

LAR 565 Cultural Landscapes
Spring 2022, 7-week session 1 (January 12 – March 4, 2022)

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Office Hours: To Be Announced

Instructor Response Time: Typically within 24 hours.

Emails sent on Friday may be answered the following Monday.

7.5-week online course

COURSE DESCRIPTION

Cultural landscapes are a heritage resource combining natural and cultural environments, from the local to the global. It encompasses a wide-ranging conservation field that includes protection of smaller, well-defined sites with tangible historic elements, to vast landscapes with intangible associations that embody a sense of place and identities of a people.

This course provides the vocabulary and approaches to the protection of cultural landscapes. Students will be asked to consider the varied challenges and opportunities such landscapes present. These can include the management of ongoing activities that can bring economic vibrancy but also endanger the landscape's integrity. There are the challenges of interpreting sites which may have dark and sometimes difficult histories. Interpretations often include the protection of indigenous rights, as well as managing the risks to these landscapes caused by a range of threats from warfare to climate change. The ultimate purpose of cultural landscape conservation is to represent stories of significant places that are more equitable, integrated across nature and culture, and connected to community. The culminating final project will embody these cultural landscape stories, and how the student proposes to conserve them going forward.

COURSE PREREQUISITES OR CO-REQUISITES

None

COURSE FORMAT AND TEACHING METHODS

This course will be offered in a fully online, asynchronous format.

COURSE OBJECTIVES & EXPECTED LEARNING OUTCOMES

This course deals with the documentation, interpretation and management of cultural landscapes, and provides vocabulary and approaches to their conservation.

Upon successful completion of this course, students will:

- Be able to define terms commonly used in the description of cultural landscapes, and use them appropriately.
- Gain a comprehensive understanding of the technical aspects of working with cultural landscapes, including various mapping, documentation, management and conservation methods and approaches.
- Identify the dynamics which can affect the integrity, authenticity and significance of cultural landscapes, and propose mitigating actions for specific sites.
- Understand the variety of worldviews, approaches, and philosophies regarding the interpretation, community consultation and capacity building, and management of cultural landscapes.
- Be able to combine expert and community knowledge when proposing conservation approaches for various types of cultural landscapes in a variety of contexts.

REQUIRED TEXTS AND MATERIALS

None- Online resources given

SCHEDULE OF TOPICS AND ACTIVITIES

Below is the approximate schedule for the course. Assigned readings, webinar viewings, lectures, quizzes and activities will be provided at the beginning of each week.

While this course is a 7.5-class, the same number of study/work hours expected in a 16-week course are expected here. This means that students should expect to spend approximately 20 hours a week on course materials.

| Week | Module |
|-------|--|
| One | The Language of 'Cultural Landscapes'. |
| Two | The Promise of... and Troubles with... Cultural Landscapes |
| Three | Cultural Landscapes as Sites of Memory and Sites of Conscience |
| Four | Indigenous Cultural Landscapes |
| Five | Convergence in Cultural Landscape Conservation |
| Six | Threats to Cultural Landscapes and the Way Forward |
| Seven | Cultural Landscape Final Project |

ASSESSMENTS

| Assessment Categories | Percentage of final grade |
|-----------------------|---------------------------|
| Worksheets (Six) | 20% |
| Discussions (Four) | 20% |
| Presentations (Six) | 30% |
| Final Project | 30% |
| Total | 100% |

FINAL PROJECT

During the final module of this course, students will complete a four-part project through which they will integrate the findings from the separate unit course readings, lectures, interviews, webinars, assignments and reflections. The final product will be the development of a plan that outlines conservation actions for a selected cultural landscape and its future risks.

- Part A- Description of selected cultural landscapes case study
- Part B- Reflections on course content in relation to the selected case study
- Part C- Perceived risks and risk mitigation strategies for selected cultural landscape case study
- Part D- "Tell Your Story" – a concluding narrative for the selected cultural landscape that answers a series of key questions about the lessons learned.

Due: March 4, 2022.

The university's Final Exam Regulations and Schedule can be found here: <https://registrar.arizona.edu/finals>

GRADING SCALE AND POLICIES

All assignments are expected on the due date and time unless otherwise negotiated in at least 24 hours in advance. If you have an emergency or extenuating circumstances, please contact me or the course's Graduate

Assistant as soon as is feasible so that we can discuss a fair solution. All negotiations will reflect fairness to the other members of the class.

A regular grading system of A, B, C, D and E will be used in this course:

| Point Score (%) | Grade |
|-----------------|------------------|
| ≥ 90.0 | A (excellent) |
| ≥ 80.0 & < 90.0 | B (good) |
| ≥ 70.0 & < 80.0 | C (satisfactory) |
| ≥ 60.0 & < 70.0 | D (poor) |
| < 60.0 | E (failure) |

ABSENCE AND CLASS PARTICIPATION

Faculty members as well as future employers expect graduates of University programs to be equipped with a set of skills and values. These include teamwork, analytic ability, effective communications in different modalities, honesty, integrity, cooperation, flexibility, initiative, perseverance, social responsibility, curiosity, and respect for others. Disruptive behavior, defined and discussed here <http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting>, will be addressed following the appropriate university policies.

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>.

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences for groups of more than three students that are pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <http://policy.arizona.edu/employmenthuman-resources/attendance>

THREATENING BEHAVIOR POLICY

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself.

See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-student>.

ACCESSIBILITY AND ACCOMMODATIONS

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

See <http://drc.arizona.edu/instructors/syllabus-statement>.

CODE OF ACADEMIC INTEGRITY

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog.

See: <https://deanofstudents.arizona.edu/policies/code-academic-integrity> and <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

NONDISCRIMINATION AND ANTI-HARASSMENT POLICY

The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based

on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. For more information, including how to report a concern, please see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>.

STUDENT RESOURCES

The University of Arizona's Basic Needs Initiative is comprised of a number of programs and resources for students.

See: <http://basicneeds.arizona.edu/index.html>.

SUBJECT TO CHANGE STATEMENT

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

See <http://policy.arizona.edu/faculty-affairs-and-academics/course-syllabus-policy-undergraduate-template>.