ENVST 950 ADVANCED TOPICS IN ENVIRONMENTAL STUDIES: HONORS SEMINAR

TERM/HOURS  Spring 2015/W 5-7:30pm
LOCATION     25 West 4th St. Room C-19
PROFESSOR    Jennifer Jacquet, jacquet@nyu.edu
OFFICE HOURS R 2-3:30; make an appointment here: http://goo.gl/QMPxO
              also feel free to email me and we’ll set something up
LOCATION     25 West 4th St. Room C-19
PREREQUISITE 3.65+ GPA in general and in Environmental Studies

OVERVIEW:
WELCOME! And congratulations. You have each shown that you are outstanding at consuming and recapitulating knowledge. This course builds on that skill and aims to push you a bit further and encourage you to produce your own research in the realm of environmental studies. You will be expected to formulate your own research question, and will be required to put together a large literature review with proposal that includes research design and hopefully a pilot study. Areas covered include preparing research proposals, using the literature in devising and evaluating research, statistical analysis, library facilities, research ethics, and communicating science. By the time we have finished, you should understand the differences between qualitative and quantitative research, various methods of both types of research, as well as many of the inner-workings of research. You are expected to find the edge of a problem and push it further, however incrementally, by producing some excellent research of your own.

***

REQUIRED TEXTS:
See the book chapters and articles listed on the daily calendar. Additional readings will be announced so that I can tailor the course to your interests, needs, research questions, and methods.

Mandatory plagiarism statement: I expect no issues with this, but know that plagiarism results in failure in the class and referral to an academic dean. Plagiarism includes: copying sentences or fragments from any source without quotes or references; not citing every source used in your papers; citing internet information without proper citation; presenting someone else’s work as your own; or copying verbatim from any source. You are subject to CAS’s guidelines on plagiarism: http://cas.nyu.edu/page/ug.academicintegrity

***

THE GRADE: Your grade is made up of many assignments. This is strategic so that you keep momentum toward the ultimate goal, your thesis. It also means that if you do poorly on a single assignment, you should not panic.

EXAMPLES (3 TOTAL; 15% OF TOTAL GRADE): due Feb. 18, Feb. 25, Mar. 25 3-minute lightning talks consisting of 9 slides timed to show for 20 seconds each due throughout the semester. This should be related to the week’s topic. To do this well, you will need to do the readings thoroughly in advance. Email me your slides by 4:30pm the day of class.

PARTICIPATION (25%): All research improves significantly with constructive criticism from one’s peers. You are expected to contribute to class and to others’ research projects significantly and are expected to give critical but constructive feedback on both your peers’ drafts and presentations.

1. Comments on first drafts (25%) due Friday, Mar. 13 by 10pm
2. IRB test (10%) due Apr. 1 http://www.nyu.edu/ucaihs/tutorial/
3. Comments on presentations (10%) due Apr. 15 (in class)
4. Comments on third drafts (25%) due Friday, Apr. 24 by 10pm
5. Class participation (30%) – ongoing
THESIS (60% OF TOTAL GRADE):

1. the draft proposal (10%) due Feb. 4
   This should put your project in context and then discuss your idea, including background, methods, and your timeline. The proposals should be no more than 5 double spaced pages and include at least 15 references (which are separate from the 5-page count).
2. the draft outline (10%) due Feb. 18
   (at least 20 references)
3. the revised outline (10%) due Mar. 4
   (at least 25 references) *USE TRACK CHANGES*
4. the first draft (10%) due Mar. 11
5. second draft (10%) April. 8 by noon
6. presentation (20%) due Apr. 15
7. final draft (20%) due May 6 by MIDNIGHT
   Maximum of 40 pages double-spaced. Note that longer DOES NOT mean better. References are crucial and separate from the page count. Note that the proposal, presentation, and final report will be much better with STRONG VISUALS, including tables, graphs, diagrams, etc.

***
THE SCHEDULE:

CLASS 1 (JAN 28): THE BIG PICTURE
6:30pm PROFESSORS DALE JAMIESON and DANIEL PAULY: WHAT DOES IT MEAN TO THINK?

QUESTIONS YOU SHOULD BE ABLE TO ANSWER AFTER CLASS:
What is expected of you in this class? What does the ‘field’ of environmental studies look like? What are the major drivers of environmental change? What is a journal? What are the major drivers of environmental change? Where is the edge of environmental studies?

READINGS:
This Is Water, David Foster Wallace, 2005
Thinking Like a Mountain, Aldo Leopold, 1949
The Two Cultures and Scientific Revolution, CP Snow, 1961
Toward a Conservation Ethic for the Sea, Daniel Pauly, 2011
Scientific Uncertainty and the Political Process, Dale Jamieson, 1996

PROPOSAL RESOURCES PROVIDED TO YOU OVER EMAIL:
Sutherland et al. Horizon scans of global conservation issues.
Example proposal (E-waste)
NSF proposal tips

CLASS 2 (FEB 4): METHODS (PART 1)
6:30pm PROFESSOR COLIN JEROLMACK ON QUALITATIVE METHODS

DUE: DRAFT PROPOSAL

QUESTIONS YOU SHOULD BE ABLE TO ANSWER AFTER CLASS:
What is basic vs. applied research? What is qualitative vs. quantitative research? What is a review, meta-analysis, qualitative review, experiment, ethnography, empirical study?

READINGS:

CLASS 3 (FEB 11): DOING RESEARCH

DUE: PLAN TO TELL US HOW YOU FOUND A PAPER YOU WILL CITE

5:15PM NYU LIBRARY RESEARCH SEMINAR

QUESTIONS YOU SHOULD BE ABLE TO ANSWER BY THE END:
Why do research? What kinds of questions make for the best research?
**CLASS 4 (FEB 18): WRITING A RESEARCH PAPER**

**DUE: TALK #1 (research idea) + DRAFT OUTLINE**

**GUEST LECTURE BY NYU WRITING CENTER AT 5PM**

**QUESTIONS YOU SHOULD BE ABLE TO ANSWER BY THE END:**
What makes a good literature review? What are reference managers? What are the various formatting styles? What are the conventions for authorship across disciplines?

**READINGS:**

---

**FRIDAY (FEB 20): SUGGEST YOU REGISTER & ATTEND DIGITAL ANIMALS CONFERENCE**

---

**CLASS 5 (FEB 25): WHAT IS DATA?**

**DUE: TALK #2 (data from paper – what kind of paper is it?)**

**QUESTIONS YOU SHOULD BE ABLE TO ANSWER BY THE END:**
What counts as data? Statistical analysis? What is new data, existing data, big data?

**READINGS:**

---

**CLASS 6 (MAR 4): METHODS 2**

**DUE: REVISED OUTLINE**

**READINGS:**

---

**CLASS 7 (MAR 11): PUBLISHING/AUTHORSHIP**

**DUE: FIRST DRAFT + COMMENTS ON 1st DRAFTS, FRIDAY AT 10PM**

**QUESTIONS YOU SHOULD BE ABLE TO ANSWER BY THE END:**
Why publish? What role does publishing play in career promotion? How to you review a paper?

**READINGS:**

---

**SPRING BREAK!**

---

**CLASS 8 (MAR 25): CONFERENCES/COMMUNICATING**

**DUE: CONFERENCE ABSTRACT + TALK #3 (visual display of information)**

**READINGS:**
REGISTRATION FOR UNDERGRADUATE RESEARCH CONFERENCE WEDNESDAY, MARCH 25TH BY 5PM
https://www.nyu.edu/cas/ugresearch/conference/

CLASS 9 (APR 1): ETHICS
QUESTIONS YOU SHOULD BE ABLE TO ANSWER BY THE END:
What are some concerns with non-human animal research? What are some of the major concerns with human subjects research? What is MTurk?

READINGS:
Mason & Suri 2012. Conducting behavioral research on Amazon’s Mechanical Turk.

CLASS 10 (APR 8): ONE-ON-ONE MEETINGS 5-7pm (IN CLASSROOM)
DUE: SECOND DRAFT BY 12PM!

CLASS 11 (APR 15): PRESENTATION WORKSHOP
DUE: PRESENTATION

*THURSDAY APRIL 16: ONE-ON-ONE MEETINGS 9AM-12PM (IN MY OFFICE)

CLASS 12 (APR 22): PAPER WORKSHOP ON YOUR OWN
DUE: COMMENTS ON 2nd DRAFTS, FRIDAY BY 10PM

UNDERGRADUATE RESEARCH CONFERENCE FRIDAY, APRIL 24TH! ATTENDANCE IS MANDATORY

CLASS 13 (APR 29): ES CAREER SERIES EVENT: GRADUATE SCHOOLS

CLASS 14 (MAY 6): COMMUNICATING WITH BROAD AUDIENCES

FINAL DRAFT DUE MAY 13