

COURSE SYLLABUS
Ecology and Society
ENVS 100/L Fall 2007
Environmental Studies, UCSC

Professors	email address	office	office hours	phone
Jeff Bury	jbury@ucsc.edu	428 ISB	Tu 11-12; Th 2-3	459-3685
Greg Gilbert	ggilbert@ucsc.edu	439 ISB	Tu 10:00-11:30 & 2-3	459-5002
Erika Zavaleta	zavaleta@ucsc.edu	457 NS2	M 2-3:20; Tu 11-11:40	459-5011

Teaching Assistants	email address	office	office hours	labs
Brian Emerson	bemerson@ucsc.edu	473 NS2	Wed 11-1	Labs 6,10
Adam French	afrench@ucsc.edu	443 NS2	Wed 1-3	Labs 3,9
Sean Gillon	sgillon@ucsc.edu	449 ISB	Tue 10-12	Labs 2,8
Lucy Lynn	llynn@ucsc.edu	485 NS2	Mon 10-12	Labs 4,7
Michelle Olsgard	molsgard@ucsc.edu	413 ISB	Tue 10-12	Labs 1,5

Writing tutors

Erin Stephens	estephen@ucsc.edu
Sarah Tedesco	stedesco@ucsc.edu

Meeting times and places Tu & Th 12:00-1:45 EMS B206

Lab sections:

1 Tu 02:00 Merrill Acad 003	4 Tu 04:00 Merrill Acad 002	7 Th 02:00 ISB455
2 Tu 02:00 ISB 455	5 Tu 06:00 Thimann 101	8 Th 02:00 ISB431
3 Tu 04:00 ISB 431	6 Th 08:00 Merrill Acad 002	9 Th 04:00 Merrill Acad 002
10 Th 04:00 ISB431		

Course webpage: <http://ic.ucsc.edu/~ggilbert/ENVS100/>

ERes documents: <http://eres.ucsc.edu/eres/> (password: xxxxxxxx)

A. Course Overview

This 5-unit lecture course explores interdisciplinary approaches to analyzing and addressing environmental problems. The course is built around critical evaluation of two texts: Gus Speth's book on environmental politics *Red Sky at Morning*, and the monumental *Millennium Ecosystem Assessment* reports. The 2-unit writing lab, 100L, is required of all students, and focuses on writing, peer editing, numeracy, and group projects.

While this is the only required core course in the Environmental Studies major, it is not an "overview" or "survey" course — the object is not to learn a little bit about everything! Rather, we hope to help you develop key intellectual and practical tools for upper division work and future careers in environmental studies.

B. Course Goals

Our first goal is to model the interdisciplinary use of natural science (especially ecology) and policy analysis (drawing especially on politics and political economy) to understand complex environmental problems.

A second goal is to help students articulate, challenge, and justify their assumptions or positions about environmental problems, their causes, and appropriate responses.

Finally, a major goal of this class is to develop and apply different kinds of analytical and learning tools.

We want all students to leave the course comfortable with:

1. finding, reading, and critically evaluating scientific and policy literature relevant to environmental issues,
 2. writing clear, concise arguments about environmental issues,
 3. reading and evaluating graphical and statistical representations of data.
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C. Required Texts (all needed the first full week of class)

The course uses three required texts, available at the Bay Tree Bookstore.

1. Speth, James Gustave. 2004. *Red Sky at Morning. America and the Crisis of the Global Environment*. Yale University Press, New Haven. 329 pp.
2. ENVS100 Reader, drawn largely from the 2005 Millennium Ecosystem Assessment.
3. Hacker, Diana. 2006. *A Writer's Reference*, 6th edition. Bedford St. Martin's. (5th edition OK)

Reader contents (except from the Millennium Assessment) are also available electronically on ERes (<http://eres.ucsc.edu>). There is one hard copy in the Science and Engineering Library.

D. Course Expectations

We expect you to:

1. Come to the course with a background in politics, economics, ecology, and statistics, thereby allowing us to move beyond review to practical, interdisciplinary applications.
2. Engage the material deeply and critically. Treat your education as if it is helping prepare you to change the world (which it hopefully is!)
3. Participate conscientiously and professionally in peer-review and group efforts.
4. Attend lectures and sections and participate fully.
5. Complete the assigned readings before coming to class.
6. Complete and turn in assignments on time.
7. Maintain the highest standards of academic integrity.
8. Take the initiative to use course resources - teaching assistants, writing tutors, and professors - to get the most out of the course.
9. Treat other students and the teaching staff with the respect you expect for yourself.
10. To avoid disrupting other students and the instructors, please be on time, avoid going in and out during the lecture, and be in your seats and ready to go at the end of the 10-minute break.

You can expect that the teaching staff will:

1. be organized
 2. be available for help
 3. return assignments in a timely fashion
 4. treat you with respect
 5. do our best to provide you with a stimulating, useful, and fun course.
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E. ENVS100 Lecture Evaluation (100 points total)

- 30 pts. Assignment 1: Speth paper (individual)
 - 30 pts. Assignment 2: Scientific claims paper (individual)
 - 25 pts. Assignment 3: Response assessments (individual and consensus document)
 - 15 pts. Quizzes (3)
 - 4 pts. (max) Extra credit*
 - 4 pts. (max) Optional revision of Assignment #1 OR #2*
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F. ENVS100L Lab Section Evaluation (100 points total)

- 40 pts. Peer review/redrafting process (Assignments 1 and 2)
- 20 pts. Assignment 3 – Consensus document development
- 10 pts. Numeracy homework
- 30 pts. Participation

G. General course policies

1. **You must pass the lab section in order to pass the lecture, and vice versa.**
2. **Late written assignments** will be docked 1 point from the final course lecture and lab grades (out of 100 points possible, each) per calendar day late (5 points maximum deduction per assignment). This includes getting first drafts of the written assignments to your peer reviewers. Assignments are due at 12:00 p.m. at the start of lecture; assignments received after 12:00 p.m. will be docked for one day late. **Late homework** will be deducted from the lab final grade only.
3. When a student enrolls at UCSC he or she automatically agrees to abide by University policies. The student policy and regulations handbook is available at <http://www2.ucsc.edu/judicial/handbook.shtml>. Academic integrity and scholarship are core values of the UCSC community; plagiarism and cheating contradict these values, and so are very serious academic offenses. We have a **zero tolerance policy for plagiarism and cheating**. No credit will be given for an assignment where a breach of academic integrity is established, and we will follow the established UCSC process for violations of academic integrity (http://www.ucsc.edu/academics/academic_integrity/undergraduate_students/). If you have any questions about UCSC policy please consult your professors and the course reader. In addition, UCSC has an excellent Information Literacy Tutorial at <http://nettrail.ucsc.edu>, that includes a clear discussion of plagiarism and the ethics of information use and citing.
4. Appeals for **re-grading** of any assignment must be in writing to one of the professors only (NOT the TAs), and must be received no sooner than 12 hours and no later than one week after the assignment was returned.
5. **Extra credit:** Extra effort, such as active, constructive participation in lecture, attendance at TA or professor office hours, consultation with writing tutors, or significant improvement over the quarter, can, at the discretion of the instructors, be considered reason for increasing the final course grade up to 4 points (a 1/3-grade change, e.g., B to B+) above the straight numerical score.
6. **Optional revision of assignment #1 or #2.**
If you would like to revise either Assignment #1 OR Assignment #2 (not both) based on the feedback received from your TA or instructor (as well as your own sense of what needs improvement), we encourage you to do so. The optional revision is due to the TA or professor who read your paper no later than the start of lecture on Tuesday, 27 November. Only hard copies will be accepted, and no optional revisions will be accepted after 12:00 on the 27th. Feel free to submit a revision earlier in the quarter.

Your optional revision package must include the following:

1. Cover letter discussing the final changes you made, the reasons behind these changes, and any issues or questions you'd like your reader to consider in reading the newly revised version.
2. The copy of the previous draft that includes all TA or instructor comments.
3. A copy of the initial draft with all peer-editor comments.

A strong revision – one that includes all of the above components and embodies significant improvements over the previous draft – can improve your final lecture grade by up 4 points (1/3-grade changes, e.g., B to B+).

Lecture Syllabus ENVS100 Ecology & Society

Wk	Tuesday	Thursday	Lab	Due dates
1		<p>Th 27 Sep Gilbert et al.– Welcome to ENVS 100 & the Environmental Studies major; Intro to teaching staff; Course expectations and logistics; Zavaleta – Introduction to Peer Editing Introduction to Writing Assignment #1</p>		
2	<p>Tu 2 Oct Bury– Intro to Speth (person and book). Speths' "Environmental Challenges"; Zavaleta– Building Intellectual Community/Academic Integrity, writing tutors <i>Speth pp.1-73; Reader: 1. Rabkin Writing Tips, 3. What is plagiarism?</i></p>	<p>Th 4 Oct Bury – Speth's "Environmental responses" Zavaleta –Why write? Speth pp.75-116</p>	<p>Introductions, Peer reviewing process, Work on Writing Assignment 1.</p>	
3	<p>Tu 9 Oct Susan Watrous– Environmentalist Grief, Despair, and Empowerment Reader: 6. Macy & Brown</p>	<p>Th 11 Oct Bury & Gilbert – Speth's "Ten Drivers" Zavaleta: Framing and Arguments <i>Speth pp.117-147; Reader: 4. Butler (on Lakoff); 5. Framing Science- Policy Forum and Commentaries</i></p>	<p>Peer Review Writing Assignment 1</p>	<p>Email WA1 draft 48h before lab</p>
4	<p>Tu 16 Oct Bury & Gilbert – Speth's "Eight transitions" <i>Speth pp. 149-201</i> Writing Assignment #1 DUE 12:00 noon.</p>	<p>Th 18 Oct Gilbert– Millennium Ecosystem Assessment introduction; Use of science in making arguments; Finding, and checking sources; Introduction to Writing Assignment #2 <i>MA Vol.1:vii-xvii, Funding, MA Vol1 Ch.01 MA Conceptual Framework, Append. 1.02.1</i></p>	<p>Environmentalism: Challenges, responses, and framing</p>	<p>WA1 due: Tuesday Noon</p>
5	<p>Tu 23 Oct Gilbert– Environmental numeracy: reading and writing about numbers; Introduction to numeracy homework <i>Reader 7. Gilbert, 8. Miller; (start reading MA Vol1 Ch11 Ecosystem Services</i></p>	<p>Th 25 Oct Zavaleta – Biodiversity and ecosystem services; Zavaleta– Seven suggestions for successful writing. <i>MA Vol1 Ch11 Ecosystem Services</i></p>	<p>Writing Assignment 2 work (Greg will run extra numeracy sections)</p>	<p>Bring WA2 1st draft to lab Extra-lab numeracy review sessions</p>

Wk	Tuesday	Thursday	Lab	Due dates
6	Tu 30 Oct Daniel Press– Policy and Social Responses <i>MA Vol 3 Ch02 Typology of Responses</i> Numeracy homework DUE: 12:00 noon	Th 1 Nov Daniel Press– Assessing response options; Introduction to Writing Assignment #3 <i>MA Vol 3 Ch03 Assessing Responses;</i> <i>Adaptive management</i>	Writing Assignment 2 peer review	Numeracy Homework Due - Tuesday noon; Email WA2 draft 48h before lab
7	Tu 6 Nov Bury & Gilbert– How disciplines and theory guide scenarios; Predictability and uncertainty; Ecology in a socioeconomic context <i>MA Vol 2 Ch03: Ecology in Global Scenarios</i> Writing Assignment #2 DUE 12:00 noon.	Th 8 Nov Undistinguished panel: Four scenarios for Ecological Services <i>Reader: MA Vol 2 Ch05 Scenarios for</i> <i>Ecological Services; Reader 9. Norgaard</i> <i>and Baer</i>	Writing Assignment 3 work	WA2 due Tuesday Noon; Extra-lab meetings for WA3
8	Tu 13 Nov Gilbert– Ecosystem services under different scenarios <i>Reader: MA Vol 2 Ch05 Scenarios for</i> <i>Ecological Services; MA Vol 2 Ch09 Changes</i> <i>in Ecosystem Services and the Drivers</i>	Th 15 Nov Zavaleta– Ecosystem services under different scenarios (continued) <i>Reader: MA Vol 2 Ch09 Changes in</i> <i>Ecosystem Services and the Drivers</i>	Writing Assignment 3 work	Bring 500-word draft policy eval to lab; Email team eval to chairs 72h after lab
9	Tu 20 Nov Bury – Multiscale assessments; Illustration of scales, problems and promises of predictions <i>Reader: MA Vol 4 Ch07 Drivers of Ecosystem</i> <i>Change</i>	Th 22 Nov THANKSGIVING - NO CLASS	NO LAB MEETINGS	Chairs email combined report, noon Wednesday
10	Tu 27 Nov Career Panel	Th 29 Nov Bury, Gilbert, Zavaleta – Scale and embeddedness; Multiple Knowledge Systems; Making a difference. <i>Reader: MA Vol 4 Ch.05 Using Multiple</i> <i>Knowledge Systems; Speth</i>	Writing Assignment 3 work	Email peer editing comments on report by 9am Monday; Chairs bring normed drafts to lab
11	Tu 4 Dec Student presentations Writing Assignment 3 DUE 12:00 Noon.	Th 6 Dec Student presentations; Course wrap-up; Course evaluations	Wrap up discussions based on WA3 process evals; Lab course evals.	WA3 due Tuesday noon; Email Greg by midnight; Presentations; WA3 evals in lab

Critical Dates

See individual assignments for details

Writing Assignment 1

- 09/27: Writing Assignment 1 assigned in lecture
- 10/7,10/9: Complete draft of WA1 emailed to Peers for review and to TA 48 h before lab
- 10/9,10/11: Peer review of WA1 in lab
- 10/16: WA1 Final draft, cover letter, and reviewed drafts due at start of lecture, 12 noon

Writing Assignment 2

- 10/18: Writing assignment 2 assigned in lecture
- 10/19: Select claim to follow through for WA2
- 10/23,10/25: First Rough Draft of WA2: Bring two copies and cover letter to lab
- 10/28,10/30: Email complete draft of WA2 to peer editors and TA 48h before lab meets
- 10/30,11/1: Bring edited drafts of WA2 to lab for peer review
- 11/06: WA2 Final Draft, cover letter, peer-edited drafts, original article due at start of lecture, 12 noon

Numeracy Homework

- 10/23: Numeracy Homework assigned in lecture
- 10/23-10/26: Extra numeracy sessions, TBA
- 10/30: Numeracy HW due at start of lecture, 12:00 Noon.

Writing Assignment 3

- 11/1: Writing Assignment 3 assigned in lecture
- 11/6 to 11/15: WA3 Team meetings during week between labs
- 11/13,11/15: WA3 Individual 500-word draft evaluation due in lab
- 11/16,11/18: WA3 Team meeting, email consensus to chairs and TAs within 72h of lab
- 11/21: Chairs email consensus draft of WA3 to full section and TA by noon
- 11/26: WA3 Peer review comments back by email to chairs and TA by 9:00 a.m.
- 11/27,11/29: Chairs bring normed WA3 consensus doc to section for finalizing
- 12/4: Final WA3 consensus document due at start of lecture, 12 noon, and emailed to ggilbert@ucsc.edu by midnight
- 12/4,12/6: Chairs make WA3 presentation to full class
- 12/4,12/6 in lab: 500-word self- & group-evaluation of WA3

ENVS 100/L – Ecology and Society – Reader Table of Contents

Environmental Studies Department, University of California, Santa Cruz
Professors Jeffrey Bury, Gregory Gilbert, and Erika Zavaleta

1. Rabkin, S. 2005. Writing Tip Sheets. Pp. 1-40.
2. ENVS 100 Reference Guide to Diana Hacker's *A Writer's Reference*. (Course handout)
3. *What is plagiarism?* From http://www.plagiarism.org/learning_center; 23 Aug 07)
4. Butler, K. 2004. Winning Words. *George Lakoff says environmentalists need to watch their language*. Sierra Magazine July/August. <http://www.sierraclub.org/sierra/200407/words.asp>
5. *Framing Science* Policy Forum and Commentary in *Science* (2007) 316:56 and 317:1168-1170 (letters by Nisbet, Mooney, Holland, Pleasant, Quatrano, and Gerst)
6. Macy, J and M.Y. Brown. 1998. The Greatest Danger: Apathia, the Deadening of Mind and Heart. Chapter 2 from: *Coming Back to Life. Practices to Reconnect Our Lives, Our World*. New Society Publishers. Gabriola Island, BC, Canada.
7. Gilbert, G.S. *A critical reader's brief guide to statistics*. (Course handout)
8. Miller, J.E. 2004. Seven Basic Principles (Ch. 2) and Technical but Important (Ch. 4) from *The Chicago Guide to Writing About Numbers*. The University of Chicago Press, Chicago.
9. Norgaard, R.B. and P. Baer. 2005. Collectively seeing complex systems: the nature of the problem *BioScience* 55:953-960.

From Hassan, R., R. Scholes, and N. Ash. (editors). 2005. Ecosystems and Human Well-being: Current State and Trends, Volume 1. Findings of the Condition and Trends Working Group of the Millennium Ecosystem Assessment. Island Press, Washington.

1. Assessment Board
2. Institutional Partners and Donors
3. Millennium Ecosystem Assessment: Objectives, Focus, and Approach; Contents; Forward, Preface, Acknowledgements, Reader's Guide (pp. vii-xxi)
4. Vol.1 Ch.1 MA Conceptual Framework (pp. 25-36)
5. Vol.1 Ch.11 Biodiversity Regulation of Ecosystem Services (pp. 297-329)

From Carpenter, S.R., P.L. Pingali, E.M. Bennett, & M.B. Zurek. (editors). 2005. Ecosystems and Human Well-being: Scenarios, Volume 2. Millennium Ecosystem Assessment.

6. Vol. 2 Ch. 3 Ecology in Global Scenarios (pp. 45-70)
7. Vol. 2 Ch. 5 Scenarios for Ecosystem Services: Rationale and Overview (pp. 119-143)
8. Vol. 2 Ch. 9 Changes in Ecosystem Services and Their Drivers across the Scenarios (pp. 297-373)

From Chopra, K., R. Leemans, P. Kumar, & H. Simons. (editors). 2005. Ecosystems and Human Well-being: Policy Responses, Volume 3. Millennium Ecosystem Assessment..

9. Vol. 3 Ch. 2 Typology of Responses (pp. 37-70)
10. Vol. 3 Ch. 3 Assessing Responses (pp. 71-93)

From Capistrano, D., C. Samper, M.J. Lee, & C. Raudsepp-Hearne. (editors). 2005. Ecosystems and Human Well-being: Multiscale Assessments, Volume 4. Millennium Ecosystem Assessment.

11. Vol. 4 Ch. 5 Using Multiple Knowledge Systems: Benefits and Challenges (pp. 85-117)
12. Vol. 4 Ch. 7 Drivers of Ecosystem Change (pp. 141-169)

ENVS 100/L – Ecology and Society – Course Writing Tutors

Two trained undergraduate writing tutors are available to work with students in ENVS 100/L. We encourage you, and on occasion may advise you, to use their help.

This year's tutors are **Erin Stephens** (estephen@ucsc.edu) and **Sarah Tedesco** (stedesco@ucsc.edu). Both are ENVS majors who have successfully completed ENVS 100/L as well as additional upper-division coursework in environmental writing and/or literature. While Erin and Sarah are not professional writing teachers, both are skilled writers and capable, experienced, enthusiastic peer editors. They can help you with a wide range of writing-related challenges—from deciphering assignments and textual passages, to beginning to think through your papers, to responding to peer or TA/instructor comments, to working on logic, organization, transitions, language, and other elements of your drafts.

You may email either Sarah or Erin to set up an appointment any time you would like writing help. Here's the procedure:

1. **Plan ahead.** The tutors are busy students themselves, and can't be available on a moment's notice. Anticipate up to 24 hours' delay before receiving a response to your email, and realize that it may be an additional two or three days before a tutor is able to meet with you or respond to your draft.
2. Direct your email to **both** tutors, with **"ENVS 100 Tutoring" in the subject line**. State succinctly what you would like help with, and by what date/time you need it. List as many possible meeting days/times as you can over the upcoming 2-4 days. Indicate whether you would prefer to meet on campus or in some other location, and whether you are flexible about this. The first tutor to intercept your email will respond, with a copy to the other tutor, so that everyone can coordinate schedules and you can see the first tutor available to help you.
3. While we encourage you to meet with the tutors in person, we recognize that this may not always be possible. **Some tutoring issues may be handled partly or wholly via email.** If you have specific concerns or questions about an assignment or a draft, you can email your draft to the tutors as an attachment, with your request for help clearly spelled out in the body of the email. One of them will get back to you and let you know how soon they will be able to address your questions.
4. **Do NOT send the tutors a draft and simply ask them to "edit" or "check over" or "proofread" it, or to "make sure it's okay" or "tell me what's wrong with it."** That's not their job. Be specific and directive in asking for help, and do everything you can to avoid wasting the tutors' time.
5. On the basis of writing issues that arise in your papers, your TA or instructor may advise you to get help from a tutor. This is not a punitive measure--and it does not mean we think your writing is seriously flawed. It means we think you can benefit--as can everyone, including the pros--from one-on-one consultation with someone skilled at helping fellow writers. **If you are asked to seek a tutor's help, please follow through by reporting back to your TA or instructor about your tutorial session(s), and/or by cc'ing them on any substantive email exchanges with the tutor.**
6. If you have questions, problems, or suggestions concerning the tutoring program, please direct them to Erika Zavaleta (zavaleta@ucsc.edu). If you have positive feedback for the tutors, please share it with them and, if you feel like it, with Erika.