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

2004-149 Audit sheet for History Minor
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**

**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**

**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:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30 Aug What is conservation biology?</td>
<td>Chapters 1/6</td>
</tr>
<tr>
<td>2</td>
<td>1 Sep Interpreting statistics (when there’s an agenda)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>8 Sep Forms of biological diversity</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>4</td>
<td>13 Sep Patterns of biodiversity</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>5</td>
<td>15 Sep Hotspots, Extinction rates</td>
<td>Chapter 3, 7</td>
</tr>
<tr>
<td>6</td>
<td>20 Sep Extinction rates (cont.)</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>7</td>
<td>22 Sep Patterns of extinction</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>8</td>
<td>27 Sep Causes of population decline</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>29 Sep Exam 1 Sample Questions Answers</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>10</td>
<td>4 Oct Habitat loss &amp; degradation</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>11</td>
<td>6 Oct Over-exploitation</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>11 Oct Invasive species</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>13</td>
<td>13 Oct Invasive species/Disease</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>14</td>
<td>18 Oct Conservation genetics</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>15</td>
<td>20 Oct Small population conservation</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Discussion Leader</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Jan 23</td>
<td>Organization and introductions</td>
<td>Dr. C.</td>
</tr>
<tr>
<td>Jan 28</td>
<td>Introduction to soil: what is it? How does it &quot;age&quot;?</td>
<td>Dr. C. (demo!)</td>
</tr>
<tr>
<td></td>
<td>How does it &quot;age&quot;? What &quot;services&quot; does soil provide?</td>
<td></td>
</tr>
<tr>
<td>Jan 30</td>
<td></td>
<td>Dr. C.</td>
</tr>
<tr>
<td>Feb 4</td>
<td>Agriculture--The Dust Bowl of the U.S. in the 1930s</td>
<td></td>
</tr>
<tr>
<td>Feb 6</td>
<td></td>
<td>Dr. C.</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Discussion Leader</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Feb 11</td>
<td>Agriculture – Nutrient limitation, fertilization, and greenhouse gases</td>
<td></td>
</tr>
<tr>
<td>Feb 13</td>
<td></td>
<td>Dr. C.</td>
</tr>
<tr>
<td>Feb 18</td>
<td>Special lecture: Robin Chazdon (forests in the tropics)</td>
<td></td>
</tr>
<tr>
<td>Feb 20</td>
<td>Special lecture: Thomas Morris (sustainable agriculture)</td>
<td></td>
</tr>
<tr>
<td>Feb 25</td>
<td>Soil salinization – multiple causes</td>
<td></td>
</tr>
<tr>
<td>Feb 27</td>
<td></td>
<td>Dr. C.</td>
</tr>
<tr>
<td>Mar 4</td>
<td>Soil acidification</td>
<td></td>
</tr>
<tr>
<td>Mar 6</td>
<td></td>
<td>Dr. C.</td>
</tr>
<tr>
<td>Mar 11</td>
<td>Soil carbon storage in agro-, urban, and &quot;natural&quot; ecosystems: countering the rise in atmospheric CO₂?</td>
<td></td>
</tr>
<tr>
<td>Mar 13</td>
<td></td>
<td>Dr. C.</td>
</tr>
<tr>
<td>Mar 25</td>
<td>Soil Biodiversity</td>
<td></td>
</tr>
<tr>
<td>Mar 27</td>
<td></td>
<td>Dr. C.</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>brdrw15</td>
<td>Apr 1</td>
<td>To be determined by students</td>
</tr>
<tr>
<td>Apr 3</td>
<td></td>
<td>Dr. C.</td>
</tr>
<tr>
<td>Apr 8</td>
<td>To be determined by students</td>
<td>Apr 4</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Apr 10</td>
<td></td>
<td>Dr. C.</td>
</tr>
<tr>
<td>Apr 15</td>
<td>To be determined by students</td>
<td>Apr 11</td>
</tr>
<tr>
<td>Apr 17</td>
<td></td>
<td>Dr. C.</td>
</tr>
<tr>
<td>Apr 22</td>
<td>To be determined by students</td>
<td>Apr 18</td>
</tr>
<tr>
<td>Apr 24</td>
<td></td>
<td>Dr. C.</td>
</tr>
<tr>
<td>Apr 29</td>
<td>To be determined by students</td>
<td>Apr 25</td>
</tr>
<tr>
<td>May 1</td>
<td></td>
<td>Dr. C.</td>
</tr>
<tr>
<td>May 6</td>
<td>20 Minute Presentations by Students on Semester Paper Research Topics</td>
<td>Final Paper Due</td>
</tr>
</tbody>
</table>

**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:**
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.)

**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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (when not discussion leader)</td>
<td>19.5</td>
</tr>
<tr>
<td>1.5 pts per week (13 wks)</td>
<td></td>
</tr>
<tr>
<td>Preparation for discussion (when not discussion leader)</td>
<td>19.5</td>
</tr>
<tr>
<td>1.5 pts per week (13 wks)</td>
<td></td>
</tr>
<tr>
<td>Questions answered and turned in (five different weeks)</td>
<td>15</td>
</tr>
<tr>
<td>3 pts per question answered</td>
<td></td>
</tr>
<tr>
<td>Discussion leading</td>
<td>19</td>
</tr>
<tr>
<td>point assignment per session depends on class size</td>
<td></td>
</tr>
<tr>
<td>Semester paper</td>
<td></td>
</tr>
<tr>
<td>Reference list</td>
<td>2</td>
</tr>
<tr>
<td>2 pts</td>
<td></td>
</tr>
<tr>
<td>Outline</td>
<td>4</td>
</tr>
<tr>
<td>4 pts</td>
<td></td>
</tr>
<tr>
<td>Draft</td>
<td>6 pts</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Final paper</td>
<td>10 pts</td>
</tr>
<tr>
<td>In-class presentation of research topic</td>
<td>5 pts</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
</tbody>
</table>

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
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**


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/PodzolPodzolPygmyForest.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

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

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

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


Web sites that Diane used during class:
http://www.dsw.co.il/map_index.htm
http://www.dsw.co.il/PhotoGallery_rotem.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](http://www.berkeley.edu/news/media/releases/2002/08/12_food.html)

Feb. 13


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


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


**March 4**


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


**March 6**


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

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)

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 headdress
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

April 1 – Wetlands worldwide
All reading from:
Pp. 3-21 Chapter 1: Wetlands, Human History, Use, and Science
Pp. 35-68 Chapter 3: Wetlands of the world
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!


Links used in class:
http://www.nrri.umn.edu/worms

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

Ref pointed at in class:

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


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:
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


End of Appendix for October 19, 2004