

*The Land: The “Wicked Problem” of Land Conservation Past, Present, and Future
and its Potential Consequences*

Fall 2016

HON 383, Section 01

Honors Colloquium

South Dakota State University

CLASS LOCATION AND MEETING TIME:

Yaeger Hall, Room 210

Lecture: Mondays 2:00 – 4:50 PM

PRIMARY INSTRUCTOR’S CONTACT INFORMATION:

Dr. Melissa R. Wuellner, Assistant Professor

Office: McFadden Biostress 142A

Office hours: By appointment

Office phone: 688-5963

Email: melissa.wuellner@sdstate.edu

EDITORIAL ASSISTANCE:

Dr. Rocky Dailey, Assistant Professor

Office: Yaeger Hall 232

Office hours: Tuesdays 8:30 – 11:30 am; Thursdays 12:30 – 3:30 pm

Office phone: 688-4171

E-mail: rocky.dailey@sdstate.edu

Mikkel Pates, Graduate Student and Staff Writer at *Agweek Magazine* and *AgweekTV* E-mail:

mpates@agweek.com

COURSE DESCRIPTION:

The goal of this course is for students to produce media content for public consumption on the topic of land use and conservation in the Great Plains, with a particular focus on South Dakota. The Great Plains has witness different pulses of land conversion and conservation since European settlement through the 20th and 21st Centuries. Various factors have influenced land use changes and conservation practices, including, but not limited to policy, economic, and social factors. This course will explore the complex interactions of all of these factors on individual landowner land use decisions through archival analysis, guest speakers, and interviews with those working on the land or with landowners today. We will also explore the consequences of such decisions on the environment and society as well and consider what our world might look like in the future under different scenarios of conversion and conservation. Our collective explorations will be captured across media platforms, which will eventually lead to publication and dissemination to the public at large through video, websites, and print media.

PREREQUISITES: Honors standing or instructor permission

INSTRUCTIONAL METHOD:

We will be using a combination of readings, discussion, guest speakers, research, presentations, and various other forms of learning in working toward our final media project. We will explore science, policy, economics, psychology, sociology, and more and bringing them together in exploring the past, present, and future of land use in the Great Plains, with a particular focus on South Dakota. We’ll use the lens of the Dust Bowl of the 1930s as we explore these topics. Students will explore what they already know and learn what may be possible. The course is loosely structured so as to provide some guidance but also to allow students to explore topics of personal interest and guide what the final book will look like. We will have some time available during class each week in order for you to work with your fellow students on your particular topic area, but much outside work will be required in order to meet our ambitious timelines for completing our book.

Each content team will be required to meet with either Dr. Wuellner or Dr. Dailey each week outside of class to check in on the team's progress.

COURSE GOALS:

The goal of this class is to eventually publish a book for a general knowledge on the past, present, and future of land conversion in the Great Plains, mostly in South Dakota. We will use a “reverse publishing model” in working toward this goal, whereby our book content will be published using electronic media before the final hard copy version of the book is published well after our semester is over. Creativity will be practiced! Instructor and students will learn together to address some of the wicked problems surrounding land conversion.

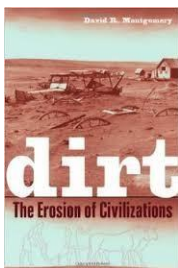
COURSE WEBSITE: <https://d2l.sdbor.edu/>

COURSE REQUIREMENTS:

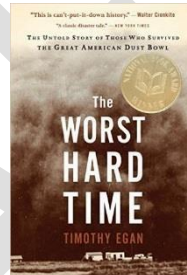
Complete all assessments by the deadlines provided. Come to class each period ready to lead or contribute to discussion and **never fear asking questions**. You come to class with prior knowledge; don't be afraid to use it. But also be open to new ways of thinking about the land. 😊

REQUIRED MATERIALS:

There are two books that will be required for this course (see citation list below). These are available at the SDSU Bookstore or through your favorite textbook provider (e.g., Amazon). Other supplementary readings and resources will be posted on the course “Content” page in D2L.

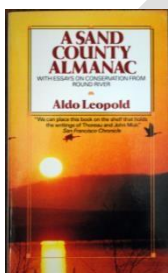


Dirt: The Erosion of Civilizations
David R. Montgomery Timothy Egan
ISBN-13: 978-0520258068 ISBN-13: 978-



Worst Hard Time
0618773473

RECOMMEND MATERIALS: You may already own this book from a previous course, or you may be able to check this book out from the library (SDSU or Brookings) or borrow a copy from your instructor.



A Sand County Almanac
Aldo Leopold
ISBN-13: 978-0345345059

Note: There are many versions of this book. Make sure your version includes the section entitled “The Upshot.”

GRADING POLICY: Below is a roughly estimated breakdown of the percentage of points allocated to various assessments this semester. Please note that these percentages may be subject to slight change but no more than ±5%.

<i>Leading discussion/Discussion board posts</i>	20%
<i>Development of stories for book (total number to be determined)</i>	65%
<i>Group presentations and peer feedback</i>	10%
<i>Final reflection</i>	5%
TOTAL	100%

COURSE CALENDAR: Please note that this calendar is ALWAYS in draft form. We may need to adapt the schedule as we go along this semester in order to meet our collective goals.

Date	Topic/Activity	Readings	Book Milestone
8/22	Course Introduction Define “wicked problems” Discuss the “big questions” for the course Discuss best practices for leading discussion and develop assessment policies for the course “Field trip” to the SDSU Library and Ag Heritage Museum Guests: Renee Halgerson and Carrie Kuhl (Hitch Studio) – Principles of Web Design	None	<input type="checkbox"/> Decide on book website URL <input type="checkbox"/> Decide on WordPress or SDSU layout for website <input type="checkbox"/> Brainstorm possible stories (main stories and side bars) and post ideas on Discussion Board <input type="checkbox"/> Create content teams
8/29	The Past: How did we go from soil to dirt and how did the Dust Bowl happen? Media Skills: - Writing, shooting, editing and multimedia - Website design and CMS review - Book publishing – layout and design	Chapters 1 and 2 in <i>Dirt</i> Chapters 1 – 3 in <i>The Worst Hard Time</i>	<input type="checkbox"/> Set team deadlines <input type="checkbox"/> Begin setting up interviews for stories <input type="checkbox"/> Begin drafting introductory content
9/5 LABOR DAY HOLIDAY (NO CLASS)			
9/12	Land Conversion Trends (Ben Turner, Texas A&M University, Kingsville) Media Skills: - Using social media to promote and develop stories	Chapters 4 - 7 in <i>The Worst Hard Time</i> Chapter 7 in <i>Dirt</i>	<input type="checkbox"/> Editing of introductory content <input type="checkbox"/> Website goes live with some content <input type="checkbox"/> Social media presence discussed and calendar developed
9/19	Field Trip: Oyen Farm, Crooks, SD	Background material posted in D2L	<input type="checkbox"/> Continue to add content to website
9/26	Going from Dirt to Soil (Jay Fuhrer, Soil Health Specialist, NRCS) Media Skills: - Beta test website - Create student profiles on website	Chapters 8 – 12 in <i>The Worst Hard Time</i>	<input type="checkbox"/> Website goes live <input type="checkbox"/> Three teams to present first drafts of stories <input type="checkbox"/> Continue to add content to website

10/3	<p>What are the influences of ag policy? (Dr. Evert Van der Sluis, Dept. of Economics)</p> <p>Media Skills: - Main editing and story review</p>	<p>Background material posted in D2L</p> <p>Chapters 13 – 17 in <i>The Worst Hard Time</i></p>	<input type="checkbox"/> Three teams to present first drafts of stories <input type="checkbox"/> Begin posting main stories on website <input type="checkbox"/> Continue to add content to website <input type="checkbox"/> Update content and deadline calendar
10/10	NATIVE AMERICAN HOLIDAY (NO CLASS)		
10/17	<p>Ag Practices Today: Farming</p> <p>Media Skills: - News engagement day - Guest: Lora Berg (SDSU)</p>	None	<input type="checkbox"/> Post main stories <input type="checkbox"/> Professional review of content to date <input type="checkbox"/> Continue to add content to website
10/24	<p>Ag Practices Today: Ranching</p> <p>Media Skills: - Page layouts - Book design</p>	None	<input type="checkbox"/> Continue to add content to website
10/31	<p>Environmental Impacts: Pheasants (Matt Morlock, Pheasants Forever)</p>	<p>Background material posted in D2L</p> <p>Chapters 18 - 22 in <i>The Worst Hard Time</i></p>	<input type="checkbox"/> Continue to add content to website
11/7	<p>Environmental Impacts: John Lundgren (Blue Dasher Farms)</p>	<p>Background material posted in D2L</p> <p>Chapters 23 – 25 in <i>The Worst Hard Time</i></p> <p>Chapters 8 & 10 in <i>Dirt</i></p>	<input type="checkbox"/> Continue to add content to website
11/14	<p>The Future: Where do we go from here? What is the new land ethic?</p>	None	<input type="checkbox"/> Continue to add content to website
11/21	<p>The Future: Where do we go from here? What is the new land ethic?</p> <p>What could future ag practices look like?</p>	None	<input type="checkbox"/> Continue to add content to website
11/28	<p>The Future: Where do we go from here? What is the new land ethic?</p> <p>What could future ag practice look like?</p>	None	<input type="checkbox"/> Continue to add content to website

12/5	Final reflection	None	<input type="checkbox"/> Finalize website content and prepare book for print <input type="checkbox"/> Prepare to unveil book content at Upper Midwest Honors Conference
12/12	FINAL EXAM PERIOD (1:45 – 3:45 PM) – Poster Session		

ADA POLICY: Students are entitled to ‘reasonable accommodations’ under the provisions of the Americans with Disabilities Act. Those in need of such accommodation should make appropriate arrangements with Nancy HartenhoffCrooks, Coordinator of Disability Services, to develop an accommodation plan. She can be reached at 605-688-4504 (voice) or 605-688-4394 (TTD), by e-mail at nancy.crooks@sdstate.edu, or at the office in SWSC 125. Additional information is available at <http://www.sdstate.edu/campus/disability/index.cfm>. Please discuss your needs with the instructor as well.

FREEDOM IN LEARNING POLICY:

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should first contact the instructor of the course to initiate a review of the evaluation. If the student remains unsatisfied, the student may contact the department head and/ or dean of the college which offers the class to initiate a review of the evaluation.

ACADEMIC DISHONESTY POLICY:

The Department and University have clear expectations for academic integrity and do not tolerate academic dishonesty. University Policy 2:4 sets forth the definitions of academic dishonesty, which includes but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, misrepresentation, and other forms of dishonesty relating to academics. The policy and its procedures also set forth how charges of academic dishonesty are handled at the University. Academic Dishonesty is strictly proscribed and if found may result in student discipline up to and including dismissal from the University.