

# CULTURAL LANDSCAPES: COURSE SYLLABUS

This syllabus reflects the special circumstances and requirements brought about by the Covid-19 crisis. Changes to the syllabus and to the content of the course may be necessary as that situation continues to evolve.

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GEOG 16312: SPRING 2021  
TUESDAY/THURSDAY, 2:00-3:15  
WEBEX LOG IN:

<https://rowan.webex.com/meet/federmanr>

## INSTRUCTOR/CONTACT INFORMATION

### **Richard Federman**

Lecturer, Department of Geography, Planning & Sustainability  
Instructor's Email: [federmanr@rowan.edu](mailto:federmanr@rowan.edu)  
Instructor's Cell: 215.876.5891

## OFFICE HOURS

Please feel free to email me at any time with questions, or to arrange a private conversation via WebEx.

## COURSE OVERVIEW

This course explores how various physical landscapes reflect and exemplify the values, beliefs and ideas of a particular culture. It traces the transition of spaces to places, looks to the past for clues as to the relationship societies have had with the land, and examines the role of planning in building representative communities today. The course also considers the visual aspect of a cultural landscape, and how its message is captured and processed both by our senses and by our technology.

## COURSE LEARNING OBJECTIVES

Through active participation in this course, including participating fully in class assignments, discussions and activities, students should acquire, develop, and/or build upon the ability ...

1. To appreciate the way in which humans shape a landscape, and how they may be shaped by it

2. To identify the defining characteristics of different cultural landscapes
3. To assess the environmental impact humans have on a landscape, and how we try to preserve “greenscapes”
4. To understand the way a complex web of beliefs and customs may be expressed in a landscape
5. To gain an appreciation of a number of cultural landscapes found outside the United States
6. To see the indicators of strife in a landscape, and the way that landscapes divide people
7. To explore the concept of suburbia, and how it has evolved within and defined the modern world
8. To use our five senses in order to process information about the landscape, and the messages it is sending us
9. To imagine the cultural landscapes of tomorrow
10. To examine the role of planning in determining how our landscapes represent us, and how we may shape the future of that relationship

#### TENTATIVE COURSE OUTLINE

*This timing of this outline is subject to change and should only be used as a rough approximation of when various topics will be covered.*

WEEK	SUBJECT MATTER
<b>1</b>	Introduction; Space vs. Place
<b>2</b>	Space vs. Place; Ghosts in the Land
<b>3</b>	Ghosts in the Land (Historical Landscapes)
<b>4</b>	Greenscapes
<b>5</b>	Syncretic Landscapes
<b>6</b>	International Cultural Landscapes
<b>7</b>	International Cultural Landscapes
<b>8</b>	Us and Them
<b>9</b>	Us and Them, Social Neighborhoods and the Island House
<b>10</b>	Social Neighborhoods and the Island House; A “Sense” of Community
<b>11</b>	A “Sense” of Community; Building a Cultural Landscape – The Role of Planning
<b>12</b>	Building a Cultural Landscape – The Role of Planning
<b>13-14</b>	PRESENTATIONS

## COURSE MATERIALS

*There are no materials that need to be purchased by the student for this class.* All course materials – including slides, readings, study guides and assignments will be provided to you by the instructor.

## ONLINE COMPONENT

This course will be supplemented by a class Canvas web page. Lecture materials including the slide shows, study guides and assignments will be posted to the class Canvas site. You are responsible for accessing and utilizing the class materials posted on the Canvas site.

## EMAIL

Your official Rowan email is an essential form of communication in this course. You are expected to check your email every day, in case of any announcements or other urgent course information. Email is my preferred form of communication for any course or topic questions, or any issues that arise during the semester. I prioritize student emails and generally aim to respond in less than one business day (<24 hours during the work week, perhaps longer on the weekend or other announced period).

Please feel free to contact me with any queries: [federmanr@rowan.edu](mailto:federmanr@rowan.edu)

## COURSE STANDARDS

Students are expected to be attentive and respectful of others in the class.

I do not require but will strongly encourage you to turn your camera on during the WebEx meetings!

*Academic integrity is paramount.* Academic dishonesty, in any form, will not be tolerated. According to Rowan University policy, students committing any act of academic dishonesty may fail the course, be suspended from the university, or both.

## WORKING WITH CLASSMATES

There are situations in which collaborating with a classmate is permissible, within certain guidelines. Below is a list of what you can and cannot do with respect to collaboration on a homework assignment, or other work for our class.

### Permissible

- a. helping each other research answers to questions
- b. bouncing ideas off one another for thought questions

### Not Permissible

- a. handing in one assignment with multiple names on it
- b. submitting answers identical or nearly identical to a classmate, particularly for thought or opinion questions
- c. copying an electronic file from a classmate

## UNIVERSITY-WIDE POLICIES

Important information regarding Rowan's academic and classroom policies is available on the Provost's web site:

[http://www.rowan.edu/provost/policies/conduct\\_OfficeofTheProvostRowanUniversity.htm](http://www.rowan.edu/provost/policies/conduct_OfficeofTheProvostRowanUniversity.htm)

## GRADING SCALE

Grades on various course assessments and final grades for the course will adhere to Rowan's standard grading scale which is summarized below:

A (94-100%), A- (90-93%)  
B+ (87- 89%), B (83- 86%), B- (80- 82%)  
C+ (77- 79%), C (73- 76%), C- (70- 72%)  
D+ (67- 69%), D (63- 66%), D- (60- 62%),  
F (<60%)

## GRADING PROCEDURE – WEIGHTS OF VARIOUS COURSE EXERCISES

Subject Reviews/Assignments (6)	45%
Midterm Project	20%
Participant Observation & Presentation	20%
Postings	5%
Attendance & Participation	10%

## DESCRIPTION OF VARIOUS COURSE EXERCISES

### SUBJECT REVIEWS/ASSIGNMENTS

There will be six (6) written assignments designed to encourage reflection on the topics discussed in class, and the readings assigned. These assignments will be posted on Canvas, and scored on a scale to 100 points. Students can expect a variety of question types and assessments in these assignments.

Tentative Due Dates:

HW Set #1	HW Set #2	HW Set #3	HW Set #4	HW Set #5	HW Set #6
February 7 <sup>th</sup>	February 21 <sup>st</sup>	March 7 <sup>th</sup>	March 28 <sup>th</sup>	April 11 <sup>th</sup>	April 25 <sup>th</sup>

### MIDTERM PROJECT

The midterm project will involve writing a paper supplemented by images and (potentially) other media that deeply explores one of the four types of cultural landscapes discussed during the first half of the semester. A detailed description of this assignment will be posted on Canvas.

The midterm project will be due by Sunday, March 21<sup>st</sup>.

### PARTICIPANT OBSERVATION & PRESENTATION

Participant observation is an important, time-tested tool long used by researchers in the humanities and social sciences. For our course, each student will be required to visit and “observe” a specific cultural landscape. The participation may be from a distance (using your senses and/or technology to collect data) or more “hands-on” (speaking with people in the particular environment or even submersing yourself in that environment for a time).

The deliverable for this assignment will be a presentation given to the class during the last two weeks of the semester. The presentation may use slides as its basis, but doesn't have to, and may include photos, videos, websites, or anything else the observer feels best helps tell the story of this cultural landscape.

Presentations will take place the weeks of April 20<sup>th</sup> and April 27<sup>th</sup>.

### POSTINGS

Over the course of the semester I will occasionally ask students to post comments or contribute in other ways to our Canvas course shell. Details will be provided.

### ATTENDANCE & PARTICIPATION

This portion of your grade will be determined both by the percentage of class WebEx meetings that you attend during the semester, and my assessment of your participation in those gatherings. Under the current configuration each student will be asked to attend a total of 28 class meetings.

## ACADEMIC SUCCESS OUTREACH

Your academic success is very important. If you have a documented disability that may have an impact upon your work in this class, please contact me. Students must provide documentation of their disability to the Academic Success Center in order to receive official University services and accommodations. The Academic Success Center can be reached at 856-256-4234. The Center is located on the 3rd floor of Savitz Hall. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations.

## ROWAN UNIVERSITY'S STATEMENT ON DIVERSITY

Rowan University promotes a diverse community that begins with students, faculty, staff and administration who respect each other and value each other's dignity. By identifying and removing barriers and fostering individual potential, Rowan will cultivate a community where all members can learn and grow. The Rowan University community is committed to a safe environment that encourages intellectual, academic, and social interaction and engagement across multiple intersections of identities. At Rowan University, creating and maintaining a caring community that embraces diversity in its broadest sense is among the highest priorities.

## **Rowan University Sexual Misconduct and Harassment Reporting, and Title IX**

Rowan University and its faculty and staff are committed to assuring a safe and productive educational environment for all students. Title IX makes it clear that sexual misconduct and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against protected categories such as race, national origin, etc.

University faculty and staff members are required to report any instances of sexual misconduct or harassment to the University's Title IX Coordinator so that the appropriate resources and support options are provided. What this means is that as your professor, I am required to report any incidents of sexual misconduct and harassment that are directly reported to me, or of which I am made aware.

If you are the victim of sexual misconduct or harassment, Rowan encourages you to reach out to these resources:

**Confidential Resources:** The Wellness Center, Winans Hall, 856-256-4333, [www.rowan.edu/wellness](http://www.rowan.edu/wellness) **Non-Confidential Resources:** Office of Student Equity and Compliance (OSEC), Savitz Hall 203, 856-256-5830 Public Safety, Bole Annex, 856-256-4911 Other reporting information is available here: [go.rowan.edu/titleix](http://go.rowan.edu/titleix)