



ENST 100 Spring 2019

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Office Hours: TBD

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

Section: 33001R (MWF 10:00 – 10:50)

Room: WPH 207

Prerequisites: none

Textbook and required readings:

- 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 before the lecture is given or soon after. 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 an outline style summary 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. Additional assignment details will be distributed through Blackboard.

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 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 multiple choice, fill in the blank, T/F, short answer 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.

Quizzes

Students will take 11 brief in class quizzes that will serve as review for topics covered in previous lectures. These will be used to help reinforce course concepts and provide check-ins for students throughout the semester preceding exams. Full credit will be given for completing the quiz in class during the allotted time period. Quizzes will generally be given on Fridays, unless otherwise specified for a given week. ***As with exams and assignments, no make up quizzes will be allowed without explicit permission.***

Grading Breakdown

| <i>Assignment</i> | <i>Points</i> | <i>% of grade</i> |
|---|---------------|-------------------|
| Midterm 1 | 100 | 21% |
| Midterm 2 | 100 | 21% |
| Final | 100 | 21% |
| Quizzes (2 pts x 13) | 26 | 5% |
| Endangered species project | 30 | 6% |
| In Class Activities (5 pts x 7) | 35 | 7% |
| Podcast listening questions (5 pts x 3) | 15 | 3% |
| Letter to elected official | 30 | 6% |
| News article analysis (5 pts x 2) | 10 | 2% |
| Nature essays (9 pts x 1) | 9 | 2% |
| Debate | 30 | 6% |
| TOTAL | 485 | 100% |

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.***

| | Class Topics/Activities | Reading/Listening | Assignments/Deliverables |
|---|--|--------------------------------|--|
| Week 1 Jan 7, 9, 11 | -Introduction and course overview -What is the state of Earth? What is science? -In-class exercise #1: Data representation | Chapter 1 | |
| Week 2 Jan 14, 16, 18 | -Earth as a system -Climates, biomes -In-class exercise #2: Global circulation & biome distribution -Quiz #1 | Chapter 2, 3 | |
| Week 3 Jan 23, 25; No class 21 | -Evolution -Population & community ecology -News analysis #1 discussion -Quiz #2 | Chapter 4; News article on BB | -News analysis #1 (Wed, Jan 23 rd) |
| Week 4 Jan 28, 30, Feb 1 | -Biodiversity -Conservation biology -Podcast #1 discussion -Quiz #3 | Chapter 13; Podcast on BB | -Podcast #1 listening questions (Wed, Jan 30 th) |
| Week 5 Feb 4, 6, 8 | -Human population & growth dynamics -In-class exercise #3: Human population & GDP -Nature essays discussion -Quiz #4 | Chapter 5; Nature essays on BB | -Nature essays response (Wed, Feb 6 th) |
| Week 6 Feb 11, 13, 15 | MIDTERM #1 (Monday, Feb 11th) -Land use, public lands -In-class exercise #4: Landuse in the US -Quiz #5 | Chapter 7 | |

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| Week 7 Feb 20, 22; No class 18 | -Ecosystem ecology -News analysis #2 discussion -Quiz #6 | Chapter 3; News article on BB | -News analysis #2 |
| Week 8 Feb 25, 27, Mar 1 | -Agriculture & food -Endangered species management discussion -Quiz #7 | Chapter 7 | -Endangered species summary outlines (Wed, Feb 27 th) |
| Week 9 Mar 4, 6, 8 | -Energy: non-renewable & renewable -Podcast #2 discussion -In-class activity #5: Energy use -Quiz #8 | Chapter 8; Podcast on BB | -Podcast #2 questions (Wed, Mar 4 th) |
| Week 10 Mar 11, 13, 15 | MIDTERM #2 (Monday, Mar 11th) -Air pollution -In-class exercise #6: air pollution activity -Quiz #9 | Chapter 10 | |
| Week 11 Mar 18, 20, 22 | SPRING BREAK | | |
| Week 12 Mar 25, 27, 29 | -Introduction to water resources -Water pollution -Possible guest speaker -Quiz #10 | Chapter 9 | |
| Week 13 Apr 1, 3, 5 | -Waste management & recycling -Letter to elected official discussion -Quiz #11 | Chapter 11 | -Letter to elected official (Wed, April 3 rd) |
| Week 14 Apr 8, 10, 12 | -Climate change: physical science -Climate change: social science -In-class activity #7: Managing emissions & visualizing Milankovitch cycles -Quiz #12 | Chapter 14 | |
| Week 15 Apr 15, 17, 19 | -Wrap up climate change -Sustainability -Quiz #13 | Chapter 15; Podcast on BB | -Podcast #3 questions (Wed, Apr 17 th) |
| Week 16 Apr 22, 24, 26 | -Debates -Class review & catch up | | -Debate notes (Mon, Apr 22 nd) |
| Monday May 6 | FINAL EXAM 8-10 AM in WPH 207 | | |

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