



# THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

## **SYLLABUS: GEOG 5042 (HYBRID) LAND USE GEOGRAPHY AUTUMN 2021**

### **COURSE OVERVIEW**

#### **Instructor**

Instructor: Darla Munroe

Email address: [munroe.9@osu.edu](mailto:munroe.9@osu.edu)

Office hours: 10-11 am Thursdays on CarmenZoom, or by appointment

Office Location: Derby Hall 1036

Class meeting times / location: Tuesday OR Thursday, 2:20 – 3:40 pm, Derby 1080

**Health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.**

#### **Course description**

The growing liberalization of trade and finance over the past decade has accelerated global economic change. New economic possibilities are, in turn, changing the pace, scale, and dynamics by which natural resources—land, minerals, carbon—are metabolized in economic systems. The world's most remote forests are increasingly enrolled into carbon offset markets. The rising demand for meat is concentrated among a burgeoning urban middle class often far removed from sites of production. Foreign capital finances 'land grabs' that erratically transform landscapes of smallholder production into 'flex crop' monocultures. The remittances from low-wage migrants are changing the production possibilities of landscapes half a world away. **What frameworks can we use to study the commonalities among all these changes?**

**Land use** is the human management and modification of land. Land-use change could include the conversion of natural environment or wilderness into built environment such as settlements and semi-natural habitats such as arable fields, pastures, and managed woods. As

such, land use could be considered as the physical expression of social interdependencies: supporting and facilitating particular types of benefits, while restricting or precluding others. Our globally integrated economy serves to mask how our actions result in major land-use changes. If you buy roses online, they might have been farmed in Ethiopia and exported by a Dutch company. If you have an IRA account with Prudential, they may have invested your withholdings in these transactions.

Land use (e.g., residential or commercial real estate; subsistence agriculture or plantations) directly affects land cover (e.g., forest, agriculture, grasslands or impervious surface), which in turn has significant impacts on climate and the structure and function of ecosystems. Climate mitigation and adaptation will involve changes in land use. What role will human-environment geographers play in these adaptations?

## Course learning outcomes

By the end of this course, students should successfully be able to:

- Conceptualize land use as geographic phenomena that connect global human and environmental systems
- Describe strengths and weaknesses of various approaches to land use
- Evaluate current research strategies and debates in land use
- Analyze a case study of the student's choice
- Generate oral and written presentations from this analysis

## How this course works

**Hybrid mode of delivery:** This course is mostly online. There is one 80-minute required in person class session per week.

**Pace of online activities:** This course is divided into **four modules** that have weekly assigned readings, as well as supplementary materials. Students are expected to keep pace with weekly discussion posts. Students must be prepared for weekly in-class sessions.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (in-class instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of average. Of this allocated time, one 80-minute session will be held in person.

## Course materials (no purchases required!)

**Required – *all resources will be available electronically through Carmen***

The full reading list is provided following the Course Schedule at the end of this document.

**Films - All Films are available through either DocuSeek or Kanopy (both streaming platforms are OSU supported and have been vetted for accessibility standards, both provide adequate captioning, please contact the instructor if you need alternative assignments)**

This Changes Everything (85 min, 2015)

El Cacao (20 mins, 2015)

No Room to Grow (27 min, 2019)

Grandmas of Chernobyl (Babushkas of Chernobyl) (70 mins, 2015)

Spillover: Zika, Ebola & Beyond (56 mins, 2016)

The National Parks, America's Best Idea (2009)

- Episode 2, The Last Refuge (133 mins)
- Episode 5, Great Nature (115 mins)

The West (1996)

- Episode 7, The Geography of Hope (86 min)

Our Vanishing Forests (58 min, 1993)

**Case studies – there are three supplemental case studies for first three modules**

A Crack in the World As the Antarctic Heats Up

Chernobyl has become a refuge for wildlife

Life Inside the Armed Oregon Standoff HQ: Guns, Food and a Baby

**Articles - All articles are directly embedded in Carmen (see course schedule)**

Academic journal articles are numbered for weeks 1-9; you should be reading and discussing weekly (along with posting reactions to films and case studies)

### **Protecting Forests and Empowering Local Communities**

The final module of the class (centered around Renewal) will be a role-playing exercise.

Required articles for your assigned stakeholder role will also be available on Carmen.

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

### Technology skills necessary for this specific course

- [CarmenZoom](#) text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

### Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

### Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

### Carmen Access

You will need to use [BuckeyePass](#) multi-factor authentication to access your course in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass-Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click “Enter a Password” and then click “Text me new codes” button that appears. This will text you ten passcodes good for 365 days that can be each used once.
- [Download the Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or wi-fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4537 (HELP) and the IT support staff will work out a solution with you.

## Grading and faculty response

### Grades

Assignments	each	Due date	Total
<b>Discussion boards</b>			30
Anthrome, Disasters, Protected Areas	10	weekly	
<b>Individual papers</b>			15
Data brief	10	8-Oct	
Course debrief	5	10-Dec	
<b>Presentations</b>			10
Dragnet	5	17-Sep	
Socioecological diagram	5	29-Oct	
<b>Peer reviews</b>	5	17-Sep, 29-Oct	10
<b>Roundtable module</b>			35
Position paper	10	12-Nov	
Talking points discussion post	5	18-Nov	
Opening statements	5	15-Nov	
Negotiation and debate posts	10	22-Nov	
Proposal vote and justification	5	30-Nov	
<b>Total</b>			100

*See course schedule, below, for more information*

### Assignment information

*There are no final essays or final exams in this class. The assignments are organized to provide multiple lower stakes opportunities. While they will build of learning from various module, there are no cumulative high stakes assignments.*

**Discussion posts & responses:** At the end of each week students will write a discussion post in your class section thread. There is one discussion board for each of the first three modules (Anthrome, Disasters, Land Conflict). The purpose of the discussion boards is to help you discuss and analyze the assigned material (films, newspaper articles, journal articles). **You should post at least once per week, and comment on someone else's post at least twice per week.** Rubrics will be provided for discussion posts at the end of each module. Excellent work should respond to the main arguments in the reading materials and films that both demonstrates knowledge of content area as well as draws connections between content. Follow-up responses should evaluate the argument provided in peer's responses by engaging course material. Responses should be well-written, constructive and contribute to the group dialog.

**Individual papers:** Each student will write two individual papers. The **Data Brief** is part of the Disasters module: each student will research and identify four datasets (two human, and two physical) that could be used to study a particular natural disaster. The second individual paper is a short **Course Debrief**, reflecting on course learning, due on December 10<sup>th</sup> in lieu of a final exam. Excellent work in these individual papers demonstrates that student has read course material and can apply these concepts and details from case studies to a topic of one's own interest.

**Individual presentations:** Students will identify a research question about a land system of interest to them, and make two 5-minute presentations to the class. The first presentation is called a **Dragnet summary** (like the TV detectives: "Just the facts!"). The student should identify an example of a coupled natural-human system where social and environmental mutual interdependence is evident. The "facts" to discuss include specific details about this system and how it functions. The second presentation expands an example to include both local and global interconnections using a diagram. Excellent work demonstrates an interesting research question, additional information and research collected from external sources, and the application of readings and class content to topics of the students' choice.

**Peer Reviews:** Students will have the opportunity to review their class section member's contributions at the end of the first and third modules: how helpful, collaborative and professional communication has been on the discussion boards.

**Tambopata, Peru: Protecting Forests and Empowering Local Communities:** The final module of the semester will entail an online roundtable discussion. The core aim of this activity is to bring to life an example of community-engaged environmental conservation in the Peruvian Amazon. Specifically, students play stakeholder roles based on a real-life participatory zoning exercise for Tambopata National Reserve. Students will be assigned into various roles (nut grower, palm oil producer, mining company executive, et al.), and background readings will be provided for each

role. Ultimately, the class will have to agree on a map proposal to conserve forest resources in the region while allowing a mixture of other land-use activities. Toward this end each student will write a [position paper](#) summarizing their land-use priorities, and [talking points](#) to prepare for negotiation with other stakeholders. The roundtable will happen through the Carmen discussion board, including [opening statements](#) from each stakeholder, [negotiation and debate](#) to reconcile competing claims for land and varying priorities on forest conservation. Finally, each student will [vote on a zoning proposal](#), and justify their choice.

#### Other in-class activities:

- **Concept review:** The instructor will review major course concepts and provide examples in class each week
- **Worksheets:** Students will complete worksheets through Google Docs to ask questions as well respond to short, informal, ungraded quizzes to assess understanding on an ongoing basis.

## Late assignments

Late submissions will be accepted up to a week past the due date. One day late will incur a 10% penalty. Two days late will incur 20% penalty. Three days will incur a 30% penalty. Four days late will incur a 40% penalty. Five to seven days late will only receive 50% credit of the grade you would have received if it was submitted on time. If you contact me ahead of time for deadline adjustments you will not incur any penalty. Please refer to Carmen for due dates.

## Grading scale

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

### E-mail

I will reply to e-mails within **48 hours**, I will aim for **24 hours during school days**.

### Discussion board

I will check and reply to messages in the discussion boards every **48 hours on school days**.

### Office Hours

In-person and virtual office hours (held on CarmenZoom) require at least **24 hours notification** and will only be offered **during school days**.

## Attendance, participation, and discussions

### Student participation requirements

Because this is a hybrid course, your attendance is partially based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Attending class: ONCE PER WEEK**  
Each student is assigned to one cohort with a meeting date of Tuesday or Thursday. You should attend class regularly on that day. In the case of serious illness or other extenuating factors preventing your attendance, please email the instructor.
- **Logging in: AT LEAST TWICE PER WEEK**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours: OPTIONAL OR FLEXIBLE**  
I will hold office hours on Thursday mornings. Drop in, or if you are interested in discussing an assignment with me, please contact me at the beginning of the week to schedule an appointment.
- **Participating in discussion forums: 2 TIMES PER WEEK**  
As participation, each week you can expect to post two times as part of our substantive class discussion on the week's topics (see assignment information for discussion posts). One post should be your original post, and a second post, a response or comment to another student in your group.



## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Other course policies

### Academic integrity policy

#### Policies for this hybrid course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow the **Publication Manual of the American Psychological Association** ([click here for online version](#)) to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on an individual assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

## Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Molly Peirano, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available

through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

## Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video (Kanopy & Docuseek)
- Synchronous course tools

## Additional Student Support Services

**Student Advocacy Center:** Answer students' questions, direct students to appropriate resources and departments, provides general university guidance

- 614-292-1111 <http://advocacy.osu.edu/>

**Student Wellness Center:** Promoting student wellness through nine dimensions of wellness

- 614-292-4527 <http://swc.osu.edu/>

**Multicultural Center:** Offering programs, services and outreach for all OSU students; supporting and celebrating all students through a intercultural model

- 614-688-8449 <http://www.mcc.osu.edu/>

**Academic Advising:** Advising for undergraduate students on the Columbus campus is provided by the individual college or department that offers the program of study you are pursuing. This allows you to get advice from someone who knows the specifics of your curriculum

- <https://advising.osu.edu/>

**Student Academic Services:** Find information by topic and take care of your personal Buckeye business (i.e. Financial Aid and other services) online at [buckeyelink.osu.edu](http://buckeyelink.osu.edu). Or speak with someone in person.

- Student Academic Services Bldg., Lobby  
281 W. Lane Ave. [[map](#)]  
Monday–Thursday: 9 a.m. to 5 p.m.  
Friday: 9 a.m. to 4 p.m.

**Academic Support Services:** This includes various resources for learning support from tutoring and study strategies to stress management and confidence building.

- <http://younkinsuccess.osu.edu/academic-services/>

## Course schedule (subject to change)

Week 1 – Introduction to the course

### MODULE 1 – ANTHROPOCENE

Week 2 – Defining the Anthropocene

Readings: Lewis and Maslin; *Nat Geo* “A Crack in the World”

Films: *This Changes Everything*

DUE: Discussion post

Week 3 – Climate change and justice

Readings: Munroe and McSweeney

Films: *El Cacao*, *Room to Grow*

DUE: Discussion post

Week 4 – Resilience

Readings: Kelly et al.

DUE: Discussion post; 1<sup>st</sup> Peer review, Dragnet summary presentation in class

### MODULE 2 – DISASTERS

Week 5 – Disasters and Vulnerability

Readings: Cutter; *The Conversation* “Chernobyl has become a refuge for wildlife”

Films: *Grandmas of Chernobyl*

DUE: Discussion post

Week 6 - Disasters as Socioecological System (SES)

Readings: Armenteras et al; Strader et al  
 Films: *Spillover: Zika, Ebola*  
 DUE: Discussion post

Week 7 – Infectious disease as Socioecological system outcome  
 Readings: Vanwembeke et al.  
 DUE: Discussion post, Data brief

## MODULE 3 – WESTERN US LAND CONFLICT

Week 8 – Malheur Wildlife Refuge as Touchstone for Land Conflict  
 Readings: Gallaher, “Life Inside the Armed Oregon Standoff HQ”  
 Films: *Ken Burns's National Parks, Episode 2: The Last Refuge (1890-1915)*  
 DUE: Discussion post

Week 9 – Rangeland Systems and Public Lands  
 Reading: Wayland et al.  
 Films: *Ken Burns's The West, Episode 7: The Geography of Hope*  
 DUE: Discussion post

Week 10 – Globalization of Cattle Farming  
 Readings: Nepstad et al.  
 Films: *Ken Burns's National Parks, Episode 5: Great Nature (1933-1945)*  
 DUE: Discussion post, 2<sup>nd</sup> Peer review, GROUP Socioecological Diagram

## MODULE 4 – FOREST CONSERVATION IN TAMBOPATA, PERU

Week 11 – Orientation to the Module: participatory forest governance and zoning  
 Readings: Select **four peer reviewed sources and two non peer-reviewed readings** from your corresponding stakeholder role’s list to read in Weeks 11-13

Week 12 – Position paper preparation  
 DUE: Position paper

Week 13 – Roundtable and vote  
 DUE: Talking points, Roundtable opening statements

Week 14 – Differing stakeholder reactions to outcome  
 DUE: Vote with justification

DEBRIEF

Week 15 – Final summary paper

## Modules 1-3 journal article readings

- Armenteras, Dolors, Laura Schneider, and Liliana María Dávalos. “Fires in Protected Areas Reveal Unforeseen Costs of Colombian Peace.” *Nature Ecology & Evolution* 3, no. 1 (January 2019): 20–23. <https://doi.org/10.1038/s41559-018-0727-8>.
- Cutter, Susan L. “The Forgotten Casualties Redux: Women, Children, and Disaster Risk.” *Global Environmental Change* 42 (January 1, 2017): 117–21. <https://doi.org/10.1016/j.gloenvcha.2016.12.010>.
- Gallaher, C. (2016). Placing the militia occupation of the Malheur national wildlife refuge in Harney County, Oregon. *ACME: An International Journal for Critical Geographies*, 15(2), 293-308. <https://acme-journal.org/index.php/acme/article/view/1312>
- Kelly, Claire, Agostino Ferrara, Geoff A. Wilson, Francesco Ripullone, Angelo Nolè, Nichola Harmer, and Luca Salvati. “Community Resilience and Land Degradation in Forest and Shrubland Socio-Ecological Systems: Evidence from Gorgoglione, Basilicata, Italy.” *Land Use Policy* 46 (July 1, 2015): 11–20. <https://doi.org/10.1016/j.landusepol.2015.01.026>.
- Lewis, Simon L., and Mark A. Maslin. “Defining the Anthropocene.” *Nature* 519, no. 7542 (March 2015): 171–80. <https://doi.org/10.1038/nature14258>.
- Munroe, Darla K., and Kendra McSweeney. “Addressing Root Drivers of Land-Climate Dynamics.” *One Earth* 1, no. 2 (October 25, 2019): 181–84. <https://doi.org/10.1016/j.oneear.2019.10.001>.
- Nepstad, D. C., Stickler, C. M., & Almeida, O. T. (2006). Globalization of the Amazon soy and beef industries: opportunities for conservation. *Conservation biology*, 20(6), 1595-1603. <https://conbio.onlinelibrary.wiley.com/doi/full/10.1111/j.1523-1739.2006.00510.x>
- Strader, Stephen M., Walker S. Ashley, Thomas J. Pingel, and Andrew J. Kremenec. “How Land Use Alters the Tornado Disaster Landscape.” *Applied Geography* 94 (May 1, 2018): 18–29. <https://doi.org/10.1016/j.apgeog.2018.03.005>.
- Vanwambeke, Sophie O, Catherine Linard, and Marius Gilbert. “Emerging Challenges of Infectious Diseases as a Feature of Land Systems.” *Current Opinion in Environmental Sustainability* 38 (June 2019): 31–36. <https://doi.org/10.1016/j.cosust.2019.05.005>.
- Wayland, T., West, L., Mata, J., & Turner, B. L. (2018). Why are proposed public land transfers a source of extreme conflict and resistance?. *Rangelands*, 40(2), 53-64.

## Module 4 readings: Tambopata role-playing exercise readings

Students will be assigned various stakeholder roles later in the semester, and there is a curated set of readings for each role.