

SYLLABUS
E183 ENVIRONMENT AND PEOPLE – FALL 2021
MW 11:30 – 12:45 – PV277

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COURSE OBJECTIVES

The main objective of this course is to assist the student to develop an appreciation for their place on this planet, the impact, negative and positive, of their existence on the planet, and the potential resources for learning what to do about our ecosystem. Legendary nature observer Aldo Leopold wrote: “We who are the heirs...of Paul Bunyan have not found out either what we are doing to the river or what the river is doing to us.” Environment and People explores both of these queries.

There are no curricular prerequisites for this course, though I expect that students have studied biology in high school.

STUDENT LEARNING OUTCOMES

1. Dimensions: Human-Environment Interactions & Impacts: students should be able to explain ways in which a student’s/a society’s actions impact the surrounding environment and explain ways in which the environment affects a student/a society
2. Environmental Literacy and Fluency: Students will be able to summarize, explain, and analyze environmental problems they encounter in the media articles and news stories. They will also be able to find more information on these environmental problems by using appropriate research methods and resources. They will be able to then summarize and interpret the information, then ask questions for gaps in information provided and gaps in their conceptual knowledge
3. Policy Tools: Students should be able to *recognize* and *explain* policy tools (or policies) that are in place to deal with environmental problems as well as articulate the roles of these *identify* organizations/government agencies that are responsible for designing and monitoring those policies.
4. Environmental Solutions: Students should be able to recommend alternatives to existing environmental policies
5. Informed Arguments & Fluency: Students will be able to analyze media articles and news stories. They will be able to then summarize and interpret the information, then ask questions for gaps in information provided and gaps in their conceptual knowledge. Student will be able to review opposing viewpoints on environmental issues, find credible sources and make coherent arguments using the correct scientific terminology.

COURSE REQUIREMENTS

Grading will be based on 5 components:

- 1) Daily short quizzes (30%)
- 2) Three midterms (50% total)
- 3) Group poster presentation (20%)

Daily short quizzes: Before each lecture, a reading for that day's lecture will be assigned. Also posted will be a set of questions that give the main learning objectives for that reading. A short quiz of about 5-10 minutes will be given as a subset of the posted set of questions. Students turn in individual answers to the daily short quizzes.

No quiz make-ups. Don't attempt to negotiate make-up quizzes for weddings, interviews, study sessions in other courses, alarm clock failed to wake you, roommate's car didn't work so you couldn't make it to class, etc...as stated above.

Because there are no quiz makeups, points to make up your **lowest two quiz scores will be added to your grade** at the end of the semester when calculating your final grade.

Midterms: The class is divided into three sections. At the end of each section, a midterm will be given. This midterm will consist almost entirely of questions from the reading questions and study questions, available online through Canvas. Since it will be difficult to pass this class if you do not attend all three exams, I advise you to drop this course if you cannot make all three exams.

Exams will be usually be graded and scores posted within one week of exam date. Exams are not allowed to be copied in any form. They will be retained by the instructor and are available throughout the semester for the student to examine upon request.

There is no final exam for this class.

Group Poster Presentation: At the beginning of week 3, groups of 4 or so students will be randomly assigned to cooperate on the group poster. The group poster is an original research project where you will seek to produce original knowledge about a sustainability topic.

The group poster will be introduced more in week 3, but the key steps to performing this project are:

- 1) Identify a project topic.
- 2) Decide on a methodology to answer the question.
- 3) Search the literature to find studies or initiatives that have researched similar questions.
- 4) Set up a meeting with the instructor to discuss methods and goals.
- 5) Collect data.
- 6) Graph data.
- 7) Analyze data and interpret findings.
- 8) Draw conclusions.

Your posters will then be presented and graded in-class during the last week of school.

CURVE: The class will be curved. Canvas does not curve, so do not worry about the grade assigned by Canvas. I will try to keep you up-to-date as often as possible what your grade in the class is.

SCHEDULE: The full schedule for this class is posted online on Canvas. Topics and assignments will follow the class schedule as closely as possible; however, this schedule is subject to change. Adjustments to topics and due dates may occur. Please check Canvas consistently to make sure that you are up-to-date on readings, assignments, and important dates for the class.

MATERIALS

There is no text for the course. There will be assigned readings from journal articles, books, websites and the like. Readings and handouts will be posted at least one week before the class on the Canvas website. Please read the material before coming to class. Your notes will be important study aids for the course.

COURSE POLICIES AND EXPECTATIONS

O'Neill School expectations of civility and professional conduct

The O'Neill School takes matters of honesty and integrity seriously because O'Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O'Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O'Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.
- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
- Students must not destroy or deface classroom property nor leave litter in the classroom.

Academic Dishonesty

This class has a zero tolerance policy for academic dishonesty, including cheating and plagiarism. In this era of information exchange, the effects of academic dishonesty can permanently damage your professional reputation; the wide availability of information on the internet also makes plagiarism extremely easy to detect.

If caught, you will not only receive a zero on your assignment and an F for the course, but you will face possible expulsion from the class and from Indiana University.

Students are expected to adhere to IU's Code of Student Rights, Responsibilities, and Conduct, available online at: <http://www.iu.edu/~code/>

Note Selling

Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Materials

The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are

permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

Assignment Policy

Assignments in this class consist of required readings and deliverables related to the poster project. Readings assigned on a particular date in the course schedule must be completed before the class meeting.

For deliverables related to the poster project, any assignment turned in late will be marked by Canvas. There will be a reduction in the assignment grade: 1) 15% reduction for assignments turned in between 1 minute and 24 hours past the deadline, 2) a further 15% reduction for each additional 24 hours that are required.

All exams must be taken during the class period in which they are scheduled. Missing an exam will result in a "0" given for that exam.

The exception to this rule is in the case of a documented illness or family emergency. Such extension requests must be made via email at least 24 hours before the assignment due date/test date. If you miss an assignment or test due to illness, you must provide a note from a doctor written on letterhead with the doctor's name, signature and telephone number.

If you miss an assignment or test due to a family emergency, you must notify me via email before the assignment due date/test date. In addition, you must provide a written explanation of the nature of the emergency, the dates on which you were away from school, where you stayed during those dates, the telephone number of the person with whom you stayed, and the name and telephone number of the officiating party (funeral director, minister, rabbi, etc.) in the case of a death, and the name of the treating doctor in the case of a family member's serious illness. I understand that providing this information may be a burden on you at a particularly difficult and sensitive time. Unfortunately, we have found that assignment deadlines and particularly tests have led to unexplained epidemics of illnesses and family deaths.

Technical difficulties and job interviews are not excuses for missed assignments, classes, or tests; please plan ahead and call UITS for support in advance of the deadline if technical difficulties arise.

Incompletes. SPEA policy states that incomplete grades are only considered if at least 80% of the coursework has been completed and a student is physically unable to complete the remainder.

Canvas. This course is administered online via Canvas. It is your responsibility as a graduate student to check Canvas daily during the week—just as you would check your email—for important announcements and course updates. I will use Canvas to post updates, clarifications, additional resources, some class notes, and the like. If you do not check Canvas regularly, you will certainly miss important updates. Failure to log in and check Canvas is not an excuse for being unaware of changes in course requirements.

Counseling and Psychological Services

For information about services offered to students by CAPS: <http://healthcenter.indiana.edu/counseling/index.shtml>.

Religious Observances

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found at the following website:

<http://vpfaa.indiana.edu/policies/bloomington/instructional-responsibilities/religious-observances.shtml>.

Disability Services for Students

Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the DSS Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <http://studentaffairs.iub.edu/dss/>.

Sexual Harassment

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

For more information about available resources: <http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

Commitment to Diversity: Find your home and community at IU

Asian Culture Center

Address: 807 East Tenth Street, Bloomington, IN 47408

Phone: 812-856-5361

Email: acc@indiana.edu

Website: <https://asianresource.indiana.edu/index.html>

First Nations Educational & Cultural Center

Address: 712 E 8th St., Bloomington, IN 47408

Phone: 812-855-4814

Email: fnecc@indiana.edu

Website: <https://firstnations.indiana.edu/contact/index.html>

LGBTQ+ Culture Center

Address: 705 E 7th St., Bloomington, Indiana 47408

Phone: 812-855-4252

Email: glbtserv@indiana.edu

Website: <https://lgbtq.indiana.edu/contact/index.html>

La Casa Latino Culture Center

Address: 715 E 7th St., Bloomington IN, 47408

Phone: 812-855-0174

Email: lacasa@indiana.edu

Website: <https://lacasa.indiana.edu/>

Neal Marshall Black Culture Center

Address: 275 N Jordan Ave Bloomington, Indiana 47405

Phone: 812-855-9271

Email: nmgrad@indiana.edu

Website: <https://blackculture.indiana.edu/index.html>