

## Geog 5402: Land-Use Geography

Dr. Darla Munroe; Derby 1036

Office hours: T/Th 1:00 – 3:00 p.m. or by appointment

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### Overview

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?

**Any student who feels they may need an accommodation based on the impact of a disability should contact me privately to discuss their specific needs. Please contact the Student Life Disability Services at 614-292-3307 in room 098 Baker Hall to coordinate reasonable accommodations for documented disabilities.**

This class will provide an introduction to some major trends in land use (resource extraction, forest recovery, rural development) with reference to underlying processes (globalization, neoliberalism, post-Fordist production systems). An underlying theme will be getting to know the interdisciplinary field of land-change science, which seeks to measure, monitor and model major land-use changes and provide support to stakeholders and policy makers.

### Course goals

Upon completing this course, students will:

- Be able to analyze land-use issues and problems; and
- Summarize the major processes, actors and themes at work.

*Format:* This course will be a combination of lecture and small group work. Students will individually research one land-use problem throughout the semester culminating in a presentation.

### **Course evaluation, percent**

<b>In-class assignments</b>	3 each	30
<b>Responses to the readings</b>	2 each	20
<b>Exams</b>		
Midterm, March 5	15	30
Final, April 29	15	
<b>Land-Use Project</b>		20
Proposal	5	
PechaKucha	10	
Peer reviews	5	
<b>Total</b>		<b>100</b>

### **Class policies**

Our primary joint responsibility in this class is to create a productive learning community. Good humor and support of one another are welcomed and encouraged. You should respect my right to teach and the right of your fellow students to learn. You are expected to conduct yourself with courtesy at all times and to treat everyone with respect.

**Threatening or intimidating speech in any form will not be tolerated.** Other disruptive behavior includes, but is not limited to, holding conversations with classmates, passing notes, making unnecessary comments, leaving and coming back into the classroom (except in emergencies), coming in late or leaving early on frequent occasions, surfing the web and failing to turn off cell phones. If you violate these standards of courtesy and respect, you may be dismissed from class.

*Course material:* Students are responsible for all material presented in class and all assigned readings. It is assumed that students have completed the readings before class.

**Integration of course themes will be assessed in the land-use project, and many of these themes will be discussed only in class.** Students are expected to attend all classes, complete the required reading, participate in class discussion and activities, and **turn in all assignments on the scheduled dates**. Students are also expected to take a proactive role

by seeking assistance from the instructor when problems arise. Lecture outlines will be posted on Carmen. In the event that you miss class, seek detailed notes from a classmate.

*Missing work due to illness or other circumstances:* Students who miss class due to serious illness or other extreme circumstances must submit documentation to me within one week of the absence in order to turn in any work missed. If documentation is not received within this period excusing the absence, the student will receive a 0 (zero) grade for any work missed.

*Use of classroom technology:* It is the student's responsibility to ensure access to our learning technology website, Carmen, and all of its tools. This includes seeking technical support from OSU staff (ocio.osu.edu) when encountering any problems. Students must themselves confirm that discussion postings are successfully posted or files are uploaded to Carmen in order to receive credit.

*Gradebook:* It is also the student's responsibility to look at the **Carmen gradebook** regularly. We make every effort to keep your grade up to date and students should be well aware of their class standing at all times throughout the semester.

*Class readings:* The class readings are available in a zip file on the Carmen Modules page. You must submit short (~200) reactions to the readings before 3 pm each Tuesday (except for Thursday in Week 1). One reaction grade will be dropped.

*Class participation:* Students are expected to complete every assigned reading BEFORE we cover the topic in class.

*In-class assignments:* On most Thursdays, we will have some sort of discussion or group work. You need to be present and prepared, and you should participate to the best of your abilities. One ICA grade will be dropped. There are no make-ups for missed ICAs.

*Exams:* There are two exams (a midterm and a final). These exams will be a combination of short answer, short essay and essay format. All material: readings, lectures, film, in-class activities, are fair game.

*Land-use project:* Students will sign up on Carmen for a land-use topic that they will investigate individually, culminating in a presentation toward the end of the semester.

- Proposal – finding original, peer-reviewed research on the topic and critically reviewing
- PechaKucha – a 6:40 minute presentation that will be recorded and uploaded to Carmen
- Peer reviews – students will watch and review 4 presentations made by their peers

*Academic Misconduct:* Academic misconduct in any form will not be tolerated. This includes, but is not limited to, cheating and plagiarism. Students are referred to the definitions of academic misconduct found here

<https://trustees.osu.edu/sites/default/files/migrated/assets/files/RuleBook/CodeStudentConduct.pdf>

Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected misconduct, in accordance with university rules, will be reported to the Committee on Academic Misconduct.

**Readings** (all readings can be found on Carmen in one zip file)

- Alonso, W. (1960). A theory of the urban land market. *Papers and Proceedings of the Regional Science Association*, 6(1), 149-157.
- Davis, J., & Lopez-Carr, D. (2014). Migration, remittances and smallholder decision-making: implications for land use and livelihood change in Central America. *Land Use Policy*, 36, 319-329.
- Ellis, E. A., & Porter-Bolland, L. (2008). Is community-based forest management more effective than protected areas?: A comparison of land use/land cover change in two neighboring study areas of the Central Yucatan Peninsula, Mexico. *Forest Ecology and Management*, 256(11), 1971-1983. doi:<http://dx.doi.org/10.1016/j.foreco.2008.07.036>
- Foley, J. A., DeFries, R., Asner, G. P., Barford, C., Bonan, G., Carpenter, S. R., . . . Snyder, P. K. (2005). Global Consequences of Land Use. *Science*, 309(5734), 570.
- 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.
- Hayter, R., Barnes, T. J., & Bradshaw, M. J. (2003). Relocating resource peripheries to the core of economic geography's theorizing: rationale and agenda. *Area*, 35(1), 15-23.
- Lambin, E. F., & Meyfroidt, P. (2011). Global land use change, economic globalization, and the looming land scarcity. *Proceedings of the National Academy of Sciences*, 108(9), 3465-3472. doi:10.1073/pnas.1100480108
- Liverman, D. M., & Cuesta, R. M. R. (2008). Human interactions with the Earth system: people and pixels revisited. *Earth Surface Processes and Landforms*, 33(9), 1458-1471. doi:10.1002/esp.1715
- Messerli, P., Heinimann, A., Giger, M., Breu, T., & Schönweger, O. (2013). From 'land grabbing' to sustainable investments in land: potential contributions by land change science. *Current Opinion in Environmental Sustainability*, 5(5), 528-534.
- Munroe, D. K., Gallemore, C., & Van Berkel, D. (2017). Hot-tub cabin rentals and forest tourism in Hocking County, Ohio. *Revue économique*, 68(3), 491-510.
- Sikor, T., Auld, G., Bebbington, A. J., Benjaminsen, T. A., Gentry, B. S., Hunsberger, C., . . . Schroeder, H. (2013). Global land governance: from territory to flow? *Current Opinion in Environmental Sustainability*, 5(5), 522-527.
- Srour, I., Kockelman, K., & Dunn, T. (2002). Accessibility indices: Connection to residential land prices and location choices. *Transportation Research Record: Journal of the Transportation Research Board*(1805), 25-34.

**Schedule** (subject to change)

Week	Date	Day	Topic	Reading	Due
1	8-Jan	Tue	Introduction		
	10-Jan	Thurs	Land-use trends	Foley et al.	
2	15-Jan	Tue	Globalization of land use	Lambin and Meyfroidt	
	17-Jan	Thurs	Cash crops		ICA 1, Alpha
3	22-Jan	Tue	Remittances	Davis and Lopez-Carr	
	24-Jan	Thurs	Flows of land investments		ICA 2, Beta
4	29-Jan	Tue	Boom-bust landscapes	Hayter et al.	
	31-Jan	Thurs	Resource peripheries		ICA 3, Gamma
5	5-Feb	Tue	Malheur background	Background materials	
	7-Feb	Thurs	Role-playing exercise		ICA 4, NO GROUPS
6	12-Feb	Tue	Land grabs	Messerli et al.	Sign up for Project topic
	14-Feb	Thurs	Land Matrix		ICA 5, Project
7	19-Feb	Tue	Governance	Sikor et al.	
	21-Feb	Thurs	Leapfrogging		ICA 6, Alpha
8	26-Feb	Tue	Agents of change	Liverman et al.	
	28-Feb	Thurs	Transnational corporations		ICA 7, Beta
9	5-Mar	Tue	Midterm		
	<b>7-Mar</b>	Thurs	No class		
10	<b>12-Mar</b>	Tue	Spring break		
	<b>14-Mar</b>	Thurs	Spring break		
11	19-Mar	Tue	Spatial externalities	Munroe et al.	Pecha Kucha proposal
	21-Mar	Thurs	NIMBY		ICA 8, Gamma
12	26-Mar	Tue	Accessibility	Srouf et al. 2002	
	28-Mar	Thurs	Bid-rent		ICA 9, Alpha
13	2-Apr	Tue	Fertility gradients	Alonso 1960	
	4-Apr	Thurs	Green Revolution		ICA 10, Projects
14	9-Apr	Tue	Protected areas	Ellis and Porter	
	11-Apr	Thurs	<i>A Forest Returns</i>		ICA 11, Beta
15	<b>16-Apr</b>	Tue	PechaKucha		
	<b>18-Apr</b>	Thurs	PechaKucha		
	<b>29-Apr</b>	Monday	Final exam	6-7:45 pm	