

Natural Resources 478/678
Environmental Issues Investigation and Action
Course Syllabus, Spring 2019

Course instructor

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Scheduled office hours:
Mondays 12-2pm
Wednesdays 10-12pm
Please call or email for other appointments

Course information

Lecture meets from 11-11:50am, Mondays, TNR 271
Discussion section meets from 1-2:50pm, Wednesdays, TNR 352

Course description

Rationale and strategies for investigating environmental issues at local, state, regional, or national levels; select and implement actions to resolve issues through political, economic, legal, educational, and lifestyle avenues.

Instructional methods

This class is taught using a variety of instructional methods including discussions, group presentations, field trips, and guest speakers.

Enduring understandings

The enduring understandings (long-term, professionally and personally relevant “big ideas”) include:

- Addressing environmental issues is a responsibility of all of ours – personally and professionally
- Environmental issues are set within living, interrelated human and natural systems which means they are complex and dynamic

Essential questions

Essential questions that we will explore during this course include:

- What environmental issues exist in this community?
- How do we define and describe environmental issues?
- How do we develop strategies and actions to address these issues?

Course goals

The goals for this course are to increase your environmental literacy, fostering:

- an increased awareness of the social importance of environmental issues,
- the development of skills in investigating these issues,
- the ability to select and take meaningful actions to resolve environmental issues, and
- for educators to experience a model you can apply to your teaching

Knowledge (know)

Students will be able to/can...

- Explain the historical origins and evolution of the environmental movement
- Describe the significance of contemporary environmental issues at the local, national, and global levels

Skills (able to do)

Students will be able to/can...

- Select, investigate, and analyze an environmental issue using primary and secondary sources of information
- Develop and carry out an action plan aimed at resolving the selected issue
- Apply effective communication and citizenship action skills.

Dispositions (value/appreciate)

Students will be able to/can...

- Assess their personal lifestyles in light of environmental considerations and identify, discuss, and adopt alternative lifestyles which foster environmental quality and quality of life
- Evaluate levels of appropriate environmental action and of action strategies which can be used to resolve an issue

Learning assessments

Attendance, participation, and professional development	15 points
Current environmental issue presentation	5 points
Environmental leaders	10 points
Environmental issues forum or environmental organization	10 points
Environmental issue investigation and action project	
Part I: Issue summary	15 points
Part II Developing an action plan	15 points
Part III: Reporting on action plan	15 points
Part IV: Sharing your story	15 points
Total	100 points

Unless indicated differently, all submissions should be typed and posted in Canvas by 11:59pm on the identified date. Professionally presented papers are clear and cohesive, have been checked for spelling and grammatical errors, are double-spaced, and are submitted by the deadline to earn full credit.

Grading scale

93-100% = A	87-89% = B+	80-82% = B-	73-76% = C	67-69% = D+	< 63% = F
90-92% = A-	83-86% = B	77-79% = C+	70-72% = C-	63-66% = D	

Course Information and Updates

Canvas will be used to post lecture notes, readings, assignments, and other course-related materials.

Texts and Required Readings

There is not a textbook for the course. However, all readings listed in the course schedule are required and should be read prior to attending the specified class period. Readings will be discussed to varying degrees in class, but all provide background on which to build throughout the course.

The Purdue Online Writing Lab (OWL) is also a good resource to support your writing:

<http://owl.english.purdue.edu/owl/resource/560/01/>

Current Events and Issues

During the course, you'll search for and select environmental issues to investigate. You're encouraged to share current events and issues of interest at the start of class. Your team projects also depend on your

ability to identify, investigate, and take action on these issues. For current national and global environmental news, check the following web sites:

National

- <http://www.democracynow.org/> Democracy Now
- <http://grist.org/> Grist Environmental News
- <http://www.planetark.org/enviro-news> Planet Ark. News from Reuters News Service
- <https://www.nationalgeographic.com/environment/> National Geographic daily environmental news
- <http://www.nytimes.com/pages/science/earth/index.html>. New York Times
- <http://www.msnbc.com/topics/environment> MSNBC
- <http://www.enn.com/> Environmental News Network
- <https://www.nrdc.org/resources/washington-watch> Nat. Res Def. Council Legislative watch
- <http://www.audubon.org> National Audubon Society
- <http://www.huffingtonpost.com/news/sustainability/> Huffington Post Sustainability News

State

- www.conservationvoters.org Wisconsin League of Conservation Voters
- <http://dnr.wi.gov/about/wcc/> Wisconsin Conservation Congress
- <http://gab.wi.gov/ethics> Wis lobbyists
- <https://dnr.wi.gov/about/> Link to WI DNR agency offices and issues

Local

- <http://www.uwsp.edu/cnr-ap/clue/Pages/publications-resources/EcoSustainability.aspx> UW-SP CLUE Eco-municipalities and sustainability page, including Central Wisconsin Sustainability Newsletter
- <http://www.pcgazette.com/> Portage County Gazette
- <http://www.stevenspointjournal.com/> Stevens Point Journal
- Central Wisconsin Hoopla
- <https://spin.uwsp.edu/organization/Pointer> The Pointer

Course policies

You are expected to attend all class meetings. Active participation in discussions and activities will enhance your own learning experience and that of your classmates. You should arrive on time, mentally and physically prepared to learn, having completed all readings and assignments. Texting, emailing, and engaging in other distracting behaviors during class is not allowed. If you need to miss a class for any reason, please email the instructor ahead of time and, if possible, provide appropriate documentation upon returning to class. Excessive unexcused absences will negatively affect your final grade.

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, by reporting here: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify

that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. Dean of Students: <https://www.uwsp.edu/DOS/sexualassault> Title IX page: <https://www.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx>

Disability and Accommodations

In accordance with [federal law and UW System policies](#), UWSP strives to make all learning experiences as accessible as possible. If you need accommodations for a disability (including mental health, chronic or temporary medical conditions), please visit with the [Disability and Assistive Technology Center](#) to determine reasonable accommodations and notify faculty. After notification, please discuss your accommodations with me so that they may be implemented in a timely fashion. **DATC contact info:** datctr@uwsp.edu; 715/346-3365; 609 Albertson Hall, 900 Reserve Street

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Academic Integrity

Academic 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. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. For more information on UWS chapter 14 visit: <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

Reporting Incidents of Bias/Hate

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>.

You may also contact the Office of the Dean of Students directly at dos@uwsp.edu. Diversity and College Access is available for resources and support of all students: <https://www.uwsp.edu/dca/Pages/default.aspx>.

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

The **Drug Free Schools and Communities Act** (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).