



## ENVST-UA 900

# Environmental Studies Senior Seminar Fall 2021

### Course Information

- Units: 4
- Class Hours: Tuesdays & Thursdays, 11:00 am - 12:15 pm
- Class Location: Room 102, [19 West 4th Street](#), New York NY 10012

### Instructor Information

- Professor: Kimberly Carlson
  - Email: [kimberly.carlson@nyu.edu](mailto:kimberly.carlson@nyu.edu)
  - Office Address: Department of Environmental Studies, 285 Mercer Street, 9th floor
  - Office Hours: Variable. Please [sign up here](#). 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 Assistant: Mikey Lampel
  - Email: [mikeylampel@nyu.edu](mailto:mikeylampel@nyu.edu)
  - Office Hours: TBA
  - Contact for: Questions about grading and assignments, assignment resubmission, and participation/absences. Please cc [kimberly.carlson@nyu.edu](mailto:kimberly.carlson@nyu.edu) in all correspondence.

### Course Prerequisites

Open to seniors in the Environmental Studies major.

### Course Description

The Environmental Studies Senior Seminar is a research and professional seminar attended by all senior Environmental Studies majors in either the fall or spring semester of their senior year. The seminar will include both a regular research and professional seminar series (about 12 per semester) as well as classroom instruction. The purpose of the senior seminar is to integrate environmental research and practice into the senior experience, teach critical and integrative thinking, and enhance community- and cohort-building.

Guiding questions, more broadly integrative than those asked in ENVST-UA 100 and ENVST-UA 101, include the following. Speakers will be asked to reflect on some of these questions, to provide continuity:

- What is environmental studies?
- What are the frontiers of knowledge and practice in environmental studies?
- What questions aren't answered?
- What are the unknowns and uncertainties?
- What is critical thinking in light of environmental problems?
- What tools are the speakers using?
- How well supported are the claims the speakers are making?
- Who is the audience for the work done by the speakers?
- Who do speakers interact with on a daily basis?
- What is the daily life of the speakers like?
- What major challenges do the speakers face?

## Learning Objectives

The course goals are to integrate your Environmental Studies undergraduate experience and set you up for success for what comes next.

## Materials

This course has no textbook. Instead, weekly readings will complement guest speakers and guide discussions throughout the semester. All readings will be available via the course website. I highly encourage the use of reference management software such as [Zotero](#), [RefWorks](#), [EndNote](#), or [Mendeley](#).

## 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.

Component	Description	Points
<a href="#">Short response papers</a>	Throughout the semester, students will write four papers that analyze and critique readings, speaker presentations, and class discussions within a week.	300
<a href="#">Career Plan</a>	This plan should include a reflection on environmental studies as a field, the student's comparative advantage within the field, and where and how to make the biggest difference.	200
<a href="#">Final Project</a>	<p>Students will develop a semester-long final project. They have wide flexibility in the content of the project, but it must be original work for the senior seminar and represent a substantial and high quality output that is relevant to environmental studies and the student's own interests. For instance, students may consider developing one of the following project types:</p> <p>(i) <b>Research paper.</b> For students not undertaking an honors thesis, development of a research paper can be used as experience needed to apply to grad school or to develop expertise in a particular field of study.</p> <p>(ii) <b>Creative Project.</b> The project should involve the production of a tangible output, such as a podcast, film, architectural or landscape design, art piece, short story, map, photography series, or article of clothing.</p>	250
<a href="#">Peer Review</a>	Each student will provide constructive feedback on a peer's final project two times throughout the semester.	100
<a href="#">Final presentation</a>	During the last two weeks of the semester, students will present their final project to peers.	50
<a href="#">Participation</a>	Students should actively engage with class throughout the semester. This includes asking questions during discussions and guest speaker events and contributing to online discourse. Once during the semester each student will be required to work with other students to facilitate class	100

	discussion; this will contribute to the participation grade. The instructors will note participation on a weekly basis as well as during the facilitated discussion, and the participation score will reflect aggregate semester long participation.	
TOTAL		1000 points

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 ten days, and until the final day of classes in the semester, 50% 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.

## Revise and Resubmit

Students can improve a grade they received on an assignment by revising their work. To do so, they should send an email to the course assistant (please copy the instructor on the email) within 7 days of receiving the assignment grade. The email should include the revised assignment WITH 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.

A	$100 > x \geq 94.45$
A-	$94 > x \geq 89.45$
B+	$90 > x \geq 86.45$
B	$87 > x \geq 82.45$
B-	$83 > x \geq 79.45$
C+	$80 > x \geq 76.45$
C	$77 > x \geq 72.45$
C-	$73 > x \geq 69.45$
D+	$70 > x \geq 66.45$
D	$67 > x \geq 62.45$

F  $x < 62.45$

## Course Website

All announcements, resources, and assignments will be delivered through the Brightspace site: [brightspace.nyu.edu](https://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](mailto: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.

## **Acknowledgments**

This course was conceptualized and designed by the faculty of the Department of Environmental Studies. I am teaching the third iteration of it in fall 2021. Many thanks to [Chris Schlottmann](#), director of undergraduate studies, for help every step along the way, and to Gernot Wagner, who taught the course in fall 2020.