ENST 100: Introduction to Environmental Studies
Units: 4
Spring 2021: Tuesdays/Thursdays 9:30-10:50 am
Location: For Fall 2020, this course will be held online via Blackboard and Zoom.

Instructor: Dr. Victoria Campbell-Arvai
Office: Online
Online Office Hours: Mondays @ 1:00 pm & Thursdays @ 11:00 am, or by appointment.
Contact Info: The best way to contact me is through email: vec@usc.edu (you can expect a response within 24 hours)

Course Description
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 & markets, technology, and human behavior (both individual behavior and collective action).
- Learning objectives in this course are aligned with those of the Environmental Studies Program: https://dornsife.usc.edu/environmental-studies/learning-objectives/

Prerequisite(s): none

Course Notes
This course will use Blackboard for communication, information and submitting 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**. It is your responsibility to regularly check the course Blackboard site *and* your USC email for these course announcements**. Let me know before the first lecture if you are having trouble accessing Blackboard and/or receiving course Announcements, but please check out the following information first: Blackboard Student Support https://studentblackboardhelp.usc.edu & the Blackboard Help Line (available 24/7/365) @ 213-740-5555, Option 2.

Lectures, class discussions, and class activities will be held online using the Zoom meeting platform. Before the start of term, please make sure you have activated your USC-branded Zoom account, and that the most recent version of this app is downloaded and available on your computer or tablet. For more information and to get started with Zoom, visit: https://keepteaching.usc.edu/start-learning/, https://keepteaching.usc.edu/student-access-to-zoom/.

Course Text & Readings
G.T. Miller and S. Spoolman, 2016. Environmental Science 15th Edition. Delmar Cengage Learning.
AVAILABLE FREE ONLINE through USC Libraries:
- https://www-r2library-com.libproxy1.usc.edu/Resource/Title/1305090446
- Use your Proxy or VPN to log into access this link
AVAILABLE TO RENT, PURCHASE and AS AN eBOOK:
- https://www.cengage.com/c/environmental-science-15e-miller/9781305090446/
Other readings & resources, i.e., scientific articles, news stories, and web materials, videos will be assigned throughout the semester and links/PDFs made available on Blackboard.

Communication and Contact

Online office hours will be held on Mondays @ 1:00 pm & Thursdays @ 11:00 am, or by appointment. Email is the preferred way to reach me outside of class and office hours (please put the course number in the Subject line), and it is my policy to respond to emails within 24 hours (barring unforeseen circumstances). Please use your USC email when contacting me, I may not respond to emails sent from non-USC accounts.

Course 'Netiquette'. *Please do*:

- Log in to our class Zoom sessions using a computer or tablet. Logging in via a Smartphone is not recommended.
- Make sure your first name is displayed when you join the Zoom session.
- Contact the following for technical issues during the class
    - Blackboard Help Line (available 24/7/365) – 213-740-5555, Option 2;
    - Blackboard Support – blackboard@usc.edu;
    - Zoom Support – Contact ITS consult@usc.edu or 213-740-5555, Option 1
- Find a quiet and private place with minimal distractions from family, friends, pets, etc. from which to join the course.
- Mute your microphone when not speaking in class, and take care to avoid sounds and visual distractions in your background.
- Enable your webcam so you are visible to everyone in the course.
- Use Gallery View so that you can see and respond to other students in the class.
- Turn off and stow your phone during class time.
- Turn off other distractions, e.g., Email, Facebook, Instagram, Messenger/WhatsApp/other SMS, Pinterest, Snapchat, TikTok, Twitter, YouTube, etc., etc. etc. during class time.
- Use the internet for course-related searches as instructed by the instructor.
- Use the Zoom chat box during class time to communicate with me, the instructor, and with other students.
- Feel free to interrupt (using Zoom's 'Raise Hand' feature) to ask a question verbally or via chat.

As a general rule of thumb: Treat Blackboard and Zoom as you would any other in-person classroom or office hours. The online format does not lessen my expectations of what constitutes meaningful engagement and participation, appropriate communication/presentation and dedication to this class. Class participation and engagement (both synchronous –*during class time* and asynchronous—*outside of class time*) accounts for 10% of your grade!

Evaluation

Exams

There will be two (2) for this course: a Midterm and a Final exam. Exam questions will be drawn from course readings and lecture materials, and will include multiple choice, short answer, and essay questions. The exams will be timed and submitted via **Respondus** on Blackboard. The Midterm will cover the lecture and reading material that precede it. The Final exam is cumulative (all material covered since the first day of class). If there is a conflict with an exam, or if you have DSP time extensions, or if you are in a very different time zone, you **must** email me (the instructor) *2 weeks in advance* to see if alternative arrangements can be made (under reasonable circumstances). **Make-up exams will be more difficult and will not be given except in extreme emergencies.** If you have an emergency on exam day, you must get in touch with me before the exam. If you miss an exam without an excused reason, you will receive a grade of zero. During Spring 2021, you may use your class notes during exams, but the exams will be timed, so will be best to study and not rely on your notes. Responses copied from the internet will receive a grade of zero (0). Final Exam schedule and related policies can be found at: https://classes.usc.edu/term-20211/finals/   Failure to comply with exam policies will automatically result in a grade of "0" for that particular exam.

Assignments

'Environment in the News' Discussion: We will start off each class with a brief (5 minute) discussion about a local, national, or global environmental news story. Each student will be required to participate and select a date to review and discuss a recent news article as well as your analysis on whether you believe the article was biased.

Endangered Species Assignment: The endangered species research assignment will involve researching an endangered species and its recovery plan and doing a write up of your research. This information will inform an in-class discussion about the Endangered Species Act and prioritizing species recovery.

Reflection: Thinking About Nature: For this assignment, you will read essays (and watch a video!) on traditional ecological knowledges (TEK) and how collaboration between TEK and 'western' scientific knowledge can lead to new and innovative solutions to the ecological challenges we face today. Students will write a short summary and reflective response to these essays.

Environmental Justice Assignment: For this assignment you will (i) use the EJ Atlas (https://ejatlas.org) to explore and summarize environment and climate justice cases globally, and (ii) apply concepts from class to analyze and report on a current example of Environmental Justice in the United States.

Plastic Pollution Assignment: For this assignment, you will watch a documentary on plastic pollution. You will be provided with a set of guiding activities and questions on which to focus for this assignment.

Letter to a Decision-maker: For this assignment you will write a letter to a decision-maker (e.g., a member of federal, state, local or tribal government, a business leader, or a leader from a non-governmental organization) expressing your views on a particular environmental problem and how it should be solved. The letter will be formatted as a formal letter to this individual, and should be as persuasive as possible. A bonus participation point will be given for actually sending your letter**.**

Participation: You will be asked to read and engage with course readings and to constructively participate in class discussions and activities. What does it mean to engage? As part of your preparation for each topic you may be asked to think about real-world examples, reflect on the implications of these topics in your own daily life, and weigh the benefits, risks, and unintended consequences for society and the environment. You will be encouraged to speak and interact with your fellow students, share your own perspectives and experiences, and to complete the related "mini" activities (see below).

As a record of active participation and attendance, you will be asked to complete and submit 'mini' in-class work activities individually or in teams, e.g., collect some data, watch and reflect on a video or newspaper story, calculate your environmental footprint, participate in discussion, write a minute-paper, etc. These activities will help to illustrate key course concepts; some activities will help me (and you) to gauge your understanding of the topics as we progress through the course, and allow me to provide feedback. Sometimes, you may be asked to complete a work activity before the start of class (i.e., as preparation), during class, or for after class (as wrap-up and reflection). Your peers rely on you for your thoughtful and timely contributions to discussions and activities. I expect to learn a lot from you as well! **In-class and outside-of-class work may be assigned at any point <u>before or during the class</u>. This will be announced in class and on BB.** Participation credit will be given for thoughtful completion of this work. **You must be present in class to receive the participation credit associated with a particular class.**

Full assignment & exam instructions will be posted to Blackboard and revisited throughout the term.

Assignment Submission Policy
<u>Unless otherwise specified</u>, all assignments are due by 5:00 pm California time via Blackboard Turnitin. The penalty for late submissions is 20% per day (or portion thereof). No make-up assignments will be allowed without explicit permission. If a you miss an assignment, you will receive a zero for that assignment. **Instructions for all assignments will be posted to Blackboard (BB).** Assignments will be graded and posted to Blackboard Gradebook within 7-14 days after the due date.

Missed classes
You are responsible for any material covered in class and related discussions, exercises and activities. Participation during regular class time is expected and encouraged.

Technology:

During class time, please refrain from accessing the internet and email for reasons other than those directly relevant to our class.

Grading Timeline

Exams and major assignments will be graded and returned within 7-14 days of the due date.

Grading Breakdown

Item	% of grade
Midterm	20
Final Exam	30
Environment in the News Presentation	5
Endangered Species Assignment	10
Reflective Essay	5
Plastic Pollution Documentary Reflection	8
Environmental Justice Assignment	10
Letter to a Decision Maker	2
Participation	10
TOTAL	**100**

Grading Scale

Course final grades will be determined using the following scale:

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	59 and below

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**" https://policy.usc.edu/scampus-part-b/ (scroll down to find Section 11). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, https://policy.usc.edu/scientific-misconduct/. Any submitted work with evidence of plagiarism or other forms of academic misconduct, **whether by accident or on purpose**, will receive a grade of zero (0). Cases of academic misconduct may also be referred for further review and disciplinary action.

Course Schedule:

Date	Topics/Daily Activities	Readings	Deliverables
January 19	Introductions and Introduction to the Course	Syllabus, Chapter 1	Getting to know you survey & Icebreaker Activity & Discussion
January 21	What is science? Understanding scientific data.	Chapter 1, Chapter 2 (Section 2.1), BB Readings	Signup for 'Environment in the News' Discussion
January 26	Energy, Matter & Earth Systems	Chapter 2, BB Readings	
January 28	Ecosystem Ecology	Chapter 3, BB Readings	
February 2	Genetics and Evolution	Chapter 4, BB Readings	
February 4	Population and Community Ecology	Chapter 5, BB Readings	
February 9	Biomes & Biodiversity	Chapter 7, BB Readings	
February 11	Biodiversity & Extinctions	Chapter 8, BB Readings	Reflective Essay
February 16	Terrestrial Resources	Chapter 9, BB Readings	
February 18	Terrestrial Resources	Chapter 9, BB Readings	
February 23	Freshwater and Marine Resources	Chapter 11, BB Readings	
February 25	Freshwater and Marine Resources	Chapter 11, BB Readings	
March 2	Conservation and Endangered Species	Chapter 8, BB Readings	Endangered Species Assignment
March 4	Human Population Growth and Demographics	Chapter 6, BB Readings	
March 9	Midterm (Blackboard Respondus) begins at 9:30 am		
March 11	Environmental Justice	Chapter 17, BB Readings	
March 16	Agriculture and Food Systems	Chapter 10, BB Readings	
March 18	Agriculture and Food Systems	Chapter 10, BB Readings	
March 23	*Wellness day: no classes*		
March 25	Geology and Mineral Resources	Chapter 12, BB Readings	
March 30	Nonrenewable Energy	Chapter 13, BB Readings	
April 1	Environmental Hazards & Human Health	Chapter 14, BB Readings	
April 6	Solid Waste Pollution & Solutions	Chapter 16, BB Readings	Plastic Pollution Assignment
April 8	Air Pollution and Solutions	Chapter 15, BB Readings	
April 13	Water Pollution and Solutions	Chapter 11, BB Readings	
April 15	Climate Change	Chapter 15, BB Readings	
April 20	Climate Change and Solutions	BB Readings	Letter to a Decision-maker
April 22	*Wellness day: no classes*		
April 27	Renewable & Alternative Energy	Chapter 13, BB Readings	
April 29	Renewable & Alternative Energy; Course wrap-up	Chapter 13, BB Readings	Environmental Justice Assignment

FINAL EXAM	Tuesday, May 11: 8:00-10:00 am. Refer to the final exam schedule and policies in the USC *Schedule of Classes* at https://classes.usc.edu/term-20211/finals/

Our Course Code of Conduct[1]:

1. **Share responsibility for including all voices in the conversation.** If you tend to have a lot to say, make sure you leave sufficient space to hear from others. If you tend to stay quiet in group discussions, challenge yourself to contribute so others can learn from you.
2. **Listen respectfully.** Don't interrupt, turn to technology, or engage in private conversations while others are speaking. Use attentive, courteous body language. Comments that you make (whether asking for clarification, sharing critiques, or expanding on a point) should reflect that you have paid attention to the previous speakers' comments.
3. **Be open to changing your perspectives based on what you learn from others.** Try to explore new ideas and possibilities. Think critically about the factors that have shaped your perspectives. Seriously consider points-of-view that differ from your current thinking.
4. When you disagree with your peers, **challenge or critique the idea**, not the person.
5. **Support your statements**. Use evidence and provide a rationale (preferably from the material we are covering in class) for your points.
6. **Understand that we are bound to make mistakes in this space**, as anyone does when approaching complex tasks or learning new skills. Strive to see your mistakes and others' as valuable elements of the learning process.
7. **Understand that your words have effects on others.** Speak with care. If you learn that something you've said was experienced as disrespectful or marginalizing, listen carefully and try to understand that perspective. Learn how you can do better in the future.
8. **Take care when generalizing about groups of people, whether you belong to that group or not**. Consider who might feel excluded or devalued when you offer a broad characterization of a group. Do not ask others to speak on behalf of a group you perceive them to represent.
9. **Take pair work or small group work seriously.** Remember that your peers' learning is partly dependent upon your engagement.
10. **Understand that others will come to these discussions with different experiences from yours.** Be careful about assumptions and generalizations you make based only on your own experience. Be open to hearing and learning from other perspectives.
11. **Make an effort to get to know other students. Introduce yourself to your peers during group discussion and class activities.** Refer to your classmates by name and be attentive when they are speaking.
12. **Understand that there are different approaches to solving problems.** If you are uncertain about someone else's approach, ask a question to explore areas of uncertainty. Listen respectfully to how and why the approach could work.

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[1] Adapted from the University of Michigan Center for Research on Learning and Teaching (CRLT) Discussion Guidelines: http://www.crlt.umich.edu/examples-discussion-guidelines

Student Support Systems & Resources

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

Student Equity and Inclusion Programs
https://seip.usc.edu
USC Student Equity and Inclusion Programs (SEIP) is a cluster of student development centers and initiatives within the Division of Student Affairs that offer student support services and programs that focus on intersectionality, sense of belonging and well-being. Student Equity and Inclusion Programs consists of Asian Pacific American Student Services, Center for Black Cultural and Student Affairs, Latinx/Chicanx Center for Advocacy and Student Affairs, LGBT Resource Center, Trojan Food Pantry and the Veterans Resource Center. SEIP facilitates dialogue, community-building and leads campus-wide equity and inclusion initiatives that impact the student experience.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.