

# **Geography 235.001: Environmental Management and Policy**

**Monday, Wednesday, and Friday  
11:00- 11:50 AM  
Aug. 26- Dec. 20, 2019  
Whitehall Classroom Bldg., Rm. 238**

**“The question is whether any civilization can wage relentless war on life without destroying itself, and without losing the right to be called civilized.” -Rachel Carson**

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## **COURSE DESCRIPTION**

An introduction to environmental systems such as weather and climate, vegetation, land forms and soils, and how the quality of these systems is modified by human use. Resource issues discussed include: atmospheric pollution and global warming; groundwater, flooding, and flood plain management; volcanic activity and earthquakes; and biospheric processes associated with deforestation and lake eutrophication. Case studies based upon important environmental problems illustrate how human activity and environmental systems interrelate. Fulfills USP Cross- Disciplinary requirement.

## **STUDENT LEARNING OUTCOMES**

With this course, the student will:

1. Understand basic Earth Systems concepts.
2. See the connections between geography and environmental policy, including the roles played by scientific knowledge and politics (both present and historical) in informing, shaping, and enacting policy.
3. Develop critical thinking skills and a vocabulary suitable for participation in larger discussions about environmental policy and/or management.

**REQUIRED MATERIALS:**

Layzer, Judith A. 2016. *The Environmental Case: Translating Values Into Policy* (Fourth Edition). Thousand Oaks, CA: Sage.

Students must have 1 ) a binder with tabs, and 2) a notebook or loose-leaf paper. Internet access is also required.

**Recommended:** Pidwirny, M., 2014. *Fundamentals of Physical Geography* (2nd edition). <http://www.physicalgeography.net>. (FREE)

**COURSE SCHEDULE (\*subject to change)**

CLASS DATE	READINGS/VIDEOS/ PODCASTS (To do BEFORE class)	LECTURE TOPIC	IN-CLASS ACTIVITY
Monday, August 26	Watch <a href="#">“The Scale of the Universe”</a>	Introduction to GEO 235- What is Geography?	
Wednesday, August 28	Watch <a href="#">“Nature is everywhere- we just need to learn to see it”</a>  Read <a href="#">“Adventuring while female: why the relationship women have with nature matters”</a>  Watch <a href="#">“What is nature?”</a>  OPTIONAL (Read) <a href="#">“The Wilderness Vs. The Wildness About Us”</a>	Human-Environment/ What is “Nature”?	
Friday, August 30	Read <a href="#">“The Natural Spheres”</a>  Read <a href="#">“The Science of Physical Geography”</a>  Read <a href="#">“Are We Watching the Arctic Pass a Tipping Point This Summer?”</a>  Read <a href="#">“The 'ecological foundations of society' are</a>	Earth Systems Science, Physical Geography, and Reading Maps	<b>Activity 1</b>

	<p><a href="#">in peril, a massive UN report warns”</a></p> <p><b>Watch</b> <a href="#">“Why All World Maps Are Wrong”</a></p>		
Monday, Sept. 2	<b>NO CLASS- Labor Day</b>		
Wednesday, Sept. 4	<p><b>Read</b> <a href="#">“Geologic Time”</a></p> <p><b>Watch</b> <a href="#">“Welcome to the Anthropocene”</a></p> <p><b>Watch</b> <a href="#">“The Great Acceleration”</a></p> <p><b>Read</b> <a href="#">“A man-made world”</a></p> <p><b>Explore</b> <a href="#">“We are Living in the Age of Humans”</a></p> <p><b>Explore</b> <a href="#">Smithsonian Anthropocene Hub</a></p> <p><b>OPTIONAL (Watch)</b> <a href="#">“A Brief History of Geologic Time”</a></p> <p><b>OPTIONAL (Watch)</b> <a href="#">“The Great Acceleration (WWF)”</a></p>	Geologic Time and Introduction to the Anthropocene	
Friday, Sept. 6	<p><b>Read</b> “A Policymaking Framework: Defining Problems and Portraying Solutions in U.S. Environmental Problems”, pp. 1-25.</p> <p><b>Read</b> <a href="#">“Protecting the Environment”</a></p> <p><b>Explore</b> <a href="#">“epa.gov”</a></p> <p><b>Skim</b> <a href="#">“83 Environmental Rules Being Rolled Back Under Trump”</a></p> <p><b>Skim</b> <a href="#">“The impacts of environmental movements”</a></p>	Introduction to Policy and Management/ the Environmental Protection Agency (EPA)	<b>Activity 2: QUIZ</b>

	<p><b>OPTIONAL (Watch)</b>  <a href="#">“Introduction to the public policy process”</a></p> <p><b>OPTIONAL (Read/Watch)</b> <a href="#">“What is Public Policy?”</a></p> <p><b>OPTIONAL (Read)</b> <a href="#">“Why We Need the EPA”</a></p> <p><b>OPTIONAL (Listen)</b>  <a href="#">“Fact Check: Trump’s Environmental Speech”</a></p> <p><b>OPTIONAL (Watch)</b>  <a href="#">“Activism 2.0 - Rebirth of the Environmental Movement”</a></p> <p><b>OPTIONAL (Watch)</b> <a href="#">“U.S. Environmental Protection Agency”</a></p>		
Monday, Sept. 9	<p><b>Watch</b> <a href="#">“Earth’s Energy Budget”</a></p> <p><b>Read</b> <a href="#">“Atmosphere”</a></p> <p><b>Watch</b> <a href="#">“The Atmosphere”</a></p> <p><b>Watch</b> <a href="#">“What are the Layers of the Atmosphere?”</a></p> <p><b>Read</b> <a href="#">“Composition of the Atmosphere”</a></p> <p><b>Read</b> <a href="#">“Atmospheric Effects on Incoming Solar Radiation”</a></p> <p><b>Read</b> <a href="#">“The Greenhouse Effect”</a></p>	<b>Unit 1: The Atmosphere</b>	
Wednesday, Sept. 11	<b>Read/Explore</b> <a href="#">“Atmosphere”</a>	The Atmosphere, continued	

<p>Friday, Sept. 13</p>	<p><b>Watch</b> <a href="#">“Fossil Fuels”</a></p> <p><b>Read/ Explore</b> <a href="#">“Atmospheric Pollution”</a></p> <p><b>Explore</b> <a href="#">“Vintage photos taken by the EPA reveal what America looked like before pollution was regulated”</a></p> <p><b>Explore</b> <a href="#">“Breathtaking”</a></p> <p><b>Read/Watch</b> <a href="#">“In California’s Fertile Valley, Industry and Agriculture Hang Heavy in the Air”</a></p>	<p>Fossil Fuels (Coal, Oil, and Gas) and Air Pollution</p>	
<p>Monday, Sept. 16</p>	<p><b>Read</b> <a href="#">“A Nation Tackles Air and Water Pollution”</a>, pp. 31-62.</p> <p><b>Skim</b> <a href="#">“The Plain English Guide to the Clean Air Act”</a></p> <p><b>OPTIONAL (Read)</b> <a href="#">“TRUMP EPA REMOVES MORE CRITICAL TOXIC COAL ASH PROTECTIONS”</a></p>	<p>Introduction to the Clean Air Act</p>	
<p>Wednesday, Sept. 18</p>	<p><b>Skim</b> <a href="#">“The Dominant Model of US Energy Policy”</a></p> <p><b>Explore</b> <a href="#">“U.S. Department of Energy”</a></p> <p><b>Explore</b> <a href="#">“Articles on US energy policy”</a></p> <p><b>Explore</b> <a href="#">“National Energy Policy”</a></p> <p><b>Read</b> <a href="#">“EPA’s watchdog scrutinizes ethics practices of former air policy chief”</a></p> <p><b>OPTIONAL (Read)</b> <a href="#">“Looking Forward At US Energy Policy in 2019”</a></p>	<p>The Clean Air Act, continued and the Energy Policy Act</p>	

	<p><b>OPTIONAL (Skim)</b>  <a href="#">“ENERGY POLICY ACT OF 2005”</a></p>		
Friday, Sept. 20	<p><b>Read/Explore</b> <a href="#">“All about ozone and the ozone layer”</a></p> <p><b>Read</b> <a href="#">“Ozone: What is it, and why do we care about it?”</a></p> <p><b>Read</b> <a href="#">“Plan of Action on the Ozone Layer”</a></p> <p><b>Watch</b> <a href="#">“Ozone Layer on the Mend Thanks to Chemical Ban”</a></p> <p><b>OPTIONAL (Watch):</b>  <a href="#">“Into the overworld: Ex-spy plane to see whether towering storms pose new threat to ozone layer”</a></p>	Ozone Depletion and Global Response	<b>Activity 3</b>
Monday, Sept. 23	<p><b>Watch</b> <a href="#">“School strike for climate - save the world by changing the rules   Greta Thunberg”</a></p> <p><b>Watch</b> <a href="#">“Climate vs Weather”</a></p> <p><b>Watch</b> <a href="#">“Climate Change: Lines of Evidence”</a></p> <p><b>Read</b> <a href="#">“Climate change: Current warming 'unparalleled' in 2,000 years”</a></p> <p><b>Explore</b> <a href="#">“The 10-Book ‘Uninhabitable Earth’ Reading List”</a></p> <p><b>Optional (Watch/Explore)</b>  <a href="#">“GeoDiode”</a></p>	Climate Change Science	

	<p><b>OPTIONAL (Read/Explore)</b> <a href="#">“Losing Earth: The Decade We Almost Stopped Climate Change”</a></p>		
Wednesday, Sept. 25	<p><b>Explore</b> <a href="#">“The Intergovernmental Panel on Climate Change’</a></p> <p><b>Watch</b> <a href="#">“Chasing Ice: time lapse of melting glaciers”</a></p> <p><b>Watch</b> <a href="#">“Neil DeGrasse Tyson's Simple Explanation of Climate Change”</a></p> <p><b>Watch</b> <a href="#">“Public Opinion and Climate Change”</a></p> <p><b>Read</b> <a href="#">“How Americans see climate change in 5 charts”</a></p> <p><b>Watch</b> <a href="#">“Why humans are so bad at thinking about climate change”</a></p>	Climate Change Science, continued	
Friday, Sept. 27	<p><b>Read</b> “Climate Change: The Challenges of Formulating International Environmental Policies”, pp. 380-420.</p> <p><b>Read/Watch</b> <a href="#">“Kyoto Protocol: 10 years of the world’s first climate change treaty”</a></p> <p><b>Read/Watch</b> <a href="#">“Paris climate agreement: What you need to know”</a></p> <p><b>Watch</b> <a href="#">“The Paris Accord: What is it? And What Does it All Mean?”</a></p> <p><b>Read</b> <a href="#">“Meet the Money Behind The Climate Denial Movement”</a></p>	The Kyoto Protocol and the Paris Climate Agreement	<b>Activity 4: DEBATE</b>

	<p><b>Read</b> <a href="#">“Facing Down ‘Environmental Grief’”</a></p> <p><b>OPTIONAL (Watch)</b> <a href="#">“Jane Goodall on the Threat of Animal Agriculture, GOP Climate Change Denial &amp; Why She’s a Vegetarian”</a></p> <p><b>OPTIONAL (Skim)</b> <a href="#">“The Defense Department is worried about climate change – and also a huge carbon emitter”</a></p> <p><b>OPTIONAL (Watch/Listen)</b> <a href="#">“The Pentagon’s Carbon Boot Print”</a></p>		
Monday, Sept. 30			<b>Activity 4, continued</b>
Wednesday, October 2	<p><b>Watch</b> <a href="#">“America's Climate Choices”</a></p> <p><b>Explore</b> <a href="#">“Climate Change Adaptation Resource Center”</a></p> <p><b>Explore</b> <a href="#">“State and Local Adaptation Plans”</a></p> <p><b>Read</b> <a href="#">“New York to Approve One of the World’s Most Ambitious Climate Plans”</a></p> <p><b>OPTIONAL (Listen)</b> <a href="#">“Resiliency Planning Success Stories”</a></p> <p><b>OPTIONAL (Read)</b> <a href="#">“America’s Climate Choices”</a></p>	Local Climate Adaptation Plans	<b>REVIEW</b>
Friday, October 4		<b>TEST 1: The Atmosphere</b>	
Monday, October 7	<b>Read</b> <a href="#">“The Hydrologic Cycle”</a>	<b>Unit 2: The Hydrosphere</b>	



	<p><b>Watch</b> <a href="#">“The Hydrologic and Carbon Cycles”</a></p> <p><b>Explore</b> <a href="#">“Module 2: Climatology of Water”</a>, stopping at “Relative Humidity”</p>		
Wednesday, October 9	<p><b>Explore</b> <a href="#">“Module 6: Groundwater Hydrology”</a></p> <p><b>Watch</b> <a href="#">“Water Resources”</a></p> <p><b>Explore</b> <a href="#">“Module 9: Water and Politics”</a></p> <p><b>Read</b> <a href="#">“NASA satellites reveal major shift in global freshwater”</a></p> <p><b>OPTIONAL (Watch)</b> <a href="#">“Water and climate change : let's adapt !”</a></p>	The Basics of Water, continued	
Friday, October 11	<p><b>Read</b> <a href="#">“Summary of the Clean Water Act”</a></p> <p><b>Read/ Explore</b> <a href="#">“These Are States That Want to Make America’s Waters Burn Again”</a></p>	The Clean Water Act	<b>Activity 5</b>
Monday, October 14	<p><b>Read</b> <a href="#">“Clean Water Act / Safe Drinking Water Act Intersection”</a></p> <p><b>Read</b> <a href="#">“Understanding the Safe Drinking Water Act”</a></p> <p><b>Explore/Skim</b> <a href="#">“The Safe Drinking Water Act and Flint, Michigan: How We Can Update Our Standards for Safe Drinking Water”</a></p> <p><b>Read</b> <a href="#">“Dem debate near Flint brings attention to water issues, inequality”</a></p>	The Safe Drinking Water Act	<b>Guest Lecturer</b>

	<b>OPTIONAL (Read)</b> <a href="#">“The Crisis Lurking in Californians’ Taps: How 1,000 Water Systems May Be at Risk”</a>		
Wednesday, October 16	<p><b>Watch</b> <a href="#">“Food systems in the Anthropocene”</a></p> <p><b>Read/ Explore</b> <a href="#">“Agriculture”</a></p> <p><b>Explore</b> <a href="#">“Timeline of agriculture and food technology”</a></p> <p><b>Explore</b> <a href="#">“Kentucky Farming for the Future”</a></p> <p><b>Explore</b> <a href="#">“Kentucky Agriculture Water Quality Act Planning Tool”</a></p> <p><b>OPTIONAL (Explore)</b> <a href="#">“USDA”</a></p> <p><b>OPTIONAL (Watch)</b> <a href="#">“The Mythology of the Green Revolution”</a></p> <p><b>OPTIONAL (Watch)</b> <a href="#">“Spy Drones Expose Smithfield Foods Factory Farms”</a></p>	Water and Agriculture	
Friday, October 18	<p><b>Explore</b> <a href="#">“Kentucky Energy and Environment Cabinet”</a></p> <p><b>Read</b> <a href="#">“Most US coal plants are contaminating groundwater with toxins, analysis finds”</a></p> <p><b>Listen</b> <a href="#">“A Coal Miner’s Take on Stream Protection”</a></p> <p><b>Watch</b> <a href="#">“H2oil animated sequences”</a></p>	Water and Industry	
Monday, October 21	<b>NO CLASS- Fall Break/ Midterm</b>		

Wednesday, October 23	<b>Explore</b> <a href="#">“Module 3: Rivers and Watersheds”</a>	River Systems	
Friday, October 25	<b>Watch</b> <a href="#">“How Rivers Form”</a>  <b>Watch</b> <a href="#">“Geologic Work of Streams”</a>	River Systems, continued	<b>Activity 6</b>
Monday, October 28	<b>Explore</b> <a href="#">“Module 4: Flood and Drought”</a>  <b>Explore</b> <a href="#">“Stormwater Best Management Practices Manual”</a>	Flooding and Stormwater Management	
Wednesday, October 30	<b>Explore</b> <a href="#">“Watersheds”</a>  <b>Explore</b> <a href="#">“Stormwater and storm sewer system”</a>	Urban Case Studies/ Environmental Management: Lexington, KY and Louisville, KY	
Friday, Nov. 1	<b>Listen</b> <a href="#">“Treat your yard as if it’s a ‘small watershed.’ The whole city will benefit.”</a>  <b>Read</b> <a href="#">“Reducing Stormwater Pollution”</a>	Case Studies, continued	<b>Activity 7</b>
Monday, Nov. 4	<b>Watch</b> <a href="#">“Contributors to sea-level rise”</a>  <b>Watch (no sound)</b> <a href="#">“Thermal Expansion Causes About One-Third Of Global Sea Level Rise”</a>  <b>Listen</b> <a href="#">“Rising Seas in Silicon Valley”</a>	Storms and Rising Sea Level- the Science	
Wednesday, Nov. 6	<b>Read</b> “Hurricane Katrina Hits New Orleans: Disaster, Restoration, and Resilience”, pp. 529-571.  <b>Read/ Watch</b> <a href="#">“As climate change threatens islands,</a>	Climate Refugees and Federal Emergency Management Agency Responses	<b>REVIEW</b>

	<p><a href="#">Kiribati's president plans development</a></p> <p><b>Skim</b> <a href="#">“FEMA History”</a></p> <p><b>Read</b> <a href="#">“Harvey v Katrina: Have New Orleans lessons been learned?”</a></p> <p><b>Read</b> <a href="#">“Meet the 'climate refugees' who already had to leave their homes”</a></p> <p><b>Skim</b> <a href="#">“The Inconvenient Truth About Migration the Media Brush Off”</a></p>		
Friday, Nov. 8		<b>Test 2: The Hydrosphere</b>	
Monday, Nov. 11	<p><b>Watch</b> <a href="#">“Compositional and mechanical layers of the earth”</a></p> <p><b>Watch</b> <a href="#">“Geology”</a></p>	<b>Unit 3: The Lithosphere and the Biosphere</b>	
Wednesday, Nov. 13	<p><b>Read</b> <a href="#">“Induced Earthquakes”</a></p> <p><b>Skim</b> <a href="#">“Sustainability of the Rare Earths Industry”</a></p> <p><b>Watch</b> <a href="#">“Extractivism, Climate Justice and Latin America”</a></p> <p><b>OPTIONAL (Watch)</b> <a href="#">“Fracked or Fiction: So What are the Risks associated with Shale Gas Exploitation?”</a></p>	Geomorphology in the Anthropocene	
Friday, Nov. 15	<p><b>Watch</b> <a href="#">“Soils and Soil Dynamics”</a></p> <p><b>Read</b> <a href="#">“Guide to Texture by Feel”</a></p> <p><b>Read</b> <a href="#">“The Color of Soil”</a></p>	Soils	<b>Activity 8</b>

	<p><b>Watch:</b> <a href="#">“Understanding Soil Types and Soil Texture (test your own soil)”</a></p> <p><b>OPTIONAL</b> <b>(Read/Watch)</b> <a href="#">“Earth’s Solid Membrane: Soil”</a></p>		
Monday, Nov. 18	<p><b>Read</b> <a href="#">“Earth has lost a third of arable land in past 40 years, scientists say”</a></p> <p><b>Read</b> <a href="#">“Timeline: The Dust Bowl”</a></p> <p><b>Watch</b> <a href="#">“A Culture of Conservation: Don't Call it Dirt - A Passion for Soil”</a></p> <p><b>OPTIONAL (Watch)</b> <a href="#">“New Documentary on the Father of Soil Conservation”</a></p>	Soil Conservation and Agricultural Policy Past and Present	
Wednesday, Nov. 20	<p><b>Read</b> “ Love Canal: Hazardous Waste and the Politics of Fear”, pp 63-91.</p> <p><b>Watch</b> <a href="#">“What happens to our planet as more people move into cities?”</a></p> <p><b>Read</b> <a href="#">“Policies to Protect Soil and Water Quality”</a></p>	Land Use, Waste, and Pollution	
Friday, Nov. 22	<p><b>Explore</b> <a href="#">“Waste Management”</a></p> <p><b>Read</b> <a href="#">“Preventing Trash at its Source”</a></p> <p><b>Read</b> <a href="#">“Keep America Beautiful”</a></p> <p><b>OPTIONAL (Read)</b> <a href="#">“The Great Pacific Garbage Patch”</a></p>	Land Use, Waste, and Pollution, continued	<b>Activity 9</b>

Monday, Nov. 25	<p><b>Watch</b> <a href="#">“Hundreds of toxic sites await cleanup under Superfund program”</a></p> <p><b>Watch</b> <a href="#">“EPA’s Superfund Task Force: Year 1 Accomplishments”</a></p> <p><b>Explore/Watch</b> <a href="#">“Superfund Redevelopment Videos”</a></p>	Control of Toxic Substances, CERCLA	
Wednesday, Nov. 27	<b>NO CLASS- Thanksgiving Break</b>		
Friday, Nov. 29			
Monday, Dec. 2	<p><b>Explore</b> <a href="#">“Ecosystems”</a></p> <p><b>Watch</b> <a href="#">“Ecosystem Ecology”</a></p> <p><b>Listen</b> <a href="#">“Telltale Signs”</a></p> <p><b>OPTIONAL (Read)</b> <a href="#">“The Biosphere”</a></p>	Anthropocene Ecology	
Wednesday, Dec. 4	<p><b>Read</b> <a href="#">“What Has the Endangered Species Act Ever Done for Us? More Than You Think.”</a></p> <p><b>Explore</b> <a href="#">“The Endangered Species Act”</a></p> <p><b>Watch</b> <a href="#">“The Sixth Extinction”</a></p> <p><b>Read</b> <a href="#">“The Numbers Are Just Horrendous.”</a></p> <p><b>OPTIONAL (Listen)</b> <a href="#">“The Rock Hard Truth of Mass Extinction”</a></p>	The Endangered Species Act, the Sixth Mass Extinction, and Habitat Loss	
Friday, Dec. 6	<p><b>Explore</b> <a href="#">“Deforestation in the United States”</a></p> <p><b>Read</b> <a href="#">“National Parks and the 1964 Wilderness Act”</a></p>	Deforestation, the Wilderness Act, and Disturbance	<b>Activity 10/</b> Projects due on CANVAS by 11:59 PM

<p><b>Skim</b> <a href="#">“The Wilderness Act”</a></p> <p><b>Skim</b> <a href="#">“The Birth, Death, and Afterlife of the Wild Lands Policy”</a></p> <p><b>Read</b> <a href="#">“Ecological disturbance”</a></p> <p><b>Read</b> <a href="#">“Trump puts conservative advocate of selling off the nation’s public lands in charge of overseeing them”</a></p> <p><b>OPTIONAL (Read)</b> <a href="#">“Wallace Stegner”</a></p> <p><b>OPTIONAL (Read)</b> <a href="#">“As Alaska Overheats, Trump Administration Policies Could Make Things Worse”</a></p> <p><b>OPTIONAL (Explore)</b> <a href="#">“Wildland Urban Interface (WUI) toolkit”</a></p> <p><b>OPTIONAL (Read)</b> <a href="#">“History of Fire Suppression in the US”</a></p> <p><b>OPTIONAL (Read/ Watch)</b> <a href="#">“US Forest Service”</a></p> <p><b>OPTIONAL (Watch)</b> <a href="#">“The Devastating Effects Of The World's Palm Oil Addiction”</a></p> <p><b>OPTIONAL (Read)</b> <a href="#">“Among Oil Palm, Rain Forest and Orangutans, Shades of Gray”</a></p> <p><b>OPTIONAL (Read)</b> <a href="#">“The Amazon is approaching an irreversible tipping point”</a></p>		
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Monday, Dec. 9		PROJECT PRESENTATIONS	
Wednesday, Dec. 11		PROJECT PRESENTATIONS	
Friday, Dec.13	<p><b>RECOMMENDED</b>  <a href="#">“Looking Forward: Our Global Experiment”</a></p> <p>“Conclusions: Politics, Values, and Environmental Policy Change”, pp. 572-581.</p>	PROJECT PRESENTATIONS	REVIEW
Wednesday, Dec. 18	<p><b>Test 3: The Lithosphere and Biosphere</b>  <b>10:30 AM Whitehall Classroom Bldg. Rm.238</b></p>		

## DESCRIPTION OF COURSE ACTIVITIES AND ASSIGNMENTS

**Attendance:** *Starting on August 28*, attendance will be taken on all lecture days, excluding days with an activity or a review session. There are 25 such days, and 4 points will be awarded for each day for a total of 100 attendance points.

**Homework:** Students will be required to read, watch, explore, listen to, or skim web-based materials prior to class meeting time as outlined in the syllabus. Students should take detailed notes while doing homework. On average, students will have about **1.5 hours of work** before class, when topics and themes from the homework will be explained and expanded upon. Some class days may require more or less preparation. In class, the instructor will highlight the key points to be covered in the test for each unit. Power Point presentations used in lecture will be posted following the class, and students are also encouraged to review these and add to their other notes as part of their homework.

**Activities\*:** There are (10) in-class activities held on Fridays throughout the semester (Activity #4 will continue to Monday). Except for Activity #2, these require no special preparation. Activities are intended to be applications of course topics, and students are expected to be able to engage with material covered in class prior to the activity. Activities will include interpreting data and analyzing documents/media, and students will both reinforce and synthesize their knowledge through informed debate, critical expository and journalistic writing, solutions-based design modeling, and the demonstration of conceptual mastery.

\* Activity 2/ Quiz counts for the Student Engagement Assignment mandated by University policy. See: <http://www.uky.edu/registrar/0818-TitleIV-Changes>



**Tests:** There are (3) tests at the end of each Unit. All tests follow the same format: 50 multiple choice questions. Much on the material builds on itself, and students are expected to build understanding as we go along. The final is Test #3 and will follow the same format as the other three tests. **Binder notes (handwritten or typed) and handouts may be employed during exams.** Printed Power Point notes from lectures are not permitted. Notes cannot be used for the Quiz.

**Final Project and Presentation/ Environmental Management and Policy Symposium:** The final project will have two parts: 1) a Power Point slide show and 2) a 5-8 minute project presentation. Students may work alone or in groups of 2 or 3, in which case the presentation will be 12-15 minutes with a slide show appropriate for a longer presentation.

The theme of the project/symposium is “Translating Science into Policy”, and students will be required to 1) research an environmental problem or a solution to an environmental problem that they care about and 2) analyze how the problem could be managed or the solution implemented locally, federally, or internationally, including analysis or risks and barriers to feasible implementation. The science as well as the social and political milieus must be taken into consideration.

This project will be discussed during the first weeks of the course and a rubric will be provided, but students should be prepared to PARTICIPATE (make a site visit, design an experiment, perform a systematic observation, conduct an interview or survey, review a scientific/academic article or policy, write a letter to a politician, etc.) as part of their PRESENTATION/PROPOSAL. Students must provide CONTEXT, consider their POSITIONALITY and their AUDIENCE, as well as create a BUDGET.

As part of their grade, students will also be required to have a 15-minute MEETING with the instructor between October 23- November 25 to talk about their project.

### Course Assignments and Points:

- **Attendance** (4 points on 25 non-activity, test, or review days) = 100 points
- **10 In-class Activities\*** at 10 points each = 100 points  
\*includes Student Engagement Assignment
- **3 Exams** at 100 points each (50 questions @ 2 pts. each) = 300 points
- **Final Project** (due 12/6 at 11:59 pm via Canvas) **and Presentation** = 200 points

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**700 total points**

## Course Grading:

**\*Percentage points are calculated by dividing your earned points by the total points possible and rounding up.**

A= 90 – 100%  
B= 80 – 89%  
C= 70 – 79%  
D= 60 – 69%  
E= Below 60%

## Mid-term Grade:

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

## Final Exam Information:

**December 18, 2019 | 10:30 AM | Whitehall Classroom Bldg. Rm. 238**

## CLASSROOM ETIQUETTE

Expectations for this class include being on time, not using cell phones, using laptops only for taking notes and writing, participating in class discussions and being respectful of other students' viewpoints. I do not allow audio recording or video recording in the classroom (unless it's an accommodation required by the Disability Resource Center).

## ATTENDANCE POLICY

Again, attendance for class is highly encouraged and accounts 100/700 points toward your grade, or approximately 14%. Attendance will be taken on lecture days when there is no activity, test, or review, and is worth 4 points on each of those days. Students will not be docked attendance points for excused absences.

## Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than

the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

### **ACADEMIC INTEGRITY**

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

*Senate Rules 6.3.1* (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

#### **ACCOMODATIONS DUE TO DISABILITY**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/DisabilityResourceCenter>.

#### **NON-DISCRIMINATION STATEMENT AND TITLE IX INFORMATION**

The University of Kentucky faculty are committed to supporting students and upholding the University's non-discrimination policy.

Discrimination is prohibited at UK. If you experience an incident of discrimination we encourage you to report it to Institutional Equity & Equal Opportunity (IEEO) Office, 13 Main Building, (859) 257-8927.

#### **Acts of Sex- and Gender-Based Discrimination or Interpersonal Violence**

If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals MUST report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, the Violence Intervention and Prevention (VIP) program (Frazee Hall – Lower Level; <http://www.uky.edu/StudentAffairs/VIPCenter/>), the Counseling Center (106 Frazee Hall, <http://www.uky.edu/StudentAffairs/Counseling/>), and the University Health Services (<http://ukhealthcare.uky.edu/uhs/student-health/>) are confidential resources on campus.