

INQ 300-N, Spring 2020 - The Human Footprint: a study of human population growth

Instructor	Maggie Rahmoeller Email: rahmoeller@roanoke.edu	Phone: (540) 375-2505 Office: Trexler 270J
Class Meetings	T/Th 1:10-2:40PM Trexler 263	
Office Hours	By appointment only through https://drmaggie.youcanbook.me/ Monday: 9:30AM-10:30AM Tues/Thurs: 3PM-4PM Wed/Fri: 1:30PM-3PM Email me if none of these times work!	
Course Information	Currently, the world population is approximately 7.5 billion people, and it's changing every second. Some researchers estimate that the world population will reach 8 billion people by the year 2025. How are these estimates calculated? Are they accurate and do they consider environmental factors that affect viability? Even more importantly, does the human population have a carrying capacity, influenced by availability of resources and physical space? The population growth affects our world economically, culturally, and socially in addition to changing the ecosystem. For instance, National Geographic claims we'll need to double agricultural crops by the year 2050 to feed the world population. In this class we will focus on and discuss the ethical dilemmas that arise in controlling the population size, the different factors that influence growth rate changes, and what our role should be in maintaining world resources.	
Intended Learning Outcomes	By the end of this course, successful students will be able to: <ul style="list-style-type: none">• Apply their research findings to a formal project addressing the course topic question and successfully present this proposal in an oral defense.• Write well-organized and clearly reasoned papers both individually and with a group. Papers will have clear theses, effective organization, and a minimum of sentence-level errors.• Contribute to meaningful, effective discussion and collaborative work that includes expressing, listening to, and debating ideas.• Be able to apply critical thinking and quantitative reasoning skills in a meaningful way.• Make explicit, meaningful connections between past course work (both in the core curriculum and in their majors) and contemporary issues.• Demonstrate understanding of a contemporary issue or problem, an awareness of the types of inquiry needed to understand it, and the resources required for addressing it.	
Required Materials	Textbook: <i>Countdown: Our Last, Best Hope for a Future on Earth?</i> , by Alan Weisman Other Resource: <i>EasyWriter</i> , 6th edition, Lunsford (Or A Writer's Reference, Hacker)	
Course Structure	The semester will be divided into two parts. During the first part, we will meet as a class and work through smaller papers and projects together. For the second part, you will be split into your final groups and work outside of class on your project and presentation. We will schedule individual group meetings to give me a chance to discuss the progress of your project with you. Occasionally, we will meet as a class.	

Course Grades

The following table is a breakdown of the grades for the semester:

Group Article Presentations	5%	Final Paper	35%
Individual GapMinder Paper	7.5%	Annotated Bibliography (5%)	
Group Debate	7.5%	Solution Proposal (5%)	
Individual Debate Assessment	7.5%	Two Drafts (15%)	
Self-Reflection Paper	7.5%	Final Paper (10%)	
Self-Reflection Logs	5%	Final Presentation	20%
Reading Questions and Responses	5%		

A grade scale will be determined after final grades are computed, but will be no worse than the scale given below:

		B+	87-89	C+	77-79	D+	67-69		
A	93-100	B	83-86	C	73-76	D	63-66	F	0-59
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

Attendance & Make-Up Work

Attendance is critical to the understanding of the material in the course; it is both required and expected. Any absence that is not discussed with the instructor prior to the missed class is considered unexcused. When absent, excused or unexcused, you are responsible for all material covered in class. Work missed due to either an unexcused or excused absence can only be made up when arrangements are made in advance of the absence. You need to come to class prepared and willing to contribute to class discussions and progress. You can participate by: working in small groups during class time, presenting your group's ideas to the class, partaking in class discussions, and finding relevant sources and information for the project.

This course expects you to spend **at least 12 hours** on work each week inside and outside of class.

Late Work Policy

Due to the nature of the assignments, I will not accept any late work for the reading questions and responses, the group article presentations, the group debate assignment, the self-reflection paper, nor your final presentations. I will accept late work for the individual GapMinder paper, the individual debate assessment, and the self-assessment logs up to 36 hours (3 days) past the due date/time. With each day late, your grade will drop by 10 percentage points. I will accept late work for the annotated bibliography, the solution proposal, the first draft, the second draft, and the final paper up to 24 hours past the due date/time. However, your grade will drop 25 percentage points.

Group Article Presentations

Your group (of 3 students) will choose a factor that influences human population growth, select at least 2 articles that explain that relationship, and present the reasoning behind how the factor affect human population growth. Presentations will be 5-7 minutes.

Individual

You will create a plot with GapMinder with two variables of your choice to determine

GapMinder Paper their relationship over time and to see how their relationship possibly affects the size of the population. You will then write a 4-5 page paper discussing your findings, using at least two articles to help explain these relationships and trends.

Group Debate Your group will either have to support or oppose a controversial method of controlling population size (e.g. requiring each family to have at most 2 children) OR a different controversial topic related to human population growth. Then we will have an in-class debate on your stances.

Individual Assessment You will write responses to reflective questions concerning the debate assignment.

Self-Reflection Paper This is a short paper (about 2 pages) where you will reflect on the roles you played during the two group assignments and in-class group activities. You will describe what your strengths and challenges as a group member are. We will share these self-reflections to help us choose our groups for the final project.

Reading Questions and Responses As per the tentative course schedule, there will be assigned readings from the course textbook. For each reading, you will be required to post one self-posed question per chapter (typically only one chapter) about the reading and respond to two questions posed by other classmates. You also need to respond to at least one student who answered or commented on the question you posted. If you post questions too late for someone to respond to them, then your grade for the assignment will decrease - so do your readings and post your questions well before class.

Self-Reflection Log During the second part of the course, you will write periodic self-evaluations of yourself and your group. These will help us work through any problems that may arise.

Final Paper Each group will be assigned one of the brainstormed topics that are affected by the size of the human population. As a group, you will address the issue, propose a solution to that issue, and defend your proposal. This paper (approximately 20 pages) will use your research and writing skills learned in the INQ curriculum, which includes the skills you used in the projects done in the first part of this course. These papers will be archived by the General Education Office. You will need a minimum of 15 sources for this paper.

Final Presentation As a group, you will present your topic and proposed solution in an oral defense. Presentations will last about 20 minutes, with extra time for questions and discussion.

Academic Integrity Students are expected to adhere to the Academic Integrity policies of Roanoke College. All work submitted for a grade is to be your own work!

Accessible Education Services Accessible Education Services (AES) is located in the Goode-Pasfield Center for Learning and Teaching in Fintel Library. AES provides reasonable accommodations to students with documented disabilities. To register for services, students must self-identify to AES, complete the registration process, and provide current documentation of a disability along with recommendations from the qualified specialist. Please contact Laura Leonard, Assistant Director of Academic Services for Accessible Education, at 540-375-2247 or by e-mail at aes@roanoke.edu to schedule an appointment. If you have registered with AES in the past and would like to receive academic accommodations for this semester, please contact Laura Leonard at your earliest convenience to schedule an appointment.

Writing Center Roanoke College's Writing Center is located on the Lower Level of Fintel Library and offers writing tutorials focused on written and oral communication for students working on writing assignments/projects in any field. Writers at all levels of competence may visit the Writing Center at any point in their process, from brainstorming to drafting to editing, to talk with trained peer tutors in informal, one-on-one sessions. The Writing Center is open Sunday through Thursday from 4 to 9 pm. Simply stop in, or schedule an appointment by going to www.roanoke.edu/writingcenter, where our schedule of writing workshops and creative writing playshops is also posted. Questions? Email writingcenter@roanoke.edu or call 375-4949. Like our Facebook page for updates!

Course Schedule The following schedule is approximate and subject to change.

Tues	Jan 14	Intro to course and to population models	<i>Find articles</i> <i>Read Weisman: Ch 1</i>
Thur	Jan 16	Group work activity & discussion / Form 1st groups	<i>Group Article Presentations assigned</i> <i>Read Weisman: Ch 4</i>
Tues	Jan 21	Group Article Presentations / Intro to GapMinder	<i>Individual Paper Assigned</i> <i>Read Weisman Ch 8</i>
Thur	Jan 23	GapMinder discussion / Form debate groups	<i>Read Weisman: Ch 9</i>
Tues	Jan 28	Discussion / Debate work day	<i>Indiv. Paper due by midnight</i> <i>Read Weisman: Ch 10 & 11</i>
Thur	Jan 30	Debate work day	<i>Debate Outline due by class</i> <i>Read Weisman: Ch 12</i>
Tues	Feb 4	Debate Day 1 / Discussion	<i>Read Weisman: Ch 13</i>
Thur	Feb 6	Debate Day 2 / Discussion	<i>Individual Assessment assigned</i> <i>Read Weisman: Ch 14</i>
Tues	Feb 11	Discussion / Brainstorm topics for final projects	<i>Indiv. Assessment due by 5PM</i> <i>Self-Reflection Paper assigned</i> <i>Read Weisman: Ch 15 & 16</i>
Thur	Feb 13	Share self-reflection / Decide final groups	<i>Self-Reflection due by class</i> <i>Read Weisman: Epilogue</i>
Tues	Feb 18	Work Day - decide final topics and plan	<i>Start Self-Evaluation logs</i> <i>Meetings with Piper (Tues-Mon)</i>
Thur	Feb 20	Group conferences - finalize topics (Library)	
Tues	Feb 25	Work Day (Library)	<i>Annotated Bib. due 5PM</i>
Thur	Feb 27	Group conferences - source assessment (Trexler 270J)	
Spring Break			
Tues	Mar 10	QR assessment - Trexler 166 Lab / Work Day	
Thur	Mar 12	Work day	<i>Solution Proposal due 5PM</i>
Tues	Mar 17	Group conferences - solution proposals (Trexler 270J)	
Thur	Mar 19	Work Day	
Tues	Mar 24	Work Day	<i>Start working on presentations</i>
Thur	Mar 26	Work Day	<i>First Draft due 5PM</i>

Tues	Mar 31	Group conferences - First drafts (Trexler 270J)	<i>Practice presentations this week</i>
Thur	Apr 2	Work Day	
Tues	Apr 7	Work Day <i>Climate Change Conversation Event</i>	<i>Second Draft due 5PM</i> <i>Finalize Presentations</i> 7-9PM in Pickle, see Inquire
Thur	Apr 9	Group conferences - Second draft (Trexler 270J)	
Tues	Apr 14	Presentations - Day 1	
Thur	Apr 16	Presentations - Day 2	
Fri	Apr 24	Final Paper Due	by Midnight