

# NRES 150: People, Resources & the Biosphere (3 credits)

UWSP at Marshfield (Fall 2019)  
M 12-1:50 pm; Th 9-9:50 am; room 217 Leopold Building

**Instructor:** Dr. Laura Lee

office: 217-B Leopold Building  
phone: 389-6524  
email: llee@uwsp.edu  
office hours: tba

In addition, I am usually found in rooms 217 or 217-B when class is not in session (during the day). If not, please leave a note at my office. I am also available for appointments at other times.

**Required Texts:** *National Geographic Learning Reader: Green. 1<sup>st</sup> ed.* Wadsworth Cengage Learning.  
Additional Readings will be posted on Canvas

## Course Description & Objectives:

NRES 150 is an introductory course ideal for both CNR majors and non-majors. It examines global resource and environmental problems from a historic, socioeconomic and biological perspective, as well as how interactions between these perspectives can create conflicts over natural resource use and sustainability. This will be done through a combination of lecture and discussion.

## GEP, AAS Designation

- GEP Designation: SS (Investigations – Social Science), ER (Environmental Responsibility)
- AAS Designation: ER (Environmental Responsibility)

Course Objectives: Students completing this course will attain varying levels of proficiency in their ability to:

1. demonstrate an appreciation of environmental science as an interdisciplinary science
2. describe and evaluate the social, economic and ecological dimensions of natural resources and resource conflicts
3. identify and problem-solve the impact that environmental practices have on aquatic and terrestrial resources
4. explain how lifestyle choice influences sustainability

## Notes & Study Aids:

Every student has good intentions at the beginning of the year in terms of reading and studying. But, by the end of the semester, many books remain closed and unused. I know you'll get busy and want to blow off reading, but I expect you to use your book! Do the assigned reading before class, and come in ready to discuss it. This course will be taught using Canvas as an instructional aid. You should all be provided with a Canvas login and password, and are given access to the NRES 150 Canvas site. All course material will be posted there, including lecture outlines, objectives, practice exam questions, web links, information about assignments and supplementary lab material. It is to your advantage to access and make use of this information. In the past, students who use it tend to "get more" out of the lectures and are better prepared for exams and assignments

## Communication Information:

I am available without an appointment on the days/times above. Individual meetings can be arranged through an email request, phone call, or conversation directly before or after class. I do not hold

normal office hours during the following weeks: Thanksgiving, Finals Week. I will have “virtual office hours” in Canvas in the evening before each exam.

Although you can reach me by telephone or email, email is quicker and more efficient. Remember, some faculty receive as many as 100 emails per day. Please identify yourself (first and last name), as well as the class that you are in. Your email should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that I can recall the history of your issue without searching for other emails you have sent.

### Assessment:

Course grades: Your grade in this course is based on the following:

1. Exams: There will be 2 unit exams during the semester, each containing both lecture and discussion material. You will have the opportunity to improve your grade on any **ONE** exam by reworking it as a homework assignment (see details in Canvas). A comprehensive final exam will be given during the assigned final exam period. All exams will be a combination of true/false, fill-in, multiple choice, short answer, and essay questions.
2. Quizzes: Quizzes will be given every Monday (except directly after exams), and will cover information from the previous week’s lectures and discussion. At the end of the semester, the lowest quiz score will be dropped. **Quizzes cannot be made up after the fact**, but can be taken in advance if you know that you will miss class.
3. Reading responses: Each week, you will submit a written response to that reading assignment. It may be free-form, or I may give you a writing prompt. You may miss one “freebie” during the semester. The reading responses are due at the beginning of class on Monday. Late reading responses will **not** be accepted (if you are not present in class, you may submit via email).
4. Assignments: There will be several larger assignments due throughout the semester. All assignments should be handed in on time (if you are not present on the due date, you must scan and submit via email) – points will be deducted for late assignments. **All late assignments must be turned in before the next exam!**
5. Extra credit points will be available during the semester (see Extra Credit instructions on Canvas). Please do not ask for additional, individual extra credit assignments.

Final Grade Distribution: The final grade distribution will be as follows:

|               |               |               |
|---------------|---------------|---------------|
| 93-100% = A   | 80-82.9% = B- | 67-69.9% = D+ |
| 90-92.9% = A- | 77-79.9% = C+ | 60-66.9% = D  |
| 87-89.9% = B+ | 73-76.9% = C  | <60% = F      |
| 83-86.9% = B  | 70-72.9% = C- |               |

University-wide assessment: For the 2019-20 academic year, classes that fulfill outcomes at the Investigation Level of the UWSP [General Education Program](#) (GEP) will be assessed utilizing the GEP assessment portfolio process. The GEP Investigation Level includes courses that fulfill the Arts, Humanities, Historical Perspectives, Social Sciences and Natural Sciences [category learning outcomes](#). NRES 150 may be assessed as a Social Science for these learning outcomes: 1) Explain major concepts, methods, or theories in the social sciences to investigate, analyze or predict human behavior, 2) Examine and explain how social, cultural or political institutions influence individuals or groups.

### Course Attendance Policies:

Attendance in lecture and discussion will help you to perform well on exams. Therefore, you are expected to attend all class sessions. If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. You will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility. You are responsible for notifying faculty members of such circumstances as far in advance as

possible. All students are responsible for all lecture and discussion material, whether or not actually in attendance. The consequence of poor attendance is likely to be failure in the course. Please bring your book or other assigned reading with you to class each day.

Attendance at exams is required. Makeup exams will not be scheduled **unless** arrangements have been made with me personally. In general, the reasons you that you miss an exam should be the same as those for which you would miss your best friend's wedding. If you are very ill, in court, have a dental emergency, death in the family, etc., please contact me as soon as possible.

### **Policy on Phones & Electronic Devices**

Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Therefore, phones are not to be used during class unless I instruct you to take them out for a class-related exercise. If you must be available for work/family, please leave phones in your pocket on vibrate. Laptops, tablets and other devices may be used for the sole function of following along with lecture or other course-related activities. Foreign-language translators (but not dictionary-type electronics with internet capabilities) may be used. Violations of any electronics rules will result in these privileges being revoked.

### **Accommodation of Religious Beliefs & Disabilities**

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. Any student who cannot be present for a scheduled exam or lab session due to a religious observance will be provided with an alternate way of fulfilling that particular course requirement, providing the student notifies me of the scheduling conflict at the beginning of the semester.

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. I am always willing to work (to the extent allowed by the nature of the course) with students who require special accommodations because of disability. If accommodations are needed, please let me know and contact the appropriate office to complete an Accommodations Request form.

### **Emergency Procedures:**

- In the event of a **medical emergency call 9-1-1**. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a **tornado warning, proceed to the lowest level interior room** without window exposure at [first floor Leopold hallway]. Avoid wide-span structures (gyms, pools or large classrooms).
- In the event of a **fire alarm, evacuate the building** in a calm manner. Leave door nearest Student Services and meet near Marauder statue. Notify instructor or emergency response personnel of any missing individuals.
- **Active Shooter – RUN. HIDE. FIGHT.** If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.

### **Care Team**

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually, I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others.

**Academic Misconduct:**

Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. UWS 14 defines academic misconduct as any "action which a student: 1) seeks to claim credit for the work or efforts of another without authorization or citation; 2) uses unauthorized materials or fabricated data in any academic exercise; 3) forges or falsifies academic documents or records; 4) intentionally impedes or damages the academic work of others; 5) engages in conduct aimed at making false representation of a student's academic performance; 6) assists other students in any of these acts." UWS 14 allows for disciplinary sanctions that range from an oral reprimand to suspension or expulsion from the University. You can obtain a copy of the full academic misconduct policy through the Student Services office. If I observe academic misconduct, or if suspicions of cheating are reported to me, I will request that the identified parties come to my office to discuss the situation, and the procedures set out in UWS 14 will be followed. I recognize that the rules regarding academic misconduct can sometimes be confusing for students with respect to specific assignments or course work. For example, I encourage students to work together on assignments, but I require each student submit the work in his/her own words – no copying from your friends, and no all submitting the same word-for word assignment! If you have questions, I encourage you to come and see me before the assignment is submitted. Ignorance or misunderstanding of the UW System policy will not serve as a valid excuse for academic misconduct.

**Problems? Questions?**

I hope that you will see me early on if you have any problems or questions. It is much more useful to deal with problems early in the semester, rather than wait until a few days short of the final and expect me to work miracles (my pet peeve). Please feel free to contact me as much or as often as you would like. Although I have office hours listed (where you are my first priority), I am usually available at any non-class time to meet with students – please take advantage of this. My main purpose for being here is to help you learn about environmental science!!

## TENTATIVE SCHEDULE OF EVENTS

| WEEK | TOPIC  | PLEASE READ                          | OTHER   |
|------|--|--------------------------------------|---|
| 1    | Introduction to Course                       | The Syllabus                         | Introduction to Course                                  |
| 2    | History & Sustainability                     | Saving Energy: It Starts at Home     | Ecological Footprint                                    |
| 3    | Attitudes & Economics                        | Last of the Amazon                   | Cost-Benefit Analysis                                   |
| 4    | Human Population Issues                      | The Tragedy of the Commons*          | 6 Billion People Activity                               |
| 5    | Natural Resources: Terrestrial Systems       | Redwoods Point the Way               |   |
| 6    | Natural Resources: Aquatic Systems           | Water Pressure<br>Drying of the West | <i>Human Populations due</i>                            |
| 7    | Wildlife 1                                   | Still Waters                         | EXAM 1  |
| 8    | Wildlife 2                                   | Sand County Almanac*                 | Asian Carp Activity                                     |
| 9    | Agriculture 1                                | The End of Plenty                    | Rachel Carson video                                     |
| 10   | Agriculture 2                                | Silent Spring*                       | Sustainability Jigsaw <i>Extinctions Assignment due</i> |
| 11   | Energy                                       | 21 <sup>st</sup> Century Grid        | Frac Sand   |
| 12   | Pollution Issues (Air and Water)             | The Gulf of Oil                      |   |
| 13   | Global Climate Change                        | The Big Melt                         | THANKSGIVING  |
| 14   | Waste Management Issues                      | High-Tech Trash                      | EXAM 2  |
| 15   | Environmental Health                         | TBA                                  | <i>Issue paper due; group presentations</i>             |
| 16   | Final Exam: Monday, Dec 16<br>10:15-12:15 am |                                      |   |

\* Supplemental reading posted on Canvas