

**Spring 2023**  
**Paul H. O'Neill School of Public and Environmental Affairs**  
**Indiana University Bloomington**  
**E183 Environment and People (section #9125)**

### 1. About the Course and the Instructor

**Instructor:** Prof. Nikos Zirotiannis **Office:** SPEA 331; **Phone:** 812-856-8323; **E-mail:** [nzirotia@indiana.edu](mailto:nzirotia@indiana.edu)

**Teaching Assistant:** Jona Jaha; **E-mail:** [jonajaha@iu.edu](mailto:jonajaha@iu.edu)

**Office Hours:** Prof. Zirotiannis M 3-4pm @ SPEA 331; Jona Jaha (TA): Tu 1:30-2:30pm @ SPEA A220

**Administrative Assistant:** Nadia Goldman; SPEA 410 [nadgold@iu.edu](mailto:nadgold@iu.edu) Phone: (812) 855-5220

**Class meeting days and times:** M-W 11:30-12:45pm

**Class location:** GA 1134

**Course prerequisites and co-requisites:** There are no prerequisites for this course.

### 2. Readings and Materials

**Required Text:** There is no required textbook for this class. All reading materials will be made available on Canvas or listed as web-links in the syllabus.

**Videos:** We will watch several videos/documentaries during the course of the semester. URLs (links) to those videos will be listed on the syllabus or appear on the lecture slides posted on Canvas. Those videos are an integral part of the course and students are expected to be familiar with the information and key concepts that appear in them.

**Canvas and other website information:** All lecture notes, slides, assignment deadlines, readings and class grades will be posted on Canvas. Students are expected to check their Canvas web-site (as well as their IU e-mail) frequently and **stay up to date** with regards to the content that is posted there.

**Contacting classmates:** Please make sure you obtain the names and contact information for at least 2 classmates. In case you are absent, **you are responsible** for contacting your classmates in order to recover any material you might have missed, as well as any announcements I might have made in class.

### 3. Course description

The environment has always been an integral part of every aspect of human activity. Whether for recreation, employment, resource extraction or everyday life we all utilize some natural resource in one way or another on a daily basis. Unfortunately, the relationship between people and their environment has increasingly been an unsustainable one. No other environmental problem exemplifies this unsustainable relationship in a more profound way than global climate change. It is a problem that poses an existential threat for humanity. Our course this semester will focus, among other things, on the ways human activity contributes to climate change, the impacts that climate change has on human and natural ecosystems as well as the various public policies that can be used to mitigate the problem. Throughout the course of the semester will also be examining several other important environmental problems like invasive species, water quality, and local air pollution.

## 4. Learning Outcomes

After taking this course students will be able to:

1. **Articulate** ways in which human activity impacts a series of environmental resources and the extent to which it contributes to climate change, water and air quality degradation.
2. **Analyze** the different ways in which people rely on various natural resources for a multitude of different purposes.
3. **Understand** the consequences that increased economic growth and resource consumption place on a finite environment and the ways they impact climate change, water and air quality.
4. **Critically assess** environmental problems and information they encounter in the news. They will also be able to find more information on these environmental problems by using appropriate research methods and resources.
5. **Understand** policy tools (or policies) that are in place to deal with climate change and other environmental problems as well as **identify** organizations/government agencies that are responsible for designing and monitoring those policies.
6. **Recognize** cases of US communities whose health and safety is disproportionately burdened by exposure to pollution (air, water, or soil contaminants). Students should **explain** how this discrimination occurs on the basis of sociodemographic characteristics [such as race, ethnicity, income, sexual orientation, gender, education or age].
7. **Define** sustainability and major sustainability challenges; **understand** carrying capacity of ecosystems; **apply** concepts of sustainable development to address global sustainability challenges; and **evaluate** actions through a systems perspective that acknowledges the interconnections between the economy, social institutions, and the environment.

## 5. Grading: Means of assessment

**Weekly response papers (16%):** You will have to submit **weekly response papers** based on each week's assigned readings. Response papers (RPs) will be due every Monday at 11am and should be submitted on-line through Canvas<sup>1</sup>. For each RP you will have to answer a list of questions that will prepare you to actively engage with the lectures each week. RPs will be graded on a pass/fail basis by the course TA and will all be weighted equally (each will contribute just over 1% of your course grade). Since RPs are due before we cover the associated readings I do not expect that your answers will be 100% correct. I do expect that you make an honest effort towards addressing the RP questions, and that you demonstrate that you have thoroughly covered the assigned readings in your answers. So long as you accomplish that, you will receive full credit for your answers. Even though RPs receive a relatively low weight they are very important to your learning experience in this class. The questions I ask in the RPs will form the basis of our in class discussion every week. Diligently working on your RP answers is a necessary condition for meaningfully contributing to class discussions and will help prepare you for the in-class quizzes as well as the mid-term and final exams. I will drop your lowest RP grade of the semester. Extraordinary circumstances will be handled on a case by case basis.

**Late submission policy for weekly response papers:** RPs submitted late will receive a grade deduction of 1% for every hour past the deadline. For example, if an RP is submitted at 1:30pm (instead of the 11am deadline), then the student will receive a grade deduction of 3%. RPs submitted over 48 hours past the

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<sup>1</sup> The only exceptions will be RP#1 (week#1) that will be a trial (non-graded) assignment due on Wednesday 1/11 and RP#2 (week#2) that will be due on Wednesday 1/18 at 11am, since there is no class on Monday that week (Martin Luther King Jr. Day).

deadline will not be accepted and the student will receive a grade of zero for the assignment. Any extraordinary circumstances will be handled on a case by case basis.

***Deadline extension token:*** During the first two weeks of class, I will ask you to upload a video, introducing yourself to your colleagues. This will be an optional submission. The students that upload a video will receive a deadline extension token (DET). The DET can be exchanged for one no-questions-asked 48 hour extension of any response paper during the semester. Simply e-mail the course TA (Jona Jaha), stating that you will use your DET for, say, response paper #8 and you will not receive any late penalties for submitting that assignment up-to 48 hours past the deadline. The token cannot be used for an extension of the final or mid-term exams or in-class quizzes.

***In-class quizzes (24% of class grade):*** We will have an in-class quiz approximately once a week (either on Mondays or Wednesdays). In class quizzes will be approximately 5-10 minutes long and consist (primarily) of multiple choice questions drawn from the questions I ask in the weekly response paper as well as the material we cover each week in class. Each in-class quiz will assess your understanding of the material we cover each week. The first in-class quiz that will be administered in week#3 and will assess your understanding of the readings we cover on week#3 (i.e. readings related to water systems). I will drop the lowest grade among all the quizzes you take. Zero grades from missed quizzes you did not take will not be dropped. Instead, I will re-assign the weight of up to three missed quizzes towards your mid-term or final exam (whichever is highest). The purpose of the in-class quiz is to help you to keep up with the material and to serve as an accountability mechanism towards this goal. Under no circumstances should you come to class if you experience COVID like symptoms. This is why I will be re-weighting up to three missed quizzes. Missing up to three quizzes will have no impact on your course grade. Extraordinary circumstances (i.e. missing more than three quizzes) will be handled on a case by case basis.

***Exams (60% of class grade):*** There will be one mid-term (during week#8 of the semester) and one non-cumulative final exam (during final exams week). No make-up exams will be given except in extraordinary circumstances (i.e. true medical or family emergencies) that will be handled on a case-by-case basis. The exams will receive different weights, with the best of the two exams receiving a weight of 35%. Both the mid-term and the final exam will be administered in class on: a) Wednesday March 1<sup>st</sup> 11:30-12:45pm (mid-term) and, b) Wednesday May 3<sup>rd</sup> 5:20-7:20pm (final).

#### **Grade summary**

Weekly Response Papers	16%
In-class quizzes	24%
Mid-term	25% (35%)
Final exam (non-cumulative)	35% (25%)

A comprehensive overview of IU grading policies can be accessed here: <https://policies.iu.edu/policies/aca-66-grades-and-grading/index.html>. Your letter grade for this course will be calculated based on the following scale.

Letter grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Minimum Percentage	97%	93%	90%	87%	83%	80%	77%	73%	70%	67%	63%	60%	0%

***Please note:*** The Canvas gradebook cannot account for the flexibility mechanisms discussed in the in-class quiz section. As a result, the “Final Grade” you see on Canvas may not accurately reflect your final grade for this course. I will provide you with an excel file that will facilitate the calculation of your final grade.

## 6. Class Policies

**Communication:** I make every effort to respond to e-mails sent during the week as soon as possible and certainly no later than 24 hours upon receipt. I will not respond to e-mails sent after 5pm on a weekday or during the weekend until the next business day. I will have the same expectations from you in terms of responding to my e-mails or to announcements posted on Canvas. Students are expected to use professional language when communicating with their instructor and TA and refrain from utilizing informal salutations. Before asking a question about course assignments, deadlines or class policies students are expected to carefully consult the course syllabus.

**Office hours:** I am happy to meet with students and discuss any issues regarding the course and the materials we cover. I will hold office hours every Wednesday 3-4pm at SPEA 331. If you can, please sign up to meet with me using the Canvas Calendar sign-up option (posted every week). You don't have to sign up, but doing so will ensure that you don't have to "wait in-line" in the event I'm meeting with another student when you come to my office. The course TA (Jona Jaha) will hold office hours every Tuesday 1:30-2:30pm at SPEA A220.

**Class protocol:** We have 75 minutes per lecture and I intend to use all of them. Please be on time and refrain from visiting with your classmates during the lecture. On my end, I will make sure never to keep you longer than 12:45. I do not appreciate students who arrive late for class, or those that start packing up their belongings 5 minutes before class is over. If you have any conflicting appointments before or after class please do let me know. Students are expected to be familiar with and abide by the O'Neill Student Honor code available at: [https://oneill.indiana.edu/doc/undergraduate/ugrd\\_student\\_honorcode.pdf](https://oneill.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf)

**If you have a positive COVID-19 test, have COVID-like symptoms, or have been instructed to quarantine you should not attend class.** I will make sure that prolonged absences will not affect your course grade by re-weighting the grade of in-class quizzes you might miss (up to three missed in-class quizzes will be re-weighted). Finally, I will consider providing extensions to weekly response papers, in the event of health related or family emergencies.

**I observe a very strict laptop policy.** I reluctantly allow the use of laptops in class, although students should be aware that research has demonstrated negative learning impacts from laptop use in the classroom<sup>2,3,4</sup>. You can use your laptop to take notes but for absolutely no other reason. Do not let the use of your laptop be a distraction for me or for your classmates. No texting or cell phone use of any kind is allowed during class. Please see me for any extraordinary circumstances.

**Discussion forum:** In order to facilitate peer-to-peer collaborations, I will make the "Discussion" feature of Canvas available to students. Students should feel free to post questions about the material, comment on the readings as well as respond to questions that have been asked by their peers. I will be monitoring the Canvas Discussion forum and will occasionally address questions that have been asked. The discussion forum is a virtual extension of our classroom and I expect students to treat it as such.

**Academic Integrity:** Students are expected to be familiar with their rights, responsibilities and relevant procedures as described in the IU student code (<http://studentcode.iu.edu/index.html>). As a member of the academic community of IU: **"While you're entitled to respect and civility, you also have**

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<sup>2</sup> Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education*, 62, 24-3.

<sup>3</sup> Glass, A. L., & Kang, M. (2018). Dividing attention in the classroom reduces exam performance. *Educational Psychology*, 1-14.

<sup>4</sup> <https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-shows>

**responsibilities to the campus community**" (IU Student Code, 2017). Incidences of academic misconduct (including but not limited to, cheating on an exam, plagiarizing in an assignment, etc.) will be handled pursuant to university policy as outlined in the IU student code:

<https://studentcode.iu.edu/procedures/bloomington/discipline/general-principles.html>

**Note Selling:** Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

**Online Course Materials:** As the instructor of this course I hold the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

**Disability Services for Students (DSS):** Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision neurological, etc.) You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; Captions and alternate media for print materials may take three or more weeks to get produced. Please contact Disability Services for Students at: <https://studentaffairs.indiana.edu/student-support/disability-services/index.html>, [IUBDSS@indiana.edu](mailto:IUBDSS@indiana.edu), or 812-855-7578 as soon as possible if accommodations are needed. You can also locate a variety of campus resources for students and visitors that need assistance at: <http://www.iu.edu/~ada/index.shtml>.

**Equity Diversity and Inclusion:** As the premier school of public and environmental affairs in the world, the O'Neill School recognizes that identifying solutions to complex and intersectional issues requires the inclusion of diverse voices. We aim to respect and elevate the voices of all community members, whose diverse perspectives span the dimensions of race and ethnicity, national origin, culture, and language; gender, gender identity, sexual orientation, and marital status; religion and political perspective; age; disability status; veteran status; and socioeconomic status. The O'Neill School values the engagement of all faculty, students, staff, alumni, and community members in these endeavors. The O'Neill Office of Equity, Diversity and Inclusion has numerous resources available on its web-site related to School and University wide policies <https://oneill.indiana.edu/about/diversity/>. One resource that I particularly recommend, is the "[First Steps Handbook](#)" on how to elevate voices, challenge perspectives and transform cultures.

**Student Academic Center (SAC):** SAC helps students develop learning strategies, perspectives, and behaviors they can use to transform their education. SAC supports all students on the IUB campus, Freshmen through Seniors - regardless of school, major, or program. Whether you're struggling academically, doing well but would like to do even better, or want to achieve at the pinnacle of your chosen field, the SAC can help. Academic Coaching is one of the services offered by the SAC. It consists of

3 one-on-one sessions per semester that focus on transferable habits and skills that can be applied broadly to all of your classes (goal setting, time management/organization, how to get more out of your studying, motivation, making sense of campus academic support resources, etc.). For more information please visit: <https://sac.indiana.edu/index.html>

**Writing Tutorial Services (WTS):** For free help at any phase of the writing process—from brainstorming to revising the final draft—visit the Writing Tutorial Services' (WTS, pronounced "wits") website: <https://wts.indiana.edu/tutoring/online-tutoring.html>. You will need to complete a one-time registration if this is your first time using the online scheduler. When you join your Zoom session, you'll find a tutor who is a sympathetic and helpful reader of your prose. To be assured of an appointment with the tutor who will know most about your class, please use the "Limit to" drop-down menu at the top-center of the schedule page. If you need any assistance, please e-mail WTS at [wts@indiana.edu](mailto:wts@indiana.edu) or call (812) 855-6738 and leave a message.

**Library support services:** IU Libraries provides one-on-one research help to all students. Chat: Ask a Librarian at <https://libraries.indiana.edu/help> | Email: [libref@indiana.edu](mailto:libref@indiana.edu) | Send a Text: 812.671.0275 | Call: 812.855.0100 | Zoom or in-person appointment: <https://libraries.indiana.edu/consult> | Citations: [libcite@indiana.edu](mailto:libcite@indiana.edu)

Free, individual digital subscriptions for all Bloomington students, staff and faculty are provided by the Libraries for the following publications: The [Wall Street Journal](#), the [New York Times](#) and the [Chronicle of Higher Education](#). You must use your IU identification to activate the accounts you wish to subscribe to through the Libraries' website.

## 7. Course Outline

This is a tentative reading list. I might add (or remove) readings along the way but will give you at least one week's notice if I do so. The outline is subject to limited change in the event of extenuating circumstances. Materials for which a web-link is provided can be accessed on-line. All remaining materials (those for which a web-link is not provided) can be accessed on the "Reading Materials" folder of Canvas.

### **Week #1 (1/9-1/11): Introduction, course logistics. History of the US Environmental Movement**

Griswold (2012). How "Silent Spring" Ignited the Environmental Movement, *The New York Times Magazine*

### **Week #2 (1/18: No class on 1/16-MLK Day): Invasive species in the Great Lakes**

Egan, D. (2017). *The Death and Life of the Great Lakes*. W. W. Norton & Company, NY

- Chapter 4: Noxious Cargo; The Invasion of Zebra and Quagga Mussels (pages 108-147)

Northey, H. (2020). Critics blast EPA ballast, invasives plan as "weaker", *Greenwire*, Oct. 7<sup>th</sup> edition

### **Week #3 (1/23-1/25): Water Systems**

Salzman, J. (2012) *Drinking Water: A History*.

- Chapter 3: Is it Safe to Drink the Water? (pages 72-112)
- Chapter 7: Need vs. Greed (pages 192-224)

Okeowo, A. (2020). The Heavy Toll of the Black Belt's Wastewater Crisis, *Racial Injustice in America Series*. *The New Yorker*, November 30<sup>th</sup> 2020 Issue

### **Week #4 (1/30-2/1): The Flint Water Crisis**

Hanna-Attisha, M. (2018). *What the Eyes Don't See: A Story of Crisis, Resistance, and Hope in an American City*, One World Publishing, NY, USA

- Chapters 5-8, 11 (pages 53-114, 145-160)

Auffhammer, M. (2020). The Crazy History of Lead in Gasoline. Energy Institute Blog. Energy Institute at Haas. Available at: <https://energyathaas.wordpress.com/2020/03/02/the-crazy-history-of-lead-in-gasoline/>

Frontline (2019). Flint's Deadly Water: <https://www.pbs.org/wgbh/frontline/film/flints-deadly-water/>

#### **Week #5 (2/6-2/8): Air pollution and Environmental Justice**

Fuller, G. (2018). The Invisible Killer: The Rising Global Threat of Air Pollution and How we can Fight Back. Melville House, Brooklyn, NY, USA

- Chapter 7: A tale of six cities (pages 85-95)

Reilly, S. (2020). Pollution, Poverty and Pandemic: A Community on Edge. Greenwire 12/14/2020

Tabuchi, H., and Popovich, N. (2021). People of Color Breathe More Hazardous Air: The Sources Are Everywhere. The New York Times.

Smith, J. (2021). The Father of Environmental Justice, on whether we're all Doomed. Vox Conversations podcast. Audio and full transcript available here:

<https://www.vox.com/2021/12/10/22826247/robert-bullard-environmental-justice-vox-conversations-interview>

#### **Week #6 (2/13-2/15): Air pollution from transportation: The VW scandal and NJ highways**

Currie, J. and Walker, R. (2009). Does Living Along a Busy Highway Increase Premature Births? Policy Research Brief. MacArthur Foundation.

Fuller, G. (2018). The Invisible Killer: The Rising Global Threat of Air Pollution and How we can Fight Back. Melville House, Brooklyn, NY, USA

- Chapter 10: VW and the tricky problem with diesel (pages 137-158)

Laville, S. (2020). Ella Kissi-Debrah: How a mother's fight for Justice may Help Prevent Other Air Pollution Deaths. The Guardian 12/16/2020

#### **Week #7 (2/20-2/22): Air Pollution problems around the world**

Fuller, G. (2018). The Invisible Killer: The Rising Global Threat of Air Pollution and How we can Fight Back. Melville House, Brooklyn, NY, USA

- Chapter 11: Wood Burning – The Most natural Way to Heat my Home? (pages 159-187)

Kaul, V. (2020). Why Large Parts of North India Turn Dystopian Every Winter. Available at:

<https://vivekkaul.com/2020/11/03/why-large-parts-of-north-india-turn-dystopian-every-winter/>

Wu et al. (2020). Who Gets to breath Clean Air in New Delhi. The New York Times. Interactive content December 17<sup>th</sup> 2020. Available at:

<https://www.nytimes.com/interactive/2020/12/17/world/asia/india-pollution-inequality.html?searchResultPosition=1>

(IU libraries offer access to all New York Times articles. If you are having trouble accessing this article, follow the instructions on this link: <https://libraries.indiana.edu/renew-nytimes-online>)

#### **Week #8 (2/27-3/1): Mid-term exam**

Review session on Monday 2/27. Mid-term exam in-class on Wednesday March 1<sup>st</sup>.

#### **Week #9 (3/6-3/8): Population and Environment: Sustainable management of scarce resources**

Sabin, P. (2013) The bet: Paul Ehrlich, Julian Simon, and our gamble over earth's future, Yale University Press, New Haven, CT. The entire book is available in digital form through the IU library at:

<https://iucats.iu.edu/catalog/12528484>

- Introduction (pages 1-9)

- Chapter 1: Biologist to the Rescue (focus on pages 20-61)
- Chapter 2: Dreams and Fears of Growth (focus on pages 76-95)
- Chapter 6: Betting the Future of the Planet (pages 217-227)

### **Week #10 (3/20-3/22): Climate Change: Science and Policy Fundamentals**

Pre-recorded Virtual Fieldtrip to the IU Central Heating Plant. Hosted by Mark Menefee, Assistant Director of Utility Services at IU.

Henson, Robert (2019). *The Thinking Person's Guide to Climate Change*. American Meteorological Society, Boston, MA

- Chapter 1: Climate Change: A primer (pages 3-27)
- Chapter 2: The Greenhouse Effect: How Global Warming Works (pages 29-42)
- Chapter 3: Who's Responsible? Which countries, Regions and Activities are Warming the World? (pages 43-58)

Evans (2014). Externality, *Environmental and Natural Resource Economics: An Encyclopedia*

### **Week #11 (3/27-3/29): The Impacts of Climate Change: From the Marshal Islands to NYC**

Fieldtrip to the Campus River (weather permitting)

60 minutes (2018). A Dutch Solution may mitigate flood damage. Available at:

<https://www.youtube.com/watch?v=awYq5Ys4jKw>

Goodell, J. (2017) *The Water Will Come: Rising Seas, Sinking Cities, and the Remaking of the Civilized World*, Little Brown and Company, NY.

- Chapter 7: Walled Cities (pages 145-164)
- Chapter 8: Island States (pages 165-189)

Hotakainen, R. (2021) In New York battling climate change means killing 1000 trees, Greenwire - Energy & Environment News Publication.

### **Week #12 (4/3-4/5): International Climate Change Policy**

Falkner, R. (2016). The Paris Agreement and the new logic of international climate politics; The Paris Agreement and the new logic of international climate politics. In *International Affairs* (Vol. 92).

Ostrom, Elinor. 2009. "A Polycentric Approach for Coping with Climate Change". SSRN Scholarly Paper ID 1494833. Rochester, NY: Social Science Research Network.

### **Week #13 (4/10-4/12): Policies to combat Climate Change**

Hayhoe, K. (2021). *Saving Us: A Climate Scientist's Case for Hope and Healing in a Divided World*. Atria/One Signal Publishers

- Chapter 14: The Climate Potluck (p. 151-160)

Hafstead, M. (2019). *Carbon Pricing 101. Resources for the Future*.

Litz, F. (2018) State Carbon Trading: The Regional Greenhouse Gas Initiative (RGGI) Example. Presented at the Resources For the Future Workshop on: "States Moving Forward with Carbon Trading: The Nuts and Bolts of Linking State Programs". Available at:

<https://www.youtube.com/watch?v=OINgAlyTDNc>

McDevitt, R. (2020). RGGI, behind the rhetoric: What we know about the Regional Greenhouse Gas Initiative. StateImpact Pennsylvania. Available at:

<https://stateimpact.npr.org/pennsylvania/2020/09/14/rggi-behind-the-rhetoric-what-we-know-about-the-regional-greenhouse-gas-initiative/#menu>

### **Week #14 (4/17-4/19): Climate Change Communication**

Borenstein, S. (2019). *Climate Scientists try to cut their own carbon footprint*. Associate Press.

Available at: <https://apnews.com/article/in-state-wire-international-news-ca-state-wire-climate-change-us-news-dde2bf108411ecd973de60bfda5250aa>

Hayhoe, K. (2021). Saving Us: A Climate Scientist's Case for Hope and Healing in a Divided World.

Atria/One Signal Publishers

- Chapter 1: Democrats and Dismissives (p. 3-11)
- Chapter 2: Who I am (p. 13-20)
- Chapter 3: Who you are (p. 21-33)

Ritchie, H. (2020). You want to reduce the carbon footprint of your food? Focus on what you eat, not whether your food is local. Our World in Data. Available at: <https://ourworldindata.org/food-choice-vs-eating-local>

**Week #15 (4/24-4/26): Review for final exam**

Review sessions on Monday 4/24 and Wednesday 4/26.

**Week #16: Finals week**

Final exam will be administered in-person on Wednesday May 3<sup>rd</sup> 5:20-7:20pm.

## 8. Additional Information for Students

1. *Bias-Based Incident Reporting*: Bias-based incident reports can be made by students, faculty and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported through any of the options: 1) fill out an online report at <https://reportincident.iu.edu>; 2) call the Dean of Students Office at (812) 855-8187. Reports can be made anonymously at <https://reportincident.iu.edu>.
2. *Covid-related Resources*. The university is maintaining a special website (<https://covid.iu.edu/>) with information related to Covid-19 for students. It includes health related information, such as what to do if you suspect you have Covid-19, as well as online learning resources, like how to find free Wi-Fi spots, connect through VPN, and use Zoom.
3. *Incompletes*. The grade of Incomplete used on the final grade reports indicates that the work is satisfactory as of the end of the semester but has not been completed. The grade of Incomplete may be given only when the completed portion of a student's work in the course is of passing quality. Instructors may award the grade of Incomplete upon a showing of such hardship to a student as would render it unjust to hold the student to the time limits previously fixed for the completion of his/her work (<https://registrar.indiana.edu/grades/grade-values/grade-of-incomplete.html>).
4. *Late Withdrawal*. Withdrawal after the automatic withdrawal period requires approval by the instructor and relevant Program Director, and must be based on dire circumstances relating to extended illness or equivalent distress (IU Enrollment and Student Academic Information Bulletin). Requests to drop due to a failing grade will not be approved. You must be passing the course at the time of withdrawal. Contact your advisor or the appropriate Program Director if you want to petition for late withdrawal.
5. *Counseling and Psychological Services (CAPS)*: In partnership with the Health Center and Counseling and Psychological Services (CAPS), O'Neill offers students a Counselor in Residence. Students wanting to make an appointment should call 812-855-5177 and indicate they are O'Neill students. In addition, check out these [CAPS workshops](#) and the [O'Neill School's Resilience and Wellbeing Initiative](#). For additional information about services offered to students by CAPS, please visit <http://healthcenter.indiana.edu/counseling/index.shtml>
6. *Sexual misconduct & Title IX*: As your instructor, one of my responsibilities is to create a positive learning environment for all students. IU policy prohibits sexual misconduct in any form, including sexual harassment, sexual assault, stalking, sexual exploitation, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with the IU Sexual Assault Crisis Services at (812) 855-5711, or contact a Confidential Victim Advocate at (812) 856-2469 or [cva@indiana.edu](mailto:cva@indiana.edu).

It is also important that you know that University policy requires me to share certain information brought to my attention about potential sexual misconduct, with the campus Deputy Sexual

Misconduct & Title IX Coordinator or the University Sexual Misconduct & Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/index.html> to learn more.

7. *Commitment to Diversity and Support: Find your home and community at IU*

IU is home to a number of centers that foster community among students with specific ethnic backgrounds, gender identities, and sexual orientations. If you haven't already, find your campus community in one of the centers listed below:

**Asian Culture Center**

Address: 807 East Tenth Street, Bloomington, IN 47408

Phone: 812-856-5361

Email: [acc@indiana.edu](mailto:acc@indiana.edu)

Website: <https://asianresource.indiana.edu/index.html>

**First Nations Educational & Cultural Center**

Address: 712 E 8th St., Bloomington, IN 47408

Phone: 812-855-4814

Email: [fnec@indiana.edu](mailto:fnec@indiana.edu)

Website: <https://firstnations.indiana.edu/contact/index.html>

**Jewish Culture Center**

Address: 730 E 3rd St., Bloomington, Indiana 47401

Phone: 812-336-3824

Website: <https://iuhillel.org/iu-jewish-culture-center>

**LGBTQ+ Culture Center**

Address: 705 E 7th St., Bloomington, Indiana 47408

Phone: 812-855-4252

Email: [gbltserv@indiana.edu](mailto:gbltserv@indiana.edu)

Website: <https://lgbtq.indiana.edu/contact/index.html>

**La Casa Latino Culture Center**

Address: 715 E 7th St., Bloomington IN, 47408

Phone: 812-855-0174

Email: [lacasa@indiana.edu](mailto:lacasa@indiana.edu)

Website: <https://lacasa.indiana.edu/>

**Neal Marshall Black Culture Center**

Address: 275 N Jordan Ave Bloomington, Indiana 47405

Phone: 812-855-9271

Email: [nmgrad@indiana.edu](mailto:nmgrad@indiana.edu)

Website: <https://blackculture.indiana.edu/index.html>

8. *Emergency Food Relief*

If you find you are in need of food and do not have the resources to purchase it, please consider utilizing the emergency food relief system on campus and in the community. The following units/agencies are here to assist with food relief:

*Crimson Cupboard*: <https://studentaffairs.indiana.edu/student-support/crimson-cupboard/index.html>  
*Emergency Meal Project @ IU*, one meal per day on a first-come first-served basis for those in need, no questions asked ([link](#))

*Mother Hubbard's Cupboard Food Pantry*: <https://www.mhcfoodpantry.org/>

*Other pantries*: <https://www.foodpantries.org/ci/in-bloomington>

9. *Students in Financial Crisis*: The Student Advocates Office can help students work through personal and academic problems as well as financial difficulties and concerns in order to help students progress towards earning a degree. In addition to advising student on appeal and financial issues such as financial aid or tuition, they also have emergency funds for IU students experiencing emergency financial crisis. <https://studentaffairs.indiana.edu/student-advocates/>
  
10. *Disclosure of Student Records*: The 1974 Family Educational Rights & Privacy Act (known as "FERPA") protects the privacy of students' educational records and generally prohibits the release or disclosure of student records by school officials to any third party without the student's prior written consent. As your instructor I will ensure that, prior to communicating with parents or any third party about a student's educational records (including grades, papers, performance, etc.), and assuming that the student wants me to convey that information, I will have obtained the necessary prior written consent from the student. If the student fails to provide me with such written consent, then I will not be able to provide information on the student's educational records to their parents or to any third party (please note that this is especially relevant in the event a student wants me to be listed as a reference in a job application, or wishes to obtain a recommendation letter from me). The Office of the Registrar has compiled FERPA resources for instructors, including a tutorial, a list of best practices, and a standard consent form. <http://registrar.indiana.edu/policies/student-privacy-ferpa.shtml>.
  
9. *Religious Observances*: Students missing class for a religious observance can find the officially approved accommodation form by going to the Vice Provost for Faculty and Academic Affairs webpage for religious accommodations: [Religious observances](#). The form must be submitted at least 2 weeks prior to the anticipated absence.