



**ENST 499 Special Topics: *Public engagement for nature conservation***

**Units: 4**

**Fall Term 2021**

**Day—Time:** Tuesdays & Thursdays 2:00-3:20 pm

**Location:** *tbd*

**Instructor:** Dr. Victoria Campbell-Arvai

**Office:** CAS 116

**Office Hours:** *tbd*

**Contact Info:** The best way to contact me is through email: [vec@usc.edu](mailto:vec@usc.edu) (you can expect a response within 24 hours).

**IT Help:** Blackboard Student Support

<https://studentblackboardhelp.usc.edu> & the Blackboard Help Line (available 24/7/365) @ 213-740-5555, Option 2.

**Course Description:**

*Biodiversity is a key to the flourishing of all life on Earth—plant and animal, human and other-than-human alike, and scientists have long been sounding the alarm over increasing rates of biodiversity loss and the outright extinction of plant and animal species. Even using extremely conservative assumptions, research clearly identifies an accelerated mass extinction that threatens civilization. To aide nature's recovery, there is an urgent need to understand and promote pro-nature conservation behaviours (Richardson et al 2020).*

This is an interdisciplinary course with a focus on the science behind public engagement in the service of nature conservation. In this course we will be addressing questions like: What is the "attitude-behavior gap" and what can we do about it? How do you develop messaging that speaks to what people care about? How can you leverage emotions to motivate action? How do you ensure engagement for nature conservation is inclusive and reflects the needs and experiences of diverse communities? While it is my intent that the specific examples will change from year to year, reflecting current events and cutting-edge initiatives, it is the overall goal of this course to reveal the important contribution of the *social sciences*—and research on public perceptions and pro-environmental behavior in particular—to conserving nature.

*While the parallel crises of biodiversity loss and climate change have generally been approached separately, a key solution for two of the most pressing challenges of our time is the same: conserve enough nature and in the right places (Dinerstein et al 2020).*

In light of renewed focus on the role of biodiversity in climate resilience and human well-being, there is growing recognition of the importance of public engagement in addressing nature conservation issues, and of employing sound informational and behavior change strategies as part of these efforts. Thus, in this course we will examine key current efforts to raise public awareness of and motivate action for nature conservation across a variety of contexts, e.g., invasive species, loss of biodiversity, habitat degradation, species extinctions, novel ecosystems, and pollution in marine, terrestrial and freshwater ecosystems – although this list is by no means exhaustive! Our focus will be on the *psychological theories* and *concepts* that inform public engagement strategies, e.g., knowledge, values, attitudes, norms, emotions, and risk perceptions, and their application in real life. We will also use case studies to illustrate related efforts: (i) community science, (ii) local action and activism, and (iii) social movements and framing. In our readings and cases we will also examine the role of

aquariums and zoos, community-based organizations, and scientist-advocates in these efforts. Although I haven't yet mentioned climate change, this topic will be a part of the course through examples from seminal research on public perceptions of climate change (and, inevitably, through discussions of the effect of a changing climate on biodiversity and habitats). Overall, we will be taking a critical look at public engagement and individual behavior change campaigns in effecting meaningful, inclusive, just, and transformative social change in support of nature conservation.

My overall goal for this course is for you to feel empowered to engage the public on whatever environmental topic is of interest to you. Through this class you will develop a deeper understanding of the science and practice of public engagement, and will leave the class with a diverse set of tools and approaches to enact improved, inclusive and effective public engagement—for nature conservation and beyond.

### **Course Learning Objectives:**

By the end of this course, you will be able to:

1. Define public engagement.
2. Identify and provide examples of the contributions of psychological research to public engagement for nature conservation.
3. Describe and defend the components of an effective public engagement campaign.
4. Critically analyze past and current efforts to develop inclusive messaging and opportunities for public engagement.
5. Evaluate current examples of public engagement efforts for nature conservation.
6. Develop an online public engagement campaign for a nature conservation issue relevant to the USC campus (or your community).

**Prerequisite:** ENST 100 is recommended. Although this class is rooted in the social sciences, I do encourage students with interests in the natural sciences to take this class. Please speak with me if you are concerned about taking the course with a minimal social science background.

**Textbook and Readings:** There is no text for this course. Instead, we will be relying on excerpts from peer-reviewed journal articles, practitioner reports, popular publications and websites, newspaper reports and current events and input from popular culture (i.e., protests, films, marketing campaigns).

**Course Organization:** We will meet twice per week, 1 hour and 20 minutes per class. As a general structure, we will devote the first class to developing a shared understanding of the week's topic. We will then work collectively on the application and exploration of those theories and perspectives through the use of case studies, exercises, and hands-on activities. We will finish up each topic with an opportunity for reflection, follow-up questions, and clarifications. In the last part of the course we will critically examine examples of current public engagement campaigns in the service of nature conservation. You will also have the opportunity to create your own public engagement campaign about a nature conservation issue that is important to you.

### **Course Notes**

This course will use Blackboard for communication, course 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.

**Communication and Contact:** Office hours will be held on *tbd*, or by appointment. Email is the best way to reach me outside of class and office hours (please put ENST 499 in the email Subject line), and it is my policy to respond to emails within 24 hours (barring unforeseen circumstances). Note that I may not be able to respond to emails sent late on a Friday until the following Monday! Please use your USC email when contacting me, I may not respond to emails sent from non-USC accounts.

**Description and Assessment of Assignments:** Your grade will be evaluated based on active participation in discussions and activities, the completion of pre-, in-, and post-class mini-assignments & activities, reflection papers, the term project, a midterm and a final exam. Unless otherwise specified, all assignments should be formatted as single-spaced, Times New Roman (or similar) 12-point font with 1" margins. More information about these assignments is provided below.

**Class 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 with the readings? As part of your preparation for each topic you will 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 people and for the natural world. You will be encouraged to speak and interact with your fellow students as you critically evaluate the topics covered in class, share your own perspectives and experiences, and to complete the related activities. 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! A grading rubric for participation will be discussed in class and available on Blackboard.

**Blackboard Discussion:** Blackboard Discussions is a great resource! I encourage you to post any interesting articles and stories (relevant to the course, of course) on Discussions. Please also use Discussions to communicate with your fellow students: Not sure about a concept? Post questions to the rest of the class as well! Note that while the majority of your Class Participation grade will be based on **in-class discussions**, your contributions to Blackboard Discussions can be considered as well. If you would like me to incorporate your Discussion Posts as part of your participation grade, be sure to include a thoughtful reflection on and interpretation of the stories you post (i.e., don't just post an article and call it good!). You can also post your thoughts on topics we have discussed in class, and comment on what other students have posted. Discussion posts are not a substitute for your participation in-class!

**(Mini) Assignments and Activities:** In order to facilitate engagement with class topics you will have the opportunity to think critically about the assigned readings, and find and reflect on real-world examples of public engagement, i.e., community science initiatives. Further, to illustrate key concepts and mechanisms related to individual perceptions and behavior you will also have the opportunity to gather data on these topics, i.e., student use of campus greenspace and nearby nature. You can expect to complete about two of these (mini) assignments and activities each week; these assignments and activities will form the basis of our in-class discussions and illustrate key course concepts; some activities (i.e., low-stakes 'pop' quizzes) will help me (and you) to gauge your understanding of the topics as we progress through the course, and allow me to provide feedback. These (mini) assignments and activities will be graded as complete/incomplete, but will be monitored.

**Synthesis and Reflection Papers:** Because a large portion of your grade is based on the group assignment, you will be asked to submit short personal reflection papers related to the topics we cover in class. These reflection papers should be about 2 single-spaced pages. As with the (Mini) Assignments and Activities described above, will help me (and you!) to gauge your understanding of course materials. More importantly, however, these reflection papers will provide you with an opportunity to engage with course materials in a deeper way: identifying connections between topics, drawing on your own personal experiences and knowledge, and applying what you have learned to new contexts and emerging nature conservation challenges and opportunities. There are three opportunities to submit a reflection paper; prompts will be posted at to Blackboard a week prior to the due dates: *Weeks 3, 7 & 12*.

**Group project: Connecting a nature conservation issue to the USC Campus:** For this assignment you will be asked to develop a campaign to connect a nature conservation issue to USC campus life, applying the principles of sound public engagement we have discussed in this class. These campaigns will be featured on a dedicated course WordPress website that will be made available to the USC community upon completion of the course. Overall, you should create a compelling and original campaign designed to improve how conservation issues are communicated and incorporated into campus daily life. You will want to develop a campaign targeted to your audience, e.g., fellow USC students, university faculty, and staff, to encourage meaningful engagement on a conservation topic that is important to you. To do this, you must define the conservation issue to be addressed, understand your audience, describe the form of engagement you would like to see, and the develop an intervention to encourage that engagement. In doing so, you will want to consult

past research and examples that inspired your proposed intervention, gather information to support your campaign, and think critically about how you might improve on the campaign moving forward. Creativity is encouraged!

**Project presentation:** You and your group will present your public engagement campaign to the class. Presentations will be 15 minutes in length, with 5 minutes for questions. Part of your grade will be based on your comfort and fluency with the topic, the specific details of your campaign, the rationale behind why you chose that particular topic and intervention, and how you respond to questions from the audience. The exact format of this presentation will be discussed in class (i.e., a short video or PPT presentation), as above (and always)—creativity is encouraged!

**Midterm & Final Exam**

Exam questions will be drawn from course readings (including videos) and lecture materials, and will include multiple choice, short answer, and essay-type questions. The Midterm will cover the lecture topics that precede it. The final exam will be cumulative of all topics covered in this class. While the definitions and short answer will assess more objective knowledge, the essay questions will provide you with the opportunity to synthesize and critically analyze the course material, bringing in your own (relevant) personal experiences and observations. If there is a conflict with an exam, or if you have DSP time extensions, you **must** email me (the instructor) *2 weeks in advance* to see if alternative arrangements can be made (under reasonable circumstances). **The make-up exam 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. Information about the final exam schedule and related policies can be found at [classes.usc.edu](http://classes.usc.edu) Failure to comply with exam policies will automatically result in a grade of zero.

**Detailed requirements and due dates for all assignments will be discussed during our first meeting; instructions will be posted to Blackboard and revisited throughout the term.**

**Grading Breakdown:** The specific grade breakdown is as follows:

ITEM	% of GRADE
Class Participation	10
'Mini' Assignments and Activities	10
Synthesis and Reflection Papers (3)	15
Group Project	30
Topic idea (1%)	
Outline of campaign + references (2%)	
Draft of campaign for feedback (2%)	
Final version of campaign (20%)	
Campaign justification (5%)	
Presentations	10
Midterm	10
Final Exam	15
<b>TOTAL</b>	<b>100</b>

**Letter grade scale:**

Course final grades will be determined using the following scale:

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

### **Class preparation:**

As a general rule, expect to devote 2-3 hours of preparation for every hour spent in class. Use this formula as a rough heuristic (some weeks may be more, some less), and please do not hesitate to speak with me if you are feeling overwhelmed by the material.

### **Missed classes:**

You are responsible for any material covered in class and related discussions, assignments, and activities. If you are not present for a particular class, you may not be able to receive a grade for a particular assignment/activity that takes place on that day. Note that chronic lateness and poor attendance will be reflected in your Participation grade.

### **Assignment Submission Policy**

Unless otherwise specified, all assignments are due by 5:00 pm 'California time' via Blackboard. The penalty for late submissions is 20% per day (or portion thereof). No make-up assignments will be allowed without explicit permission. If 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 14 days of the due date.

### **Technology:**

Please plan to bring your laptops, tablets, or other internet-enabled devices to lecture for participation in in-class activities. Please refrain from accessing the internet and email for reasons other than those directly related to our class.

### **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.

### **Our Course Code of Conduct<sup>1</sup>:**

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.

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

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.

DRAFT

**Schedule of topics\***

<b>WEEK</b>	<b>Tuesday</b>	<b>Thursday</b>
1	Welcome! Introduction & expectations	What is public engagement for nature conservation?
2	Knowledge and understanding	
3	Introduction to the group project	Values and valuing
4	Values and valuing	
5	Involvement and experiences	
6	Emotions, hope, and optimism	
7	Social Norms	
8	<i>Midterm</i>	<i>Fall Recess</i>
9	Behavior	
10	Risk perceptions, moral hazards, and taboo options	
11	<i>WordPress workshop</i>	Social Movements and Framing
12	Social Movements and Framing	<i>Project workshop</i>
13	Community Science	<i>Local case: Friends of the LA River</i>
14	<i>Local case: Greenspace in Los Angeles</i>	<b>Thanksgiving Holiday – no class</b>
15	<i>Project presentations and end of term wrap-up.</i>	
16	<i>FINAL EXAM December 8-15 (date tbd). Refer to the final exam schedule in the USC Schedule of Classes at <a href="http://classes.usc.edu">classes.usc.edu</a></i>	

**\*Course content (including topics and dates) is subject to change without notice, and at the discretion of the course instructor.**

## READING LIST:

### August 24 & 26

#### Course Introduction

Intro to the course (no readings)

#### What is public engagement?

- Bennett, N. J., Roth, R., Klain, S. C., Chan, K., Christie, P., Clark, D. A., . . . Wyborn, C. (2017). Conservation social science: Understanding and integrating human dimensions to improve conservation. *Biological Conservation*, 205, 93-108. doi:<https://doi.org/10.1016/j.biocon.2016.10.006>
- Kidd, L. R., Garrard, G. E., Bekessy, S. A., Mills, M., Camilleri, A. R., Fidler, F., . . . Adams, V. M. (2019). Messaging matters: A systematic review of the conservation messaging literature. *Biological Conservation*, 236, 92-99. doi:<https://doi.org/10.1016/j.biocon.2019.05.020>
- Novacek, M. J. (2008). Engaging the public in biodiversity issues. *Proceedings of the National Academy of Sciences*, 105(Supplement 1), 11571. doi:10.1073/pnas.0802599105

### August 31 & September 2

#### Knowledge and understanding

- Mistry, J., & Berardi, A. (2016). Bridging indigenous and scientific knowledge. *Science*, 352(6291), 1274. doi:10.1126/science.aaf1160
- Moon, K., Guerrero, AM, Adams, VM, et al. Mental models for conservation research and practice. *Conservation Letters*. 2019; 12:e12642. <https://doi.org/10.1111/conl.12642>
- Nisbet, M., & Scheufele, D. (2009). What's Next for Science Communication? Promising Directions and Lingering Distractions. *American Journal of Botany*, 96(10), 1767-1778. **(Read pp. 1767-1769: stop at 'From transmission to dialogue')**

### September 7

#### Introduction to the group project

### September 9-16

#### Values and valuing

- Chan et al. 2016. Opinion: Why protect nature? Rethinking values and the environment. *Proceedings of The National Academy of Sciences* 113:1462
- de Groot, J.I.M. & Steg, L. (2008). Value orientations to explain beliefs related to environmental significant behavior: How to measure egoistic, altruistic, and biospheric value orientations. *Environment and Behavior*, 40(3), 330-354. <https://doi.org/10.1177/0013916506297831>
- Schultz, P. W., & Zelezny, L. (2003). Reframing environmental messages to be congruent with American values. *Research in Human Ecology*, 10(2), 126-136.
- The Climate Coalition "For the love of" campaign: [https://www.youtube.com/watch?v=ka\\_kQUvojel](https://www.youtube.com/watch?v=ka_kQUvojel) (short video) and <https://www.theclimatecoalition.org/whats-affected> (testimonials)

### September 21-23

#### Involvement and experiences

- Elands, B. H. M., Vierikko, K., Andersson, E., Fischer, L. K., Gonçalves, P., Haase, D., . . . Wiersum, K. F. (2019). Biocultural diversity: A novel concept to assess human-nature interrelations, nature conservation and stewardship in cities. *Urban Forestry & Urban Greening*, 40, 29-34. doi:<https://doi.org/10.1016/j.ufug.2018.04.006>
- Miller, J. R. (2005). Biodiversity conservation and the extinction of experience. *Trends in Ecology & Evolution*, 20(8), 430-434. doi:<https://doi.org/10.1016/j.tree.2005.05.013>
- Schuldt, J. P., K. A. McComas, and S. E. Byrne. 2016. Communicating about ocean health: theoretical and practical considerations. *Philosophical Transactions of the Royal Society B: Biological Sciences* 371:20150214.

### September 28-30

#### Emotions, hope, and optimism

- Balmford, A., & Knowlton, N. (2017). Why Earth Optimism? *Science*, 356(6335), 225.  
doi:10.1126/science.aan4082
- DiEnno, C. M., & Thompson, J. L. (2013). For the love of the land: How emotions motivate volunteerism in ecological restoration. *Emotion, Space and Society*, 6, 63-72.  
doi:https://doi.org/10.1016/j.emospa.2012.02.002
- Hanisch, E., Johnston, R. & Longnecker, N. (2019) Cameras for conservation: wildlife photography and emotional engagement with biodiversity and nature, *Human Dimensions of Wildlife*,24:3, 267-284, DOI: [10.1080/10871209.2019.1600206](https://doi.org/10.1080/10871209.2019.1600206)
- McAfee, D., Doubleday, Z. A., Geiger, N., & Connell, S. D. (2019). Everyone Loves a Success Story: Optimism Inspires Conservation Engagement. *BioScience*, 69(4), 274-281.

Ocean Optimism campaign: <http://www.oceanoptimism.org>

### October 5-7

#### Social Norms

- Cialdini RB. Crafting Normative Messages to Protect the Environment. *Current Directions in Psychological Science*. 2003;12(4):105-109. doi:[10.1111/1467-8721.01242](https://doi.org/10.1111/1467-8721.01242)
- De Groot, J.I.M. & Steg, L. (2009). Morality and Prosocial Behavior: The Role of Awareness, Responsibility, and Norms in the Norm Activation Model, *The Journal of Social Psychology*, 149:4, 425-449, DOI: [10.3200/SOCP.149.4.425-449](https://doi.org/10.3200/SOCP.149.4.425-449)
- Fornara, F., Molinaro, E., Scopelliti, M., Bonnes, M., Bonaiuto, F., Cicero, L., . . . Bonaiuto, M. (2020). The extended Value-Belief-Norm theory predicts committed action for nature and biodiversity in Europe. *Environmental Impact Assessment Review*, 81, 106338.  
doi:https://doi.org/10.1016/j.eiar.2019.106338

### October 12: Midterm

### October 14:

#### Fall Recess, no class

### October 19-21

#### Behavior

- Nilsson, D., Fielding, K. and Dean, A.J. (2020), Achieving conservation impact by shifting focus from human attitudes to behaviors. *Conservation Biology*, 34: 93-102. <https://doi.org/10.1111/cobi.13363>
- Schultz, P.W. (2011). Conservation Means Behavior. *Conservation Biology*, 25: 1080-1083. <https://doi.org/10.1111/j.1523-1739.2011.01766.x>
- St. John, F. A. V., Edwards-Jones, G., & Jones, J. P. G. (2010). Conservation and human behavior: lessons from social psychology. *Wildlife Research*, 37, 658-667.

### October 26-28

#### Risk perceptions, moral hazards, and taboo options

- Campbell-Arvai, V., Hart, P.S., Raimi, K.T. *et al.* The influence of learning about carbon dioxide removal (CDR) on support for mitigation policies. *Climatic Change* **143**, 321–336. **(Read pp. 321-323: Sections 1.0, 1.1 & 1.2).**
- Hagerman, S., & Satterfield, T. (2014). Agreed but not preferred: Expert views on taboo options for biodiversity conservation, given climate change. *Ecological Applications*, 24(3), 548-559.  
**(Read pp. 548-549: Introduction & Categorizing conservation adaptation actions, stop at Expert assessments of conservation adaptation actions).**
- Marris, E. (2008) Moving on assisted migration. *Nature Climate Change* 2:112-113

### November 2

#### WordPress workshop

### November 4 & 9

#### Social Movements and Framing

- Kusmanoff, A.M., Fidler, F., Gordon, A., Garrard, G.E. and Bekessy, S.A. (2020), Five lessons to guide more effective biodiversity conservation message framing. *Conservation Biology*, 34: 1131-

1141. <https://doi.org/10.1111/cobi.13482>

Ladd, A. E. (2011). Feedlots of the Sea: Movement Frames and Activist Claims in the Protest over Salmon Farming in the Pacific Northwest. *Humanity & Society*, 35(4), 343-375.

Parsons, E.C.M. & N.A. Rose. (2018). The Blackfish Effect: Corporate and policy change in the face of shifting public opinion on captive cetaceans. *Tourism in Marine Environments*, 13(2-3), 73-83.

## **November 11**

### ***Group project workshop***

## **November 16**

### **Community Science**

Dickinson, J.L., Shirk, J., Bonter, D., Bonney, R., Crain, R.L., Martin, J., Phillips, T. and Purcell, K. (2012), The current state of citizen science as a tool for ecological research and public engagement. *Frontiers in Ecology and the Environment*, 10: 291-297. <https://doi.org/10.1890/110236>

Goodman, T.W. (2020) Citizen science allows amateurs to contribute to groundbreaking investigations, even without traveling. Washington Post [https://www.washingtonpost.com/lifestyle/travel/antarctica-scientific-research-vacation-phytoplankton/2020/12/03/62e8a5c2-2f76-11eb-860d-f7999599cbc2\\_story.html](https://www.washingtonpost.com/lifestyle/travel/antarctica-scientific-research-vacation-phytoplankton/2020/12/03/62e8a5c2-2f76-11eb-860d-f7999599cbc2_story.html)

Peter, M.; Diekötter, T.; Kremer, K. Participant Outcomes of Biodiversity Citizen Science Projects: A Systematic Literature Review. *Sustainability* 2019, 11, 2780.

Welcome to the Zooniverse: People Powered Research: <https://www.zooniverse.org>

## **November 18**

### **Local Case: Friends of the LA River**

We'll learn about FOLAR's inclusive programming of public engagement, education and advocacy.

## **November 23**

### **Local Case: Greenspace in Los Angeles**

Access to quality parks and greenspace is not equitably distributed in LA. We'll look at the efforts of community-based, state, and county organizations, e.g. California State Parks Foundation, to remedy this situation.

## **November 25**

### ***Thanksgiving Break, no class***

## **November 30 & December 2**

### ***Group project presentations***

**December 3: WordPress site goes 'live' (with final version of group projects).**

## **December 8-15:**

### ***Final Exam (date tbd)***

**Have a wonderful Holiday break!**

## Statement on Academic Conduct and Student 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**” <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.

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*  
[studenthealth.usc.edu/counseling](http://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](http://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](http://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](http://equity.usc.edu), [titleix.usc.edu](http://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](http://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](http://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](http://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](http://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](https://dps.usc.edu), [emergency.usc.edu](https://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](https://dps.usc.edu)

Non-emergency assistance or information.

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