ENST 100 Spring 2019, Draft Syllabus

Instructor: Dr. Audra Bardsley
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Phone: 213-740-0057 (office)
Office Hours: TBD
Office: CAS 105 (Go to Environmental Studies Program main entrance: CAS 116, accessible from Trousdale Pky)

Section: 33001R (MWF 10:00 – 10:50)
Room: WPH 207
Prerequisites: none

Textbook and required readings:
- 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.

Revised Oct 2019
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**

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics/Daily Activities</th>
<th>Readings</th>
<th>Deliverable/ Due Dates</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;Jan 7, 9, 11</td>
<td>Introduction and course overview  &lt;br&gt;What is the state of Earth? What is science?</td>
<td>Chapter 1</td>
<td></td>
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<tr>
<td><strong>Week 2</strong>&lt;br&gt;Jan 14, 16, 18</td>
<td>Earth as a system; news article discussion  &lt;br&gt;Climates, biomes</td>
<td>Chapter 2, 3</td>
<td>News Analysis #1: DDT</td>
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<tr>
<td><strong>Week 3</strong>&lt;br&gt;Jan 23, 25; No class Jan 21</td>
<td>Evolution &amp; biodiversity  &lt;br&gt;Population &amp; community ecology</td>
<td>Chapter 4; Nature essays on BB</td>
<td>Nature essay response #1</td>
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<td><strong>Week 4</strong>&lt;br&gt;Jan 28, 29, Feb 1</td>
<td>Human population &amp; growth dynamics  &lt;br&gt;In-class excel exercise on human pop &amp; GDP</td>
<td>Chapter 5</td>
<td></td>
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<tr>
<td><strong>Week 5</strong>&lt;br&gt;Feb 4, 6, 9</td>
<td>Biodiversity &amp; conservation biology  &lt;br&gt;MIDTERM #1</td>
<td>Chapter 13; Rhino hunter podcast</td>
<td>Rhino hunter podcast questions</td>
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<tr>
<td><strong>Week 6</strong>&lt;br&gt;Feb 11, 13, 15</td>
<td>Land use, public lands</td>
<td>Chapter 7</td>
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<td><strong>Week 7</strong>&lt;br&gt;Feb 20, 22; No class Feb 18</td>
<td>Ecosystem ecology  &lt;br&gt;Endangered species in class activity</td>
<td>Chapter 3</td>
<td>Endangered species summaries due</td>
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<tr>
<td><strong>Week 8</strong>&lt;br&gt;Feb 25, 27, Mar 1</td>
<td>Agriculture &amp; food</td>
<td>Chapter 7; news article on BB</td>
<td>News analysis #2: public lands</td>
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<tr>
<td><strong>Week 9</strong>&lt;br&gt;Mar 4, 6, 8</td>
<td>Energy: non-renewable  &lt;br&gt;Energy, renewable</td>
<td>Chapter 8; Nature essays on BB</td>
<td>Nature essay response #2</td>
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<td><strong>Week 10</strong>&lt;br&gt;Mar 11, 13, 15</td>
<td>Air pollution, air pollution activity  &lt;br&gt;MIDTERM #2</td>
<td>Chapter 10</td>
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<td><strong>Week 11</strong>&lt;br&gt;Mar 18, 20, 22</td>
<td>Spring Break</td>
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<tr>
<td><strong>Week 12</strong>&lt;br&gt;Mar 25, 27, 29</td>
<td>Introduction to water resources  &lt;br&gt;Water pollution</td>
<td>Chapter 9; news article on BB</td>
<td>New analysis #3: glyphosate</td>
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<tr>
<td><strong>Week 13</strong>&lt;br&gt;Apr 1, 3, 5</td>
<td>Waste &amp; recycling  &lt;br&gt;Guest speaker</td>
<td>Chapter 11; Trash! Podcast</td>
<td>Trash! Podcast questions</td>
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<td><strong>Week 14</strong>&lt;br&gt;Apr 8, 10, 12</td>
<td>Climate change: physical science  &lt;br&gt;Climate change: social science</td>
<td>Chapter 14</td>
<td>Letter to elected official</td>
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<td><strong>Week 15</strong>&lt;br&gt;Apr 15, 17, 19</td>
<td>Sustainability</td>
<td>Chapter 15; How do you put a price tag on nature? Podcast</td>
<td>How do you put a price tag on nature? Podcast questions</td>
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<tr>
<td><strong>Week 16</strong>&lt;br&gt;Apr 22, 24, 26</td>
<td>Debates  &lt;br&gt;Class review &amp; catch up</td>
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<td>Debate notes</td>
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<tr>
<td>Monday&lt;br&gt;May 6</td>
<td><strong>FINAL EXAM 8-10 AM</strong></td>
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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. 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

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

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

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

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

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

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. 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

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

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

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