GEO 2370 - RESOURCES GEOGRAPHY

Section: 0002

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Fall 2025
Class Meeting Days: MWF
Class Meeting Time: 02:30PM - 03:20PM
Class Meeting Location: CB2 O206
Modality: P
Credit Hours: 3.00

Instructor Information

Name: Richard Tyre
Title: Instructor
Office Location: 305 B Howard Phillips Hall
Office Hours
Mondays and Wednesdays from 11:00-2:00
Email: Richard.Tyre@ucf.edu Due to the size of this course, please use the Canvas e-mail option on the left side of Webcourses to e-mail the professor or graduate assistant.

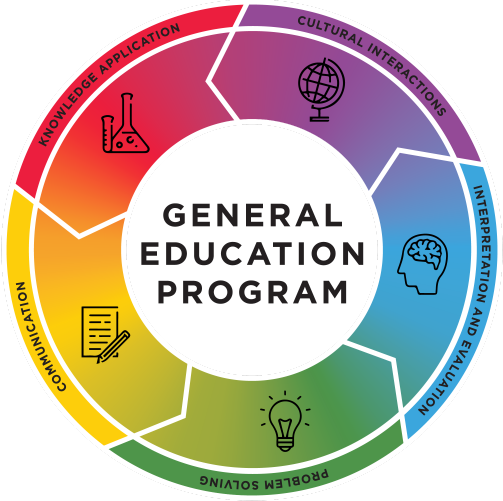
Course Description

GEO 2370 COS-POLS 3(3,0)Resources Geography: Analysis of basic principles and problems associated with development, use, conservation, and management of natural resources, with special emphasis on the United States. Fall, Spring.

The foundation of this course is in the analysis of basic principles and problems associated with development, use, and conservation management of natural resources, with special emphasis on the United States. Additionally, students will be challenged to think about the world around them, understand the multiple stakeholders behind resources and resource management, and understand how public opinion and politics impact resources and resource management.

This in an introductory level college course in Human-Environment Interaction and requires no prior knowledge of the subject.

General Education Program (GEP)



UCF's General Education Program (GEP) provides a cohesive learning experience across five key areas. Each course is designed to help students build essential skills and knowledge that connect across disciplines, preparing them for success in their academic, civic, and professional lives. This foundation equips students to make informed decisions and navigate a rapidly changing world.

Specifically, the GEP is intentionally designed to:

- Introduce students to a broad range of foundational knowledge.
- Provide students the opportunity to explore potential academic majors, minors, and careers.
- Equip students with the analytic and expressive skills required to engage in chosen pursuits.

- Develop critical thinking skills.
  Encourage lifelong learning.

This course fits into the University of Central Florida's General Education Program in the Science Foundations grouping. In this course, students will gain a deep understanding of scientific methods and learn to connect and apply them to challenges facing society. This part of the General Education Program is designed to help students learn to develop, assess, and apply models of systematic inquiry and to discover the relevance of such approaches to their lives in and beyond college. This course will help students learn to critically read and evaluate information, compile data, and analyze findings through application and experimentation.

Additionally, throughout this course, students will also find elements from the University of Central Florida's General Education Program's Interpretation and Evaluation grouping, in which students will learn to assess and decipher information in a world full of conflicting sources and to employ social science models to produce knowledge. This course will also require elements from the University of Central Florida's General Education Program's Communication grouping, as you will be required to speak and produce materials to showcase and develop your oral and written communication strategies and practice working with and creating multi-modal texts.

Student Learning Outcomes

After successful completion of this course, students will be able to:

1. To provide the student with the basic principles associated with resource development and use.

2. Students will learn about the use, conservation, and management of natural resources.

3. Define natural resources and become familiar with specific examples.

4. Analyze the economic factors that control the use of natural resources.

5. Investigate the political importance on natural resource issues.

6. Examine the ecological effects of natural resource consumption.

7. Debate the ethical implication of exploitation, conservation, and preservation

8. Investigate the issues associated with agriculture, grazing, forestry, and biodiversity.

9. Analyze the use of water resources.

10. Understand the cultural factors that influence the use of natural resources.

11. Investigate traditional and non-traditional energy resources.

12. Investigate the possibility of sustainability.

13. Produce advanced discussions on select resource issues and topics

14. Formulate an advanced level of understanding of the geography of resources.

Required Course Materials and Resources

None
Notes: All readings will be posted on Webcourses

Course Assessment and Grading Procedure

Percentage of Grade Composition:

Quizzes, Assignments, & Presentations 55%

Debate Reflections 12.5%

Debates 7.5%

Final Exam 25%

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Debate Group Grade	Assignment	100
	FINAL LETTER GRADE	Assignment	0
	Final Presentation Discussion Leader	Assignment	25

Due Date	Assignment Name	Assignment Type	Points
	Week 1 Quiz	Quiz	5
1/10/25	Week 1 Quiz	Assignment	5
1/20/25	Questionnaire for Groupings	Assignment	5
2/17/25	Define Nature Assignment	Assignment	100
2/21/25	Mid-Term Quiz: Intro to Geography, Identities, Political Cultures, Development Theories, Demography, Resource Economics, & Social Sciences	Quiz	32
2/24/25	Debate #1 Response	Assignment	10
2/26/25	Debate #2 Response	Assignment	10
2/26/25	Development Theories Reflection Assignment	Assignment	50
3/6/25	Debate #3 Response	Assignment	10
3/10/25	Debate #4 Response	Assignment	10
4/2/25	Final Presentation #1: NIMBY-ism	Assignment	5
4/7/25	Final Presentation #2: Tragedy of the Commons	Assignment	5
4/9/25	Final Presentation #3: Hubbert Curve	Assignment	5

Due Date	Assignment Name	Assignment Type	Points
4/14/25	Final Presentation #4: Appalachian Coal Identities	Assignment	5
4/21/25	Final Presentation #5: Farmland Identities	Assignment	5
4/21/25	Final Presentation #6: Ecotopia in the Pacific Northwest	Assignment	5
4/21/25	Final Presentation #7: Applications: Clean Air Act	Assignment	5
4/23/25	Final Presentation #8: Applications: Clean Water Act	Assignment	5
4/28/25	Final Exam	Quiz	56.5

Grading Scale

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Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%

Letter Grade	Percentage
D	64-66%
D-	61-63%
F	0-60%

Policies for Course Grade

Missed/Late Assignments

Late assignments will be accepted with a 5% deduction if within a week and 10% deduction if longer than one week. No assignments will be accepted after the final class of the semester in December.

Attendance

After meeting as a class, the students will have time to synthetize the information and formulate responses to the questions or projects. Some assignments may take weeks to complete while others only a few days. Assignment due dates will be announced when the assignment posts. Late work will be accepted on a case-by-case basis at the discretion of the instructor.

Artificial Intelligence (AI) Use Policy

The use of an Artificail Intelligence (AI) program is permitted as a way to dive into the topics discussed in class with another perspective. The use of AI, however, to represent your own work is NOT allowed. For all quizzes and exams, the student must have the website locked down and a camera present and on while taking the quiz or exam.

Disability Access & Accommodations

The University of Central Florida is committed to providing equal access to all students with disabilities (ADHD, learning disabilities, Autism, chronic medical conditions, physical disabilities, etc.). To receive consideration for reasonable disability-related course accommodations, disabled students must contact Student Accessibility Services (SAS) and complete the steps required for SAS to review accommodation requests. More information can be found on the UCF Student Accessibility Services website under the

Start Here tab or by contacting SAS directly (Ferrell Commons 185; sas@ucf.edu; Phone - 407-823-2371).

Approved accommodations are shared with course instructors via the SAS Course Accessibility Letter. Implementing certain accommodations may require discussion about specific considerations of the course design, course learning objectives, and the individual academic and course challenges experienced by the student. While students with disabilities or chronic health needs are also encouraged to discuss any course concerns with professors in addition to contacting SAS, professors are not required to facilitate disability-related adjustments to the course unless the professor has received a Course Accessibility Letter from SAS that outlines approved accommodations.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.

b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.

d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct and Academic Integrity, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on access and community engagement, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – ONAC – Office of Nondiscrimination & Accommodations Compliance & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

Reporting an Incident or Issue

If you believe you have experienced discrimination by any faculty or staff member, contact the Office of Nondiscrimination & Accommodations Compliance via the ONAC website or at 407-823-1336. You can also choose to report using the UCF Integrity Line either anonymously or as yourself at 1-855-877-6049 or by using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.
    - **DEFEND.** When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Class Schedule

Course Schedule

ek	Topic
	Introduction to the Course and Landscape Reading & What is Nature Discussion
	United States Geography & Regional Political Cultures
	Regional Physical & Resource Identities
	Development Theories & Their Applications
	Introduction to the Debates & Assign Debate Topics & Environmental Capitalism
	Group Meeting Times for Debates
	Debate 1 & 2
	Debate 3 & 4
	Population & Resource Management
	Identities in Resource Management
	Spring Break
	Flashpoints & Philosophy of Resource Management
	Final Presentations 1 & 2
	Final Presentations 3 & 4
	Final Presentations 5 & 6
	Final Presentations 7 & 8 and Final Exam Posts