Environmental Response
Community, Environment and Planning CEP 302, Winter Quarter 2021

Class: Mondays and Wednesdays, 8:30 – 10:20 am, Remote (Zoom)
Instructor: Prof. Jan Whittington
janwhit@uw.edu
TA: Michael Tobey
mbtobey@uw.edu
Office hours: Prof. Whittington
Mondays 10:30 am – 11:30 am
Or by appointment
Michael Tobey
To be Determined (TBD)
Or by appointment
Course Webpage: https://canvas.uw.edu/courses/1432047

Course Objective: A foundation for understanding environmental crises and societal responses.

Cross-disciplinary readings and reflective analyses examine the history, sources, scale, dimensions, and complexities of environmental crises. Readings and assignments rely on a selection of authoritative sources to develop grounded perspective in environmental science and ecological literacy, in general and with respect to several crises experienced at global and local scales. To ground perspectives in environmental science, the course begins with an overview of the scientific method, the workings of the scientific community, and science in regulation, policy, and the courts. Catastrophic events, including hazards, climate change, and the sixth extinction, are introduced as both individual and collective action problems, bringing a community-based perspective to environmental crisis and recognizing the unequal impacts of environmental crises on society.

In exploring the nature of catastrophic environmental crises it is important to realize that human behavior is often both a cause of crisis and a barrier to overcome if a crisis is to be addressed. In other words, to understand societal responses to environmental crises requires an understanding of the many forms of bias in human decision-making, as well as the threats to collective action presented by existing social and political organization. Assignments apply behavioral economics and explore environmental science and policy for the purposeful identification of effective means for developing societal responses to environmental crises. Reviews of examples of collective action inform our perspectives of what works, what does not work, and why. In this way, students research theoretical knowledge and generate practical knowledge to improve our situation.


Structure: This is a mid-sized lecture class with assignments. The course is divided into three sections, which result in in three main assignments. In addition, many small writing tasks (5-10 points each) are assigned throughout the course to be completed either in Canvas or in class, including opportunities to earn points for participation in class discussions. Papers and presentations will be due as stated on the course website. Late work will not be accepted. Grading is based on an accumulation of points (not on a curve), as follows.

Requirements and Points Possible (400 points = 4.0 grade point):
In Class/Canvas Activities 100 Group M9 Project 100
Group Climate Project 100 Individual NEPA Project 100

Welcome: Your experience in this class is important to me. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at disability.uw.edu.
Course Information and Communication: Course content and communication are through Canvas. Canvas is not the best system we have seen, but we are using it because it is governed by a formal agreement (a service level agreement) between the UW and the company that owns Canvas, which assists UW in managing the software in ways that protect students, including compliance with FERPA, the U.S. law that protects student privacy. Check these features regularly:

- **Canvas Modules** for access to course content. See also Canvas Home and Syllabus pages. Modules are used to organize assignments, discussions, G-suite, quizzes, and other course content.

- **Zoom** for links to class meetings, Professor office hours, and TA office hours. All times shown are in Seattle, Washington, USA, Pacific Standard Time (Winter Quarter). Make sure that you are logged in to Zoom through your UW net ID (your UW email address) in order to access class. If you are logged in with your UW account, your use of Zoom is protected by a formal service level agreement with the UW and is FERPA compliant. To sign in to Zoom using your UW account, visit: [https://washington.zoom.us/](https://washington.zoom.us/) (for more information about UW Zoom’s use of data, see [https://itconnect.uw.edu/connect/phones/conferencing/zoom-video-conferencing/uw-zoom-faq/privacy/](https://itconnect.uw.edu/connect/phones/conferencing/zoom-video-conferencing/uw-zoom-faq/privacy/)). Please note that as a UW student, you also have an account on Zoom for your own use.

- **Zoom** to access recordings of class meetings (not office hours). Regular class meetings will be recorded on Zoom and available for viewing after class from the Canvas Zoom page.

- **G-Suite**, such as Google Docs and Google Presentations, for activities in class. Make sure that you are logged in to Google through your UW net ID (your UW email address) in order to access these materials. If you access Google using your UW account, your use of G-Suite products will also be governed by a formal agreement (a service level agreement) between UW and Google (Alphabet), to comply with FERPA and protect privacy.

- **Piazza** to discuss the subject matter of this course, or to ask questions of your Professor and TA that are about the content or requirements of the course. If you want to ask a question only for the Professor and TA (instructors in Piazza) then choose the option of posting a private question. You can also choose to post anonymously to your classmates. Do not use Piazza for confidential communications. Piazza is not the best system we have seen, but we are using it because it is FERPA compliant, which means that the company that owns Piazza has agreed to protect your privacy as a student, and the contents that you share with Piazza are not available to search engines. Piazza has a feature that allows you to opt-in to send your information to private companies, and we do not recommend using this feature. If you don’t want to receive messages from Piazza, you can change the settings.

- **Canvas Announcements** for messages that apply to all students. Check regularly.

- **Canvas Grade** page for points earned on each assignment. Note that the percentages in Canvas are not correct, and do not rely on those to estimate your grade.

- **Canvas Inbox** to email your TA and Professor. Provide a reason for the message in the subject line. Use Canvas Inbox for all confidential communications or to protect privacy.

Grading: Graded assignments in this course are organized into four categories. All grades are a result of the sum of point scores, as follows. Use of outside websites or expertise (such as Course Hero) is strictly prohibited.

<table>
<thead>
<tr>
<th>In-Class/Canvas Activities:</th>
<th>100 total possible</th>
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<tbody>
<tr>
<td>Activities Announced in Class (conscientious effort to participate)</td>
<td>5 each (keep top 8 scores)</td>
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<td>Canvas Discussion (your own unique effort to understand and apply the material)</td>
<td>5 points each (keep top 10)</td>
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<td>Piazza Participation (ask and answer questions meaningful to the course)</td>
<td>5 points each folder (keep top 2)</td>
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<tr>
<th>Group M9 Project:</th>
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<tbody>
<tr>
<td>Group Paper Grade</td>
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<td>Peer Review</td>
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<tr>
<th>Group Climate Change Project:</th>
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<tbody>
<tr>
<td>Part 1</td>
<td>20 points</td>
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<td>Part 2</td>
<td>30 points</td>
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<td>Part 3</td>
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<tr>
<td>Peer Review</td>
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<tr>
<th>Individual NEPA Project:</th>
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<tbody>
<tr>
<td>Part 1</td>
<td>20 points</td>
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<tr>
<td>Part 2</td>
<td>40 points</td>
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<tr>
<td>Part 3</td>
<td>40 points</td>
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**Academic Integrity:** The University takes academic integrity very seriously. Behaving with integrity is part of our responsibility to our shared learning community. If you’re uncertain about if something is academic misconduct, ask me. I am willing to discuss questions you might have. Acts of academic misconduct may include but are not limited to:

- Cheating (working collaboratively on quizzes/exams and discussion submissions, sharing answers and previewing quizzes/exams)
- Unauthorized collaboration (working with each other on assignments)
- Plagiarism (representing the work of others as your own without giving appropriate credit to the original author(s)). This constitutes plagiarism whether it is intentional or unintentional. I advise each of you to read a style manual in order to learn how to avoid plagiarism. **Accurate use of references and citation style, in conformance with the Chicago Manual of Style (17th Edition), will constitute a significant portion of writing and presentation grades.**

Cheating, unauthorized collaboration, and plagiarism may lead to disciplinary action by the University against the student who submitted the work. Students found to have engaged in academic misconduct may receive a zero on the assignment. The University of Washington Student Conduct Code (WAC 478-121) defines prohibited academic and behavioral conduct and describes how the University holds students accountable as they pursue their academic goals. Concerns about these or other behaviors prohibited by the Student Conduct Code will be referred for investigation and adjudication by the Associate Dean for Academic Affairs, the College of Built Environments. More information can be found online at [https://www.washington.edu/studentconduct/](https://www.washington.edu/studentconduct/).

**COVID-19:** The health and safety of the University of Washington community are the institution’s priorities. Until otherwise stated, **face coverings** are required per [UW COVID Face Covering Policy](https://www.ehs.washington.edu/face-covering-requirements):

- Indoors when other people are present and in all public and common areas, such as lobbies, hallways, stairways, restrooms and elevators
- Outdoors when keeping a six-foot distance from others may not be possible

**This includes all classrooms and buildings/public spaces on each of the UW campuses.** If you physically can’t wear a mask, you choose not to wear a mask, your mask isn’t appropriate/sufficient, or if you aren’t wearing a mask properly (covering both your nose and mouth), you **CANNOT** be in the classroom and will be asked to leave. If you have a medical condition or health risk as outlined in the [UW COVID Face Covering Policy](https://www.ehs.washington.edu/face-covering-requirements), you may request an accommodation. Please contact Disability Resources for Students office **BEFORE GOING TO CLASS** at uwdrs@uw.edu (Seattle). Please review the UW Environmental & Safety face covering requirements and frequently asked questions and compliance with social distancing protocols. [https://www.ehs.washington.edu/face-covering-requirements](https://www.ehs.washington.edu/face-covering-requirements)

**Students Taking the Course from Outside the US:** Faculty members at U.S. universities – including the University of Washington – have the right to academic freedom which includes presenting and exploring topics and content that other governments may consider to be illegal and, therefore, choose to censor. Examples may include topics and content involving religion, gender and sexuality, human rights, democracy and representative government, and historic events. If, as a UW student, you are living outside of the United States while taking courses remotely, you are subject to the laws of your local jurisdiction. Local authorities may limit your access to course material and take punitive action towards you. Unfortunately, the University of Washington has no authority over the laws in your jurisdictions or how local authorities enforce those laws. If you are taking UW courses outside of the United States, you have reason to exercise caution when enrolling in courses that cover topics and issues censored in your jurisdiction. If you have concerns regarding a course or courses that you have registered for, please contact your academic advisor who will assist you in exploring options.

**Campus Safety:** Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus’s team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.

**Religious Accommodations:** Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](https://registrar.washington.edu/students/religious-accommodations-request/).
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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[http://www.newyorker.com/magazine/2015/07/20/the-really-big-one](http://www.newyorker.com/magazine/2015/07/20/the-really-big-one)  
Whittington, Jon. “Invest to withstand the test of time: Capital planning for high-impact earthquakes”  
[https://hazards.uw.edu/geology/m9/](https://hazards.uw.edu/geology/m9/) [The main text of About, People, Research, Workshops]  
[https://hazards.uw.edu/geology/m9/publications/](https://hazards.uw.edu/geology/m9/publications/) |
[https://www.nytimes.com/interactive/2018/08/01/magazine/climate-change-losing-earth.html#main](https://www.nytimes.com/interactive/2018/08/01/magazine/climate-change-losing-earth.html#main) (Also available through UW Libraries, online access through Gale Cengage Literature Resource Center,  
[https://scrippsco2.ucsd.edu/historylegacy/keeling_curveLessons.html](https://scrippsco2.ucsd.edu/historylegacy/keeling_curveLessons.html)  
[https://doi.org/10.17226/12181](https://doi.org/10.17226/12181) [Foreword (vii-viii), Preface (ix-x), 1 Summary and Conclusions (1-3), 2 Carbon in the Atmosphere (4-6)] |
Feb 1
5:1 Climate Change CC 1 Due

United Nations Climate Change. “What is the Paris Agreement?” United Nations Framework Convention on Climate Change (UNFCCC), 2018. [https://unfccc.int/process-and-meetings/the-paris-agreement/what-is-the-paris-agreement] [Read the main text of the website, and download and read the Authentic Text of the Paris Agreement]


Feb 8
6:1 Climate Change CC 2 Due

Foster, Kenneth and Peter Huber. Judging Science. MIT Press, 1999. (Chapter 1, Chapter 2 to p28, Chapter 3 to p61, and Chapter 7 to p194)


Choose ONE to research:


Feb 10
6:2 Climate Change


Feb 15 Sixth Extinction

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>Feb 17</td>
<td>Sixth Extinction</td>
<td>Assign NEPA</td>
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<tr>
<td>Feb 22</td>
<td>Sixth Extinction</td>
<td>NEPA 1 Due</td>
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<tr>
<td>Mar 1</td>
<td>Sixth Extinction</td>
<td>NEPA 2 Due</td>
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<tr>
<th>Mar 8 10:1</th>
<th>Sixth Extinction NEPA 3 Due</th>
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| **Recommended:** For optional reading and research for see other reports from UW Climate Impacts Group at [https://cig.uw.edu/resources/special-reports/](https://cig.uw.edu/resources/special-reports/), and tools for analysis at [https://cig.uw.edu/resources/analysis-tools/](https://cig.uw.edu/resources/analysis-tools/)

<table>
<thead>
<tr>
<th>Mar 10 10:2</th>
<th>Wrap-Up</th>
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<tbody>
<tr>
<td>Review of the Course</td>
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<tr>
<td>Selected Presentations from Class</td>
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<td>Course Evaluations</td>
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| Mar 17 | Final Exam | No Final Exam |