Cover Sheet: Request 13731

IDS2935 BEFORE COLUMBUS

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending at PV - General Education Committee (GEC)
Submitter	Timothy Murtha tmurtha@ufl.edu
Created	3/7/2019 10:19:04 AM
Updated	5/1/2019 11:08:02 AM
Description of	Requesting H, N, WR2 as part of Quest pilot course.
request	

Actions

Step	Status	Group	User	Comment	Updated			
Department	Approved	DCP - Landscape Architecture (SLAP) 011504000	Ruth Steiner		3/7/2019			
	No document changes							
College	Approved	DCP - College of Design, Construction and Planning	Abdol Chini		3/8/2019			
No document of	hanges							
General Education Committee	Commented	PV - General Education Committee (GEC)	Casey Griffith	Added to May agenda.	4/17/2019			
IDS 2935 MUR	THA Bibliogr	aphy.docx			3/26/2019			
General Education Committee	Pending	PV - General Education Committee (GEC)			4/17/2019			
No document of	hanges		•					
Office of the Registrar								
	No document changes							
Catalog No document of	phangos							
College Notified								
No document of	nanges							

Course|Gen_Ed|New-Close-Modify for request 13731

Info

Request: IDS2935 BEFORE COLUMBUS

Description of request: Requesting H, N, WR2 as part of Quest pilot course.

Submitter: Casey Griffith cgriffith@aa.ufl.edu

Created: 5/1/2019 11:08:58 AM

Form version: 8

Responses

Course Prefix and Number

Response: IDS 2935

Enter the three letter prefix, four-digit course number, and lab code (if applicable), as the course appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog). If the course has been approved by the UCC but is still pending at SCNS, enter the proposed course prefix and level, but substitute XXX for the course number; e.g., POS2XXX.

Course Title

Enter the title of the course as it appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog, or as it was approved by the UCC, if the course has not yet been approved by SCNS).

Response:

Before Columbus

Delivery Method

Please indicate the delivery methods for this course (check all that apply). Please note that content and learning outcome assessment must be consistent regardless of delivery method.

Response:

Classroom

Request Type

Response:

Change GE/WR designation (selecting this option will open additional form fields below)

Effective Term

Enter the term (semester and year) that the course would first be taught with the requested change(s).

Response:

Fall

Effective Year

Response: 2019
Credit Hours Select the number of credits awarded to the student upon successful completion. Note that variable credit courses are not elegible for GE or WR certification.
Response: 3
Current GE Classification(s) Indicate all of the currently-approved general education designations for this course.
Response: None
Current Writing Requirement Classification Indicate the currently-approved WR designation of this course.
Response: None
Requesting Temporary or Permanent Approval Please select what type of General Education Approval you desire for this course. Selecting 'Permanent', will request a perment General Education designation. You may also select a temporary General Education assignment for 1, 2, or 3 semesters.
Response: 3 semseters
Requested GE Classification Indicate the requested general education subject area designation(s) requested for this course. If the course currently has a GE designation and the request includes maintaining that designation, include it here.
Response: H - Humanities , N - International

Requested Writing Requirement Classification
Indicate the requested WR designation requested for this course. If the course currently has a WR designation and the request includes maintaining that designation, include it here.

Response: E2 - 2000 words

Subject Area Objectives

Please visit the <u>General Education "Subject Area Objectives" webpage</u>. Review and select the appropriate designation(s), then copy the verbatim statement and designation and paste it into the box below. Inclusion of the verbatim statements for designation(s) is a required component of GE courses and syllabi.

Be sure to include the specific designation(s) name (i.e.; Biological Sciences B) above the verbatim statement in the text box

Response:

Humanities (H)

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Accomplishing Objectives

Please provide an explanation of how the General Education Objectives will be accomplished in the course. A numbered list is the recommended format (see <u>example GE syllabus</u>). Inclusion of this explanation is a required component of GE courses and syllabi.

Response:

- 1. Evaluation of humanistic inquiries and methods of inquiries of culture and nature through the lens of landscape.
- 2. Evaluation of intercultural perspectives of place, landscape, and environment.
- 3. Critique of contemporary perspectives of the past.
- 4. Assessment of multiple perspectives, especially intercultural perspectives of humans and our environment.
- 5. Assessment of how intercultural values influence and shape ideas about our environment.
- 6. Evaluate the key challenges and opportunities facing global communities and the cultural systems that influence those communities.
- 7. Assessment of how past systems influence the contemporary world.

Student Learning Outcomes

Please visit the <u>Student Learning Outcomes</u> section of the General Education webpage, find the Subject Area Student Learning Outcomes (SLOs) which are associated with the requested General Education designation(s), then copy and paste them into the space below with the appropriate headings: Content, Critical Thinking, and Communication. Inclusion of the verbatim statements for each of the three SLOs is a required component of GE courses and syllabi.

Response:

- 1. Define, describe, and explain the concepts of "natural", "urban", "city", and "landscape" as cultural and international concepts (Content SLOs for Gen Ed H, and Quest 1).
- 2. Identify, describe, and explain how the humanities and humanistic inquiry can help in navigating ideas about the natural and cultural world and their interactions (Content SLOs for Gen Ed H and Quest 1).
- 3. Identify ways in which city form, design, and landscape interventions reflect cross cultural values and natural conditions (Content SLO for Gen Ed H).
- 4. Identify traditions and frameworks of humanistic inquiry into the cultural and natural world, especially as related to design and planning (Critical Thinking SLO for Gen Ed H).
- 5. Analyze and evaluate cultural considerations surrounding concepts such as sustainability and resilience (including ethics of resource use, power and authority, and environmental justice) (Critical Thinking SLOs for Gen Ed H).
- 6. Analyze, evaluate, and respond to questions about the cultural and natural context of early cities and landscapes (Critical Thinking and Communication SLOs for Gen Ed H, and Quest 1).
- 7. Develop and respond to core questions about the human experience as it relates to culture and nature (Critical Thinking and Communication SLOs for Gen Ed H and Quest 1).

8. Develop and present ideas about culture and nature connecting the past to the contemporary world through writing and visual presentation (Critical Thinking and Communication SLOs for Gen Ed H).

Content: Explanation of Assessment

Please provide an explanation of how the General Education Content SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

Students will be assessed for the following Content SLOs in this course:

Identify, describe, and explain the history, underlying theory and methodologies used in the course.

Students will acquire a basic knowledge of the theory, ideas, practices, and methods that have influenced perceptions and interpretations about the cultural and natural dimensions of past landscapes. Students will also be able to identify, describe, and explain how deep history and culture influence modern cities and landscapes. Intercultural perspectives will be discussed. Achievement of this learning outcome will be assessed through weekly discussion and reflection notes, a final poster and presentation, and the reflection photo and essay.

Critical Thinking: Explanation of Assessment

Please provide an explanation of how the General Education Critical Thinking SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

Students will be assessed for the following Critical Thinking SLOs in this course: Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.

Students will complete two papers building analytical skills that: 1) investigate the idea of landscape from multiple perspectives and 2) reflect on landscapes as a means to study and understand how cultural systems and history influence our perceptions of the world. Achievement of this learning outcome will be assessed through the final poster and reflection essay. Reflecting on two papers, students will address core questions of nature and culture through the lens of their selected city and landscape context and produce a final poster for the course. Students will also critically analyze and examine a museum exhibit addressing key questions about culture and nature through the lens of the past and produce a reflection essay.

Communication: Explanation of Assessment

Please provide an explanation of how the General Education Communication SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

Students will be assessed for the following Communication SLOs in this course:

Communicate knowledge, thoughts and reasoning clearly and effectively.

Students will participate in themed weekly discussion and reflection notes. Each week students will submit discussion questions and reflection statements based on weekly readings and media assigned. Students will prepare two papers describing and reading landscapes. Achievement of this learning outcome will be assessed by the progression of weekly discussion questions and reflection notes and the final presentation accompanying the final poster.

Course Material: General Education Discussion

Please provide a concise explanation of how the General Education designation(s) content is incorporated into the course throughout the semester. Please keep in mind that while this may be abundantly clear to you, the

submitter, the General Education Committee will need to be able to readily see the appropriateness of the requested General Education designations.

Response:

Designation for (H) Humanities is incorporated into the course weekly, by relying on the following strategies:

- 1. Recent news articles are paired with journal articles to emphasize changing perceptions of the past and how those understandings reflect on perspectives of the contemporary world. For example, in one week we will examine the use of the term megalopolis as related to past landscapes (in the media), while paired with emic perspectives of place and landscape presented in the journal article.
- 2. Each week I will bring to light an international item of note that reflects on culture and nature. This will be shared with students both at the beginning of every lecture/discussion on Tuesdays as well as posted to our canvas site.

Incorporation of General Education Subject Areas

Please provide a concise explanation of how General Education subject area objectives will be incorporated consistently throughout the course during the smeseter. You are encouraged to keep in mind the General Education subject area objective descriptions AND Student Learning Outcomes for those subject area objectives when compiling this information.

It is recommended this explanation be based off of any one/combination/all of the following as a frame work (formatting is

up to submitter):

- Course Schedule of Topics (strongly recommended)
- Lectures
- · Assignments/Tests/Essays
- · Class Discussions
- · Group Work
- Miscellaneous

Response:

Weekly Course Schedule: THE CITY (LA CIUDAD)

Week 1: What is a city? What is urbanism? Readings: Childe 1950; Smith, M.E. 2007

Newspaper: https://www.nytimes.com/2018/09/27/science/maya-ruins-lidar.html https://news.nationalgeographic.com/2018/02/maya-laser-lidar-guatemala-pacunam/

Media: None

Assignments: Discussion and reflection notes – Poem or Song for the City

Week 2: Urbanism as a way of life Readings: Smith 2003a, Ashmore 2002

Newspaper: None

Media: http://www.bu.edu/research/articles/archaeology-teotihuacan-mexico/

Assignments: Discussion and reflection notes – Photo of urban life

Week 3 Low Density vs. High Density/Lowlands vs. Highlands

Readings: Chase and Chase 2016; Murtha 2017

Newspaper: https://www.nytimes.com/1993/01/05/science/mayans-had-a-middle-class-

too.html;

https://www.nytimes.com/2000/12/19/science/in-maya-ruins-scholars-see-evidence-of-

urban-sprawl.html

Media: None

Assignments: Discussion and reflection notes – Vertical or Horizonatal

Week 4 Diversity and the City

Readings: Hirth 2008; Janusek and Blom 2006; Pyburn 2008

Newspaper: http://hraf.yale.edu/featured-culture-aztecs-cosmology-and-ancient-rituals-in-

ehraf/

Media: None

Assignments: Discussion and reflection notes – Diversity in Cities

Week 5 Power and the City

Readings: Yoffee 2005; Hutson et al. 2008; Magnoni et. al 2012.

Newspaper: https://www.nytimes.com/2016/01/03/world/americas/untangling-an-

accounting-tool-and-an-ancient-incan-mystery.html

Media: https://youtu.be/AmPyz1kCbOw

Assignments: Discussion and reflection notes – Top Down Or Bottom Up; Precolumbian City

and Landscape Paper DUE

WATER (AGUA)

Week 6 Water, Ideas, and Values Readings: Scarborough 2003a

Newspaper: https://www.sciencedaily.com/releases/2016/04/160408132503.htm

Media: https://youtu.be/Z04hCNe OoA

Assignments: Discussion and reflection notes – Clean Water

Week 7 Rain and Reservoirs

Readings: Scarborough et al. 2012; Erickson 2019

Newspaper: https://green.blogs.nytimes.com/2012/07/16/a-mayan-water-system-with-

lessons-for-today/

https://www.sciencedaily.com/releases/2010/05/100504155421.htm

Media: None

Assignments: Discussion and reflection notes – Keep It

Week 8 Design, Drainage, and Irrigation

Readings: Scarborough 2003b Newspaper: None

Media: http://landandwaterrevisited.blogspot.com
Assignments: Discussion and reflection notes – Let It Go

LAND + LANDSCAPE (TIERRA)

Week 9 Land, Landscape, and Perception

Readings: Erickson 2006; Mann 2006a; Ashmore 2009

Newspaper: https://www.theatlantic.com/magazine/archive/2002/03/1491/302445/Media: https://video.nationalgeographic.com/video/travel-source/unesco-world-heritage-

sites/00000164-3776-d915-a76e-b7fe043c0000

Assignments: Discussion and reflection notes – City as Landscape

Week 10 Landscape Design and Landesque Capital

Readings: Clement et al 2015; Erickson 2010

Newspaper: https://www.newscientist.com/article/dn27945-myth-of-pristine-amazon-

rainforest-busted-as-old-cities-reappear/;

Media: None

Assignments: Discussion and reflection notes - Terraces; Reading Landscapes Paper

Week 11 Landscape Resilience and Sustainable Landscapes Readings: Heckenberger et al 2003; Robinson et al. 2018

Newspaper: https://www.sciencedaily.com/releases/2018/05/180517081817.htm

Media: None

Assignments: Discussion and reflection notes – Sustainability vs. Resilience; Reflection

Photo and Essay Open for Submission; Reading Landscape Paper Due.

FORESTS (LA SELVA)

Week 12 Forest and Fallow

Readings: Schele and Freidel 1990; Ashmore 2009

Newspaper: None Media: None

Assignments: Discussion and reflection notes – Wild Cities

Week 13 A Place for Ruins

Readings: Ashmore and Sabloff 2002; Stanton and Magnoni 2008

Newspaper: None

Media: https://youtu.be/FS1PX3WwMgI

Assignments: Discussion and reflection notes – Sacred Cities

FUTURE PAST (EL FUTURO PASADO)

Week 14 Climate Change, Disasters, and Past Landscapes

Readings: Kennett et al. 2012;

Newspaper: https://www.nytimes.com/2016/04/17/travel/mexico-city-volcanos-aztec.html;

https://news.nationalgeographic.com/news/2015/01/150127-maya-water-temple-drought-

archaeology-science/

https://www.northwestern.edu/newscenter/stories/2007/02/apocalypto.html

Media: https://www.imdb.com/title/tt0472043/

Assignments: Discussion and reflection notes – Landscapes of Vulnerability; Student Online

Course Evaluation

Week 15 Reflection and Poster Open House

Readings: None

Newspaper: TBA

Media: http://ihopenet.org/

Assignments: Discussion and reflection notes – Poster; Final Poster and Presentation;

Reflection Photo and Essay (final due date)

Quest 1: IDS 2935 Before Columbus

Fall 2019

Time: T5, R 4-5

Ouest 1 Theme: Nature and Culture

General Education:

Humanities, Writing (2,000 words), and International

Material and Supplies Fees: None

Instructor:

Timothy Murtha, PhD

Office Hours: TR 10 - 11:30 (and by appointment)

Office: 456 Architecture Building

Phone: 352-294-3379 Email: tmurtha@ufl.edu

Course resources, information, announcements, updates, assignments, and discussions are available through the course canvas site (www.elearning.ufl.edu).

Course Description:

This interdisciplinary Quest1 course explores our place in the natural world through the lens of the first cities and first landscapes of the Americas. Relying on methods of the humanities and humanistic anthropology, the course emphasizes two perspectives on landscape as narrative. First, our landscapes are our unintentional cultural and natural autobiography, reflecting history and agency. Second, how we perceive, portray, design, and represent landscape reflects our values and beliefs.

Using cities and their landscape settings in the Americas before 1492 as our canvas, we will address core questions about culture and nature in this Quest 1 course. The course is explicitly focused on conceptions of nature, human interventions in the landscape, and how form, representations, and interpretations of cities and landscapes are used to express values like conservation, sustainability, and resilience. This is not a survey of the past or representations of the past, but a course designed to discuss a variety of topics, including, sustainability, ecological design, resilience, environmental degradation, resource extraction, deforestation, environmental justice, and especially urbanization through the lens of the past. Weekly topics and readings are organized by key cultural and natural themes.

Student Learning Outcomes:

- 1. Define, describe, and explain the concepts of "natural", "urban", "city", and "landscape" as cultural and international concepts (Content SLOs for Gen Ed H, Gen Ed N, and Quest 1).
- 2. Identify, describe, and explain how the humanities and humanistic inquiry can help in navigating ideas about the natural and cultural world and their interactions (Content SLOs for Gen Ed H and Quest 1).
- 3. Identify ways in which city form, design, and landscape interventions reflect cross cultural values and natural conditions (Content SLOs for Gen Ed H and Gen Ed N).
- 4. Identify traditions and frameworks of humanistic inquiry into the cultural and natural world, especially as related to design and planning (Critical Thinking SLO for Gen Ed H).
- 5. Analyze and evaluate cultural considerations surrounding concepts such as sustainability and resilience (including ethics of resource use, power and authority, and environmental justice) (Critical Thinking SLOs for Gen Ed H).
- 6. Analyze, evaluate, and respond to questions about the cultural and natural context of early cities and landscapes and their place in the contemporary world (Content SLOs for Gen Ed N; Critical Thinking and Communication SLOs for Gen Ed H, Gen Ed N, and Ouest 1).
- 7. Develop and respond to core questions about the human experience as it relates to international, relativistic cultural and natural perceptions and values (Critical Thinking and Communication SLOs for Gen Ed H, Gen Ed N, and Quest 1).
- 8. Develop and present ideas about culture and nature connecting the past to the contemporary world through writing and visual presentation (Critical Thinking and Communication SLOs for Gen Ed H and Gen Ed N).

2018-19 Undergraduate Catalog Objectives for General Education and Quest 1 Information:

Quest 1 Description

Quest 1 courses are multidisciplinary explorations of truly challenging questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of openended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a

complex and interconnected world, Quest 1 students use the humanities approaches present in the course to mine texts for evidence, create arguments, and articulate ideas.

Quest 1 Nature and Culture Description

In general, Q1 Nature and Culture courses address the following questions: Who are we in relation to the natural world? How have humans understood their role in the natural world and their responsibility to it? How do portrayals of nature reflect our values or self-understanding?

Nature and Culture courses consider the ways humans see themselves and their place in the natural world. Topics may include conceptions of nature; how representations of the natural world have been used to express important values; humans in contrast to animals; human interventions in the landscape and the values that guide such designs; development, sustainability, and conservation; ideas about humanity's place in relationship to paradise, divine creation, or sacred dimensions of the natural world; and nature as a site for physically or spiritually healthy or harmful experiences.

Quest 1 SLOs:

- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
- Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Connection).
- Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

Humanities Description

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Humanities SLOs

- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

International Description

International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

International SLOs

- Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world (Content).
- Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly contemporary world.

Writing Description

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. To receive writing credit a student must satisfactorily complete all the assigned written work and earn a minimum grade of C (2.0) for the course. It is possible to not meet the writing requirement and still earn a minimum

grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

Writing Evaluation

- This course carries 2000 words that count towards the UF Writing Requirement. You must turn in all written work counting towards the 2000 words in order to receive credit for those words.
- The instructor will evaluate and provide feedback on the student's written work with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics, using a published writing rubric (see syllabus page ???).
- More specific rubrics and guidelines for individual assignments may be provided during the course of the semester.

Required Texts:

All of the media for the course, including videos, readings and audio recordings are available through our Canvas course (see www.elearning.ufl.edu) and some materials will also be available through the UF Libraries Course Reserves. Please let me know if you have any problems fully accessing and using the course canvas site.

Recommended Content Related Books:

Håkansson, N. T., & Widgren, M. (2016). Landesque capital: The historical ecology of enduring landscape modifications. London: Routledge.

Mann, Charles C. 2006. 1491 (Second Edition): New Revelations of the Americas Before Columbus. New York: Random House US. http://public.eblib.com/choice/publicfullrecord.aspx?p=5336514.

Marcus, Joyce and Jeremy A. Sabloff 2008. The Ancient City: New Perspectives on Urbanism in the Old and New World. School for Advanced Research, Santa Fe, New Mexico.

Smith, Monica L. 2003. The Social Construction of Ancient Cities. Smithsonian Institution, Washington D.C.

Recommended Writing Guide and Information about Citations:

Strunk, William, and Elwyn B. White. 2014. The Elements of Style. Pearson, Boston MA.

Citation Management Guide from UF Libraries; http://guides.uflib.ufl.edu/citationsoftware

Grades, Grading Distribution, and Grade Points:

Grades for the course will be calculated through evaluation of the following assignments:

Weekly discussion and reflection notes:
 City and Landscape Paper:
 Reading Landscapes Paper:
 Final Poster and Presentation:
 Reflection Photo and Essay:

Total: 100%

Final Grades will be assigned based on the following chart:

A	93-100	4.00	C	73-77	2.00
A-	90-93	3.67	C-	70-73	1.67
B+	87-90	3.33	D+	67-70	1.33
В	83-87	3.00	D	63-67	1.00
B-	80-83	2.67	D-	60-63	0.67
C+	77-80	2.33	E	0-60	0.00

Grade points are assigned based on University of Florida policy: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

PLEASE NOTE: Assignments 2 and 3 listed below <u>must</u> be completed to fulfill the 2000 word Writing Requirement.

- 1. Themed weekly discussion and reflection notes: Using the formatted documented provided on our canvas site students will submit discussion questions and reflection statements based on the weekly readings and media assigned. These assignments are due each week by 5:00pm on Mondays beginning week 2. **SLOs 1,2,3,4,5,&6**
- Pre-Columbian City and Landscape Paper (1000 to 1250 words): In this paper you will select, research, and describe a Pre-Columbian city and its associated landscape context. Additional guidelines for the paper are described in detail on our canvas site (contributes to Writing Requirement).
 SLOs 1,2,3,&7
- 3. Reading Landscapes Paper (1000 to 1250 words): Returning to the same geographical, cultural and temporal context for your city paper, you will research and write a paper that describes, discusses and evaluates what narrative(s) can be interpreted from your chosen landscape context. Additional guidelines for the paper are described in detail on our canvas site (contributes to Writing Requirement). SLOs 1,2,3,&7
- 4. Final Poster and Presentation: Each student will prepare and present a 24X36 poster that not only integrates the information from their two submitted assignments, but also addresses core questions of nature and culture through the lens of their selected city and landscape context. For example, students can focus on particular aspects of landscape interventions or urban design, such as reservoirs and irrigation canals. Moving beyond descriptions, students should question how these landscape interventions influence culture. Or students can focus on a particular natural element (e.g., water) and investigate how it is distributed or accessed through their chose city and landscape context. Additional guidelines for the paper are described in detail on our canvas site.

 SLOs 4,5,6,&8
- 5. Reflection Photo and Essay: After week 10, all students must visit the Florida Museum of Natural History and spend time in the south Florida environment and people exhibit to fulfill the experiential element of the course. Spend time looking at the details of the exhibits, reading the panels, and the artifacts that are on display. Reflecting on the core questions posed in class students must submit a single photo and short essay (500 words) discussing how culture and nature are portrayed and perceived in parts of the exhibit or the exhibit as a whole. Students should reflect on whether or how the exhibit makes them consider their own place in the natural world. Additional guidelines for the essay are described on our canvas site. **PLEASE NOTE: This assignment does NOT contribute to the 2,000 word Writing Requirement. SLOs 7&8**

***Substitutions for visits to the museum, such as site visits to Shell Mound, St. Augustine, or other museums can be made, but must be approved by the end of class on Tuesday in week 10.

UF student honor code, original work, and plagiarism:

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this course.

Original thought, writing, and discussion is critical for core questions about our place in the natural world and for meaningful discussions about culture and nature. Please be thoughtful and meticulous in your citations. This video offers useful information for how to avoid plagiarism and cite appropriately.

https://mediasite.video.ufl.edu/Mediasite/Play/adaa44500eaf460a84f238e6b9a558f9 If you have any questions, please ask your instructor.

Plagiarism on any assignment will result in a 0 for that assignment. A second incident of plagiarism will result in a failing grade (E) for the course.

Attendance:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Accommodations for students:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Online course evaluation by students:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/

Important Student Wellness Resources:

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center:

https://counseling.ufl.edu/, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies). http://www.police.ufl.edu/

Important Academic Resources:

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning- support@ufl.edu. https://lss.at.ufl.edu/help.shtml.

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. https://career.ufl.edu/

Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. http://teachingcenter.ufl.edu/

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. http://writing.ufl.edu/writing-studio/

Student Complaints On-Campus:

https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

Weekly Course Schedule:

THE CITY (LA CIUDAD)

Week 1: What is a city? What is urbanism?

Summary: This week we start the course by exploring some basic (but honestly complicated) definitions of cities.

One key aim is to begin to identify our own assumptions about cities, especially how cities, urban design, and planning relate to the natural world. Some questions we'll ask are: Are cities *natural*? and What is

nature's place in cities?

Readings: Childe 1950; Smith, M.E. 2007

Newspaper: https://www.nytimes.com/2018/09/27/science/maya-ruins-lidar.html

https://news.nationalgeographic.com/2018/02/maya-laser-lidar-guatemala-pacunam/

Media: None

Assignments: Discussion and reflection notes – Poem or Song for the City

Week 2: Urbanism as a way of life

Summary: Living in an era with the majority of humans living in cities, it is sometimes challenging to think about

how urbanism influences our lives... even if we don't live in a city. This week we'll introduce ideas about urban life. We'll ask questions, such as: how do cities influence our identity? How do we interact and

express ourselves in cities in ways that are unique to cities?

Readings: Smith 2003a, Ashmore 2002

Newspaper: None

Media: http://www.bu.edu/research/articles/archaeology-teotihuacan-mexico/

Assignments: Discussion and reflection notes – Photo of urban life

Week 3 Low Density vs. High Density/Lowlands vs. Highlands

Summary: As cities become larger and megalopoleis emerge, should we question how we design and shape our

settlements? Is there an inevitability to urbanization? Are vertical cities and high-density populations our global future? Are there alternative patterns of urbanization that we can creatively explore? While the following is a theme that filters through the entire semester, for the first time this week we will ask how

our perceptions of cities today, influence our interpretations and representations of past cities?

Readings: Chase and Chase 2016; Murtha 2017

Newspaper: https://www.nytimes.com/1993/01/05/science/mayans-had-a-middle-class-too.html;

https://www.nytimes.com/2000/12/19/science/in-maya-ruins-scholars-see-evidence-of-urban-sprawl.html

Media: None

Assignments: Discussion and reflection notes – Vertical or Horizontal

Week 4 Diversity and the City

Summary: In our early explorations of city definitions (week 1) and urbanism as a way of life (week 2), we briefly

introduced the idea of diversity and cities. This week we will explore diversity within cities, wrestling with what types of diversity we can identify and just how diversity influences identity and worldview.

One key topic we'll discuss is how perceptions of natural diversity compare or contrast to

conceptualizations and interpretations of diversity in cities.

Readings: Hirth 2008; Janusek and Blom 2006; Pyburn 2008

Newspaper: http://hraf.yale.edu/featured-culture-aztecs-cosmology-and-ancient-rituals-in-ehraf/

Media: None

Assignments: **Discussion and reflection notes – Diversity in Cities**

Week 5 Power and the City

Summary: Through built form, monumental architecture, public art, and public works, expressions of power and

authority are common in cities. In this section we explore how power and authority are visible in cities? We end our section on la ciudad (the city) with discussions about expressions of power over nature in

cities.

Readings: Yoffee 2005; Hutson et al. 2008; Magnoni et. al 2012.

Newspaper: https://www.nytimes.com/2016/01/03/world/americas/untangling-an-accounting-tool-and-an-ancient-

incan-mystery.html

Media: https://youtu.be/AmPyz1kCbOw

Assignments: Discussion and reflection notes - Top Down or Bottom Up; Pre-Columbian City and Landscape

Paper DUE

WATER (AGUA)

Week 6 Water, Ideas, and Values

Summary: Building on discussions of power, we begin this section on water by examining how water and landscape

intersect. This is an opportunity to examine alternative worldviews centered on water. We will critically examine how the control of water is described and discussed in representations and interpretations of the

past.

Readings: Scarborough 2003a

Newspaper: https://www.sciencedaily.com/releases/2016/04/160408132503.htm

Media: https://youtu.be/Z04hCNe_OoA

Assignments: Discussion and reflection notes – Clean Water

Week 7 Rain and Reservoirs

Summary: Dealing with too little or too much rain is a persistent theme throughout human history. How was rain

captured and managed in the past? How were landscapes designed to manage rainfall?

Readings: Scarborough et al. 2012; Erickson 2019

Newspaper: https://green.blogs.nytimes.com/2012/07/16/a-mayan-water-system-with-lessons-for-today/

https://www.sciencedaily.com/releases/2010/05/100504155421.htm

Media: None

Assignments: Discussion and reflection notes – Keep It

Week 8 Design, Drainage, and Irrigation

Summary: Maintaining, managing, and designing landscape systems to redirect the flow of water influences control

over the natural world, power in society, and perceptions of authority. What are some of the diverse ways

culture is shaped by designing (or redesigning) the flow of water?

Readings: Scarborough 2003b

Newspaper: None

Media: http://landandwaterrevisited.blogspot.com
Assignments: Discussion and reflection notes - Let It Go

LAND + LANDSCAPE (TIERRA)

Week 9 Land, Landscape, and Perception

Summary: The next five weeks are focused on reading landscapes as narratives through the lenses of land (la tierra)

and forest (la selva). For decades, perceptions of cultural evolution were overly influenced by a lack of research and understanding about landscape ecology in the Americas, especially across the lowlands. What do we now know about the human dimensions of lowland ecology? What does that tell us about the

relationships between nature and culture?

Readings: Erickson 2006; Mann 2006a; Ashmore 2009

Newspaper: https://www.theatlantic.com/magazine/archive/2002/03/1491/302445/

Media: https://video.nationalgeographic.com/video/travel-source/unesco-world-heritage-sites/00000164-3776-

d915-a76e-b7fe043c0000

Assignments: Discussion and reflection notes – City as Landscape

Week 10 Landscape Design and Landesque Capital

Summary: How do perceptions of landscape change as we tinker, design, and transform our environment?

Readings: Clement et al 2015; Erickson 2010

Newspaper: https://www.newscientist.com/article/dn27945-myth-of-pristine-amazon-rainforest-busted-as-old-cities-

reappear/

Media: None

Assignments: Discussion and reflection notes - Terraces; Reading Landscapes Paper

Week 11 Landscape Resilience and Sustainable Landscapes

Summary: How are modern concepts like resilience and sustainability relevant to representations and interpretations

of the past?

Readings: Heckenberger et al 2003; Robinson et al. 2018

Newspaper: https://www.sciencedaily.com/releases/2018/05/180517081817.htm

Media: None

Assignments: Discussion and reflection notes – Sustainability vs. Resilience; Reflection Photo and Essay Open for

Submission; Reading Landscape Paper Due.

FORESTS (LA SELVA)

Week 12 Forest and Fallow

Summary: Forests and fallow landscapes offer critical perceptive windows into temporality, worldview, and society?

How were forests perceived and portrayed in past cities and landscapes? What is wild? What is natural?

Readings: Schele and Freidel 1990; Ashmore 2009

Newspaper: None Media: None

Assignments: Discussion and reflection notes – Wild Cities

Week 13 A Place for Ruins

Summary: Is there a place for cycling of the built environment as we discussed for forests? How were ruins

perceived, managed, and curated in the past?

Readings: Ashmore and Sabloff 2002; Stanton and Magnoni 2008

Newspaper: None

Media: https://youtu.be/FS1PX3WwMgI

Assignments: Discussion and reflection notes – Sacred Cities

FUTURE PAST (EL FUTURO PASADO)

Week 14 Climate Change, Disasters, and Past Landscapes

Summary: Turning our attention from the past, we spend the next two weeks dreaming and imagining the future

through the creative lens of the past. What do the narratives we've explored tell us about the future? How

can they influence design and planning? What is collapse?

Readings: Kennett et al. 2012;

Newspaper: https://www.nytimes.com/2016/04/17/travel/mexico-city-volcanos-aztec.html;

https://news.nationalgeographic.com/news/2015/01/150127-maya-water-temple-drought-archaeology-

science/

https://www.northwestern.edu/newscenter/stories/2007/02/apocalypto.html

Media: https://www.imdb.com/title/tt0472043/

Assignments: Discussion and reflection notes - Landscapes of Vulnerability; Student Online Course Evaluation

Week 15 Reflection and Poster Open House

Readings: None Newspaper: TBA

Media: http://ihopenet.org/

Assignments: Discussion and reflection notes – Poster; Final Poster and Presentation; Reflection Photo and Essay

(final due date)

	A: 90 – 100	B: 80 – 90	C: 70 – 80	D: 60 – 70	E: < 60
Ideas (40pts)	Excels in responding to the assignment. Demonstrates sophisticated thinking. Central ideas are clearly communicated and complexity of ideas are presented. Understands and critically evaluates and cites sources. (36-40)	A solid paper, mostly responding to the assignment. Clear statement of ideas, but may have some minor issues or incomplete discussions. Shows careful reading of sources, but perhaps not as sophisticated of use of sources. (32-36)	Paper responds to the assignment but weakly. There is a central idea, but it is not sufficiently described and communicated. Often very general thoughts presented. (28-32)	Does not present a clear idea or respond full/appropriately to the assignment. Central idea is vague. (24-28)	Does not respond to the assignment. Lacks central idea. (0-24)
Organization and Coherence (30pts)	Logically structured paper for its purpose. Paper guides the reader through a progression of ideas. (27-30)	Shows a logical progression of ideas and uses fairly sophisticated transitional devices. Some logical links are absent or faulty. Each paragraph matches the central idea of the paper. (24-27)	Lists ideas or includes central ideas, but not in an organized structure. Uses transitions simply and sequentially. On their own, each paragraph responds to the central idea, but it isn't synthetically structure. Some lack of coherence in sentences. (21-24)	Random organization with no real structured coherence. Paragraphs lack structure and not all sections relate directly to central idea. (18-21)	No organization lacks coherence. (0-18)
Support (10pts)	Uses evidence appropriately and effectively. (9-10)	Begins to offer reasons to support paper's key points and often using a variety of evidence/sources. Makes connections between ideas and evidence, but doesn't fully use evidence effectively. (8- 9)	Uses generalization or opinions to support its points. Uses examples, but they aren't directly connected or relevant. Personal experience and assumptions are common. (7-8)	Clichés and overgeneralizations are relied upon with little reference to resources or evidence. Personal narrative dominates informed narrative. (6-7)	Uses irrelevant details or lacks supporting evidence. (0-6)
Style (10pts)	Chooses words with precision and uses specificity. Sentences are clearly structured and carefully focused, not rambling. (9-10)	Uses words accurately and effectively but not necessarily with precision. Sentences are clear, structured, and focused, though some may be awkward or incomplete. (8-9)	Uses vague and general words. May use some inappropriate language. Sentences are structured correctly, but perhaps unfocused, repetitive or confusing. (7-8)	Vague, abstract, and personal in content. Several awkward sentences. Sentence structure is simple and doesn't facilitate understanding. (6-7)	Awkward sentences throughout. Misuse of words. Inappropriate language. (0-6)
Mechanics (10pts)	Entirely free of spelling, punctuation, and grammatical errors. (9-10)	Contains a small amount of errors that challenge the reader, but don't interfere with understanding. (8-9)	Several mechanical errors that interfere with meaning, but don't impede overall understanding. (7-8)	Many mechanical errors that challenge meaning. Hard to understand connections. (6-7)	Many mechanical errors making it impossible to understand. (0-6)

Please provide an explanation of how the General Education Objectives will be accomplished in the course.

- 1. Evaluation of humanistic inquiries and methods of inquiries of culture and nature through the lens of landscape.
- 2. Evaluation of intercultural perspectives of place, landscape, and environment.
- 3. Critique of contemporary perspectives of the past.
- 4. Assessment of multiple perspectives, especially intercultural perspectives of humans and our environment.
- 5. Assessment of how intercultural values influence and shape ideas about our environment.
- 6. Evaluate the key challenges and opportunities facing global communities and the cultural systems that influence those communities.
- 7. Assessment of how past systems influence the contemporary world.

Explanation of Assessment:

Content:

Students will be assessed for the following Content SLOs in this course:

Identify, describe, and explain the history, underlying theory and methodologies used in the course.

Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.

Students will acquire a basic knowledge of the theory, ideas, practices, and methods that have influenced perceptions and interpretations about the cultural and natural dimensions of past landscapes. Students will also be able to identify, describe, and explain how deep history and culture influence modern cities and landscapes. Intercultural perspectives will be discussed. Achievement of this learning outcome will be assessed through weekly discussion and reflection notes, a final poster and presentation, and the reflection photo and essay.

Critical Thinking:

Students will be assessed for the following Critical Thinking SLOs in this course:

Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.

Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly contemporary world.

Students will complete two papers building analytical skills that: 1) investigate the idea of landscape from multiple perspectives and 2) reflect on landscapes as a means to study and understand how cultural systems and history influence our perceptions of the world. Achievement of this learning outcome will be assessed through the final poster and reflection essay. Reflecting on two papers, students will address core questions of nature and culture through the lens of their selected city and landscape context and produce a final poster for the course. Students will also critically analyze and examine a museum exhibit addressing key questions about culture and nature in the contemporary world through the lens of the past and produce a reflection essay.

Communication:

Students will be assessed for the following Communication SLOs in this course:

Communicate knowledge, thoughts and reasoning clearly and effectively.

Students will participate in themed weekly discussion and reflection notes. Each week students will submit discussion questions and reflection statements based on weekly readings and media assigned. Students will prepare two papers describing and reading landscapes. Achievement of this learning outcome will be assessed by the progression of weekly discussion questions and reflection notes and the final presentation accompanying the final poster.

IDS 2935: Before Columbus: First Cities First Landscapes Course Bibliography

Ashmore, W. 2002. "Decisions and Dispositions": Socializing Spatial Archaeology: Archeology Division Distinguished Lecture 99th AAA Annual Meeting, San Francisco, CA, November 2000. *American Anthropologist*, 104(4), 1172-1183. Retrieved from http://www.jstor.org/stable/3567105

Chase, A. and D. Chase. 2016. Urbanism and Anthropogenic Landscapes, Annual Review of Anthropology 45 361-376. DOI: 10.1146/annurev-anthro-102215-095852.

Childe, V. G. 1950. 'The Urban Revolution', *Town Planning Review*, **21**, 3–17.

Erickson, C. 2019. Pre-Columbian Water Management in Lowland South America. In *Water and Humanity: Historical Overview*, edited by Vernon Scarborough, UNESCO, Volume VII, Rome.

Erickson, C. 2014 Amazonia: The Historical Ecology of a Domesticated Landscape. In The Social Lives of Forests, edited by S. Hecht, K. Morrison, and C. Padoch, pp. 199-214. University of Chicago Press, Chicago.

Erickson, C. 2006. The Domesticated Landscapes of the Bolivian Amazon. In *Time and Complexity in Historical Ecology: Studies in the Neotropical Lowlands*, edited by William Balée and Clark Erickson, pp. 235-278. Columbia University Press, NY.

Hirth, K. 2008. Incidental Urbanism: The Structure of the Prehispanic City in Central Mexico. In Marcus, J. and J.A. Sabloff (editors). 2008. *The Ancient City: New Perspectives on Urbanism in the Old and New World.* School for Advanced Research, Santa Fe, New Mexico.

Hutson, S. David Hixson, Aline Magnoni, Daniel Mazeau, Bruce Dahlin. 2008. City, Site, and Community: Nucleation and Dispersion at Chunchucmil and Classic Period Maya Urban Centers. *Journal of Field Archaeology* 33(1):19-40.

Janusek, J. and D. Blom. 2006. Identifying Tiwanaku Urban Populations: Style, Identity, and Ceremony in Andean Cities. in Glenn R. Storey (ed.), Urbanism in the Preindustrial World: Cross-Cultural. Approaches, Tuscaloosa: University of Alabama Press.

Magnoni, Aline, et al. 2012. Living in The City: Settlement Patterns and the Urban Experience at Classic Period Chunchucmil, Yucatan, Mexico. *Ancient Mesoamerica*, vol. 23, no. 2, 2012, pp. 313–343. *JSTOR*, www.jstor.org/stable/26300618.

Marcus, J. and J.A. Sabloff (editors). 2008. The Ancient City: New Perspectives on Urbanism in the Old and New World. School for Advanced Research, Santa Fe, New Mexico.

McKey, Doyle, Stéphen Rostain, José Iriarte, Bruno Glaser, Jago Jonathan Birk, Irene Holst, and Delphine Renard. 2010. Pre-Columbian agricultural landscapes, ecosystem engineers, and self-

organized patchiness in Amazonia. PNAS April 27, 2010 107 (17) 7823-7828; https://doi.org/10.1073/pnas.0908925107

Murtha, Timothy, 2017. Rethinking urban density: Archaeology, low density urbanism and sustainability. In: Dixon, James, Verdiani, Giorgio, Cornell, Per (Eds.), Architecture, Archaeology and Contemporary City Planning: Issues of Scale. Museum of London Archaeology, London/Architecture Department, Florence University, Florence/Department of Historical Studies, University of Gothenburg, Gothenburg, pp. 92–100.

Pyburn, K. A. 2008. Pomp and Circumstance before Belize: Ancient Maya Commerce and the New River Conurbation. In Marcus, J. and J.A. Sabloff (editors). 2008. *The Ancient City: New Perspectives on Urbanism in the Old and New World*. School for Advanced Research, Santa Fe, New Mexico.

Scarborough, V. 2003. Ancient Water Management: *The Flow of Power: Ancient Water Systems and Landscapes*. Santa Fe (NM): SAR Press; ISBN 1-930618-32-8.

Scarborough, V., Nicholas P. Dunning, Kenneth B. Tankersley, Christopher Carr, Eric Weaver, Liwy Grazioso, Brian Lane, John G. Jones, Palma Buttles, Fred Valdez, David L. Lentz. 2012. Water and sustainable land use at Tikal. Proceedings of the National Academy of Sciences Jul 2012, 109 (31) 12408-12413; DOI:10.1073/pnas.1202881109

Smith, M.E. 2007. Form and Meaning in the Earliest Cities: A New Approach to Ancient Urban Planning. *Journal of Planning History* 6: 3-47.

Smith, M. L. 2003a *The Social Construction of Ancient Cities*. Smithsonian Institution, Washington D.C. (Chapter 1).

Williamson, Jeffrey G. 2009. History without Evidence Latin American Inequality since 1491. Cambridge, Mass: National Bureau of Economic Research.

Yoffee, N. (2005). *Myths of the Archaic State: Evolution of the Earliest Cities, States, and Civilizations*. Cambridge: Cambridge University Press. doi:10.1017/CBO9780511489662