



# Introduction to Environmental Studies

## ENST 100 FALL 2018

**Instructor:** Dr. Audra Bardsley

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**Office Hours:** Mon 2-3 pm; Fri 10-11:30 am

**Office:** CAS 105 (Go to Environmental Studies Program main entrance: CAS 116, accessible from Trousdale Pky)

**Section:** 33003R (T Th 11:00 – 12:20)

**Room:** VKC 100

**Prerequisites:** none

### Textbook and required readings:

- Friedland, Relyea, & Courard-Hauri. Environmental Science: Foundations and Applications. W.H. Freeman & Co., 2011. ISBN-13: 978-1429283311
- **OR**
- Friedland and Relyea. Essentials of Environmental Science. W.H. Freeman & Co., 2016. ISBN-13: 978-1-319-06566-9
- Additional readings will be assigned throughout the semester and will be available on Blackboard

### Course Description/Rationale

This course will give you an overview of how the natural world works, the ways in which humans are perturbing the natural world, and the ways in which governments and society are (or are not) addressing environmental degradation.

### Learning Objectives

- Gain knowledge of the physical, chemical, and biological aspects of the environment
- Understand issues facing the environment from a scientific and social perspective
- Explore how environmental issues affect humans, from multiple perspectives
- Discuss solutions to environmental degradation through law, policy, and human behavior
- Learning objectives in this course are aligned with those of the Environmental Studies Program: <https://dornsife.usc.edu/environmental-studies/learning-objectives/>

### Course Notes

This course will use Blackboard for communication, information and turning in assignments. Lecture slides will be made available after the lecture is given. Additional readings may be assigned periodically throughout the semester, and these will be announced in class, posted on Blackboard, and an email reminder sent to the class. Sometimes computers will be used in class to work with real life data in excel and run simple simulations – students will be notified when

computers are needed. This course involves a lot of in depth reading and critical analysis outside of lecture, as it is a four unit course.

### **Description and Assessment of Assignments**

Below are brief descriptions of the assignments students will complete as part of this class. Rather than writing one long research paper, students will complete a variety of exercises exploring different aspects of environmental studies. Additional information will be provided as needed via Blackboard.

#### Endangered Species Project

This assignment will involve researching an endangered species and its recovery plan, then doing a brief write up of your findings for use in an in-class discussion about managing limited resources for species recovery. Research should cover the cause of the organism's endangerment, the details and cost of the recovery plan, the potential for recovery, and whether, or not, you think the cost is worth it. This research should be annotated with references for all information, and will be graded on completeness of the content.

#### Letter to Elected Official

Students will select an environmental issue from articles published at <http://legal-planet.org/> and write a letter to an elected official expressing their views on that topic. The letter will be formatted as a formal letter and should be as persuasive as possible, using evidence to support your stance. Extra credit will be given for actually sending the letter.

#### In-Class Debate

Groups of 6-8 students will be assigned a specific environmental issue that we did not cover in class and then debate the issue in front of their peers. Students will be assigned their topic and position in advance so that they can research and strategize.

#### News Article Analysis

Students will write up a ~1-2 page analysis of bias and fact in news articles pertaining to the topics we are covering in class. I will provide a guide to help students critically read assigned articles. Students should be prepared to discuss their analysis in class on the due date.

#### Environmental Perspectives

Students will read a collection of short essays and write a reflective response to one of the essays. The essays present perspectives on the relationship humans have with 'nature', and come from authors with diverse backgrounds. Everyone should come to class prepared to share their ideas and engage in discussion of all assigned readings.

#### Reading/Listening Questions

Students will periodically respond to short answer questions that accompany additional readings or podcasts assigned through Blackboard.

### **Exams**

Exam questions will be drawn from course readings and lecture materials, and will include both multiple choice and essay questions. All three exams will cover the lecture and reading material immediately after the preceding exam (or starting on the first day of class for midterm 1). The final exam will carry the same weight as a midterm. ***No make-up exams or assignments will be allowed***

**without explicit permission.** If a student misses an exam and/or assignment, they will receive a zero for that portion of the course. During exams, students will NOT be allowed to have notes, books, cell phones, etc. Only pens/pencils and a calculator are required. Failure to comply with exam policies will automatically result in a grade of "0" for that particular exam.

### Grading Breakdown

<i>Assignment</i>	<i>Points</i>	<i>% of grade</i>
Midterm 1	100	23.3%
Midterm 2	100	23.3%
Final	100	23.3%
Endangered species project	30	7.0%
Podcast listening questions (5 pts x 3)	15	3.5%
Letter to elected official	20	4.7%
News article analysis (5 pts x 3)	15	3.5%
Nature essays (7.5 pts x 2)	15	3.5%
Debate	35	8.1%
<b>TOTAL</b>	<b>430</b>	<b>100.0%</b>

### Grading Scale

Course final grades will be determined using the following scale

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+	67-69
D	63-66
D-	60-62
F	59 and below

### Additional Policies

If there is a conflict with an exam, you must email the instructors *2 weeks in advance* to see if arrangements can be made (under reasonable circumstances). Otherwise, make-up exams will not be given except in extreme emergencies. Make-up exams will also be more difficult, so it is in your best interest to take the exam on the day it is scheduled. If you have an emergency on exam day, you must get in touch with us before the exam if possible. Assignments will not be accepted late. Additionally:

- Come to class prepared
- Be respectful of me and other students in class
- Please leave cell phones outside the classroom or turned off
- If you have to miss class make sure you arrange to get notes and announcements.

## Course Schedule: A Weekly Breakdown

For the best learning experience, you are expected to have read assigned material by the date it is discussed in class. Article and supplemental readings will be posted online. The readings and schedule of topics may be adjusted throughout the semester depending on progress of the class.

**FRC** refers to Friedland, Relyea, & Courard-Hauri's 'Environmental Science: Foundations and Applications'. **FR** refers to Friedland and Relyea's 'Essentials of Environmental Science'.

	Topics/Daily Activities	Readings	Deliverable/ Due Dates
<b>Aug 21</b>	Introduction and course overview		
<b>Aug 23</b>	What is science? What is the state of earth?	FRC 1 (FR 1)	
<b>Aug 28</b>	Earth as a system; news article discussion	FRC 2, 3 (FR 2,3)	<b>News analysis #1: DDT</b>
<b>Aug 30</b>	Climate, in class exercise exploring climate in US	FRC 4 (FR 3)	
<b>Sep 4</b>	Climate & biomes	FRC 4 (FR 3)	
<b>Sep 6</b>	Evolution & biodiversity	FRC 5 (FR 4)	
<b>Sep 11</b>	Population & community ecology; nature essay discussion	FRC 6 (FR 4) ; nature essay collection on BB	<b>Nature essay response #1</b>
<b>Sep 13</b>	Human population growth & demographics	FRC 7 (FR 5)	
<b>Sep 18</b>	Population growth and demographics; in class exercise on human population & GDP	FRC 7 (FR 5)	
<b>Sep 20</b>	<b>MIDTERM 1</b>		
<b>Sep 25</b>	Biodiversity & conservation biology	FRC 18 (FR 13) Listen to "Rhino Hunter" podcast	<b>Rhino hunter questions</b>
<b>Sep 27</b>	Biodiversity & conservation biology cont'd; Endangered species in-class exercise	FRC 18 (FR 13)	
<b>Oct 2</b>	Land use, public lands	FRC 10 (FR 7)	<b>News analysis #2: public land</b>
<b>Oct 4</b>	Intro to water resources. In class exercise: is water a good or a right?	FRC 9 (FR 9)	
<b>Oct 9</b>	Agriculture & food	FRC 11 (FR 7)	
<b>Oct 11</b>	Energy: Non-renewable	FRC 12 (FR 8)	
<b>Oct 16</b>	Energy: Renewable; Nature essay discussion	FRC 13 (FR 8); 2 <sup>nd</sup> nature essay collection on BB	<b>Nature essay response #2</b>
<b>Oct 18</b>	<b>MIDTERM 2</b>		
<b>Oct 23</b>	Air pollution, pollution in class activity	FRC 15 (FR 10)	
<b>Oct 25</b>	Air/water pollution; news article discussion		<b>News analysis #3: glyphosate</b>
<b>Oct 30</b>	Guest speaker: Prof. Ed Avol		
<b>Nov 1</b>	Water pollution	FRC 14 (FR 9)	
<b>Nov 6</b>	Waste	FRC 16 (FR 11) Listen to "Trash!" podcast	<b>Trash! questions</b>
<b>Nov 8</b>	Climate change: physical science	FRC 19 (FR 14)	
<b>Nov 13</b>	Climate change: social science	FRC 19 (FR 14)	<b>Letter to elected official</b>
<b>Nov 15</b>	Sustainability	FRC 20 (FR 15)	
<b>Nov 20</b>	Sustainability	FRC 20 (FR 15) Listen to "How do you put a price tag on nature?" podcast	<b>How do you put a price tag on nature? questions</b>
<b>Nov 22</b>	<b>THANKSGIVING: NO CLASS</b>		
<b>Nov 27, 29</b>	<b>DEBATES</b>		<b>Debate notes</b>

## Statement on Academic Conduct and Support Systems

### Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

### Support Systems:

*Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. [engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

*National Suicide Prevention Lifeline – 1 (800) 273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

*Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu)

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. [equity.usc.edu](http://equity.usc.edu)

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://dsp.usc.edu)

*Student Support and Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

*Diversity at USC*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](http://diversity.usc.edu)

*USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.*

Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)