

Instructor: Dr. Jennifer Fox
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Hall of Sciences S-137
x3358

Website: blackboard.drew.edu

Office Hours: MW 10:00-12:00, TR 2:00-3:00
or by appointment
or when door is open

Course Meeting: TR 11:50-1:05
Hall of Sciences S-244

Course Goals and Objectives

In this course you will be introduced to the study of ecology and the environment. We will survey the impact of people on the environment and discuss different strategies for meeting our future biological and technological needs in environmentally compatible ways. We will also learn about topics that often appear in the popular media, such as global warming, emerging diseases, and genetically modified organisms. You will develop an understanding of the mechanisms and processes at work in the environment, as well as the ability to critically evaluate discussion of environmental topics.

Course Expectations

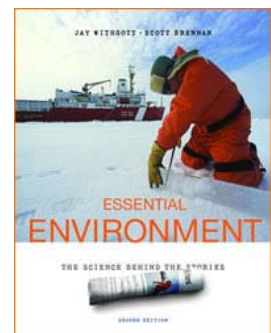
I expect you to come to each class prepared, to participate actively, to treat all members of the class with respect, and to turn assignments in on time. You can expect the same from me in return.

Lectures and Discussions

Although this is a large course, your active participation is expected. Participation entails coming to class prepared, speaking up, and listening actively. Occasionally you will be asked to take a specific stance in a class debate, work in small groups, or make a brief presentation to the class. Of course participation is not possible if you are not here, so you must come to every class on time.

Readings

The required text for this course is Jay Withgott and Scott Brennan's, "Essential Environment: The Science Behind the Stories," Second Edition. Please take advantage of additional materials available online at www.aw-bc.com/envscience/ (see link on course Blackboard site). Additional readings will be distributed in class, available on Blackboard, or on reserve at the Drew University Library. Assigned readings should be *completed* by the date indicated on the syllabus.



The lectures and readings for this course are designed to supplement, not repeat, each other. We will talk about topics in class that are not covered explicitly in the readings, and you will read about things that we will not discuss in much detail. I often use different examples than the text in order to give you an additional perspective, to highlight different aspects of an issue, or to provide local or current examples. Therefore, to do well in this course you should attend all lectures *and* keep up with the readings.

Evaluation and Grading

Your performance in the course will be evaluated based on the following percentages:

| | |
|---|---------------|
| Three 1-hour exams | 51 (17% each) |
| Ecological Footprint | 12 |
| News Briefs (3) | 12 |
| Public Education Project | 16 |
| Other class participation and assignments | 9 |

Assignment Deadlines and Exam Dates

As Ben Franklin almost said, nothing is certain but death, taxes, and deadlines. In this course deadlines are imposed not only to prevent you from falling irrevocably behind, but also to ensure that your work can be returned to you in a timely manner. Exceptions will be made in cases of serious illness or family emergency and reasonable allowances will be made to accommodate other conflicts if they are brought to my attention BEFORE the deadline. Make-up exams for non-emergencies are only possible if arranged at least one week before the scheduled exam. A late assignment will lose 10% of its value every 24 hours, and will not be accepted after the assignment has been returned to the class.

Absences

Attendance and participation at all classes is expected. Absences due to planned events, such as religious holidays or University-sanctioned activities, should be discussed with me beforehand so that we can make suitable arrangements. *Regardless of your reason for missing a class, YOU are responsible for finding out what you missed, getting copies of anything distributed in class, and turning in any work collected.*

Academic Integrity

Copying from published or online sources or from classmates, failing to give full credit for quotations or ideas, or attempting to pass any work done by others as your own are examples of plagiarism. Plagiarism is a violation of the Drew University Academic Integrity Code. Moreover, it is simply wrong, and undermines the mutual trust on which an academic community must be based. Plagiarism will not be tolerated. If you are ever unsure about whether you should credit a source, err on the side of over-citing and ask for guidance.

Extra Help

The best way to learn is to teach others. I strongly encourage you to take advantage of the collective wisdom of your classmates – let your discussions spill over into time outside of class meetings, work together to discuss readings and prepare for class, form informal study groups. *The production of all assignments, however, should be your own work.*

Requests for academic accommodations must be formally filed with the Office of Educational Services. It is your responsibility to self-identify with the Office of Educational Services. To schedule an appointment call x3327 or stop by BC 114. Please note that there are no retroactive accommodations.

I am available during my office hours, whenever my office door is open, and am happy to make appointments in order to discuss the environment, course specifics, or other matters.

I look forward to spending the semester exploring our environment with you!!

Course Schedule

| Date | | Reading |
|-----------------------------|--|---|
| T Sept. 4 R Sept. 6 | Resources: Tragedy of the Commons Administrivia, Resources | Ch. 1 pp. 34-35, 19-22, 372-376 |
| T Sept. 11 R Sept 13 | Ecological Footprints, Sustainability Biodiversity: Evolution & Adaptation | pp. 19-22, 372-376 Ch. 4 (pp. 75-83) |
| T Sept. 18 R Sept. 20 | Species, Populations, & Communities Measuring Biodiversity | Ch. 4 (pp. 83-95), Ch. 5 (pp. 96-111) pp. 168-74, 179-81, Wilson |
| T Sept. 25 R Sept 27 | Invasive Species Endangered Species & Extinctions | pp. 108-110, 177-178 Ch. 8 |
| T Oct. 2 R Oct. 4 | Health: Emerging Diseases Exam 1 (Resources, Biodiversity) | Ch. 10 (pp. 218-222) |
| T Oct. 9 R Oct. 11 | Environmental Toxins Special Guest: Susan Allen-Gil | Ch. 10 Ch. 6 |
| T Oct. 16 R Oct. 18 | No class, Reading Day Population: Demographics | Ch. 6 (pp. 122-132), Ehrlich |
| T Oct. 23 R Oct. 25 | Demographic Transitions Food: Soil, Crops, and Current Practices | Ch. 6 (pp. 132-140) Ch. 7 |
| T Oct. 30 R. Nov. 1 | Genetically Modified Organisms More on food and GMOs | Ch. 7 (pp. 156-161), handout Ch. 7 |
| T Nov. 6 R Nov. 8 | Exam 2 (Health, Population, Food) Water: Properties & Distribution | pp. 67-70, Ch. 11 (pp. 237-252) |
| T Nov. 13 R Nov. 15 | Water Wars Pollution | Ch. 11 (pp. 237-252) Ch. 11 (pp. 252-257) |
| T Nov. 20 R Nov. 22 | Climate Change: Atmosphere, Air Pollution No class, Thanksgiving | Ch. 12 (pp. 270-287) |
| T Nov. 27 R Nov. 29 | Global Climate Change: Evidence Global Climate Change: Predictions | Ch. 12 (pp. 288-299), NECIA doc Ch. 12 (pp. 288-299) |
| T Dec. 4 R Dec 6 | Transportation & Urban Design Conclusions: What can we do? | Ch. 9 (pp. 191-205) pp. 372-376, Hertsgaard |
| Dec. 13-19 | Exam 3 (Water, Climate Change) | |

This schedule is tentative and subject to change (with notice!).

Unless otherwise indicated, readings are from Withgott & Brennan. *Essential Environment* 2nd ed.