

APPENDIX.
Supplementary Information to selected Proposals
CLAS Committee on Curricula and Courses
Oct. 19, 2004

2004-144 Draft Syllabus for Ling 298: Linguistics and Culture of the Deaf Community

Course Overview

Instructor: Doreen Simons-Marques

Office: Linguistics Department – Room #300

Email: Doreen.Simons-Marques@uconn.edu

Office hours:

Required Text:

Deaf in America – Voices From A Culture by Carol Padden and Tom Humphries

Additional Readings:

Cultural/Language articles or notes – handouts or on reserve.

Course Description:

Introduction to cultural and linguistics aspects of the Deaf Community in America. A critical examination of the demographics that comprise the Deaf Community. The linguistic background of different strata are reviewed and discussed to understand how the Deaf Community fits in within the diversity of the U.S population.

Course Objectives:

You will learn about the Deaf Culture as one of the cultures in America, showing cultural differences between Deaf and Hearing. The course content includes different methods of communication used by Deaf People; Deaf residential schools; Deaf Community; and Deaf Services/organizations.

Course/Student Assessment:

Participation 15%

Quizzes 10%

Exams 60% (Midterm and Final)

Paper 15%

Paper requirement

Choose a topic of Deaf culture discussed in class. Find additional readings beyond those used in class about this topic. Write a 5-page critical summary of the topic, comparing Deaf and Hearing cultures, including your own opinions and reactions.

Syllabus

Ling 298: Linguistics and Culture of the Deaf Community

Week 1 What is Deaf Culture?

Week 2 Deaf Culture, continued

Week 3 Categories of Pathology

Week 4 American Sign Language

Week 5 Deaf Community

Week 6 Midterm

Week 7 Cultural Relativism

Spring Break

Week 8 Cultural Anthropology

Week 9 Attitudes towards Deafness and Identification

Week 10 Deaf Mannerisms wrt Language and Communication

Week 11 Deaf Culture Terminology

Week 12 Rules of the Deaf Community

Week 13 Services, magazines, and organizations in the Deaf Community

Week 14 Summary, review for final exam, final paper reports

Syllabus subject to change depending on circumstances.

2004-148 Draft Syllabus for History 2XX. Black Experience in the Americas

History 2XX

"Black Experience in the Americas"

Professor Melina Pappademos

Tues/Thurs 11:00 to 12:15, Office Hours: Thursdays 9:00-10:30 am and by appointment

This course will examine major themes in recent scholarship of African-descended communities in the Americas and their interconnection beyond geopolitical boundaries. It will include the use of several, key topics and analytics including race, gender, class, religion, cultural movements and practices, slavery, political economy, political movements, and African consciousness, from historical perspective.

Learning objectives

By the end of the semester students should be versed in political and cultural movements initiated by African-descended peoples of the Americas, which developed in conjunction with and in opposition to their various states and broad societies. Students should also be familiar with such theoretical frames as race (and culture), gender, class, and sexuality, and their simultaneous uses in the context of the African Diaspora. They should be able to articulate the ways that these analytics always overlap in contentious and mutually dependent ways. Finally, students should have a strong sense of the discursive position occupied by people of African descent in historical relationship to their various national states and societies as well as other African-descended populations of the region. They should be able to articulate why national boundaries were important to the trajectory of Afro Diaspora populations of the region at the same time that they did not fix, delimit, or marginalize the myriad cultures, politics, economies, and societies that were both influenced by and influential to the history of the Americas and of the black experience.

Instructor Responsibilities

The instructor's responsibilities are to provide expert content, facilitate discussion, provide—as is pedagogically warranted—resources, to aid students in becoming increasingly sophisticated learners, to intellectually counsel students, to maintain high standards of pedagogy, learning, and social interaction. Further, the instructor must consistently challenge students by providing individual and group, even collaborative tasks that enable students to learn new data, analytic perspectives, and theoretical complexity **from each other**. The instructor shall strive to encourage and achieve positive and affirming change in students' intellectual development.

Student Responsibilities

The very foundation of this course is built on student responsibility in the process of learning. Thus, it is expected that students attend all class sessions, arrive on time, and steer clear of disruptions such as eating, leaving during class sessions, interruptions of the instructor or fellow students, or holding private conversations. Further, it is expected that they ask questions, no matter how "dumb" or "simple" they feel the question will be perceived. They should be prepared to participate in class not just reading but also by reflecting on the assigned materials, lectures, and comments by other students. Students are expected to turn in assignments on time, in polished format, according to minimum requirements. Any assignment must be turned in typed, in hard copy. E-mail copies are neither desired nor accepted.

Importantly, students are expected to have some measure of intellectual flexibility. That is, they should be open to new data, theories, and analytic frames. They will be asked to consider multiple viewpoints and conflicting values, and to imagine, analyze,

and evaluate alternate positions on issues or solutions to problems. Students are not expected to change radically (although this is possible and welcome). Rather, they should undergo some measure of transformation in which they perceive historical questions in ways slightly different than they did previous to completing course work. Students should expect to be challenged—which may cause momentary frustration—for this is generally a sign of growth. Students will sign this syllabus on the attached page as an indication of understanding the terms listed herein and their desire to participate and be evaluated in the class according to these terms.

Course Structure

Throughout the semester we will read primary documents and secondary literature as well as literary works to include writings by W.E.B. Du Bois, C.L.R. James, Michael Gómez, Carolyn Fick, Daisy Castillo Rubiera, and Negritude and *Afrocubanidad* writers such as Langston Hughes and Nicolas Guillén. The course will include weekly lecture and discussion sessions. Among other requirements for the course are group "history correctives," weekly quizzes, a mid-term exam, and a final 8 to 10-page thesis paper. The "history corrective" project requires student teams to submit a project synopsis to the class for review. Each team will examine and critique one cultural and political movement in the history of the black experience in the Americas. They will conduct limited primary as well as secondary research on this issue and present their findings and argument to the class. Presentations should have visual, audio, and data text format and should last no less than 30 minutes. You will receive more detailed instructions for both the thesis paper and the group project. Final course grades will depend, in part, on students' class preparation and active participation in discussions.

All deadlines and requirements are firm. Late assignments are subject to substantial penalties. Thus, the first day an assignment is late, 10% will be deducted from the assignment's final grade. For each day thereafter that an assignment is late, a 5% grade penalty will result. No assignment will be accepted more than seven days after the initial due date. That is, for example, a paper due on the 10th of the month will not be accepted after the end of the day on the 17th.

Grading Structure

Participation/Group project: 30%
Quizzes: 10% (No makeup quizzes)
Mid-term: 30% (No makeup exams)
Final Paper: 30%

Required Readings

Primary Documents

David Walker's Appeal
WPA Slave Narratives
Arthur Schomburg, "The Negro Digs up his Past"

Secondary Sources:

Fick, Carolyn. *The Making of Haiti*
James, C.L.R. *History Pan-African Revolt: The Revolution of Saint-Domingue*
Reid, George Andrews. *Afro-Latin America*
Barnet, Miguel. *Biography of a Runaway Slave*
Watkins-Owens, Irma. *Blood Relations*
Moore, Robin. *Nationalizing Blackness*
Rubiera Castilla Bueno, Daisy. *Reyita: the Life of a Black Cuban Woman in the 20th Century*
Selections from *Negro Anthology* by Nancy Cunard, et al.
Selected chapters from *Africa and the World* by W.E.B. Du Bois
Selection chapters from *Exchanging Our Country Marks* by Michael Gómez
Selected chapters from *Imagining Home* by Robin D.G. Kelley

Teaching Units (1 unit per week)

Unit I: Africa in the World
Unit II: Africa in the Americas
Unit III: The Centrality of Religion in Afro Diaspora politics
Unit IV: "Black Fear" and the Impact of the Haitian Revolution
Unit V: Slave Experience: Everyday Communities, Communities of Change
Unit VI: Slavery and Resistance
Unit VII: Afro-Latin America: Continuities and Differences
Unit VIII: Elites and the Politics of Black Uplift
Unit IX: Immigration and Migration in the Americas
Unit X: Pan-Africanism and Garvey
Unit XI: Negritude, *Afrocubanidad* and the Harlem Renaissance
Unit XII: 1930s Radicalism, Rise of the Black Left, and Black Internationalism/Ethiopianism
Unit XIII: Allies or Foes: *Movimento Negro* and Indigenous Movements

HISTORY MINOR PLAN OF STUDY 2005-2006
and After

Date _____ Name _____

Peoplesoft. # _____

Local Address

_____ Telephone

Major _____ Fulfilling requirements of the Catalog for the year

_____ Graduation (Mo/Yr) ____

Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor may be transfer credits of courses equivalent to University of Connecticut courses.

Substitutions are not possible for required courses in a minor.

History Minor Requirements:

Students must pass five courses (15 credits), by completing either

(A) five courses across at least three distribution groups, or

(B) 211 and four courses across at least three distribution groups.

History Distribution Groups:

GROUP A - Ancient, Medieval, and Early Modern

201, 203, 212, 213, 214, 216, 217, 218, 219, 220, 250, 251, 255, 257, 261, 267, 270, 271, 272, 273, 274, 292, 293, 295, 296, 297, 298, 299, 3__

GROUP B - Modern Europe

201, 203, 206 (SCI 206), 208, 209 (HDFS 279), 225, 228, 229, 252, 253, 254, 256, 258, 259, 262, 264, 265, 269, 270, 279, 291, 292, 293, 295, 296, 297, 298, 299, 3__

GROUP C - United States

201, 206, 207, 210, 215, 227, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 253, 260, 266, 268, 270, 278(PRLS 220), 284(PRLS 221), 292, 293, 294, 295, 296, 297, 298, 299, 3__

GROUP D - Africa, Asia, Latin America, and Middle East

201, 204, 205, 221, 222, 223, 224, 226, 253, 266, 270, 275, 276, 277, 278 (PRLS 220), 280, 281, 282, 283, 285, 286, 287, 288, 289, 290, 292, 293, 295, 296, 297, 298, 299, 3__

211 Historian's Craft

Variable topics courses (201, 270, 292, 293, 295, 296, 297, 298, and 299) to which Undergraduate Director will assign Group designation (A,B,C,or D):

297Ws, 298s, 299s, 300s:

Semester and Year Course Number (HIST XXX) Course Title Group & Section Number

I approve this plan (signed): _____
Undergraduate Director

_____ Student

**2004-150 Draft Syllabus for EEB 208. Introduction to Conservation Biology
Schedule of Lectures and Examinations:**

	Date	Topic	Reading
1	30 Aug	What is conservation biology?	Chapters 1/6
2	1 Sep	Interpreting statistics (when there's an agenda)	
3	8 Sep	Forms of biological diversity	Chapter 2
4	13 Sep	Patterns of biodiversity	Chapter 3
5	15 Sep	Hotspots, Extinction rates	Chapter 3, 7
6	20 Sep	Extinction rates (cont.)	Chapter 7
7	22 Sep	Patterns of extinction	Chapter 8
8	27 Sep	Causes of population decline	
9	29 Sep	Exam 1 Sample Questions Answers	
10	4 Oct	Habitat loss & degradation	Chapter 9
11	6 Oct	Over-exploitation	Chapter 10
12	11 Oct	Invasive species	Chapter 10
13	13 Oct	Invasive species/Disease	Chapter 10
14	18 Oct	Conservation genetics	Chapter 11
15	20 Oct	Small population conservation	Chapter 12

16	25 Oct	Population viability analysis	Chapter 12
17	27 Oct	Ex situ conservation, release programs	Chapters 13/14
18	1 Nov	Conservation reserves	
19	3 Nov	Exam 2 Sample Questions Answers	Chapter 15
20	8 Nov	Reserve networks	Chapter 16
21	10 Nov	Conservation in the matrix	Chapter 18
22	15 Nov	Conservation management	Chapter 17
23	17 Nov	Habitat restoration	Chapter 19
24	29 Nov	Economics of conservation	Chapters 4, 5
25	1 Dec	The Endangered Species Act	Chapter 20
26	6 Dec	International legislation	Chapter 21
27	8 Dec	Conservation implications of global change	pp. 252-261, Chapter 22
	TBA	Final Exam	

**2004-151 Draft Syllabus for EEB 209. Soil Degradation and Conservation in
Agricultural and Natural Ecosystems**

Soil Degradation and Conservation in Agricultural and Natural Ecosystems

EEB 2XXW/3XX Tuesday, Thursday 11-12:15, TLS 115

Dr. Zoe Cardon, zoe.cardon@uconn.edu, 486-3868

Date	Topic	Discussion Leader	Questions e-mailed (with Dr. C's ok) by...	Paper Status
brdrw15 Jan 23	Organization and introductions	Dr. C.		
Jan 28	Introduction to soil: what is it? How does it "age"? What "services" does soil provide?	Dr. C. (demo!)	Jan. 24	
Jan 30		Dr. C.		
Feb 4	Agriculture--The Dust Bowl of the U.S. in the 1930s		Jan. 31	
Feb 6		Dr. C.		

Feb 11	Agriculture – Nutrient limitation, fertilization, and greenhouse gases		Feb. 7	
Feb 13		Dr. C.		
Feb 18	Special lecture: Robin Chazdon (forests in the tropics)			
Feb 20	Special lecture: Thomas Morris (sustainable agriculture)			
Feb 25	Soil salinization – multiple causes		Feb. 21	
Feb 27		Dr. C.		
Mar 4	Soil acidification		Feb. 28	Topic selected, 10 references due
Mar 6		Dr. C.		
Mar 11	Soil carbon storage in agro-, urban, and "natural" ecosystems: countering the rise in atmospheric CO ₂ ?		Mar 7	
Mar 13		Dr. C.		
Mar 25	Soil Biodiversity		Mar 14	
Mar 27		Dr. C.		

Date	Topic	Discussion Leader	Questions e-mailed (with Dr. C's ok) by...	Paper Status
brdrw15 Apr 1	To be determined by students		Mar 28	Outline due
Apr 3		Dr. C.		

Apr 8	To be determined by students		Apr 4	
Apr 10		Dr. C.		
Apr 15	To be determined by students		Apr 11	
Apr 17		Dr. C.		
Apr 22	To be determined by students		Apr 18	Complete Rough Draft due
Apr 24		Dr. C.		
Apr 29	To be determined by students		Apr 25	
May 1		Dr. C.		
May 6	20 Minute Presentations by Students on Semester Paper Research Topics			Final Paper Due

Potential topics for later in the semester (Dr. C has readings for all of these, and some other topics, already, but students are encouraged to follow their interests and suggest papers too):

- Soils along urban-rural gradients – how do "heat islands" and pollution associated with cities affect soil properties and functions?
- Bioremediation – how can micro-organisms be used in soils to "clean up" highly polluted sites?
- Footprints still visible today (on the ground and from the air!) of ancient raised-bed agriculture around Lake Titicaca and in Bolivia – what can be learned from these ancient practices?
-

Class format:

Class time will be spent in a combination of lecture and discussion. Over the first few weeks, Dr. C. will present basic information about soils that is necessary to understand how and why soils have been degraded world-wide. After this background has been laid, Dr. C. will move toward using lecture time to present information complementary to assigned readings.

- **Tuesdays:** You will have substantially more assigned reading for Tuesday discussion than for Thursday discussion. Students will lead discussions on Tuesdays. Dr. C. will lecture only briefly at the beginning of Tuesday class.

- **Thursdays:** You will have a smaller reading assignment for Thursday. Dr. C. will lecture for slightly longer on Thursdays, providing necessary background for readings, and linking ideas across weeks.

Topics to be covered in this class will be set partially by the interests of the students.

Initial weeks of directed readings are designed to orient students to properties of soils, within the context of challenges in soil degradation and soil management. Later weeks will be more free-form, with students taking a stronger and stronger role selecting readings and directing discussion.

Friday of each week, we will e-mail a small group of "thought questions" about the assigned readings to guide your preparation for class discussion the following Tuesday. These will not be the only topics discussed from the readings! They are meant to be a guide to some major ideas only. Discussion leaders are responsible for working with Dr. C. to provide these questions the Friday before their Tuesday discussion. This will require that discussion leaders look at the readings before talking with Dr. C. about potential questions to be e-mailed Friday. Note that later in the semester, as the reading we do begins to depend more and more on student interests, discussion leaders will need to decide on their topic of interest at least a week before they lead discussion, then work with Dr. C. to find appropriate readings and put together appropriate questions for Friday e-mailing. (There are lists of potential topics and potential readings at the end of this handout. Students can draw from these suggestions later in the semester, or they can work with Dr. C. to find information about other topics they want to study.)

Readings:

There will be copies of readings in the EEB office, third floor of Torrey Life Sciences, in a folder in the filing cabinet. The folder will be labeled with the name of this course, and readings will be labeled by date. You may remove readings **ONLY** to photocopy them *in the EEB office*. (To do this, talk to the person behind the desk. She or he will make you copies, and you will pay him/her 5 cents per copy.) Do not take readings away!! Often, PDF versions of readings will be available on the web site. Also, several books are being used extensively in the course, and I have placed a copy of them on reserve in the library. I've also put on reserve a copy of a very good reference book about soils (Brady and Weil, *The Nature and Properties of Soils*), in case you want to look up terms or read a little more about soil science, and a very

good reference book about biogeochemistry and ecosystems science (Schlesinger, *Biogeochemistry: an Analysis of Global Change*).

Books on reserve in the library:

Bormann, F. Herbert and Kellert, Stephen R., Eds. (1991) *Ecology, Economics, Ethics -- The Broken Circle*. Yale University Press, New Haven.

Brady, N.C., Weil, R. R. (2002) *The Nature and Properties of Soils*. 13th edition. Prentice Hall, New Jersey. (This book had to be ordered new, so there may be a delay before it is available. There are earlier editions of it in the regular stacks at the library.)

Richter Jr., Daniel D. and Markewitz, Daniel. (2001) *Understanding Soil Change -- Soil Sustainability over Millennia, Centuries, and Decades*. Cambridge University Press, Cambridge, UK.

Schlesinger, W. H. (1997) *Biogeochemistry: an Analysis of Global Change*. Academic Press, San Diego.

Thompson, Paul B. (1995) *The Spirit of the Soil -- Agriculture and Environmental Ethics*. Routledge, NY, NY.

Worster, Donald. (1979) *DustBowl -- The Southern Plains in the 1930s*. Oxford University Press, NY, NY.

Grading:

Grading will be based on class participation, preparation, written answers to questions, effectiveness of presentation and leadership by each discussion leader, and the semester paper and final presentation.

		Points	
Participation (when not discussion leader)	1.5 pts per week (13 wks)	19.5	
Preparation for discussion (when not discussion leader)	1.5 pts per week (13 wks)	19.5	brdrw15 brdrw15 brdrw15
Questions answered and turned in (five different weeks)	3 pts per question answered	15	brdrw15 brdrw15 brdrw15
Discussion leading	point assignment per session depends on class size	19	
Semester paper			
Reference list	2 pts	2	
Outline	4 pts	4	

Draft	6 pts	6
Final paper	10 pts	10
In-class presentation of research topic	5 pts	5
TOTAL		100

Likely grade percentages will be 93-100% A, 90-93% A-, 87-90% B+, 83-87% B, 80-83% B-, 77-80% C+, 73-77% C, 70-73% C-, 67-70% D+, 63-67% D, 60-63% D-, <60% F.

Questions answered and turned in:

Each Friday, several broad "thought" questions will be e-mailed to you all to help guide your thinking for Tuesday's discussion. You need to answer one question from that group of thought questions on five different Tuesdays during the semester. You choose the Tuesdays where you want to turn in an answer to a question. This allows you to choose the topic you will be answering a question about, and allows you to choose the weeks when you will need to write up the answer to the question.

***Your answer MUST:

- (1) be typed in 12 point font, 1 inch margins all sides, 8.5 x 11" paper
- (2) be double spaced (not single spaced), between ½ and one full page long, no more, no less. (I won't read it if it doesn't fit within these guidelines, and you will get a zero for the assignment!)
- (3) be turned in during class, not after class.
- (4) be based on and refer to the reading! You can bring in other relevant information, especially during class, and I encourage you to do so. But, your written answers to these questions are your chance to show, in writing, that you've done the reading and thought about it.

***AND...

- (1) Do not quote extensively from the reading. I want to see your ideas in your own words.
- (2) Do not plagiarize! Go to <http://english.uconn.edu/Undergraduate/plagpol.html> to make sure you understand what plagiarism is. Also, go to <http://www.dosa.uconn.edu/Code2.html> to make sure you understand how plagiarism (and other academic misconduct) is dealt with at UConn. (Notice too that you have student rights, spelled out at <http://www.dosa.uconn.edu/AppendA.html>)

Semester paper:

The semester paper can be on any topic relating to soil degradation, restoration, or management to deter degradation. Notice that there are several benchmarks along the

way (see "paper status" column, in the schedule above). Your final paper should be 15 pages long for undergraduates (19-21 pages for graduate students), typed, double spaced, 12 point font, 8.5" x 11" paper, with no more than 25 references. References should be either (1) from primary literature (e.g. journal articles) only, OR (2) from a mix of primary and secondary literature. **The paper should synthesize information, not simply repeat information from the references.** Direct quoting of sources is strongly discouraged. Benchmarks for paper preparation are given in the syllabus below. Dr. C. is happy to discuss potential paper topics and/or provide guidance in finding references. Again, watch for plagiarism!

Note that since this is a W course, you must pass all writing assignments in order to pass the course. Following university policy, failing the writing portion of the course (even though it contributes only 22 of 100 points to the semester total) will result in your failing the course.

Assigned readings.

(Readings are listed in the order in which I suggest you read them.)

For Jan. 28 Intro to Soils -- Assigned reading

Wolfe, David. W. 2001 Introduction. IN: *Tales from the Underground -- A Natural History of Subterranean Life*. Perseus Publishing, Cambridge, MA. pp. 1-14.

Logan, William B. 1991. The Soil Man. IN: *Dirt -- The Ecstatic Skin of the Earth*. Riverhead Books, NY, NY. pp. 186-193.

Richter Jr., Daniel D. and Markewitz, Daniel. 2001. Soil development from the Devonian to Mendocino and Hawaii. IN: *Understanding Soil Change -- Soil Sustainability over Millennia, Centuries, and Decades*. Cambridge University Press, Cambridge, UK. pp. 69-76.

Richter Jr., Daniel D. and Markewitz, Daniel. 2001. Concerns about soil in the modern world. IN: *Understanding Soil Change -- Soil Sustainability over Millennia, Centuries, and Decades*. Cambridge University Press, Cambridge, UK. pp. 3-16.

Pygmy forest links

<http://geoimages.berkeley.edu/GeoImages/Johnson/Biomes/BiomesSub/PygmyForest.html>

<http://nrs.ucop.edu/reserves/pygmy.html>

<http://www.virtualguidebooks.com/NorthCalif/NorthCalCoast/LittleRiver/PygmyForestBoardwalk.html>

<http://www.fs.fed.us/land/pubs/ecoregions/ch32.html>

<http://geoimages.berkeley.edu/GeoImages/Johnson/Landforms/RocksWxing/PodzolPygmyForest.html>

<http://www.calacademy.org/calwild/pacdis/issues/spring97/trail.htm> (this shows somebody looking at a 15-30 year old cypress tree!)

http://www.nature.nps.gov/nnl/Registry/USA_Map/States/California/california.htm
(map of CA with pygmy forest marked)

Hawaii info, Vitousek lab

Big Island flows visualized <http://www.stanford.edu/group/Vitousek/flows.html>

<http://www.stanford.edu/group/Vitousek/> nice animation of island production

<http://www.mycena.sfsu.edu/hawaiian/Agaricales.html> map of the archipelago

<http://pubs.usgs.gov/publications/text/Hawaiian.html> hotspots info...map of ocean ridges etc.

For Jan. 30

Daily, Gretchen C., Matson, Pamela A., and Vitousek, Peter M. 1997. Ecosystem services supplied by soil. IN: *Nature's Services -- Societal Dependence on Natural Ecosystems*. Ed: Gretchen C. Daily. Island Press, Washington, D.C. pp. 113-132.

For Feb. 4 Agriculture – Sod-busting and its consequences

Worster, Donald. 1979. Introduction. IN: *DustBowl -- The Southern Plains in the 1930s*. Oxford University Press, NY, NY. pp. 3-8.

Worster, Donald. 1979. The black blizzards blow in. IN: *DustBowl -- The Southern Plains in the 1930s*. Oxford University Press, NY, NY. pp. 9-25.

Worster, Donald. 1979. What holds the earth together. IN: *DustBowl -- The Southern Plains in the 1930s*. Oxford University Press, NY, NY. pp. 66-79.

Thompson, Paul B. 1995. The ethics of soil. IN: *The Spirit of the Soil -- Agriculture and Environmental Ethics*. Routledge, NY, NY. pp. 1-20.

Web site with interesting conversations with people who lived through the dust bowl, as well as Worster's perspective:

<http://www.pbs.org/wgbh/amex/dustbowl/>

<http://www.pbs.org/wgbh/amex/dustbowl/filmmore/index.html>

For Feb. 6

Worster, Donald. 1979. Sodbusting. IN: *DustBowl -- The Southern Plains in the 1930s*. Oxford University Press, NY, NY. pp. 80-97.

Hillel, Daniel J. 1991. Man-made deserts. IN: *Out of the Earth -- Civilization and the Life of the Soil*. The Free Press, NY, NY. pp. 186-199.

Feb. 11 Agriculture – Nutrient limitations – fertilize? How? Why? What are the consequences?

Jackson, Wes. 1991. Nature as the measure for a sustainable agriculture.

IN: *Ecology, Economics, Ethics -- The Broken Circle*. Bormann, F. Herbert and Kellert, Stephen R., Eds. Yale University Press, New Haven. pp. 43-58.

Richter Jr., Daniel D. and Markewitz, Daniel. 2001. Managing soils for productivity and environmental quality. IN: *Understanding Soil Change -- Soil Sustainability over Millennia, Centuries, and Decades*. Cambridge University Press, Cambridge, UK. pp. 17-23.

Sanchez, P. A. and Leakey, R. R. B. 1997. Land use transformation in Africa: three determinants for balancing food security with natural resource utilization. *European Journal of Agronomy* 7:15-23.

Sanchez, P.A. 2002. Soil Fertility and Hunger in Africa. *Science* 295:2019-2020.

Skim Richter Jr., Daniel D. and Markewitz, Daniel. 2001. Soil change over millennia, centuries, and decades. IN: *Understanding Soil Change -- Soil Sustainability over Millennia, Centuries, and Decades*. Cambridge University Press, Cambridge, UK. pp. 40-50.

Web sites that Diane used during class:

http://www.dsw.co.il/map_index.htm

http://www.dsw.co.il/PhotoGallery_rotem.htm

<http://www.cargillfertilizer.com/Operations/operminesf.htm>

http://earthsci.terc.edu/content/investigations/es2206/es2206page01.cfm?chapter_no=investigation

Pedro Sanchez in the news, winning the World Food

Prize: http://www.berkeley.edu/news/media/releases/2002/08/12_food.html

Feb. 13

Robertson, G. P., E. A. Paul, and R. Harwood. 2000. Greenhouse gases in intensive agriculture: Contributions of individual gases to the radiative forcing of the atmosphere. *Science* 289: 1922-1925.

Very simplified N cycle! Where would you put NH₃? Nitrite? Immobilization? Fixation? Denitrification? Nitrification? Ammonification?

Feb. 18 Roland de Gouvenain – Madagascar!

Feb. 20 Thomas Morris – Agriculture and the N-cycle

Feb. 25 Salinization – Where it's happening, why it's happening, and some control measures

Brady, N., and Weil, R. (2002) Soils of dry regions. IN: *The Nature and Properties of Soils*, 13th ed., Prentice Hall NJ, pp. 412, 419-422, Box 10.1 pg 437

Cancho, O., Greiner, R., Fulloon, L. (2001) An economic analysis of farm forestry as a means of controlling dryland salinity. *The Australian Journal of Agricultural and Resource Economics* 45: 233-256. (**READ ONLY 233-237!)

Kotb, T. H. S., Watanabe, T., Ogino, Y., and Tanji, K. K. (2000) Soil salinization in the Nile Delta and related policy issues in Egypt. *Agricultural Water Management* 43: 239-261.

Zalidis, G., Stamatiadis, S., Takavakoglou, V., Eskridge, K., Misopolinos, N. (2002) Impacts of agricultural practices on soil and water quality in the Mediterranean region and proposed assessment methodology. *Agriculture, Ecosystems, and Environment* 88: 137-146.

Feb. 27 ...then and now...

Jacobsen, T., and Adams, R. M. (1958) Salt and silt in ancient Mesopotamian agriculture. *Science* 128:1251-1258.

Frommer, W. B., Ludewig, U., and Rentsch, D. (1999) Taking transgenic plants with a pinch of salt. *Science* 285:1222-1223.

March 4

Likens, Gene E. 1991. Toxic winds: whose responsibility? IN: *Ecology, Economics, Ethics -- The Broken Circle*. Bormann, F. Herbert and Kellert, Stephen R., Eds. Yale University Press, New Haven. pp. 136-152.

DeHayes, d. H., Schaberg, P. G., Hawley, G. J., and Strimbeck, G. R. (1999) Acid rain impacts on calcium nutrition and forest health. *Bioscience* 49(10): 789-800.

Gower, C., Rowell, D. L., Nortcliff, S., and Wild, A. (1995) Soil acidification: comparison of acid deposition from the atmosphere with inputs from the litter/soil organic layer. *Geoderma* 66: 85-98.

Larcher, W. (1995) *Physiological Plant Ecology*, 3rd edition. Springer. pp. 200-202.

Tracy likely will also refer to this article, but it is not required reading:

Likens, G.E., Driscoll, C. T., and Buso, D. C. 1996. Long-term effects of acid rain: response and recovery of a forest ecosystem. *Science* 272:244-246.

March 6

Richter Jr., Daniel D. and Markewitz, Daniel. 2001. The birth of a new forest. IN: *Understanding Soil Change -- Soil Sustainability over Millennia, Centuries, and Decades*. Cambridge University Press, Cambridge, UK. pp. 151-159.

Richter Jr., Daniel D. and Markewitz, Daniel. 2001. Soil reacidification and circulation of nutrient cations. IN: *Understanding Soil Change -- Soil Sustainability over Millennia, Centuries, and Decades*. Cambridge University Press, Cambridge, UK. (pp. 182-196,) especially 182-183 and 192-196.

Daily, Gretchen C. and Ellison, Katherine. 2002. New York: How to put a watershed to work. IN: *The New Economy of Nature -- The Quest to Make Conservation Profitable*. Island Press, Washington, DC. pp. 61-85

March 11 – Carbon storage in soils...politics, economics, and science

Pages 512-521 in Chapter 12 of *The Nature and Properties of Soils*. Especially look at figure 12.15...there is a lot of information in there!

Also, from the *American Journal of Alternative Agriculture*, Sept 2002 vol 17 Issue 3 (Special Issue: Carbon Sequestration in Agriculture)

Carpentier, Chantal L. Carbon sequestration in agriculture and forestry to offset carbon emissions and achieve sustainable production systems. Pages 106-109

Tornich, T. P. et al. Carbon offsets for conservation and development in Indonesia? pages 125-138

Lal, R. (2001) Myths and facts about soils and the greenhouse effect. IN: *Soil Carbon Sequestration and the Greenhouse Effect*, Lal, R. (ed.) SSSA Special Publication No. 57, Madison, WI.

March 13 – Carbon storage in soils...politics, economics, and science

Pages 521-540 in Chapter 12 of *The Nature and Properties of Soils*

March 25 – Soil Biodiversity (brief introduction to soil functions, and philosophical/ethical discussions of biodiversity decline)

Groffman, P.M. and P.J. Bohlen. 1999. Soil and sediment biodiversity: cross-system comparisons and large scale effects. *BioScience* 49:139-148.

Wilson, E.O. 1991. Biodiversity, prosperity, and value. IN: *Ecology, Economics, Ethics -- The Broken Circle*. Bormann, F. Herbert and Kellert, Stephen R., Eds. Yale University Press, New Haven. pp. 3-10.

Myers, N. 1991. Biological diversity and global security. IN: *Ecology, Economics, Ethics -- The Broken Circle*. Bormann, F. Herbert and Kellert, Stephen R., Eds. Yale University Press, New Haven. pp. 11-25.

Ehrenfeld, D. 1991. The management of diversity: a conservation paradox.

IN: *Ecology, Economics, Ethics -- The Broken Circle*. Bormann, F. Herbert and Kellert, Stephen R., Eds. Yale University Press, New Haven. pp.26-39.

March 27 – Soil Biodiversity (Who is down there, how do organisms influence food web stability, and the diversity-stability idea)

Pages 449-459 and 484-495 from Chapter 11 in Brady and Weil (I'll copy off the whole chapter for you even though I'm only asking you to read these specific pages...there are pages on earthworms on "worm day" maybe we could read those pages?)

Nematodes at Colorado state

<http://www.nrel.colostate.edu/projects/soil/images/11bf59.jpg> bacterial feeder headress

<http://www.nrel.colostate.edu/projects/soil/plant.html> plant feeders (stylet clear in head)

<http://www.nrel.colostate.edu/projects/soil/images/mono3.jpg> predatory...see gullet!

GLIDE Global Litter Invertebrate Decomposition Experiment (GLIDE)

<http://www.nrel.colostate.edu/projects/glide/>

<http://forests.org/articles/reader.asp?linkid=8482> Diana Wall story

Soil biology primer slide set

http://soils.usda.gov/sqi/soil_biology.htm

WSU soil biology images

<http://css.wsu.edu/compost/biology/>

Center for Microbial Ecology

<http://www.cme.msu.edu/>

<http://commtechlab.msu.edu/sites/dlc-me/zoo/> the microbe zoo

Soil Zoo

<http://www.waite.adelaide.edu.au/school/Soil/zoo.html>

April 1 – Wetlands worldwide

All reading from:

Mitsch W.J. and Gooselink J.G. (2000) *Wetlands*. 3rd Edition. John Wiley and Sons Inc. New York.

Pp. 3-21 Chapter 1: Wetlands, Human History, Use, and Science

Pp. 35-68 Chapter 3: Wetlands of the world

Pp. 155-157, 187-203 Chapter 6: Wetland Biogeochemistry

Pp. 571-591, 604-609 Chapter 16: Values and Valuation of Wetlands

Pp. 611-627 Chapter 17: Human Impacts and Management of Wetlands

(Becky notes that though this looks like a huge amount of reading, in fact there are many many pictures, graphs, etc. She recommends that you concentrate on parts that particularly interest you, and read quickly through other parts.)

April 8, 10 – Worms!

Wolfe, David W. 2001. *Tales from the Underground: a Natural History of Subterranean Life*. Cambridge, Ma: Perseus Publishing. READ When the humble explain the great. Ch 6, pg 107-122.

Darwin, Charles. 1881. *The Formation of Vegetable Mould, through the Action of Worms with Observations on their Habits*. London: Murray. READ the Conclusion, ch 7, pg 305-313.

Hendrix, P.F. and P.J. Bohlen. 2002. Exotic earthworm invasions in North America: ecological and policy implications. *Bioscience* 52 (9): 801-811.

Kourtev, P.S., W.Z. Huang and J.G. Ehrenfeld. 1999. Differences in earthworm densities and nitrogen dynamics in soils under exotic and native plant species. *Biological Invasions* 1: 237-245.

easy reading: Murray, M. Aug 19, 2002. Exotic new bait worms import worries. USA Today.

Links used in class:

<http://www.nrri.umn.edu/worms>

<http://www.sltrib.com/2002/aug/08012002/thursday/758151.htm>

<http://www.npwrc.usgs.gov/resource/distr/invert/worms/photos/cocoon.htm>

April 15, 17 – Sampling at the farm (no-till/till management, and sustainable agriculture)

Thompson, Paul B. (1995). Sustainable agriculture. IN: *The Spirit of the Soil -- Agriculture and Environmental Ethics*. Routledge, NY, NY. pp. 147-172.

Hendrix, P.F., Parmelee, R. W., Crossley Jr., D. A., Coleman, D. C., Odum, E. P., and Groffman, P. M. (1986) Detritus food webs in conventional and no-tillage agroecosystems. *Bioscience*, 36: 374-380.

Ref pointed at in class:

Crossley Jr., D. A., and Blair, J. M. (1991) A high-efficiency, "low-technology" Tullgren-type extractor for soil microarthropods. *Agriculture, Ecosystems and Environment*, 34: 187-192.

April 22,24 – Tropical ecology and policy—the question of reserves

Daily, Gretchen C. and Ellison, Katherine. 2002. Costa Rica: paying mother nature to multitask. IN: *The New Economy of Nature -- The Quest to Make Conservation Profitable*. Island Press, Washington, DC. pp. 165-188.

Gillis, M. 1991. Economics, ecology and ethics: mending the broken circle for tropical forests. IN: *Ecology, Economics, Ethics -- The Broken Circle*. Bormann, F. Herbert and Kellert, Stephen R., Eds. Yale University Press, New Haven. pp. 155-179.

Janzen, D. H. (1988) Tropical ecological and biocultural restoration. *Science*, 239: 243-244.

Janzen, D. (1999) Gardenification of tropical conserved wildlands: multitasking, multicropping, and multiusers. *Proc. Natl. Acad. Sci.*, 96: 5987-5994.

Websites used by Diana during class:

http://whyfiles.org/018forest_fire/costa_rica.html

<http://www.acguanacaste.ac.cr/1997/acging.html>

<http://costa-rica-guide.com/parks/gcaste.htm>

<http://janzen.sas.upenn.edu/>

Websites used by Dr. Cardon during class on April 24 <http://lba-eco.gsfc.nasa.gov/lbaeco/index.html>

The LBA project in Amazonia http://www.asb.cgiar.org/txt_only/home.htm
Alternatives to Slash and Burn

April 29, May 1 – Erosion control, and earthen structure through the ages

Hillel, Daniel J. 1991. Husbandry of the rain-fed uplands. IN: *Out of the Earth -- Civilization and the Life of the Soil*. The Free Press, NY, NY. pp. 95-107.

Mann, C. C. (2000) Earthmovers of the Amazon. *Science*, 287: 786-789.

Erickson, C. (2000) An artificial landscape-scale fishery in the Bolivian Amazon. *Nature*, 408:190- 194]

Brady, N. C. and Weil, R. R. (2002) *The Nature and Properties of Soils*. 13th edition. Prentice Hall, New Jersey. Pages 763-780 and 789-793.

End of Appendix for October 19, 2004