ENVS 200
Environment and Society

Time: Tuesdays, 2-4pm
Place: Bren 4316
Winter 2018

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Course Description

The Interdepartmental PhD Emphasis in Environment and Society seeks to connect and build community among graduate students and faculty at UCSB interested in society and the environment. ENVS 200 serves as the required core seminar for IPEES students and will help you explore and reflect on how an interdisciplinary approach to environment and society can contribute to your graduate training. The goals of the seminar are three-fold:

1. Introduce the diverse disciplines, philosophies of knowledge, and research methodologies that intersect in scholarship on environment and society and reflect on the opportunities and challenges of interdisciplinarity.

2. Introduce and survey the broad terrain of research on environment and society from the perspective of the social sciences, the humanities, and the biophysical sciences.

3. Introduce prospective IPEES students to the IPEES-affiliated faculty.

In order to achieve these goals, we will co-create the syllabus for this seminar. I have populated the first half of the seminar with several introductory/survey sessions. Each of the “survey” sessions provides readings that offer a general introduction to a perspective on environment and society, as well as readings focused on a specific core idea that has animated discussion within that perspective.

For the second half of the quarter, I would like to invite specific IPEES or potential IPEES faculty to join us and present their current research. In advance of their presentations, we will solicit reading materials focusing on their specific research topic as well as on the research methodologies they engage in their scholarship.
Course Requirements:

Readings
The syllabus lists the required readings, all of which are available via the course Gauchospace page. Completing and reflecting on the reading in advance of class is the foundation for everything else you do in this course. As an extra resource, some additional recommended readings have also been added to the course Gauchospace page.

Participation (40% of grade)
Active, effective contributions to seminar discussions are the most important requirement of participation in the course. The basis of active, effective contribution is coming to class having struggled with the readings enough to understand the arguments that the authors are making and to have given thought to what about those arguments seems useful, what seems wrong, and what is unclear. Active, effective contribution to seminar discussions also means attentive listening to the comments of others.

Leading a seminar discussion (10% of grade)
Working in groups of two or three, each of you will be responsible for leading the seminar discussion during one of the sessions hosting an IPEES faculty visitor. During week 2 of the course, we will identify potential guest speakers as a group. The IPEES faculty guest sessions will focus both on a specific topic and research method.

Reading commentaries (choose 5 out of 7) (30% of grade)
In order to make the most of limited class time, it is valuable to start out each class with some ideas of what the members of the class found most interesting, perplexing or otherwise most worth discussion. To that end, you will be asked to submit reading commentaries (circa 500 words) by 5pm Monday before each Tuesday seminar. These reading commentaries should be analytical, not descriptive. In other words, no summaries but critical engagement with the readings! Please submit five reading commentaries out of a possible choice of seven.

IPEES research and electives plan (20% of grade)
A key part of the IPEES application is a letter describing the following:
1. Your proposed program of doctoral study and research at UCSB, including your dissertation topic;
2. Your assessment of how participating in IPEES will advance your intellectual development, research agenda, and career goals;
3. Your list of planned IPEES elective courses and a description of how each will contribute to your program of doctoral study;
4. Your commitment to interdisciplinary environmental studies and sciences. This section in particular should draw in the readings and content discussed in ENVS 200;

You will have the opportunity to develop this plan over the course of the quarter. A draft version is due on Sunday, February 18, in advance of our Week 6 discussion/feedback session of each student’s plan. The final version is due at the beginning of class on March 20, the final session of the course. The plan will be in the range of 4-6 pages (single-spaced, 12pt, Times New Roman).
Week 1 (January 16): Getting to know each other

Week 2 (January 23): What is good research? Philosophies of knowledge


Review expertise of IPEES Faculty Affiliates via IPEES website http://www.es.ucsb.edu/phd/community/faculty

Recommended

Week 3 (January 30): Social science perspectives on environment and society


Example: Tragedy of the Commons


Week 4 (February 6): Humanities perspectives on environment and society


Example: Nature


Week 5 (February 13): Environmental science perspectives on environment and society


People and conservation


People in environmental models

EPA (2009) Environmental Modeling 101
https://www.epa.gov/measurements/environmental-modeling-101-training-module

https://www.epa.gov/measurements/integrated-modeling-101-training-module

Science-policy interface


Week 6 (February 20): Your research goals/plans

DUE by 5pm, Sunday, February 18: Draft IPEES Research and Electives Plan

Week 7 (February 27): IPEES faculty guest

Readings TBD
Week 8 (March 6): IPEES faculty guest
Readings TBD

Week 9 (March 13): IPEES faculty guest
Readings TBD

Week 10 (March 20, 4-6pm): Wrap-Up
(Proposed session during final exams week)
DUE at beginning of class: IPEES Research and Electives Plan
Policies and Resources

• Students who need any special accommodations are encouraged to make an appointment to discuss their needs with Prof Pulver as early in the quarter as possible.

• All members of the academic community share responsibility for the academic integrity of students at UCSB. For more information see http://judicialaffairs.sa.ucsb.edu/AcademicIntegrity.aspx

• This course is intended to support doctoral students in their journey toward developing independent research undertakings. I encourage and welcome feedback throughout the quarter regarding ways to enhance the utility of the course and/or improve classroom administration.

• Verbal and written communication, including email, among all class participants and faculty must reflect honesty and respect for every individual. Whereas constructive criticism is expected and encourage, it should be targeted towards ideas and arguments, not individuals.

For additional resources

• Campus Learning Assistance Services (CLAS) http://clas.sa.ucsb.edu
• Campus Advocacy Resource and Education (CARE): http://wgse.sa.ucsb.edu/care/home
• Counseling & Psychological Services http://caps.sa.ucsb.edu
• Disabled Students Program http://dsp.sa.ucsb.edu/
• Educational Opportunity Program (EOP) http://eop.sa.ucsb.edu
• Health and Wellness http://wellness.sa.ucsb.edu
• MultiCultural Center http://mcc.sa.ucsb.edu/
• Non-Traditional Student Resource Center http://wgse.sa.ucsb.edu/nontrad/
• Office of International Students and Scholars http://oiss.sa.ucsb.edu/
• Office of Student Life (OSL) http://osl.sa.ucsb.edu/
• Opening New Doors to Accelerating Success (ONDAS) Center http://www.ondas.ucsb.edu/home
• Resource Center for Sexual and Gender Diversity: http://wgse.sa.ucsb.edu/RCSGD/home
• Transfer Student Center (TSC) http://transfercenter.ucsb.edu
• UCSB Student Health Services: http://studenthealth.sa.ucsb.edu/
• Undocumented Student Services http://www.sa.ucsb.edu/dreamscholars/home
• Veterans’ Resource Center: http://www.sa.ucsb.edu/veterans/home
• Women’s Center http://wgse.sa.ucsb.edu/WomensCenter/home