

## **GEOG330I: As the World Turns: Society and Sustainability in a Time of Great Change**

Summer 2017: May 30<sup>th</sup>, 2017 – June 16<sup>th</sup>, 2017. Online through Canvas.

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### **Course description**

“As the World Turns” was an American soap opera which captivated thousands of viewers from 1956 to 2010. During that time it reflected the changing societal norms, and adapted its content and format to be sustainable in the broadcast industry. It seems like an apt metaphor for this I course since we will be looking how societies cause and adapt to the changing social and environmental landscapes. Society and sustainability are like conjoined twins, a movement in one triggers a movement in the other.

### *Issue of current importance*

Sustainability is a ‘hot topic’ and the word is over-used. In this course you will develop your own definition of sustainability as you look at it across cultures and physical environments. Sometimes there is conflict when there must be a choice between sustaining a culture and sustaining a particular environmental system. You will be analyzing how and why environmental choices are made. You will be looking at why environmental change is spatially distributed, and examine how sustainability decisions are made within societies on multiple scales and by multiple cultures.

### **Learning outcomes:**

#### *I-Series goals:*

- Students will be able to identify how sustainability, both of societies and the environment, is one of the most significant issues in the world today.
- Students will be able to describe the sources experts use to explore the relationship between society and sustainability, including geographic methods, techniques and theories.
- Students will demonstrate an understanding of concepts and approaches of sustainability of societies on different scales, examining local, regional and worldwide issues.
- Students will demonstrate an understanding of the dimensions sustainability, including cultural, environmental, economic, and political systems
- Students will communicate major ideas and issues on society and sustainability through reflection activities, individual essays, and discussion on essay presentations.

#### *Social Science goals:*

- Students will demonstrate knowledge of the fundamental concepts and ideas surrounding society and sustainability, including climate change, development, politics, economy, and demography.
- Students will demonstrate critical thinking in evaluating the casual arguments surrounding society and sustainability in order to analyze concepts of change, sustainability, resilience, metamorphosis and extinction.
- Students will understand how culture evolves spatially and temporally and the impact these evolutions have on individuals’ perceptions, actions and values.
- Students will be able to analyze contemporary issues such as climate change, development, politics, economy, and demography in order to develop their own policies for social change.

#### *Plural Societies goals:*

- Students will be able to understand the basic concepts of society and sustainability from a geographic perspective.
- Students will learn about the tension between the desire to be ethnocentric and the reality of plural societies to cope with the stresses of social and environmental change.
- Students will be able to analyze various forms and traditions of culture as the basic building blocks to the cultural and environmental sustainability of societies.
- Students will use a comparative framework to examine the experiences, cultures and histories of societies at different geographic scales and temporal scales to understand various methods of sustainability.

## **Grades:**

Lecture responses = 9 responses worth 5 points each (45 total)

Reflection activities = 6 activities worth 10 points each (60 points total)

Term papers = 2 papers worth 75 points each (150 points total)

Term poster = 1 poster worth 30 points

Term poster peer reviews = 5 peer reviews worth 5 points each (25 points total)

**TOTAL POINTS: 310**

## **Grading Scale**

A+ 100-97

A 96-93

A- 92-90

B+ 89-87

B 86-83

B- 82-80

C+ 79-77

C 76-73

C- 72-70

D+ 69-67

D 66-63

D- 62-60

## **Structure of the course**

This course is held online, which means you can complete the work at your convenience during the day or night. All course materials can be accessed through the UMD Canvas site, found at [www.umd.instructure.com](http://www.umd.instructure.com). Each week we will have roughly 8 lectures, and they appear in numeric order. Each lecture is pre-recorded and streamed over Canvas. After you listen to the lecture, complete the quiz for that lecture. You will not be able to access the next lecture without completing the previous lecture's quiz. All due dates/times for this course are based on Eastern Standard Time (EST). This three-week winter course moves at a **very fast pace**. Although you may complete the assignments at your own pace each week, **there are weekly hard deadlines for all graded assignments**. Waiting until the last minute to submit an assignment not only jeopardizes the quality of the work, but also my ability to respond to questions. I try to respond to emails within 24 hours on weekdays. Complete assignments ahead of their due dates to ensure my or your TA's ability to respond to questions.

## **Online Copyright Policy**

My lectures and course materials, including power point presentations, tests, outlines, assignment prompts, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. You may take notes course materials for your own use. **You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express written consent.** Persons who publicly distribute or display or help others publicly distribute or display copies or modified copies of an instructor's Course Materials may be considered in violation of the University Code of Student Conduct, Part 9(k).

## **Office hours**

I will be available from 1-2pm each Tuesday and Thursday for office hours. Office hours are held virtually through Google Chat. I will use the Google Chat screenname: "geogberndtson." Send a chat request to my account or send an email to [geogberndtson@gmail.com](mailto:geogberndtson@gmail.com), and I will request you. Visit: <https://support.google.com/chat/answer/161880> for more information on enabling Gchat. Office hours are the best way to ensure a rapid response to your questions and concerns. I am happy to review reflection activities, upcoming term papers, and other assignments through office hours. I encourage you to attend! I look forward to meeting you through office hours.

## **Required software and hardware**

You are required to have access to a computer with speakers, and a broadband internet connection. The browser you use must have the Flash plugin installed. It is your responsibility to ensure your browser and computer can stream the lectures from Canvas. **Faulty internet and/or lack of computer access are not acceptable excuses for not completing the work on time. Waiting until the last minute to view lectures means risking that your computer and internet access work as planned.** Personal Computers (PCs) and the Internet Explorer browser are the most compatible with streaming lectures. Mac computers and other internet browsers can be compatible with the lectures, but require additional plug ins. **It is your responsibility to make sure these are working to view lectures.** The lectures are available in .wmv files and .mp4 files. The .wmv files play on PCs and on *some* Macs. Some Macs will

automatically convert the .wmv to a compatible video file. The .mp4 files play on Macs using the VLC media player. It can be downloaded for free here: <http://www.videolan.org/vlc/index.html> (Links to an external site.). VLC should be able to both play .wmv files on a Mac and convert .wmv files on a Mac to MPEG-4 files. Before you sign up for this class, test these different media players and files on your computer!

**Contact ELMS and OIT with help on technical problems:**

<http://www.elms.umd.edu/page/student-support>

<http://www.it.umd.edu/students.html>

**Make-up Work**

This course “meets” every day for 3 weeks. This equates to roughly 8 hours of work a day, including lectures, readings, group work, and other assignments. It is absolutely essential to keep up with the class and to complete all the work every day. **Late work will not be accepted.**

**For all assignments uploaded to Canvas (discussion activities, term papers, posters) or completed through Canvas (lecture responses, peer reviews), do not submit at the last minute. Some internet connections are slower than others, and the network can slow when many people are trying to submit simultaneously. It is your responsibility to ensure your assignment is completed and uploaded before the due date and time. This might mean starting your upload at least 30 minutes before it is due. In the case that the upload fails, send your assignment to me and your TA as an email attachment BEFORE the due date and time. We will check the last edit time on the document. **NO LATE SUBMISSIONS WILL BE ACCEPTED.****

**Accommodations**

If you have disabilities, learning or otherwise, visit the Disability Support Office to fill out appropriate forms that will tell me what accommodations to make. **These forms will not be accepted after the second day of the course.** Please talk to me about what arrangements are necessary to allow you to learn the content of the course. I will make every effort to accommodate students who are registered with the Disability Support Services (DSS) Office and who provide me with a University of Maryland DSS Accommodation form which has been updated for the current semester.

**Academic integrity**

Academic dishonesty is a serious offence that can result in suspension or expulsion from the University of Maryland. Please refer to the following website to determine how the University of Maryland defines plagiarism and academic dishonesty -- <http://www.testudo.umd.edu/soc/dishonesty.html>. Plagiarism is the use of another person’s work as if it was your own and will not be tolerated. If I believe that there has been plagiarism on an assignment, I will inform you of my determination and you will receive a zero for the assignment. Cases will be referred to the Student Conduct Office.

**Lectures**

Lectures are prerecorded and posted on Canvas. Each lecture can be found under the “modules” section. The lectures for each week will be posted at 8:00am on the following dates (5/26, 6/2, 6/9). After you listen to the lecture, complete the class response for that lecture (not all lectures will have a follow up lecture response). You will not be able to access the next lecture without completing the previous lecture’s class response.

**Readings**

Materials that correspond with each lecture should be read **BEFORE** you watch that lecture. Several reflection activities will require you reference the reading materials. All materials are available on the Modules page of ELMS.

**Lecture Responses**

Throughout the course of our class you will be asked to reflect, question, critique, and respond to several prompts that correspond to the lectures. Class responses are submitted under the Quizzes tab on ELMS. There are no right or wrong answers, but your free text responses must be based on factual information from the lecture or the readings, and directly address the question in at least 4-5 sentences. You must complete the response for the corresponding lecture **BEFORE** you can access the next lecture. I recommend responding right after viewing the lecture so the material is fresh. Weekly responses are **due by 11:55pm on 6/2, 6/9, 6/14.** From time to time I will publish response results on our sustainability blog for additional discussion. I will not attach names to specific comments to keep responses anonymous.

## Reflection Activities

Reflection activities are an opportunity to apply lecture concepts to real world case studies and voice your opinion on the issues. There are six reflection activities worth ten points each. You will complete reflection activities in preassigned teams of three students. Each week, one team member will be the reflection activity team leader for all the RAs of that week. The team leaders for each week will go by alphabetical order of your last names. The first week's team leader may have to be so twice if a team member drops the course mid semester.

RA assignment prompts will be available on ELMS each week at 8am (5/26, 6/2, 6/9). RA teams have their own shared space on ELMS through which to collaborate on a common team document. The team leader for that week is responsible for setting up a collaboration Google Doc for all of that week's RAs. Review the following materials to learn how to (1) [enable Google Docs on your Canvas accounts](#), and (2) [start a group collaboration using Google Docs through Canvas](#). Teams can also [share files](#) and have [discussions](#).

### RA Team Collaboration:

On or before the first day of class reach out to your teammates using Canvas mail to determine the best method of collaborating on and turning in RAs each week. You may choose to set up a weekly Skype meeting, Google Group chat, or other method of joint collaboration to share and consolidate responses. If you cannot find a common time to meet virtually and discuss each week, use the default method below. Regardless of the communication method, RA team leaders must upload the final RA as an ELMS assignment by 11:55pm on the final due date each week (**6/2, 6/9, 6/15**). Team members will receive the same grade, and each person must contribute. If a team member did not contribute, others can note such on the reflection activity, and points will only be deducted for the non-contributing team member.

### Default RA collaboration method:

RA team members who are not the leader for that week will submit RA responses to the team Google Doc by 11:55pm on that week's RA response to the team leader due date (**6/1, 6/8, 6/14**). The team leader will consolidate and fill in remaining RA responses and upload as a final assignment submission by 11:55pm the following day when the RAs are due (**6/2, 6/9, 6/15**). This final assignment submission will require the team leader to convert the working Google Doc to a permanent file for upload.

### Default RA collaboration timelines:

RA	RAs available	Team leader creates Google Doc by:	Non-team leader responses due to Google Doc by:	Team leader upload final RAs to ELMS
1-2	5/26, 8:00am	5/30, 11:55pm	6/1, 11:55pm	6/2, 11:55pm
3-4	6/2, 8:00am	6/5, 11:55pm	6/8, 11:55pm	6/9, 11:55pm
5-6	6/9, 8:00am	6/12, 11:55pm	6/14, 11:55pm	6/15, 11:55pm

## Term Papers

This course includes two term papers that apply your knowledge about society and sustainability to critically analyze issues. Papers should incorporate information from lectures and readings, scholarly sources, and your own reflection. Term papers are due (uploaded to Canvas by 8:00am on 6/5 and by 11:55pm on 6/15). Each paper is worth 75 points. Both papers must meet the following conditions:

### Pages #s

- At least nine consecutive pages of text (minimum; you can go over if needed). **Nine pages is the bare minimum for responding to each prompt.** To fully and completely answer each prompt, your paper may extend several pages past the minimum of nine.
- Not included as one of the nine pages of paper content:
  - One (or more if needed) page for citations.
  - One page for photos, tables, figures.
  - One title page with name, date, paper title (do not repeat this information on the first page of text content).

### Styling

- Double spaced
- Times New Roman size 12 font
- 1 inch margins, 0 point spacing before and after paragraphs
- Numbered pages
- Saved as "Last Name\_First Name\_Paper1" (ex: Berndtson\_Rachel\_Paper1).

## Citations

- AAG style citations or Chicago Author-Date (not Chicago Notes-Bibliography) style citations.
- Minimum of two **scholarly sources** in each paper that are fully integrated into the papers (beyond 1-2 references, facts, or quotes). If you are unsure of whether a source is considered scholarly, **consult your TA at least 24 hours before the paper is due**.
- In-text citations for all non-common knowledge. The papers should be written as research-style papers, with citations for any non-common information. Lectures are considered non-common information.

## Term poster

Posters are widely used in the academic community to summarize information or research concisely and attractively to help publicize it and generate discussion. Posters combine brief text, tables, graphs, and pictures. At academic conferences, researchers stand by their posters while other attendees view the poster and interact with the author.

In the second week of class we will simulate a poster session, similarly to those held at academic conferences. Instead of browsing and commenting on posters in person, you will browse and comment on five of your peers' posters through Canvas. Each student will make one poster.

Use one PowerPoint slide to create your poster, and save your slide as a PDF. Instructions for poster design and conversion to a PDF found here: <http://undergraduateresearch.as.ua.edu/presenting-your-work/making-posters/>. Follow the instructions in regards to font size, style, and format. Use the poster template on Canvas for each section of your poster.

Posters are due by 11:55pm (6/8), and are worth 30 points. Posters must meet the following conditions:

- Information to include:
  - Introduction: introduce the topic of your paper.
  - Major findings: What cases can be made in regards to the economic, social, and environmental pillars for your stance? Use well cited and well analyzed factual evidence to explain.
  - Conclusion: what are your future recommendations? More research? New policies? More public outreach? Give concrete examples of your recommendations and how they might be put to action.
  - Bibliography
- Formatting:
  - Include a title, your name, major, university, and class standing
  - At least 2 figures (pictures, maps, charts, tables, etc.)
  - Do not overcrowd your poster with information. Summarize the most essential points of your paper
  - Title is short and draws interest
  - Word count of 800-1000 words (citations excluded from word count; for this assignment use end notes rather than traditional in-text parenthetical citations, to save space).
  - Text is clear and to the point
  - Use of bullets, numbering, and headlines make it easy to read
  - Effective and professional use of graphics, color and fonts
  - Consistent and clean layout
  - Submit as a PDF file to Canvas.

## Term poster peer reviews:

In addition to submitting one poster, you must review five of your peers' posters. You will only be assigned posters to review if you turned in a poster of your own. Your review may be your own reflections, reactions, or questions based on your viewing. In order to get full points, your review must reflect that you have viewed the poster by referencing a specific part of the poster. Reviews will be due by 11:55pm (6/9). You will not have points deducted if the student whose presentation you are assigned to review did not submit his/her poster. All reviews must meet the following conditions:

- At least 60 words.
- References to specific components (fact, statement, picture, etc.) of the poster you are reviewing. General comments will not receive points.
- Respectful language. **Reviews that are hateful or otherwise disrespectful will result in a grade of ZERO for your own paper, presentation, and presentation reviews, and your name will be sent to the undergraduate ethics board on campus.**

**Extra credit blog:**

You can earn extra credit points by posting to our course sustainability blog. Use the blog to post instances of sustainability you come across in everyday life. These may include photos you take, news articles, online memes, tweets, etc. that you see claiming to be "green" or "sustainable." With each post, include two to three sentences explaining (1) what message you think is conveyed, and (2) how you might critically question the sustainability of the message. Each post = .25 extra credit points. You are limited to getting points for one post each weekday. Responding to or commenting on someone else's post = .1 extra credit points. Responses should be in the form of your personal reaction, a question, a reflection, or an additional link, picture, etc. you think relates to the original post (IE: must be more substantive than "that is interesting," or "I agree/disagree." A more substantive comment could be "I agree, because....[enter your rationale]."). You are limited to getting points for one response each weekday.

**Course Schedule:** You have some flexibility on when you watch the lectures and complete assignments each week. However, **there are mandatory deadlines, and they are listed in the assignments column with the due date and time.**

	Date	Lectures	Readings/Videos	Assignments Due
<b>Intro and Agriculture materials available 8:00am 5/26/17</b>				
Intro	5/30	Course Introduction Scholarly Source Review	GEOG330 Syllabus	<b>Due by 11:55pm:</b> Team leaders create Google Docs for RAs 1-2
	5/31	Sustainability and Society	Whitehead: Chapter 1 Whitehead: Chapter 6	
	5/31	Pro-environmentalism	Kollmus & Ageyman 2002 EHP 2010 Climate One Greenwashing video	
	6/1	Local Sustainability	Middlemiss 2010. Whitehead: Chapter 8	
Agriculture	6/1	Industrial Agriculture	DeLind 2010 Myths of Industrial Ag video Labeling GMOs video GMOs Overview video	
	6/2	Sustainable Agriculture	Local vs. Organic video	
	6/2	Community Agriculture	Saldivar-Tanaka & Krasny 2004	<b>Due by 11:55pm:</b> Lecture responses 1-4 Final RAs 1-2 (uploaded by team leader)
<b>Energy and Water materials available 8:00am 6/2/17</b>				
Energy	6/5	Global Energy	EIA China 2014:1-3,6-12,28-30 IEA 2014 300 Years of Fossil Fuels video	<b>Due by 8:00am:</b> Paper 1 <b>Due by 11:55pm:</b> Team leaders create Google Docs for RAs 3-4
	6/5	Nonrenewables	Wihbey 2015 Bambrick 2012 Fracking Review video	
	6/6	Renewables	Panwar et al 2011	
Water	6/6	Global Water Crisis	BOA 2014: 3-8, 11-30, 38-44 Environment Cost of T-Shirt video Should We Privatize Water? video	
	6/7	Coastal Cities	NYC Rolls Rates video Inequitable Rate Hikes in AL video	
	6/8	No lecture – Work on term posters		<b>Due by 11:55pm:</b> Term poster
	6/9	No lecture – Submit peer reviews.		<b>Due by 11:55pm:</b> Responses 5-8 Final RAs 3-4 (uploaded by team leader) Term poster peer reviews
<b>Urbanization and Industry materials available 8:00am 6/9/17</b>				
Urbanization	6/12	Global Urbanization	Seto et al 2010	<b>Due by 11:55pm:</b> Team leaders create Google Docs for RAs 5-6
	6/12	Urban Challenges	Markham 2014 NOBE video	
	6/13	Urban Solutions	Wang et al 2012 Pierce et al 2011	
	6/13	Urbanization and Cultural Sustainability	Chacko 2003 Kaya 2005	
Industry	6/14	Industry and Development	Whitehead: Chapter 4	
	6/14	Industry, Development, and Sustainability	Kirchain and Olivetti Subaru's Zero Landfill video	<b>Due by 11:55pm:</b> Response 9
	6/15	No lecture – work on papers		<b>Due by 11:55pm:</b> Paper 2 Final RAs 5-6 (uploaded by team leader)