

# Environmental Studies 320: Explorations in Environmental Studies

## Syllabus and Schedule - Winter Quarter 2007 Dr. Grace Wang

\* This syllabus is a *dynamic*, changing document! Due to the nature of the course, I'm encouraging an "adaptive management" approach; please be flexible and accepting of change. We'll make announcements in class, but on the rare occasion that you don't make it, please check Blackboard.

### Course Objectives

- Introduce the interdisciplinary elements of environmental issues in their place-based context.
- Develop the idea of *sustainability*, using the Earth Charter as a template.
- Provide frameworks for evaluating environmental issues, through the scientific method, policy analysis, critical thinking, and decisions processes.
- Focus on research, presentation, and teamwork skills
- Using the *Cascadia Scorecard* concept created by Sightline, evaluate their seven indicators, and create additional ones.

### Expectations

This course will be an *exchange of ideas*, using a variety of techniques that emphasize active learning and participation. Active participation involves speaking out, sharing ideas, asking questions, summarizing, and listen to other viewpoints in a professional manner. There is a fair amount of group participation in the course. You are expected to attend each class session, and have the readings done *prior to* coming to class. If you are unable to attend, you are still responsible for the assignments due that day, especially reaction papers. I expect everyone to have access to the Internet, and this course is set up through Blackboard as well.

Participation is important in this class for the following reasons. *First*, it helps you synthesize and engage more actively with the course material. *Second*, public speaking skills are becoming more important in all careers, and participation gives you a chance to develop communications and speaking skills in a relaxed atmosphere. *Third*, the students in this class have diverse backgrounds and experiences; sharing individual perspectives and insights will help us all learn more and appreciate different angles.

### Grading

The graded material for this class will consist of bi-weekly reactions papers to the material presented. The topics will relate to lecture topics, readings, or reaction papers. There will be a midterm (short answer and essay) to synthesize the first part of the course. The "major" assignment, however, will be the group research project, which includes a written report and oral presentation.

Your ideas cannot be wrong; I'm interested in what you think about the ideas. I will not deduct points for ideas I may not agree with, but I will deduct points for sloppiness, misspelling, and gender-biased language. Poor grammar and spelling, as well as gender-biased language are not tolerated because they have no place in professional settings. If you are not sure about anything, simply ask. Specific instructions and guidelines will be handed out before each writing assignment. Plagiarism is a serious offense. Familiarize yourself with what the term means at <http://libguides.wvu.edu/plagiarism>. Plagiarism will result in a failing grade.

<b>Bi-weekly reaction papers</b>	5 @ 10 points each (50 points)
<b>Midterm – short answer and essay</b>	50 points

<b>Group Research Project</b>	
Written report	50 points
Oral presentation	<u>50 points</u>
	<b>200 points total</b>

## Grading Scale\*

<b>A</b>	>95.0%	190
<b>A-</b>	>92.5%	185
<b>B+</b>	>87.5%	175
<b>B</b>	>82.5%	165
<b>B-</b>	>80.0%	160
<b>C+</b>	>77.5%	155
<b>C</b>	>75.0%	150
<b>C-</b>	>72.5%	145
<b>D</b>	>67.0%	132
<b>F</b>	<66.0%	130
* There is no "curve" for this course; it is on a strict percentage scale as indicated.		

## Readings and Assignments

The main textbook for this class is *The Cascadia Scorecard*, which can be accessed online at <http://www.sightline.org/publications/books/CS2006/CS06> (it's free, but requires registration). You might want to bookmark the site, as we will refer to it often. I will also provide additional readings, either in class, or linked via Blackboard. These readings are as important as the *Cascadia Scorecard*, and all materials are "fair game" for reaction papers and exams. I anticipate that there will be ample time during class sessions so that groups may confer with each other.

<b>Week</b>	<b>Topic/Assignments</b>
1	Introductions What is place? "Creek Story" Earth Charter

	Sustainability – what is it?
2	Integrating policy and science Health – how healthy are Northwesterners? Reaction paper #1 due
3	Economy – what does it have to do with the environment? Population – demographics in the Cascadia Region
4	Sprawl -- changing land use patterns, side effects of sprawl Ecological systems – A look at Cascadia's forests and critters Reaction paper #2 due
5	Meet with Dr. Wang Midterm
6	Pollution – in our bodies, the air, water, and all around us Energy – consumption, sources, global climate change Reaction paper #3 due
7	Toxicology Dr. Ruth Harper  Salmon Dr. Leo Bodensteiner Reaction paper #4 due
8	Tribal perspective  What's Missing? Reaction paper #5 due
9	Group work
10	Final Presentations