of the Rehabilitation Act of 1973
and the Americans with Disabilities Act of 1990; these regulations provide that:
No qualified student with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of,
or otherwise be subjected to discrimination under any ... postsecondary education program or activity ... [Federal Rehabilitation
Act of 1973, Section 504, 84.43]

An institution shall make such modifications to its academic requirements as are necessary to ensure that such requirements do
not discriminate or have the effect of discrimination on the basis of handicap, against a qualified handicapped applicant or
student ... Modifications may include changes in the length of time permitted for the completion of degree requirements,
substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which
specific courses are conducted. [Federal Rehabilitation Act of 1973, Section 504, 84.44]
The Americans with Disabilities Act of 1990 extends the provisions of the 1973 Rehabilitation Act to private institutions. It also
puts in place more effective means for enforcing the law.
Neither Section 504 nor the ADA requires universities to lower their academic standards or substantially alter the essential
elements of their courses or programs to accommodate students with disabilities. The requirement to provide reasonable
accommodations is designed to afford an equal opportunity for students with disabilities. Achieving reasonable accommodations
for a student with a disability involves shared responsibility among students, faculty and staff.
Should a university deny a requested accommodation it must be prepared to show very clearly that complying with the request
would constitute a fundamental alteration; the unsubstantiated opinion of a faculty member or administrator may not be sufficient
for that purpose. Moreover, the cost of the proposed modification is not usually sufficient reason for denying a requested
accommodation.
The following accommodations are very widely accepted in higher education:
• Providing services such as readers, interpreters, and note-takers.
• Allowing extra time for examinations, assignments and projects.
• Permitting exams to be individually proctored, read orally, dictated, or typed.
• Recording lectures.
• Using computer software for assistance in studying and on tests.
• Using alternative testing formats to demonstrate course mastery.
• Changing classrooms as needed for accessibility.

Who must be accommodated?
Students who are requesting support services from SFA are required to submit documentation through the Office of Disability
Services to verify eligibility for reasonable accommodations; the institution must review and evaluate that documentation.
Students are not required to assume the responsibility for securing a necessary accommodation. The university is required to
provide reasonable accommodations for a student's known disability so that the student has an equal opportunity to participate in
the courses, activities or programs.
When additional expertise beyond that of the staff of the Office of Disability Services is needed to assess a student's
documentation, the Academic Assessment Committee, consisting of members of the faculty who are knowledgeable about
disabilities, and staff members, including the ADA coordinator, evaluates the documentation, requests additional information if,
in their judgment, it is required, and makes a recommendation to the Office of Disability Services.
Documentation must validate the need for services based on the individual's current level of functioning in an educational setting.
If the documentation is found to be insufficient the institution is not obliged to provide accommodations. If the documentation is
found to be sufficient, appropriate accommodations are recommended.
All levels of academic organization, the college, the department, and the individual faculty member, are required to provide all
qualified students with disabilities with appropriate, reasonable accommodations.
What accommodations must be provided?
Students with disabilities may be accorded two types of accommodations: They may be permitted to substitute particular courses
for some of those required under their degree requirements, or they may be afforded approved accommodations within the
courses they take.
If a course substitution is requested, the request must be received by the academic department that teaches the course to be
deleted from the student's requirements no later than the semester prior to one in which the student proposes to take one or more
of the substitute courses. Ordinarily the request should arrive at the department office before the 12th day of classes of a long
semester, or the 4th day of classes of a summer session.
Once received by the department, the course substitution request is considered by the department chair, who consults with the Office of Disability Services before making a recommendation. The chair's recommendation regarding substitution is forwarded to the dean of that college. Employing the college’s usual procedures for decisions about curricula, and consulting with other colleges as necessary, the dean makes the final determination about whether the requested substitution may be allowed, or does, in fact, represent a fundamental modification of the program in question. Before a course substitution is considered there should be evidence that even with reasonable accommodation the student cannot succeed in the required course.

Requests for accommodation within a particular course should, when possible, be received by the Office of Disability Services before the beginning of the semester in which the student with a disability is to enroll in the course. Once received, the accommodation request is considered by Disability Services and, if required, by the Academic Assessment Committee. If the decision is to recommend against providing the requested accommodation, the student is informed. If it is decided that accommodation is to be provided, a record of that recommendation, together with a recommendation of the general type of accommodation to be provided is sent to the instructor of the subject course, with a copy to the department chair. In consultation with the chair, the instructor then meets with the disabled student to work out precisely how the recommended accommodations are to be implemented in the context of the particular course. To make provision of appropriate accommodations as effective as possible, students with disabilities are to meet with instructors from whom accommodations are requested as early in the semester as possible.

It is expected that the student, the Office of Disability Services, the Academic Assessment Committee, the department chair, and the course instructor will cooperate to identify accommodations that meet the student’s documented need without fundamentally altering the course.

Who must provide approved accommodations in a particular course?
Accommodations most commonly requested may include providing services such as readers, interpreters, and note-takers; allowing extra time for examinations; using alternate forms of examinations; recording lectures; using computer software for assistance in studying and on tests; and, on rare occasions, relocating the classroom.

It is the responsibility of the Office of Disability Services to provide readers, interpreters, and note-takers when needed. The instructor is expected, however, to cooperate with Disability Services in accommodating these service providers in the classroom.

It is the responsibility of the instructor to organize examinations so students with disabilities may be accorded extra time and special testing conditions. When possible, special testing will be done within the offices of the academic department. When testing cannot be done in the department, however, Disability Services will provide secure facilities and supervision.

When special materials (e.g., Braille transcripts or audio recordings of course materials) are required, it is the joint responsibility of Office of Disability Services and the instructor to arrange to make these materials available to the student. Such materials must be made available to students with disabilities at the same time that their equivalents are given to other students.

It is the responsibility of the department chair, in cooperation with the instructor and the dean, to relocate courses when required.

How are disagreements to be resolved?
Disagreements will be resolved according to the provisions of Policy F-34, Appeal Procedure Relating to the Provision of Accommodations for Students with Disabilities.

**ATTENDANCE POLICY**

All students must attend class! Punctual attendance is mandatory and your grade will suffer because of absences and tardiness. All dates for quizzes and tests are announced in class so you must attend! No make-up exams or quizzes will be given unless the absence is excused according to school policy and previous arrangement should be made. No late work will be accepted unless the absence is excused within SFA policy. University policy stipulates there will be no make-up exams for missed finals. It is the policy of the University to excuse absences of students that result from religious observances and to provide for rescheduling of examinations and class work that may fall on religious holidays without penalty.