ENVST-UA 900
Environmental Studies Senior Seminar
Fall 2022

Course Information

- Units: 4
- Class Hours: Tuesdays & Thursdays, 11:00 am - 12:15 pm
- Class Location: 194 Mercer Street, Room 208

Instructor Information

Professor: Kimberly Carlson, PhD
Email: kc143@nyu.edu
Office Address: 285 Mercer Street Room 903
Office Hours: Variable. Please sign up here for a Zoom meeting. If none of these times work, please email me.
Contact for: Learning accommodations, feedback regarding course content and structure, content questions, group discussion facilitation, and all other reasons.

Course Prerequisites
Open to seniors in the Environmental Studies major.

Course Description
The Environmental Studies Senior Seminar serves as the culminating experience for Environmental Studies majors, and is required for seniors in either semester of their final year in the major. The seminar aims to advance critical and integrative thinking skills students have
acquired through the Environmental Studies major, and enhance community and cohort building while serving as a basis for individual professional development.

**Course Goals**
Through this course, students will learn to apply critical and integrative systems thinking and consider interrelationships between evidence and values through the lens of environmental studies. They will integrate and synthesize concepts learned in core and elective environmental studies courses. Finally, they will practically and/or conceptually bridge the undergraduate career in environmental studies with the post-graduation professional pathway including development of connections with their classmates (cohort-building).

**Learning Objectives**
- Identify feedback loops, non-linearities, and connectivities in complex environmental systems
- Understand the needs for and consequences of drawing system boundaries
- Acknowledge environmental system complexity without being paralyzed by it
- Consider how different fields determine what constitutes robust evidence
- Critically evaluate and incorporate diverse forms of evidence into research and professional work related to the environment
- Identify values that inform decisions, when such values may conflict, and be knowledgeable about areas of ethics under active development
- Describe core principles needed to engage as a professional in work related to the environment
- Engage respectfully with diverse ways of thinking about the environment
- Communicate more effectively, including with peers to help build a cohort of environmental studies students
- Recognize how unique skills, interests, and goals might shape a post-graduation pathway in environment and related fields

**Materials**
- **Readings.** This course has no textbook. Instead, weekly readings will complement lectures and guide discussions throughout the semester. All readings will be available via the course website.
- **Slack.** Please download and install Slack. We will use this for communication throughout the semester. The use of this software is for educational purposes only. This is a 3rd party software, which means that it is not an NYU-supported service that has data privacy, FERPA, and security protections in place (e.g., NYU Gmail, Brightspace). We will structure assignments so that no highly sensitive information is needed to use the tool, but please note that we are subject to the terms of use set by the platform's developer. If you have any concerns about the platform, please let your professor know as soon as possible
- **Reference Management.** The use of reference management software is encouraged. NYU provides a guide to choosing between these options, and links to access the software, here.
**Schedule**

Available [here](#).

**Assessment and Grading**

Each assignment, including expected content, style, length, medium, and submission format will be fully explained to students before the due date. Assignments will be accompanied by rubrics used for grading. The following weights will be given to each of the course requirements in the determination of final grades.

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Points</th>
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<tr>
<td>Weekly response</td>
<td>Each week, students will have the opportunity to write responses based on the readings and other assigned material. These responses will be based on specific queries posted by the instructor. They are meant to ensure that students read and critically interact with class content as the course progresses. Students should submit <strong>seven</strong> responses over the course of the semester, but the opportunity to respond will be provided for a total of about ten weeks.</td>
<td>140</td>
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<tr>
<td>Professional Plan</td>
<td>The professional plan should outline the student's post undergraduate goals, both long and short-term, and lay out a pathway to meet those goals. The purpose of this exercise is to develop an understanding of how unique skills, interests, and goals might shape a post-graduation pathway in environmental and related fields; it is meant to help bridge the student’s undergraduate studies with the post-graduation period. The student need not design their plan around environment-related professional activities, but their plan should engage in some way with the environmental studies program (e.g., how thinking developed in the major has influenced underlying objectives; skill sets developed as an Environmental Studies major).</td>
<td><strong>200</strong></td>
</tr>
<tr>
<td>Literature Review</td>
<td>The literature review should discuss published information from a subject area within the realm of environmental studies of great interest to the student, including summary and synthesis of this information. The purpose of this assignment is to connect student interests with the field of environmental studies in a focused yet synthetic way.</td>
<td><strong>240</strong></td>
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Depending on the topic chosen, the literature review might provide background for planned future research or bring the individual up to date in a field of potential interest.

Project
Each student will develop a final written project oriented toward a non-academic audience throughout the semester. The purpose of this project is to connect material learned through an academic environmental studies lens to applied environmental problems. They will present their project to peers at the end of the semester.

Peer Review
Each student will provide constructive feedback on a peer’s final project once during the semester.

Participation
Students should actively engage with class throughout the semester. This includes asking questions during discussions and lectures and/or contributing to online discourse. One week during the semester each student will be required to work with other students to facilitate speaker and class discussion; this will contribute to the participation grade.

TOTAL

All written assessments are individual. Discuss the topic with each other; join up in reading groups; come to office hours alone or in groups to discuss details; but submit your own, individual essays.

Deadlines
Due dates are strictly imposed. Late work will be accepted with a 5% penalty for each day of delay. After five days, and until the final day of classes in the semester, 75% will be awarded for the assignment. If a student has a personal emergency or health issue that prevents the student from submitting the assignment on time, they should contact the instructor and discuss a revised submission timeline. Due dates are listed on the Course Schedule. All assignments are due by 11:59 PM on the due date.

Revise and Resubmit
Students can improve a grade they received on an assignment by revising their work. To do so, they should submit the assignment via Brightspace within 7 days of receiving the assignment.
grade, and email the instructors to notify them of the submission. The submission should have
TRACK CHANGES ON so that the instructors can see how the revision compares to the original
submission. The entire assignment will be re-graded potentially leading to an increase or
decrease in the overall score.

**Grading Scale**

Final letter grades will be assigned according to the schedule below.

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<tr>
<th>Grade</th>
<th>Formula</th>
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<tbody>
<tr>
<td>A</td>
<td>$100 &gt; x \geq 94.45$</td>
</tr>
<tr>
<td>A-</td>
<td>$94.45 &gt; x \geq 89.45$</td>
</tr>
<tr>
<td>B+</td>
<td>$89.45 &gt; x \geq 86.45$</td>
</tr>
<tr>
<td>B</td>
<td>$86.45 &gt; x \geq 82.45$</td>
</tr>
<tr>
<td>B-</td>
<td>$82.45 &gt; x \geq 79.45$</td>
</tr>
<tr>
<td>C+</td>
<td>$79.45 &gt; x \geq 76.45$</td>
</tr>
<tr>
<td>C</td>
<td>$76.45 &gt; x \geq 72.45$</td>
</tr>
<tr>
<td>C-</td>
<td>$72.45 &gt; x \geq 69.45$</td>
</tr>
<tr>
<td>D+</td>
<td>$69.45 &gt; x \geq 66.45$</td>
</tr>
<tr>
<td>D</td>
<td>$66.45 &gt; x \geq 62.45$</td>
</tr>
<tr>
<td>F</td>
<td>$62.45 &gt; x$</td>
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**Course Website**

All announcements, resources, and assignments will be delivered through the Brightspace site:
brightspace.nyu.edu

**Expectations from Participants**

- Use personal devices in the classroom only for class-related activities.
- Exhibit professional conduct and attitude, including appreciation for all types of diversity, respect for the instructor, guest speakers, and fellow class participants, and acknowledgement and acceptance of differing ideas and opinions.
- Practice and honor the College of Arts & Science Honor Code and the University Student Conduct Policy.

**Respect for Diversity**

I intend that students from diverse backgrounds and perspectives are well served by this course, that your learning needs are addressed, and that the diversity that you bring to class is viewed as a resource, strength, and benefit. I aim to present materials and activities that respect diversity. I encourage your suggestions around course materials and approaches that will better serve this goal. I am continuously learning about diverse perspectives and identities. If something communicated in class (by anyone) made you feel uncomfortable, please reach out to me (either in person or electronically) or provide anonymous feedback. Also reach out to me
and let me know ways to improve the effectiveness of the course for you or for other students or student groups.

**Academic Integrity**

Scholastic dishonesty of any form is not tolerated and may result in a failing grade and reporting the behavior to the College of Arts and Sciences. Scholastic dishonesty includes plagiarism, cheating, and fabricating or falsifying data, research procedures, or analysis. Obviously, bringing answers into an examination or copying all or part of a paper straight from a book, the Internet, or a fellow student is a violation of this principle. But there are other forms of cheating or plagiarizing which are just as serious — for example, presenting an oral report drawn without attribution from other sources (oral or written); writing a sentence or paragraph which, despite being in different words, expresses someone else’s idea(s) without a reference to the source of the idea(s); or submitting essentially the same paper in two different courses (unless both instructors have given their permission in advance). Receiving or giving help on a take-home paper, examination, or quiz is also cheating, unless expressly permitted by the instructor (as in collaborative projects). If you are unsure on how to do proper citation, please see me. More detail can be found [here](#). NYU offers academic support and tutoring at the University Learning Center, (212) 998-8085.

**Student Accessibility**

Academic accommodations are available for students with disabilities. If you have a disability, or think you have a disability, please visit the Moses Center for Students with Disabilities (CSD) website or call or email CSD at (212) 998-4980 or mosescsd@nyu.edu for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance. If you have already been approved for accommodations through the Moses Center, please meet with the instructors so we can develop an implementation plan together.

**Attendance**

Students are expected to attend class, arrive on time, and stay the entire length of class. Please notify me in advance if you cannot attend due to travel or other planned reasons; in the case of unexpected illness or emergency please send word as soon as possible.

**Religious Holidays**

NYU’s Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.