Lead for the Greater Good

SPEA Fall 2018
SPEA E-183— Environment and People, Section 34550
Syllabus

Instructor: Michelle Lee
Office: SPEA 412
Email: contact via CANVAS email
Office hours: By appointment

TA: Dylan Finley
Email: dyfinley@indiana.edu
Office hours: TuTh 1-2pm (or by appointment)

Class time: MW 6-8:30 PM
Class location: Swain East 240

http://strongvisceralconnection.blogspot.com/2010/11/current-affairs-cartoons-people-make-of.html

Course Description

Environment and People is an introductory course that examines how humans interact with their environment and covers multiple topics centered around human-environment dimensions of environmental change. We will explore these topics by evaluating the effects of different types of human actions on their surroundings, and the evolution of tools and technology used to improve their standards of living. This section will consider how these interactions differ internationally. The overarching objective is to develop an understanding of our impact on the planet and possible solutions to environmental degradation.

Learning outcomes

By the end of the course, students should be able to:

- Recognize different ways in which humans interact with the environment.
- Critically evaluate these interactions, and be comfortable forming opinions and articulating them.
- Amass a body of knowledge to confidently enter upper-level classes on environmental issues.
- Have practice contributing to a high-level piece of writing as a group.
- Navigate across different types of literature, and identify appropriate forms to contribute and apply to scientific thinking.

Prerequisites

There are no prerequisites for this class.

Reading and Materials

All reading material or directions to download additional reading material will be available on Canvas and the syllabus respectively.

Student Responsibilities

1) Work hard, and do not complain.
2) Do not be afraid to ask questions in class and during office hours.
3) Be respectful.

Both teaching and taking a class can be a fun and rewarding activity, if everyone comes at it with the right attitude. Respect for your peers, instructor and yourself will help establish a positive learning environment, where you will learn the material, connect concepts, and practice skills that will help you become a successful student in the long run. I recognize that taking an intensive class during the second half of the semester can be grueling and painful at times, and that the requirements and expectations for this class are high; therefore, I promise to work hard to make this as enjoyable as possible. I hope that you will do the same.

Lastly, I strongly encourage anyone facing difficulties with this class to make full use of my office hours.

Course Requirements

Pop quizzes

5 pop quizzes will be given randomly. Each pop quiz will be 1-4 questions long, in MCQ or short answer (1-2 sentences) and total 10% of your grade. The questions will be based on the readings assigned for the class, current lecture slides, and from the previous lecture materials. This is to ensure that you understand the topics that were just covered in the lecture prior to the current class have done the reading for the current class, and are paying attention. We will discuss the answers to each pop quiz immediately after taking it.

Reading Responses

Readings will be assigned for each class. Reading responses must be submitted before **5:45pm the day of the class**. Responses that are submitted after class has formally started <u>will not be graded</u>. These assignments are critical to help you reflect upon what you have learnt and to help you apply the concepts learnt to your final project.

You are required to turn in only 5 reading responses. The entire response should be about 1 page (single spaced), or 2 pages (double spaced). Learn to write briefly, concisely, and impactful. I am looking to see that you understand the key points the authors are making, and that you are responding thoughtfully.

The grading rubric for each reading response is as such:

- 0.5% for turning in on time
- 1% for language
- 2.5% for adequate thought given to answering questions.

Class Participation

All students are encouraged and expected to speak up in class. This is not a "given" 16%. This is a unique class in that a high proportion of your grade depends on your level of participation. I will strive to promote a

conducive environment for learning; please reciprocate by participating actively! You will be graded on your participation halfway through the semester, and again at the end.

Specialize Group Participation and engagement

Each of you will sign up to take part in a specialized group. By doing so, in addition to the course readings assigned for that day, you will do two additional things:

1) Watch the movie assigned. If you have trouble accessing Netflix, please let me or the TA know. We will work with you to ensure you have access to the movie.
2) After watching the movie, I want you to do some research. You must find at least one other credible resource to advance your understanding of the topic. Credible resources include:
    a. Newspaper articles
    b. Peer-reviewed articles
    c. Textbook chapters

Please prepare by writing some notes from the movie and your reading on a piece of paper. Cite the additional research done, using proper citation. You will turn this in at the end of the group exercise.

Each specialized group will have a size restriction, and will meet for the last half hour of the class. We will discuss all the readings as well as the lecture slides from the class. The objective is for you to practice articulating information learned from the class and the readings as well as your pre-formed thoughts and opinions on the topic matter.

Mid-term Group Project Evaluation Proposal

Each group must come up with their own project title, scope, deliverables and timeline, and discuss it with me or the TA during groupwork time **in class on November 5**. I will make suggestions and comments if necessary. The *revised* Group Project Evaluation Proposal must be signed off by all group members and needs to be submitted **before class begins on November 7**. Together, these two items constitute up to 4% of your grade. Failure to prepare for the initial meeting or to submit the signed, revised group proposal will be penalized by 1% each.

Dylan will keep a copy of the Mid-term evaluation to ensure that you stay on task. Neither Dylan nor I will remind you on any submissions—you are responsible for all deliverables. If you stay on task for every deliverable item of your proposal, every member of your group will get an extra full 2% towards your final grade. If you have not met upheld your group proposal, none of you will get any points. All submissions are to be made to Dylan via Canvas.

Final Group Project Presentation

All slides must be uploaded to Canvas before the start of class. The presentation schedule and presentation requirements will be announced closer to presentation week.

Final Group Project Paper

I will assign groups based on each student's interests and to promote diversity; everyone has their strength and weakness. The objective is to work together focusing on what everyone can bring to the table. If you feel like you are not contributing adequately, I encourage you to find your own niche, or to discuss with the group how you can contribute more effectively. Please also speak with me if needed.

Each group must submit a paper with a minimum length of 16 pages and a maximum length of 20 pages. Papers that do not adhere to the length guidelines will be penalized. Ensure that the document is double spaced, font size 11 for main text. Put any additional pages in the Appendix. Final project requires a front page, 1-page executive summary, and bibliography (excluded in total page count). All group members' names, name of Utopia, and region must be clearly labelled on front page. Pages in Appendix do not count towards page total, or grading. Goal is to write parsimoniously. Impactful, compact writing, with clarity of thought and good writing direction is important.

The final paper must be turned in on Canvas by **midnight, Saturday December 8**. Late submissions will not be accepted nor graded.

Course Grades

Item	Due Date	Total Grade
5 Pop Quizzes (3% each)	-	15%
5 Reading Responses (4% each)	5:45pm, day of submission	20%
Mid-term Group Project Proposal Evaluation	November 7, 6pm	3%
Bonus points for hitting all Mid-term Group Project Evaluation Proposal Deliverables	-	3%
Final Group Project Presentation	-	15%
Final Group Project Paper	December 8, midnight	25%
Class Participation	-	16%
Specialized Group Participation & Engagement	-	10%
Total possible score	-	**107%**

Your number grade will be translated into a letter grade based on standard percentage conversions below.

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
98-107	94-97	90-93	87-89	83-86	80-82	76-79	73-75	70-72	67-69	63-66	60-62	0-59

Grade Dissemination

All grades will posted via Canvas.

Course Policies

Grades:

Extra credit

No extra credit assignments will be available. This class is demanding, and additional points have already been factored into the grading rubric to reflect this. If you are concerned about your grade, I encourage you to speak with me as soon as possible so we can figure out how to help you succeed in this class.

Incompletes

A grade of incomplete (I) indicates that a 'substantial portion' of the work in a course has been satisfactorily but not entirely completed by the student as of the end of the semester. The incomplete can be given to a student facing a hardship such that such that it would be unjust to hold the student to the established time limits for completing the work. To be eligible for the incomplete in a SPEA course, the student's work must be of passing quality, and the student must have completed 75% of the course requirements. Poor performance in a course is not grounds for an incomplete. SPEA follows the campus guidelines, which may be accessed at the Office of the Registrar's website at http://www.indiana.edu/~registra/Registration/genreginfo.html#inc, in awarding incompletes. Incompletes must be removed within a time period not to exceed one year after the semester in which the student was enrolled in the course. The incomplete will revert to an 'F' if the work is not completed within the allotted timeframe established by the instructor.

Academic Honor Code

I will not tolerate violations of the student honor code. I have copied the section of the code on academic misconduct below, and it is mandatory that all students comply with the code, or be subject to potentially severe penalties as deemed appropriate by the Regents of the University:

"Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution. The university may discipline a student for academic misconduct. Academic misconduct may involve human, hard-copy, or electronic resources.

Policies of academic misconduct apply to all course-, department-, school-, and university-related activities, including field trips, conferences, performances, and sports activities off-campus, exams outside of a specific course structure (such as take-home exams, entrance exams, or auditions, theses and master's exams, and doctoral qualifying exams and dissertations), and research work outside of a specific course structure (such as lab experiments, data collection, service learning, and collaborative research projects). The faculty member may take into account the seriousness of the violation in assessing a penalty for acts of academic misconduct. The faculty member must report all cases of academic misconduct to the dean of students, or appropriate official. Academic misconduct includes, but is not limited to, the following:

1. *Cheating*
Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
    a. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
    b. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
    c. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
    d. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student's individual work.
    e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
    f. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.

g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom he work is being submitted.

h. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

2. *Fabrication*
A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

3. *Plagiarism*
Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.
a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
    1. Directly quoting another person's actual words, whether oral or written;
    2. Using another person's ideas, opinions, or theories;
    3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
    4. Borrowing facts, statistics, or illustrative material; or
    5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

4. *Interference*
A student must not steal, change, destroy, or impede another student's work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student's grade or the evaluation of academic performance. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

5. *Violation of Course Rules*
A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

6. *Facilitating Academic Dishonesty*
A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct."

Please note that I take plagiarism very seriously. I will also use Turnitin.com and other checking software from time to time to ensure that none of my students are plagiarizing.

Expectations for Students

Use of technology in the classroom

No instant messaging or emailing during class, either on your phone, tablet, laptop or any electronic device. The use of laptops should be limited to coursework and to assist with class activities. If you cannot abide by this policy, I will call you out or ask you to leave the classroom. This will impact your class participation points, your team, and your final grade.

Civility is important to ensure respect between all parties—students, staff and faculty. Civility requires that all parties demonstrate personal integrity and conduct themselves in a manner that shows respect, courtesy and tolerance to others. Examples of discourteous behaviors during class include reading anything unrelated to the current course, listening to music, maintaining a conversation with others, chronically arriving late, and so forth. These behaviors are distracting to all participants, and are grounds for dismissal from my class.

Pursuant to the Indiana University Student Code of Conduct, disorderly conduct which interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be immediately reported to the Office of The Dean of Students for appropriate disposition which may result in disciplinary action including possible suspension and/or expulsion from the university.

Regrading

- If you believe that an error was made in grading your pop quiz, please hand in both the original quiz and a half-page type-written document identifying the question that you would like to have regraded, explaining the justification within one week of the quiz. Any late regrading requests will not be permitted. Please note the name of the grader on the top right of the original quiz, and have him/her sign off on it.
- If you or a team member feel that a regrading on your final project is justified, please hand in a document indicating your current grade, deserved grade, justification. Please be specific in the areas that you believe deserve more points. All group members must sign off on the document. You will have two weeks after receiving the graded Final Group Project Paper to submit a request for regrade. Any late regrading requests will not be considered.

Communication between Faculty and Students

If you need to communicate with me, please use Canvas, or look for me during office hours.

Special Needs

I am happy to accommodate any special academic needs. Please let me know within the first two weeks of class if you have any special needs.

Students Called to Active Duty

SPEA encourages any student who is in the Indiana Military Reserves and is called to active duty to finish his/her coursework if at all possible. Students who cannot complete their courses have the option of withdrawing with 100% fee refund, but this request must be made within one week of being called to active duty. Students who are called to active duty may qualify for an incomplete (provided that all the above criteria have been met). For further information, please see the Office of the Registrar's website at http://registrar.indiana.edu/Services/reserves.html

Religious Holidays

To ensure freedom of religious observance throughout our increasingly diverse population, a set of Calendar Principles are approved by the Bloomington Faculty Council, including a Religious Holidays Policy. I am

required to make reasonable accommodation when a student must miss an exam or other academic exercise because of a required religious observance. Under IU policy, students are required to request accommodation for religious observance before, not after, it occurs. Please inform me within two weeks of the start of this course of any conflicts and we can meet individually to discuss an alternative schedule if necessary. Students are not required to supply evidence of their attendance at the religious services or events in order to qualify for any accommodation granted to them.

Course Withdrawals
Students who stop attending class without properly withdrawing from the class may receive a grade of F. It is important to withdraw from a course within specified timeframes. Note that the last day to drop a course with an automatic W is **Sunday, Nov 20, 2016.** Poor performance in a course is not grounds for a late withdrawal.

No withdrawal forms will be processed in the Office of the Registrar after the last day of classes. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process, but each student should remember that in accordance with campus policy, SPEA does not permit a student to withdraw from a course if he/she has completed the course requirements. Grade replacement should be used in this case. To withdraw, obtain a withdrawal slip (DROP/ADD Form) from the SPEA Student Services window. Instructions for completing it are given on the form.

Support Services on Campus
Students have access to several other support services on campus. You are strongly encouraged to make use of these.
Writing Tutorial Services: http://www.indiana.edu/~wts/
Academic Support Centers: http://www.indiana.edu/~acadsupp/ASChome.shtml
Student Academic Center: http://sac.indiana.edu/
Knowledge base and UITS support center: http://kb.iu.edu/; http://uits.iu.edu/page/apgt

Course Schedule and Readings

All other work (unless specified) are due before class.
R: Readings.

Note: Readings are subject to change. I will inform you of any changes, if any, by the class before the readings.

Day	Topic	Out-of-Class Student Preparation
Oct 15	W1, L1: Introduction to People and the Environment—overarching view	R1: Skim "Human-Environmental Interactions" by Kiel University http://www.uni-kiel.de/ecology/users/fmueller/salzau2006 /studentpages/HumanEnvironmental_Interactions/index.html R2: Read "Ecosystems and human well-being" R3: Browse the Millennium Ecosystem Assessment http://www.millenniumassessment.org/en/index.html W: No writing response due

Oct 17	W1, L2:
	
	Global Cultures
		R1: Read "Why students need a global awareness and understanding of other cultures" < https://www.theguardian.com/teacher-network/2012/sep/25/students-global-awareness-other-cultures >
		R2: Read "How cultures around the world make decisions" http://ideas.ted.com/how-cultures-around-the-world-make-decisions/
		R3: Browse "World Culture Encyclopedia" and take notes on AT LEAST 3 of the cultures that relate to your region of choice. < http://www.everyculture.com/ >
		
		W1: Writing response question: Based on the readings, and other sources of information,
		    1) Identify the various cultural norms, behaviors and activities in the region, as well as
		    2) challenges that humans in the region currently face.

	W1, L3:
	
	Biomes
		R4: Read p 78- 84, "Essential Environment"
		R5: Read Chap 8.7 + 8.8 of "Environmental Science" p 150-159
		
		W2: Writing response question: Based on the readings, and other sources of information,
		    1) Define the biome in the region where you grew up.
		    2) Define the biome in the region that you've chosen for this class.
		    3) How do you think the similarities and differences in the biome, and culture of your region and the region that you've grown up in, might shape the choices that you, or people you know have made, in comparison to people in the other region.

Oct 22	W2, L4: Wildlife Conservation	R1: Log onto the National Wildlife Federation website on Wildlife Conservation. https://www.nwf.org/wildlife/wildlife-conservation.aspx . Read the following links (in orange) on the webpage 　　1) Common threats to wildlife 　　2) Biodiversity 　　3) Disturbance 　　4) Endangered Species Act and its importance W1: Reading response questions: 　　1) What is the difference between natural and human disturbances to ecosystems, and how does it affect biodiversity? 　　2) Identify a species that is endangered, threatened, or if its habitat is designed as critical habitat, in your Utopia's country. A good website to start with is Earth's Endangered Creatures <http://www.earthsendangered.com/search-regions3.asp?search=1&sgroup=allgroups&ID=517 >. What are some unique characteristics about this animal?
	W2, L5: Environmental Ethics	R2: Log on to the Stanford Encyclopedia of Philosophy. < https://plato.stanford.edu/entries/ethics-environmental/> Read the following chapters: 　　1) Chapter 4: traditional ethical theories and contemporary environmental ethics, including 　　2) Supplementary document: biodiversity preservation W2: Reading response questions: 　　1) This is a very tough topic. Summarize consequentalist and deontological ethical theories. 　　2) How do these theories evolve into biocentric, individualistic and holistic views? 　　3) Which of these views do you agree with? 　　4) Now, let's come back to the species you've identified above. Use what you've learned from this reading on ethics to argue for it's continued existence.
Oct 24	W2, L6: Water I	R1: "Freshwater Crisis" http://environment.nationalgeographic.com/freshwater/freshwater-crisis/ R2: "Freshwater: Why it Matters" http://environment.nationalgeographic.com/environment/freshwater/rivers/ R3: Browse only (useful): "Community Water Supplies" https://www.health.gov.au/internet/publications/publishing.nsf/Content/ohp-enhealth-manual-atsi-cnt-l~ohp-enhealth-manual-atsi-cnt-l-ch6~ohp-enhealth-manual-atsi-cnt-l-ch6.3 W1: Reading Response questions: 　　1) What are some of the concerns regarding freshwater, as posed by R1 and R2? 　　2) Based on R3, which community water supply would most adequately fit your Utopia and why?

	W2, L7: Water II	R4: "Aral Sea's Eastern Basin is dry for the first time in 600 years" R2: "Are We Running Out of Water?" R5: "The Burden of Thirst" R6: "India's food security threatened by groundwater depletion" R7: "How tap water became toxic in Flint, Michigan" W2: Reading response questions: 1) Summarize the key point from each article in 3-4 sentences. 2) How do these articles differ/agree with your own perception of water use and scarcity? 3) What is the situation with water resources in the country in which your Utopia is situated? R8: Helpful for your groupwork: "Experts name the top 19 solutions to the global freshwater crisis" < http://www.circleofblue.org/2010/world/experts-name-the-top-19-solutions-to-the-global-freshwater-crisis/>
Oct 29	W2, L8: Population	R1: Read "Essential environment" Chapter 6 "Human Population" pp 113-115, 117-125, 127-130 R2: Read "Having kids probably won't destroy the planet" The Atlantic. < https://www.theatlantic.com/health/archive/2014/05/having-kids-wont-destroy-the-planet/370798/> R3: Read "Latino population growth in US Slows" WSJ. < https://www.wsj.com/articles/latino-population-growth-in-u-s-slows-1473357601> W1: Writing response questions: 1) How do these articles differ/agree with your own perception of population changes? 2) Think about the place you grew up (or choose the one you know best). What is the population growth like there? And reflecting on what you have just learned, do you see the same problems/solutions arising from population change?
	W2, L9: Scarcity	R1: Skim "Environmental Scarcity & the Outbreak of Conflict" by Bingham Kennedy, Jr. R2: Read the Executive Summary (p 8-13) of "Toolkit and guidance for preventing and managing land and natural resources conflict" UN < http://www.un.org/en/events/environmentconflictday/pdf/GN_Renewable_Consultation.pdf> R3: Read the WWF website on water scarcity <http://www.worldwildlife.org/threats/water-scarcity> In particular, under "Impacted Species & Places", click on one or two of the links that are related to your Utopia, and read the information on that page. W: Writing response questions: 1) How should/can we understand scarcity? 2) What are some potential avenues of scarcity in the region, and how will they affect your utopia? You will need to do additional research on this, but R1 should provide a good foundation. Cite at least 2 resources. 3) From the WWF websites, what are some potential impacts of water scarcity on your Utopia?

Oct 31	W3, L10:
	
	Agriculture
		R1: Read "Agriculture and the ecology of food" p 46-52, 55-59, 75-81.
		R2: Read "A coalition of uncommon bedfellows is bringing sustainable agriculture to scale"
		< http://blogs.edf.org/growingreturns/2016/08/31/a-coalition-of-uncommon-bedfellows-is-bringing-sustainable-agriculture-to-scale/>
		
		W1: Writing response questions:
		    1) What kinds of agricultural processes do you think are feasible for your population?
		    2) What are some potential concerns arising agriculture in your utopia, and how would you address them?

	W3, 11:
	
	Silviculture
		R3: Read "Essential Environment" Chapter 9 "Forests, forest management and protected areas" p 186-188, 190-194, 195-197.
		R4: Watch Watch National Geographic's "Sustainable logging"
		< http://video.nationalgeographic.com/video/sustainable-logging>
		
		W2 : Writing response questions:
		    1) If agriculture and silviculture cause so many environmental problems, are they then bad practices?
		    2) What kinds of agricultural processes do you think are feasible for your population?

Nov 5	W3, L12:
	
	Aquaculture I
		R1: Read Part 1, sections:
		    1) Overview
		    2) Capture fisheries production (skim)
		    3) Aquaculture production
		    4) Fishers & fish farmers
		
		W1: Writing response questions:
		    1) What is aquaculture? You may have to do a little more research on this. Cite accordingly.
		    2) What is the state of aquaculture, as discussed in the 2016 UN report?
		    3) What are some benefits of aquaculture?

	W3, L13: Aquaculture II	R2: Read "Seaweed not green enough, UN researchers warn" http://www.huffingtonpost.com/entry/seaweed-farming-regulation-un_us_57d11ee1e4b06a74c9f2b3b8?section=& R3: Read "Catfished by a catfish" http://www.nytimes.com/2016/09/08/science/seafood-samples-mislabelling.html?smid=fb-nytimes&smtyp=cur&_r=0 R4: Read "Sea slaves: the human misery" < http://www.nytimes.com/2015/07/27/world/outlaw-ocean-thailand-fishing-sea-slaves-pets.html> R5: Read "Pacific welcomes key future of fisheries funding" < http://www.scoop.co.nz/stories/PO1609/S00118/pacific-welcomes-keys-future-of-fisheries-funding.htm> W2: Writing response questions: 1) In the previous lecture, we learned about the benefits of aquaculture. In this set of readings, some dangers of aquaculture are exposed. If aquaculture causes so many environmental and ethical problems, is it a bad practice?

Nov 7	W4, L14:
	
	Markets & Commodities
		R1: Read "Environment and society, a critical introduction" Chapter 3 p. 31-45
		R2: Watch Youtube "Filipino children driven to the streets by crushing poverty"
		<https://www.youtube.com/watch?v=SW5qoAKRSKE>
		
		W1: Writing response questions:
		   1) Based on R1 and R2, how do you think markets have resulted in the need for the environmental justice movement?
		   2) Watch the video R3. How might capitalism have resulted in the children's poverty? How might capitalism alleviate child poverty?
		   3) Watch the video R3. Are you surprise to learn that 1 in 4 American children live in poverty? Should this be an important policy issue? Why, or why not?

	W4, L15:
	
	Natural Capitalism and Environmental Justice
		R3: Read "The environmental justice movement"
		R4: Skim "Can the capitalist economic system deliver environmental justice?"
		R5: Watch "Hard Times Generation: Families living in cars: <
		https://www.youtube.com/watch?v=L2hzRPLVSm4 >
		
		W1: Writing response questions:
		   1) What is natural capitalism? What is environmental justice?
		   2) What are the conflicts that arise between natural capitalism and environmental justice?
		   3) Research one incident of environmental injustice that occurred in your region, or near your utopia. Cite at least two external resources for question.

Nov 12	W4, L16:
	
	Climate Change 1— Science and Global Effects
		R1: Read Pearson chapter on CC: p 4-22
		R2: Skim "Highlights of the Findings of the U.S. Global Change Research Program Climate Science Special Report" < https://science2017.globalchange.gov/chapter/executive-summary/ >
		R3: Read "Droughts, heatwaves and floods: How to tell when climate change is to blame"
		R4: Read "Climate Science Meets a Stubborn Obstacle: Students" NYT. < https://www.nytimes.com/2017/06/04/us/education-climate-change-science-class-students.html>
		
		W1: Writing response questions:
		   1) Summarize R1 and R3. Use proper citation.
		   2) R2 are finding highlights put forth by the current Trump Administration. This is part of the National Climate Assessments Executive Summary, which was released last year. What are your immediate reactions or instinctive response to this piece? Then, given what we know the President's stance on climate change is, did you find anything interesting about these highlights?
		   3) What is your perception of climate change? How do these three readings together, differ/agree with your own perception on climate change? (1-2 paragraphs)

	W4, L17: Climate Change 2 – Mitigation and Adaptation	R1: Read "Impacts on society" and subsequent chapters, Charles Harper, p72-78 R2: Read: "The Dutch have Solutions to Rising Seas. The World is Watching" < https://www.nytimes.com/interactive/2017/06/15/world/europe/climate-change-rotterdam.html > W2: Writing response questions: 1) Identify 3 current or potential problems that your population faces/will face due to climate change.

		2) Propose some mitigation or adaptation policies to solve them.
Nov 14	W5, L17: Energy: Renewables	Access "Renewable energy sustainable concepts for the energy change" (edited by Roland Wengenmayr and Thomas Buhrke) via IUCAT. This is an online resource made available to IU students both on and off campus with authorized login. Direct link is: <http://www.iucat.iu.edu/catalog/14513145> R1: Read "Foreword", "First-hand information", and "Renewable energy resources—a Survey". R2: Each subsequent chapter from "A tailwind for sustainable technology" to "A super climate in the greenhouse" introduces a different kind of renewable energy resource. Choose FOUR different resource types to read based on your interest AND what would be most applicable to your population. R3: Read "Utilities have a problem: the public wants 100% renewable energy, and quick" < https://www.vox.com/energy-and-environment/2018/9/14/17853884/utilities-renewable-energy-100-percent-public-opinion > R4: Read "Germany shows how shifting to renewable energy can backfire' < https://thehill.com/opinion/energy-environment/369386-germany-shows-how-shifting-to-renewable-energy-can-backfire> W: Writing response questions: 1) According to the authors, what is the future of renewable energy technology deployment? 2) Summarize each of the 4 renewable resource types you have chosen. The summaries should include information such as how the technology works, and pro and a con of this technology and resource. 3) Which of these technologies would you propose using in your community, and why? 4) What are some of the problems with the shift to renewable energy?
	Thanksgiving break! See ya when you return!!	
Nov 26	W5, L18 Energy: Fossil fuels	R1: Read Pearson's Chapter "Nonrenewable Energy and Electricity" pp 99-113 R2: Read "America's Untapped Energy Resource: Boosting Efficiency." NYT R3: Read "Can coal ever be clean?" W1: Writing response questions: 1) What are some concerns with nonrenewable energy sources, and similarly, with renewable energy resources? 2) Consider your population in the context of where they are situated. How will you meet those energy needs? What mix of energy resources do you propose to use? What are some important objectives/goals that guide your selection?
	W5, L19 Energy: Fossil fuels – recent health findings	R1: Read "Black lung disease comes storming back in coal country" NYT. < https://www.nytimes.com/interactive/2018/02/22/climate/black-lung-resurgence.html> R2: Read "It look this coal miner 14 years to secure black lung benefits. How come?" Inside Climate News < https://insideclimatenews.org/news/07092017/coal-company-fights-black-lung-medical-benefits-appalachian-miner >

		R3: Re-read "Climate Science Meets a Stubborn Obstacle: Students" NYT. < https://www.nytimes.com/2017/06/04/us/education-climate-change-science-class-students.html> W2: Writing response questions: 1) What is the link between US energy consumption and black lung disease? 2) Where do you think the burden for adequately compensating victims of black lung disease should rest? On the individual miner? On the community? The mining company? State or federal government? **3)** Earlier, you've read about renewable energies, their promise and their problems. What do you think is the right solution towards the US's energy needs? Why? 4) Now, think broader. Consider low-developing countries. In your opinion, what is the right solution towards **global** energy needs? Why?
Nov 28	W7, L19: Urbanization	R1: Read "In fairness to cities" R2: Read "The efficient city" R3: Read "Global bazaar: Shantytowns, favelas and jhopadpattis turn out to be places of surprising innovation". R4: Read "Petropolis now". W1: Writing response questions: 1) Think about you're the place that you grew up in, or somewhere that you are familiar with. What is the level of urbanization there? 2) What are some benefits of urbanization in this place? 3) What are some problems that this place is starting to face? 4) If there is one thing you would propose to solve (a) problem(s), what would that be?
	W7, L20: Waste Management	R1: Read "The reign of recycling" R2: "Your recycling gets recycled, right? Maybe, or maybe not." R3: "In the world's poorest slums, landfills and polluted rivers become a child's playground." R4: Watch Youtube "The rubbish dump children of Phnom Penh" < https://www.youtube.com/watch?v=423IvG_WbjY> W2: Writing response questions: 1) While the readings on urbanization and waste management may not seem to have much in common, discuss the linkages between them. 2) Two of the readings contradict much of what we know about recycling. What do you think this means for recycling, and our individual consumption patterns? 5)
Dec 3	W8, L21: Course overview & recap	R1: Read "The Plight of the Bees" < http://pubs.acs.org/doi/abs/10.1021/es101468w> R2: Read "Mizzbehavin new beeginnings and beelive: Bees in prison" < http://www.beeculture.com/mizzbehavin-new-beeginnings-and-beelive-bees-in-prison/> No writing response question today.
Dec 5	W8, L22: Class Presentations	No readings assigned. W: Present!

Final Project Paper Grading Rubric

Criteria	Exemplary: A to A+ (Exceptional work)	Good/Satisfactory: C to B+ (Acceptable work)	Unsatisfactory: F to D (Unacceptable work)
Point (per criteria)	8-10	3-7	0-2
Main Ideas/theme **(2x weighting)**	Uses 7 or more topics (use syllabus headings for reference) to frame and guide their utopia's design.	Uses 5-6 topics to frame and guide their utopia's design, or only indicates some topics without explicitly using them to frame and guide paper.	No topics explicitly used, or less than 5 topics to drive their development of utopia/delineate their paper.
Justification of Ideas **(2x weighting)**	Each main topic proposed is correctly specified, with robust and sound justification of ideas.	Weak or half-hearted justification of topics proposed, such that utopia is only vaguely convincing.	No/poor justification that leads to more ambiguity over why topics are proposed. Utopia unconvincing.
Grammar & Spelling	Excellent grammar and appropriate sentence structure. Clear attempts to reach high level writing, few/no spelling errors.	Adequate level of grammar and simple sentence structure with some attempt at more complex, high level writing; several spelling errors across paper.	Poor grammar, simple sentence structure with no apparent attempt to correct spelling errors.
Synthesis of Main Ideas **(3x weighting)**	Pulling together all the main ideas, showing how main ideas support or back up one another, discounting alternative ideas, and fleshing out of main ideas to cogently and adequately convince reader that utopia is sustainable over time.	Pull together most of the main ideas, show to a limited extent how main ideas support or back up each other, but with little or no attempt to discount alternative ideas. Readers is somewhat convinced that utopia is sustainable over time.	Little attempt to show how main ideas relate to each other, or how they support or back up each other. No attempt to discount alternative ideas. Reader is unconvinced that utopia is sustainable over time.
Layout of Paper	Sections are carefully thought out and flow properly, so that the paper is not disjointed. Sub-sections are clearly differentiated from main sections. A table of content and one-page executive summary including main findings is provided.	Sections are provided, but little thought is given into ensuring that paper is not disjointed. Little flow moving from section to section. Sub-sections are difficult to differentiate from main sections. Table of content and one-page executive summary including main findings is provided, but not adequately fleshed out.	No table of contents, no or poor one-page executive summary is included. Sections are not carefully chosen and no thought is given to ensuring paper is not disjointed. Hence, there is no flow moving from section to section. Reading is awkward.
Citations & Bibliography	Consistent citation format is correctly used throughout paper. All required citations are given. Bibliography is complete and consistent formatting is used.	All required citations are given. Citation format is mostly consistent and correctly used throughout the paper. Bibliography is adequate with some problems in consistency.	Missing citations. Citation format is choppy and haphazard, often the case when different students use different citation formats. Note that consistently missing citations constitutes plagiarism and entire group will immediately receive failing grade for project.
Total maximum points available: 100			

Final Scaling

A+	A	A-	B+	B	B-	C+	C	C-
95-100	88-94	80-87	70-79	60-70	50-60	40-50	30-40	<22

Note: Your Final Project Paper is worth 25% of your grade.

5. Final Project Presentation Grading Rubric

Criteria	Exemplary: A to A+ (Exceptional work)	Good/Satisfactory: C to B (Acceptable work)	Unsatisfactory: F to D (Unacceptable work)
Point (per segment)	4-5	2-3	0-1
Presentation Slides—Content	Only critical information presented	Some thought given to selectively choose important information to present	No thought given to what information should be presented
Group effort	All group members participate equally with regards to time and content with good energy!	Some members present more heavily than other with regards to content and time with decent energy!	Not all members participate; low, no energy or interest
Individual preparation	Great knowledge on the topics being presented, well prepared and able to field audience questions confidently	Relies somewhat on notecards or reading off the screen. Does not seem comfortable fielding audience questions.	Heavy reliance on reading off the screen or notecards. Constantly riffing to fill gaps in knowledge.
Presentation Slides—Design	Novel, interesting slides, good use of relevant pictures and not wordy	More emphasis on words to serve as an obvious guide to presenting	Slides mostly made up of words, little thought to how audience could relate
Total maximum points available: 20			

Final Scaling

A+	A	B	C	D
19-20	15-18	10-14	6-9	0-5

Note: Your Final Project Presentation is worth 10% of your grade.

<u>Syllabus fun quiz (not a pop quiz!)</u>

1) I have a question about the class. How do I reach the instructor or the Teaching Assistant?

2) Who is my TA and how does he look like?

3) What are some grounds for dismissal from class?

4) What happens if I am caught plagiarizing?

5) What material will be covered in each quiz, and how much is each quiz worth?

6) If I am unhappy about my grades, which ones can I contest and how can I go about doing that?

7) How many individual reading assignments are available, and how many of them do I have to do, and what are the requirements for them?

8) My car broke down, and my bird stopped singing.. can I submit my reading assignment after class starts?

9) How does the Mid-Term Evaluation Proposal work?

10) How do I get the bonus points for the Mid-Term Evaluation Proposal?

11) What do I need to do to prepare for the specialized group discussion?

12) I forgot I was supposed to attend the specialized group discussion. Can I join the next one?

13) Is there a final exam for this class?

14) What are my responsibilities as a student?

15) How do I know if my Final Group Project is adequate in quality?

16) I'm freaking out about how much work this class is going to take!

    a. What if my group mates don't pull their weight? AKA: what % of this whole class depends on individual work vs group work?

    b. What do I do?

17) What is my instructor's name and what class is this??