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Our Coastal Environment from the Bay to the World

A Foundational Global Learning Course

Fall 2016, IDS 3214-B51

BBC Academic 2, Room 115, Tuesday-Thursday 9:30 to 10:45

Peter Craumer Global and Sociocultural Studies	Richard Brinn Department of Biological Sciences
Office AC1 313 Office Hours: T-Th 11:00 to 12:00	Office AC1 382 Office Hours: M 9-11:45, T, 11-12, Th. 11-12:30
Phone 305-919-5818	Phone 305-919-5348
craumerp@fiu.edu	brinnr@fiu.edu

For general questions about the class, the exams or assignments, or the content of Professor Craumer's lectures, you should see him. For questions about the labs you should see Professor Brinn as well as regarding any questions relating to his lectures.

COURSE DESCRIPTION AND LEARNING OUTCOMES

Students taking this class live in a world where environmental changes are going to increasingly affect their lives. In the past, people lived in a situation where their basic needs for food, shelter, and health obviously depended on sustainable land and ocean ecosystems, and they were aware of it. In the modern world, however, advances in technology and agriculture have allowed people to feel separate from and mostly immune to changes in their environment. Today ignorance of our effect on the environment is no longer tenable, and students must acquire the knowledge to understand this new situation and how it pertains globally. They need to become engaged in the process of ensuring a sustainable world of humans and nature. The purpose of the course is to give students a foundation for acquiring that knowledge and placing themselves in its global context.

The course is based on the example of human and natural systems at various scales from the local, like the coastal environment of South Florida, to the regional and global. In these examples, global human economic and political processes intersect intensely with global changes in climate and sustainability of marine and land ecosystems. In the beginning of the course, students will learn some basic concepts of natural and human systems of the oceans and coasts, using principles of relevant natural and social sciences. Then, by a series of case studies, students will apply these concepts, along with new ones, to understanding how coastal peoples in different settings around the world interact with their environment and how they perceive and manage the interaction.

This is a GL Foundations course that counts toward your GL graduation requirement, so the class is structured around the main themes of Global Learning:

GLOBAL AWARENESS Students will be able to interpret current global physical and human dynamics of the oceans and coasts in the context of interrelated sociological, biological, and environmental changes.

GLOBAL PERSPECTIVE Students will be able to assemble a cross disciplinary and multi-perspective analysis of ideas about the interrelationship between humans, oceans, and coasts.

GLOBAL ENGAGEMENT Students will be able to analyze and critique the relationship between the environment and different cultures and societies with particular reference to the coastal and marine environment

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Essential global learning questions:

1. How do coastal cultures and societies in widely different natural environments interact with their environments differently?
2. How should cultures and societies perceive and value their relationship to the coastal environment?
3. How do global dynamics drive the relationships between people and the ocean and coastal environment?

GRADES AND ASSIGNMENTS

- **5% co-curricular activity.** As required for Global Learning, students will attend an event on campus or in the community that relates to the theme of this class and write a report of at least 250 words assessing their experience. Details will be provided in Blackboard.
- **10% class participation.** Attendance, participation in your group activities, and involvement in class discussions will comprise this grade.
- **45% course examinations.** Exam 1, 15%; Exam 2, 15%; Exam 3, 15%
- **20% mini-projects** (2 mini-projects; 10% each). In a similar fashion to the final project, students will be required to investigate aspects of the case studies presented in class. Each student will be assigned to research a topic and to prepare a 1-2 page analysis of that topic to hand in and to use in contributing to his or her group discussion. Groups will come up with their conclusions during an in-class discussion, and then the results of the groups will be presented and compared. Each student will be graded on his or her individual assignment, and each individual in the group will be graded according to his participation in the group as well.
- **20% final study project.** Each team will combine to prepare and present a final project on how different aspects of what they have learned in the course apply to our local environment. Each student will be assigned an "expertise," will research the topic, and then prepare a 3-5 page written argument (including 10 independent resources) on the significance of that topic for South Florida. Each student will present his or her argument to the group, and then the group will debate among themselves which aspects are the most important for management decisions in the future. The group will prepare a summary outline of the decision in the final class, the teams will present their results and we will discuss and debate them.
- Internal grading scale: A 94-100; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73; D+ 67-69; D 64-66; D- 60-63. Due to the recent change in University policy whereby plus and minus grades below C are eliminated when the final grades are reported to the University these percentages will be adjusted accordingly: D 60-69; C 70-76

REQUIRED READINGS

All class readings, with the single exception of the Pilkey reading listed below, will be provided on the Blackboard site. In order to do well in the class you **must** do the readings. Although we will post the lecture slides on Blackboard, neither they nor the class discussion will necessarily cover all of the important material that we will expect you to know for the exams, so the reading is essential.

Orr, H. Pilkey et al. 2016. *Retreat from a Rising Sea: Hard Choices in an Age of Climate Change*. New York: Columbia University Press. ISBN: 978-0231168441

COURSE TOPICS AND SCHEDULE

The outline below is only a **preliminary** schedule, as topics may take more or less time than indicated but exam dates are permanent and will not change. The schedule will be frequently updated during the semester, so go to the Blackboard site for the current topics and for the readings.

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Week 1: August 22-Aug. 28 Introduction; Why do Oceans Matter?; Principles of Science

Week 2: August 29-Sept. 4 Formation of the Oceans; Properties of Water and Seawater

Week 3: September 5-11 Mapping the Oceans; Plate Tectonics and the Oceans

Week 4: September 12-18 Oceans, Coasts, and the Atmosphere; Climate Change

Week 5: September 19-25 **EXAM 1 on September 20**; Foundations of Life in the Oceans

Week 6: September 26-Oct. 2 Ocean Ecosystems; Environ. Values and Attitudes; Begin Arctic Case Study

Week 7: October 3-9 Case Study 1 on the Arctic continued

Week 8: October 10-16 Case Study 2 The South Pacific

Week 9: October 17-23 Case Study 3 North Atlantic/Pacific Coast S. America

MINI-PROJECT 1 DUE on October 18; group and class discussion on results that day

Week 10: October 24-30 **EXAM 2 on October 27** on first three cases; Case Study 3 concluded

Week 11: Oct. 31-Nov. 6 Case Study 4 South Asia (Bangladesh)

Week 12: November 7-13 Case Study 5 The Gulf of Mexico

Week 13: November 14-20 Case Study 5 concluded

MINI-PROJECT 2 DUE on November 17; group and class discussion on results that day

Week 14: November 21-27 Case Study 6 South Florida

NO CLASS on November 24 Thanksgiving holiday

Week 15: November 28-Dec. 4 Case Study 6 finished

EXAM 3 on December 1 on cases 4-6 (S. Asia, Gulf, South Florida)

Week 16: December 5-11 No regular class, final week of the semester

Student project group discussion on Tuesday, December 11 from 9:45 to 11:45.

OTHER COURSE INFORMATION AND POLICIES

The Blackboard Site (<http://fiu.blackboard.com>). If you have not used Blackboard before you might want to do an online or an in-class training, which you can find out about from the Support section after you have logged in to your Blackboard courses. **The course Blackboard page is your essential source of all course information so you must use it.**

Turnitin

On the Blackboard site you will find the links and information on using Turnitin to submit your written work. As you might know by now, this site will check carefully to determine if you have plagiarized in your work. We will post information on Blackboard which will show you examples of plagiarism and help you to avoid it, but the responsibility to avoid it is yours, and the consequences of doing it are severe. See below.

Plagiarism/Academic Honesty: Students are always expected to abide by the university's policies, particularly those governing academic honesty and plagiarism as they appear in the FIU Student Handbook. In addition to the information about plagiarism we will post on Blackboard, students not familiar with how to avoid plagiarism will also find information on the web site of the FIU library.

Extra Credit

The exams and assignments listed above will be the only grades you will receive for the class. Extra credit assignments will **not be allowed under any circumstances**, so please do **not** ask if you can do one. Experience shows that the expectation of being able to do extra credit simply encourages students to take regular assignments less seriously, and allowing it is also unfair to students whose schedules don't permit them to participate in it. Also, the time spent on extra assignments takes away from time needed to do better on subsequent regular assignments.

Make-Up Exams

Make up exams will not be allowed unless you have a very good and official excuse, like a note from a doctor, hospital, parole officer, or court (not a mechanic). You must notify your professors in advance by email and present your original official excuse within 1 week. In any case, the make-up test will consist of the following essay question: "Please discuss the key material that we have covered in class and in the readings since the last exam. You will be evaluated on your ability to determine what the most important ideas and concepts are and to present them clearly and concisely." You will have 75 minutes to write your essay, closed book (no notes).

Attendance

Attendance is mandatory and students who miss often should expect to receive a failing grade. Not all material that is discussed in class will be found in the readings or slides on Blackboard, yet the exam will include it. Students will be graded on their participation in the group discussions of the mini and final projects.

Students should also be aware that frequent and extreme lateness in coming to class will be noted by the professors, as it is in every class. The best way to convince your instructor that you do care about the class is to be late or absent. Habitual extreme lateness is rude, disruptive, selfish, and immature. The correlation between high grades and punctual attendance is very high in just about all classes.

Incomplete Grades

An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption **not** caused by the student's own negligence. In any case, more than half of the work of the course has to have been completed. An incomplete grade must be made up as quickly as possible, but no later than two consecutive semesters or you will automatically default to the grade the student earned in the course (which is normally an F in the absence of all work completed). There is no extension to the two consecutive semester deadline. The student must not register again for the course to make up the incomplete. In order to receive an incomplete for this class, valid documentation must be provided for the reason the student is requesting to be incomplete. The reason, again, must be out of the student's control.

Global Learning Graduation Honors

FIU's Excellence in Global Learning Graduation Medallion is awarded to students who complete at least four global learning courses, participate in a variety of global co-curricular activities, and complete a capstone consisting of one of the following: a substantial original research project and presentation on a global topic; extensive foreign language study; long-term study abroad; or, a globally-focused internship. The Peace Corps Prep Certification is conferred upon students who complete at least four global learning courses, extensive language study, and a global problem-solving project. Registration and program acceptance are required. For more information, visit <http://goglobal.fiu.edu>