EnvS 4020: Foundations of Environmental Studies

I recommend downloading a copy of the syllabus here: EnvS 4020 Syllabus.docx
(https://usu.instructure.com/courses/700874/files/83372437?verifier=hQxARBg8jNfb05HNkpTj9Jt3DfbFeAY0Q7a7xzPs&wrap=1)

Below is copy pasted from the syllabus.... but it isn’t formatted well :)

COURSE DESCRIPTION:

This course explores the historical views that serve as the foundation for understanding sustainable scientific, social, and ethical management of the environment and natural resources. We pair these views with prehistoric experiences of similar issues. In this way, students learn how to use past data to understand modern challenges. We can also learn how people may respond to environmental challenges by looking to the past.

KEY LEARNING OBJECTIVES:

At the conclusion of this course students will be able to:

1. understand processes of acquiring knowledge and information;
2. reason logically, critically, creatively, and independently, and be able to address problems in a broad context;
3. recognize different ways of thinking, creating, expressing, and communicating through a variety of media;
4. understand diversity in value systems and cultures in an interdependent world;
5. develop a capacity for self-assessment and lifelong learning;

1. understanding the nature, history, and methods of the arts and humanities, as well as the natural and physical sciences;
2. understanding the cultural, historical, and natural contexts shaping the human experience; and
3. interpreting the important cultural, socio-economic, scientific, and technological issues of the diverse global community in which we live.

Instructor

INSTRUCTOR: Dr. Stefani Crabtree. Assistant Professor, Dept. of Environment and Society (EnvS). Email: stefani.crabtree@usu.edu. Office: NR 367.

TA: Emily Fletcher. Email: emily.fletcher@usu.edu

COURSE REFERENCE MATERIALS:

You have one required book. You can purchase used copies online, or buy it from the bookstore. Floating Coast by Bathsheba Demuth.
Class Grade:

Colleague/Participation Points**: 50

Final Poster: 100

Midterm 1: 50

Midterm 2: 50

Weekly quiz: 100 total (~10 per week)

Total Number of points: 350 (more or less)

Extra Credit: Can add up to 36 points. Will be graded like an assignment; full points not likely. Information at the end of the syllabus.

GRADING: The total possible points for this course will be about 350. Final letter grades will be roughly based on the traditional point scale based on the percentage of total possible points achieved. For example, the typical scale would be: A (93–100%); A- (90–92%); B+ (87–89%); B (83–86%); B- (80–82%); C+ (77–79%); C (73–76%); C- (70–72%); D (60–69%); F (Below 60%).

Course Schedule/Outline

Format of the course:

Lectures will be uploaded to Canvas

We will have occasional Zoom discussions of the readings (highlighted in yellow).

<table>
<thead>
<tr>
<th>Monday</th>
<th>Wednesday</th>
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<tbody>
<tr>
<td>Week 1</td>
<td></td>
</tr>
<tr>
<td>January 10</td>
<td>January 12</td>
</tr>
<tr>
<td><strong>Syllabus day, questions?</strong></td>
<td><strong>Lecture: The beginnings of environmental thought</strong></td>
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| Week 2                      |                                                |
|-----------------------------|                                                |
| January 17                  | January 19                                     |
Lecture: Conservation and Preservation in America

NO CLASS MLK DAY

READ for lecture: Leopold “The Land Ethic” available on canvas.

Quiz 1.

Week 3

January 24

Lecture:

READ for lecture “Whale Country” pp. 15-44 in Floating Coast.

Quiz 2.

Week 4

January 26

Online discussion: Land ethics, sea ethics, and a plurality of voices

READ for class “Whale Fall” pp. 44-73 in Floating Coast.

Week 5

January 31

Online study session

READ for class “Whale Fall” pp. 44-73 in Floating Coast.

February 2

MIDTERM 1 DUE

Week 6

February 7

Lecture: resource extraction

READ for lecture “The Floating Coast” pp. 73-101 in Floating Coast.

Quiz 3.

February 9

Lecture: thinking of the Earth in different contexts

READ for lecture « The Walking Ice » pp. 102-136 in Floating Coast.

Week 7

February 14

Lecture: Predator Prey Relationships

Online discussion and activity: Lotka Volterra


Quiz 4.

February 16

Week 8

February 21

February 23
NO CLASS PRESIDENTS DAY

Course recap up to now

Week 8
February 28
Online study session

Week 9
March 7
NO CLASS SPRING BREAK

Week 10
March 14

Lecture: The prehistoric roots of Smog
and what ELSE comes out of a bog.

Quiz 5.

Week 11
March 21
Lecture: Sea Level Rise

READ for lecture: “Save Tuvalu save the
world”

Quiz 6

Week 12
March 28
Lecture: Costs and benefits of savings
now vs. later

257-279 in Floating Coast

Quiz 8

Week 13
April 4

READ for class: Sahul Migrations vs. Modern
Migrations

April 6
About the assignments:

Quizzes:

There will be 10 quizzes throughout the course. These examine what you have read, and what you have learned in lecture. They have strict due dates so you don’t pile them all up at the end of the semester. They are fairly easy; just take them on time.

Colleague/Participation points:
We have 5 class periods devoted to discussion of readings and themes in this class. This is so that you don't just passively watch me talking at you for a whole semester, it's your opportunity to give your thoughts, and it's our opportunity to discuss themes together. You get 10 points per class period for these.

Not everyone loves talking in class, so there are many ways to get the full points. We call these “colleague points” and they are a way to learn how to be a good colleague.

1. During each of our discussion sessions (as well as the study sessions) we will have TWO class note takers. I will not be recording these sessions, but note takers will take notes and post the notes online (or send them to me and I post them).
2. Write a letter to future students. At the end of the semester you will have the opportunity to gain 'participation points' by writing a letter to students who take this class in the future. What tips and tricks do you have for navigating the course? What is my teaching and grading style like, and how could you have been better prepared? Think of this as being kind to the future generation.
3. Help your colleagues. Organize study sessions, help someone in the library (and give me proof of that help), proof read their final posters. Do things that help enhance the learning experience.

Doing the above can help with your final 50 points for participation/colleague points.

**Midterms:** Worth 50 points each, these will be given online, and include short answer, multiple choice, matching, etc. They will cover everything we have learned up to the day you take the test.

**Final Poster:**

Instead of taking a final, we will be creating scientific posters for class based on ideas of 'learning from the past.' I will give you a choice of some selected topics, or you can come up with your own. You will present these either in person or in the online platform “Gather Town.” The aim of this is to make class feel as much like a scientific conference as possible!

More information available as the midterm approaches.

**EXTRA CREDIT OPPORTUNITIES**

1. **Attend a lecture and reflect on it:** Worth up to 3 points each (can attend two in the semester)
The ENVS Department hosts a variety of lectures throughout the semester. For 3 points you may attend a lecture and write up a short (1-2 page, double spaced, 12 point font, 1” margins) reflection on the lecture.

Writeup should:

- Briefly summarize the lecture (Who spoke? Where is this person from? What was the title of the lecture?)
- Discuss why this lecture is important for questions on environmental issues
- Discuss what especially you found interesting about the lecture

Due within 1 week of attending the lecture

ENVS departmental lectures are held on Tuesdays, 1:30-2:30 Mountain time during the spring semester.

2. Sometimes you just don’t do as well in the course as you hope, and you need an extra boost. Due NO LATER THAN APRIL 28th You can read a new book called The Nutmeg’s Curse by Amitav Ghosh. I have not finished reading this book yet, but it seems very germane to the class. “In Ghosh’s hands, the story of the nutmeg becomes a parable for our environmental crisis, revealing the ways human history has always been entangled with earthly materials such as spices, tea, sugarcane, opium, and fossil fuels. Our crisis, he shows, is ultimately the result of a mechanistic view of the earth, where nature exists only as a resource for humans to use for our own ends, rather than a force of its own, full of agency and meaning.”

You will write an 10 page essay, 1” margins, 12 point font, double spaced, with citations and in-text quotes to support your argument, based on the book and themes from the class. This paper can give up Up to 30 points extra credit (aka, 8.5% of your grade) but you have to work for it.

Total possible extra credit: 36 points, or just over 10% of our total class points. That’s how you get from a D to a C, or a C to a B.

Library Services

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at libguides.usu.edu/rc. (http://libguides.usu.edu/rc)

Classroom Civility

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read Student Code Article V Section V-3 (https://studentconduct.usu.edu/studentcode/article5) for more information.
COVID-19 Classroom Accommodations

If you face COVID-19 related challenges and feel you need accommodations, you must request those accommodations by filling out the COVID-19 Questionnaire (https://www.usu.edu/covid-19/questionnaire/index.php). Upon doing so, the University COVID CARE Team (https://www.usu.edu/covid-19/if-you-are-sick/care-team.php) will contact you to determine your needs and how to support you. The CARE Team will also contact your instructors and provide important direction on how best to accommodate your needs. For additional reference, please see USU's Attendance and Excused Absence (https://catalog.usu.edu/content.php?catoid=12&navoid=3160) policy and the COVID-19 Classroom Accommodations (https://www.usu.edu/covid-19/operations/accomodations) page.

Reducing COVID-19 Risk

You can help keep classes, events, and activities happening in person this semester by following these steps:

1. **Get vaccinated if you're able.** Vaccines are the best available tool to help stop the spread of COVID-19. They are safe, free, and easy to access.
2. **If you are vaccinated, let USU know.** Please upload your proof of full vaccination (http://aggiehealth.usu.edu/) to AggieHealth. If you are exposed to COVID-19, USU’s case containment will not require you to quarantine if they know you are vaccinated and you do not have symptoms.
3. **Stay home if you're sick** and get tested for COVID-19 if you have symptoms or have been exposed. It’s important to not bring any illness to campus.
4. **Wear a mask indoors.** Public health experts recommend that even vaccinated people wear masks indoors in high COVID-19 transmission areas, which includes most of Utah.

If USU’s COVID Case Containment team identifies an uncontained situation in the classroom, you will be notified of any temporary changes to your course delivery method through a Canvas announcement. Please make sure you are receiving immediate notifications of new Canvas announcements. The situation will be handled according to protocols on the COVID Classroom Exposure (https://www.usu.edu/covid-19/students/classroom-exposure) page.

Class Seating Charts (For In-Person Classes)

In classes with more than 10 students, a seating chart will be used to track where you are sitting. After the first week of classes, your instructor will tell you how to enter your seat number in Canvas. **You must sit in the same seat for the rest of the semester.** This is extremely important for tracking cases of COVID-19 and helping classes remain in person.

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 (http://www.usu.edu/hr/files/uploads/Policies/403.pdf) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:
"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

**Academic Dishonesty**

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University’s Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.

- **Falsification**: altering or fabricating any information or citation in an academic exercise or activity.

- **Plagiarism**: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: ARTICLE VI. University Regulations Regarding Academic Integrity (https://studentconduct.usu.edu/studentcode/article6)

**Discrimination and Sexual Misconduct**

**General Overview**

USU strives to provide an environment for students and employees that is free from discrimination (https://www.usu.edu/equity/non-discrimination.php) and sexual misconduct (https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms.php). If you experience sexual misconduct or discrimination at any point during the semester inside or outside of class, you are encouraged to contact the USU Title IX Coordinator (https://www.usu.edu/equity/sexual-misconduct/Title-IX-Coordinator.php) via Old Main room 161 in Logan, 435-797-1266 (tel:1-435-797-1266), titleix@usu.edu (mailto:titleix@usu.edu), or at equity.usu.edu/report (https://www.usu.edu/equity/report.php). You can learn more about the USU resources available for individuals who have experienced sexual misconduct at sexualrespect.usu.edu (https://www.usu.edu/sexual-respect/). Resources for individuals who have experienced discrimination are listed at equity.usu.edu/resources (https://www.usu.edu/equity/resources).

**Required Reporting of Sexual Misconduct**
The instructor is designated by USU as a "reporting employee." This means that if you share information about sexual misconduct with the instructor, they will report that information to the USU Title IX Coordinator. The instructor is also required to tell you about designated confidential resources, supportive measures, and how you can file a report with the USU Title IX Coordinator.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term ‘extenuating’ circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Respect for Diversity

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: https://studentaffairs.usu.edu, (435) 797-1712, studentservices@usu.edu
- Student Legal Services: https://ususa.usu.edu/student-association/student-advocacy/legal-services, (435) 797-2912, TSC 326
- Access and Diversity: http://accesscenter.usu.edu, (435) 797-1728, access@usu.edu
- Multicultural Programs: http://accesscenter.usu.edu/multiculture, (435) 797-1728, TSC 315
- LGBTQA Programs: http://accesscenter.usu.edu/lgbtqa, (435) 797-1728, TSC 3145
- Provost’s Office Diversity Resources: https://www.usu.edu/provost/diversity, (435) 797-8176

You can learn about your student rights by visiting:
The Code of Policies and Procedures for Students at Utah State University: https://studentconduct.usu.edu/studentcode

Grievance Process
Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: Article VII (https://studentconduct.usu.edu/studentcode/article7).

**Full details for USU Academic Policies and Procedures can be found at:**

- Student Conduct (http://www.usu.edu/studentconduct)
- Student Code (https://studentconduct.usu.edu/studentcode/)
- Academic Integrity (https://studentconduct.usu.edu/studentcode/article6)

**Emergency Procedures**

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

**Mental Health**

Mental health is critically important for the success of USU students. 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 your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at Counseling and Psychological Services (CAPS) (https://counseling.usu.edu).

Students are also encouraged to download the “SafeUT App” (https://healthcare.utah.edu/uni/programs/safe-ut-smartphone-app) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.