

<p style="text-align: center;">Environmental Studies 101 “Seminar on Environmental Issues”</p>
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Spring 2014 Syllabus

Course overview: All of humanity ultimately relies on the natural environment for its welfare, yet problems often arise from interactions between humans and the environment. The field of environmental studies strives to solve existing environmental problems and avoid future problems. A crucial part of solving and preventing environmental problems is to recognize that humanity does not exist as a separate entity from the natural environment. We must learn to appreciate our environmental bounds in order to live sustainably within them.

“We abuse land because we regard it as a commodity belonging to us. When we see land as a community to which we belong, we may begin to use it with love and respect.” –Aldo Leopold

In this course, we will specifically address question, “**How do people understand and create a more sustainable world?**” To answer this question, we will study specific examples of environmental issues in enough depth for you develop an appreciation for their complexity. This course is divided into three sections in which we will address the questions:

- Are honeybees the “canaries” of modern agricultural practices?
- Population, peak oil, and climate change: can technology balance the equation?
- Wildlife management: why do we now want wolves?

As we address these topics, central themes will emerge, including changing perceptions of the relationship between nature and culture; the different cultural lenses through which people look at nature; the role of science and ethics in environmental policy making; and the responsibilities that we have as individuals and communities to maintaining healthy and sustainable environments.

This course requires and a large amount of reading, writing, and participation in class discussions.

Liberal Arts Education: An additional goal of this class is to further your liberal arts education. What does this mean? The liberal arts education focuses on general learning, intellectual ability, and critical thinking rather than technical or professional skills. The goal of this class is not just to convey specific information about environmental issues (although you will learn much about this) but to teach you how to interpret this information critically, and how to understand modern environmental issues in their social, historical, and political context. A liberal arts education provides the tools we need to be active citizens of our communities. As we will learn this semester, active citizenship plays a key role in resolving the complex environmental dilemmas that we as a society face today.

In spring 2008, UW Oshkosh adopted a set of Essential Learning Outcomes to help define the meaning of a liberal education. One of these outcomes is the recognition that a liberal education recognizes our “Responsibility, as individuals and communities.” This includes “Knowledge of sustainability and its applications.” This course is designed to help us think about our responsibilities to each other, to our communities, and to our environment.

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Office Hours: 9:10-10:10 Tuesdays, 1:00-2:00 Thursdays, or by appointment
Class Days/Time: Tuesdays & Thursdays 11:30-1:00

Required Books

- Askins, R. 2004. *Shadow Mountain: A Memoir of Wolves, a Woman, and the Wild*. Knopf Doubleday Publishing Group. (ISBN: 9780385482264)
- Jacobsen, R. 2009. *Fruitless Fall: The Collapse of the Honey Bee and the Coming Agricultural Crisis*. Bloomsbury USA. (ISBN: 9781596916395)
- McKibben, B. 2010. *Eaarth: Making a Life on a Tough New Planet*. Times Books. (ISBN: 9780805090567)

Policies

- It is your responsibility to be prepared for and attend each class. Notify me as soon as possible by email (or phone if necessary) if you plan to be absent for any reason. I consider infrequent absences as excused absences if I have been notified *in advance* of the class.
- Arrangements for any special need must be made *in advance*, except in the case of unforeseen circumstances. Late assignments will be accepted if arrangements were made in advance, but with a point reduction of 10% per day.
- Email and D2L will be used throughout the term. Emails constitute legal, official University communication. Not checking your email is not an excuse for performance problems in the class. Contact Academic Computing or any Campus Computer Lab supervisor for assistance with email and D2L.
- As a courtesy to others - and to yourself - please turn off all electronic distractions during class. Texting, iPods, and electronic distractions of any kind are not allowed during class. If I see you using any unauthorized device during class, I may not say anything, but I will subtract 10 points from your final grade for the term each time I see that you are using your phone without permission.
- Laptops may be used in this class, but I generally do not recommend them. We will have some activities where internet access is helpful, and I will let you know when. I will subtract 10 points from your final grade for the term each time I see that you are using your laptop for anything outside of class.
- Writing assignments are expected to be of the highest quality. Anything turned in shorthand will be given a 0 until you hand in a legitimate version (at which point penalties for handing in the work late will apply).

Student learning outcomes

- Describe basic ecological processes in relation to biodiversity and maintaining ecosystem goods and services
- Critically analyze interrelations between humans and the environment.
- Differentiate the roles of science and ethics in understanding and solving environmental issues.
- Synthesize sustainability as a lens of inquiry, or a way to look at, evaluate, and solve problems.
- Connect ecology, economy and society as interlinked facets of sustainability and identifies tradeoffs among them relate to the future of humanity.
- Identify your own cultural lenses and biases and develop strategies to effectively communicate with those who may have different viewpoints from your own.

Expectations

What I expect of you

- To be familiar with the course policies.
- To seek help with the course material if you need it.
- To communicate with me regarding special needs.
- To actively participate in class discussion.
- To turn in quality assignments on time.
- To be respectful of your classmate's opinions.

What you can expect from me

- To provide course materials on time
- To present factual and organized information.
- To be enthusiastic and knowledgeable about course material.
- To be respectful of your perspectives on an issue.
- To objectively grade your assignments and exams.
- To set high standards and help you meet those standards.

Academic Integrity

Academic dishonesty will not be tolerated. If you decide to engage in academic misconduct you will be subject to the Student Academic Disciplinary Procedures as outlined in the Student Disciplinary Code (<http://www.uwosh.edu/dean>). Under Chapter UWS 14 (Student Academic Disciplinary Procedures), “academic misconduct” means an act in which a student (UWS 14.03):

- a) seeks to claim credit for the work or efforts of another without authorization or citation;
- b) uses unauthorized materials or fabricated data in any academic exercise;
- c) forges or falsifies academic documents or records;
- d) intentionally impedes or damages the academic work of others;
- e) engages in conduct aimed at making a false representation of a student's academic performance; or
- f) assists other students in any of these acts.

Disabilities

Students who have physical or learning disabilities that wish to request academic adjustments should notify the Disabilities Office so that appropriate accommodations can be made. For more information contact the Counseling Center or Disabilities Services (424-2404).

Grading

Exams (3@100ea).....300 pts	Article reviews (3@10ea)..... 30 pts	
Essays (3@30ea).....90 pts	Participation.....80 pts	Total=500 pts

<i>Grading Scale</i>	93 – 100% = A	80 – 82.9% = B-	67 – 69.9% = D+
	90 – 92.9% = A-	77 – 79.9% = C+	63 – 66.9% = D
	87 – 89.9% = B+	73 – 76.9% = C	60 – 62.9% = D-
	83 – 86.9% = B	70 – 72.9% = C-	< 60% = F

Exams

Exams will primarily be in the format of short answer/essay, so study accordingly. If you will miss an exam due to a University-sponsored activity (e.g. athletics contest), your coach should have provided you with a letter. Bring a copy of that letter to permit a make-up exam. If you miss an exam for any other UWO-approved reason (e.g. illness or bereavement), go to the Dean of Students Office in Dempsey Hall, obtain a written excuse, and bring the written excuse to permit a make-up exam. **Absolutely NO** late exams will be scheduled for reasons of holiday, work, or travel.

Article Reviews

Three short article reviews are due over the semester (no more than one per week). They should be:

- based on an article published within the last year (make sure there is a date - the more recent the better),
- should not be based on an encyclopedia or the background information for an organization
- related to current class topics
- typed, double spaced, at least one page, containing:
 1. an intro addressing the credibility of the source of information
 2. a brief summary of the article
 3. a reflection on the relevance of the article to class topics
- appearance is always important, but for grading this assignment grammar and spelling will not be as important as thoughtfulness of content
- attach a copy of the article (up to the first 5 pages) and turn in during class

You can, and should, bring up any pertinent article information during class discussions.

Essays

Three proposals and three essays 500-600 words (approximately two double spaced pages, size 12 Times New Roman font) are due in the D2L dropbox (in Word or pdf format only) and in hard copy on the dates and times specified on the schedule. Any papers submitted after the deadline will be considered late. Late responses will be docked 10% per day. Proposals are worth five points of your essay grade.

These writing assignments are *not* reports or reviews of the reading. You should pick a statement or topic from anywhere within the assigned reading (something that you'd like to find out more about or verify). Formulate a question and use at least two other references to address it.

Things to keep in mind:

1. Use MLA style heading at the top of your paper.
2. The title should be designed to grab the reader's attention and describe your topic.
3. A single question should be asked in the introductory paragraph. Your question should foster discussion. For example, do not ask, "How many bushels of corn were harvested in Minnesota in 2004?" Instead ask, "What implications do the increase in corn production have on family farms?"
4. Each essay should include 1-3 referenced quotations. Quotations longer than three lines are indented.
5. Your essay should be written for the layman (i.e. a general audience); do not assume that a reader will understand technical terminology or acronyms.
6. Each essay should have a properly formatted reference section with at least three citations (**one from the in class reading assignment and two external references**). Factual information should always be cited and should only be used if it comes from credible sources. Do not rely on online citation makers because references are often incomplete or inaccurately formatted. Also be critical of all the sources of information that you have access to. The abundance and fast flow of digital information is a powerful, but dangerous, tool. Make sure to examine the credibility of your sources of information and that your citations are properly and consistently formatted (**MLA style**). Please use <https://owl.english.purdue.edu/owl/resource/747/01/> as a reference for correct format citations. **I do require full web addresses to be listed in the reference section.**
7. Write concisely.
8. PROOFREAD
9. PROOFREAD
10. PROOFREAD

The following rubric is an outline of the qualities your essay grades will be based upon. Please see the document entitled "How to Write a Good Essay" for more information.

Exemplary (90-100%)	Superior originality, ideas are clearly presented and fully developed, facts are supported by references, paragraphs are logically organized and begin with topic sentences, redundancy is absent, citations are properly and consistently used, grammar/spelling/ punctuation/capitalization is correct, word count is between 500-600 words.
Good (80-89%)	Proficient writing, ideas are mostly clear and developed, facts are mostly supported by references, organization is structured and understandable, redundancy is mostly absent, citations are generally correctly used, grammar/spelling/punctuation/capitalization is mostly correct, paper is slightly short or exceeds word requirement. Citations formatted incorrectly or missing citations.
Average (70-79%)	Ideas are understandable and somewhat supported by references, organization is unclear, sentence structure has errors, there is significant redundancy and wordiness, citations are inconsistently used or improperly formatted, grammar/spelling/punctuation/ capitalization has regular errors, paper ends abruptly with little or no conclusion, word count does not meet minimum length requirement. Citations formatted incorrectly or missing citations.
Below Average (69% & below)	Ideas poorly relate to the reading, organization is unclear, sentence structure has errors, citations are absent or references unclear, there is considerable redundancy, directions are not followed, grammar/spelling/punctuation/capitalization has several errors, ends abruptly with no conclusion, word count does not meet minimum length requirement. Citations formatted incorrectly or missing citations.

Class Participation

This class is a seminar, meaning that a significant portion of your grade is based on class participation. Come to class prepared to share your viewpoints and discuss the readings. Speaking is essential for gaining skills to effectively communicate your knowledge and points of view. The classroom is a great place to practice communication skills. Always be respectful of others and keep in mind that a different point of view isn't necessarily a wrong point of view.

The following rubric is a rough outline of the qualities you will be graded on for participation. Please note that meeting one of the criteria of any one of these categories does not necessarily mean you will receive that grade.

Exemplary (90-100%)	Perfect attendance/one absence, maintains a positive attitude, team player, engaged in class topics both inside and outside of class, encourages others, respects others, participates in most discussions, is critical of the material, always alert
Good (80-90%)	Two-three absences, maintains a positive attitude, team player, participates in most discussions, respects others, is critical of the material, often alert
Average (60-80%)	More than three absences, usually has a positive attitude, sometimes participates in discussions, respects others, occasionally daydreams
Below Average (50-60%)	Several absences, complains, does not typically participate in discussions, respects others, sometimes falls asleep
Poor (below 50%)	Several absences, complains and complains, prevents others from learning, almost never participates in discussions, disrespects others, does not complete assigned work, snores loudly

Additional Resources

Early Alert

Early Alert is a program that provides you with an Early Grade Report from faculty. Early Grade Reports will indicate if you have academic performance or attendance issues and specific steps you can take and resources available to help you improve. It is common for students to be unaware of or over-estimate their academic performance in classes so this will help you be aware early on of your progress and provide strategies for success in the classroom. You will receive an email during the 5th week of classes. It is important to read the entire email carefully. Your attendance, participation, and first writing assignment will be used to determine your early alert grade.

The Writing Center

Writing Center helps students of all ability levels improve their writing. Trained peer consultants help writers understand an assignment, envision possibilities for a draft, and improve their writing process. They even help writers learn to identify their own proofreading errors. Students can make a free appointment or stop by to see whether a consultant is available. For more information, view their website (<http://www.uwosh.edu/wcenter>), call 920-424-1152, email wcenter@uwosh.edu, or visit them in Suite 102 of the Student Success Center.

Polk Library/Information Literacy: Polk Library offers many professional librarians who can help you find library resources for your research. Specifically, Ted Mulvey, the Information Literacy Librarian, is available to assist you as you access, evaluate, and use information in University Studies Program classes. Phone: 920-424-7329; email: mulveyt@uwosh.edu. You may also set up a research advisory session with a librarian at: rap@uwosh.edu.

Spring 2014 Schedule*

Section 1: Are honeybees the “canaries” of modern agricultural practices?

Week of	Topics/Activities	Assignment (due)
3 Feb	<i>Lecture:</i> “Introduction to Cultural Lenses and the Pillars of Sustainability” In class reading and discussion of “Lines in the Mind” by Meadows	<i>T:</i> no class <i>Th:</i> no assignment due
10 Feb	<i>Discussion:</i> Jacobsen <i>Lecture:</i> “Yogi Bear Teaches BooBoo some Ecology”	<i>T:</i> Jacobsen Ch. 10,1 <i>Th:</i> Jacobsen Ch. 2
17 Feb	<i>Discussion:</i> Jacobsen <i>Lecture:</i> “From Beasts of Burden to Biotechnology” <i>Film:</i> <u>Vanishing of the Bees</u>	<i>T:</i> Jacobsen Ch. 3,4 <i>Th:</i> Jacobsen Ch. 5 F: Essay proposal and references due D2L dropbox by 8am
24 Feb	<i>Discussion:</i> Jacobsen <i>Lecture:</i> “The Externalities of Modern Agriculture”	<i>T:</i> Jacobsen Ch. 6, 8 <i>Th:</i> Jacobsen Ch. 9 F: Essay due in the D2L dropbox by 8am
3 Mar	<i>Discussion:</i> Finish Jacobsen – are bees the “canaries” of modern agriculture?	<i>T:</i> Jacobsen Ch. 11 and epilogue, article summary due <i>Th:</i> Exam I

Section 2: Population, peak oil, and climate change: can technology balance the equation?

10 Mar	<i>Exercise:</i> In class ecological footprint quiz <i>Lecture:</i> “Tools to Measure Environmental Impact” <i>Discussion:</i> Hardin 1968, Diamond 1995 <i>Lecture:</i> “Population Dynamics”	<i>T:</i> Hardin 1968 “Tragedy of the Commons” <i>Th:</i> Diamond 1995 “Easter’s End”
17 Mar	<i>Discussion:</i> McKibben <i>Lecture:</i> “350: The Most Important Number on Earth” <i>Film:</i> “Do the Math”	<i>T:</i> McKibben p.1-23 <i>Th:</i> McKibben p.23-46

Week of	Topics/Activities	Assignment
24 Mar	<i>Spring Break</i>	
31 Mar	<i>Exercise:</i> Climate change role play <i>Discussion:</i> McKibben, Bradley et al., Körner and Hadley <i>Lecture:</i> “Phenology and climate change”	<i>T:</i> McKibben p.47-59 <i>Th:</i> Bradley et al. 1999 <i>Phenological changes reflect climate change in Wisconsin</i> Körner and Hadley 2010 <i>Phenology under global warming</i> F: Essay proposal and references due D2L dropbox by 8am
7 Apr	<i>Discussion:</i> McKibben, Campbell and Laherre, Heinberg and Fridley <i>Lecture:</i> “Our Addiction to Oil” <i>Film:</i> <i>The Sky is Pink</i>	<i>T:</i> Campbell and Laherre 1998 “The End of Cheap Oil” <i>Th:</i> Heinberg and Fridley 2010 “The End of Cheap Coal” F: Essay due in the D2L dropbox by 8am
14 Apr	<i>Discussion:</i> Can technology balance the equation?	<i>T:</i> McKibben p.102-119; article summary due <i>Th:</i> Exam II

Section 3: Wildlife management: why do we now want wolves?

21 Apr	<i>Discussion:</i> Askins and Manning <i>In class:</i> Leopold 1968 <i>Thinking Like a Mountain</i> <i>Lecture:</i> “Reintroduction of Wildlife”	<i>T:</i> Askins - prologue, p.3-35 <i>Th:</i> Askins p. 53-73; Manning et al. 2009 “Restoring landscapes of fear with wolves in the Scottish Highlands”
28 Apr	<i>Film:</i> <u>Greenfire</u>	<i>T:</i> Askins p. 77-115 <i>Th:</i> Askins 119-138; Nei 2001 “Sociopolitical dimensions of wolf mgt and restoration in the US” F: Essay proposal and references due D2L dropbox by 8am
5 May	<i>Discussion:</i> Askins and Nei <i>Lecture:</i> “Wildlife Management: From Invasive to Endangered” <i>Guest Speaker:</i> Wildlife Biologist from WDNR	<i>T:</i> MacLennan et al. 2009 “Evaluation of a compensation scheme to bring about pastoralist tolerance of lions” <i>Th:</i> Askins 153-176 F: Essay due in the D2L dropbox by 8am
12 May	<i>Discussion:</i> Askins and MacLennan <i>Film:</i> <u>Killing Coyote</u> <i>Exercise:</i> Role play	<i>T:</i> Article summary due <i>Th:</i> Exam III

*This schedule is subject to change.