EAS 510: Science and Practice of Social Change
Fall 2022

Instructor: M’Lis Bartlett, Ph.D.
Environmental Justice Track, SEAS Faculty
Email: mlis@umich.edu
Office Hours: Tuesdays 2:30-4:30 pm or by appointment
Room: G524
Office Hours Zoom Link

Graduate Student Instructor (GSI): Maria (Mia) Dozier
Dual Degree: Environmental Justice Track, Environmental Policy and Planning, SEAS
Email: mdozier@umich.edu
Office Hours: Thursdays 2:30-4:30 pm (In-person or online) Or by appointment

Lecture: Monday and Wednesday 4:00 - 5:20 PM ET Dana Building Room 1040

Discussion Sections
Section (2) 510.002 | Weds 6:00 – 7:00 PM ET Dana Building 3556
Section (3) 510.003 | Thursday 5:00-6:00 PM ET Dana Building 1028
Section (5) 510.005 | Friday 6:00 - 7:00 PM ET - Dana 1028

Course Approach:
The current environmental challenges facing humanity are grounded in complex social systems. Solving them will require professionals and engaged community members to understand and address the cultural, political, and economic setting in which they are grounded. In this course, we will move between theories of change within the social sciences and the application of these theories to current environmental issues across scales. Through case studies of current environmental issues, we will examine the interactions/intersections between people, place, and power that need to be addressed as we work to create just sustainable solutions. Assignments are designed to let you explore and apply these issues related to work that you care about.

I have invited a number of speakers to the course. It is my hope that these speakers will provide you with some ‘from the field’ experiences. Some of these will meet with us in the 1040 classroom, others will join us via zoom. As part of your participation grade in this class, you will be assigned three of these speakers for a Burning Question assignment as well as a post-speaker thank you note project.
Given the organization of the course, it will be advantageous for you to read the assigned readings before class meets as we will often reference the reading materials for in-class activities.

Finally, consider our syllabus “live” meaning several things. Sometimes speakers do not share readings until a week or two before they join us. Occasionally in the past a unique opportunity has arisen, and I have changed the syllabus so that we might participate in that campus event. And given the nature of our guests’ work, professional conflicts may occur, in this case I will adjust the syllabus accordingly. Rest assured that you will be given the work with a reasonable amount of time to be ready for class.

Thank you. We look forward to working with you this semester –

**Course Requirements**

**Assignments and Grading:**

<table>
<thead>
<tr>
<th>Task</th>
<th>Point Assignment</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>50 points each per assignment</td>
<td>200 pts (4 Assignments)</td>
</tr>
<tr>
<td>Participation</td>
<td>2-5 points each</td>
<td>Up to 45 pts (35 are expected)</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>10 points each per assignment</td>
<td>30 pts (3 Reading Responses)</td>
</tr>
<tr>
<td>Leading Discussion</td>
<td>50 points each</td>
<td>50 pts (1 Leading Discussion Section)</td>
</tr>
<tr>
<td>Burning Questions</td>
<td>5 points each</td>
<td>15 pts (Choose 3 from across the course)</td>
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</tbody>
</table>

**Late Policy:** For Assignments and Reading Responses you have one “free pass” to turn in an assignment up to one day late with no penalty. (This means one pass total – not one pass for each type of assignment.) Note: It is not always possible to make up missed-in-class participation, we will address this case-by-case. Reading responses are due on time and receive either full points or a zero. Other assignments will be penalized 3 points a day.
Grading Scale: We use the following grade scale for this course:

- 100-97 A+
- 96-94 A
- 93-90 A-
- 89-87 B+
- 86-84 B
- 83-80 B-
- 79-77 C+
- 76-74 C
- 73-70 C-
- 69-67 D+
- 66-64 D
- 63-60 D-
- <60 F

Readings: All readings and class materials will be made available on the Canvas Website. Readings from guests will be posted with sufficient time for you to read and enter your reading responses.

Assignments: There are a number of short assignments across the course that provide for deeper exploration of a topic, practice at a particular skill, or the opportunity to apply concepts from the course. They range in style from an executive summary, a mind map or sketch, or a social-ecological system to planning a course of action for a particular case study. Each one is designed for you to think creatively, applying theories and skills to a social-ecological concern. While they are short, your responses should be well-written, referenced, and written in a professional manner.

Facilitating Discussion: Discussion sections are a place for you to discuss the readings and lectures with your peers. Each week a small team of students will be responsible for facilitating a conversation or workshop related to the readings. Your team will provide a plan prior to your facilitation that will be approved by Mia. The details of this process will be organized in your discussion.

Reading Responses: Reading responses are designed to be concise responses in which you will reflect on the week’s readings and or lecture in a small online discussion group. These are meant to be online discussions, therefore, as a part of your reflection, you will respond to one of your peer’s comments or questions in the Canvas Module thread. Please see Canvas for details on your assigned Lecture Group. These groups will change over the course of the semester so that you may “meet” and get to learn from more people in the course.

Participation Exercises: With this large of a class this is a small way for you to gather participation points and it will help us take attendance. You can earn participation points across
the week through in class participation exercises, participating in class, submitting burning questions etc.

**Attendance and participation:** This course will be taught in person. Your attendance is expected in the lecture and discussion section. If you know that you will be absent from class for religious, cultural, or other reasons, please let us know ahead of time. I strongly encourage you to honor your cultural and religious holidays. If are unable to attend class or you need an extension on your homework due to a serious illness or family emergency, arrangements must be made with one of us before the homework due date.

Please note if you miss class, for whatever reason, you are responsible for getting notes from a classmate and or listening to the recorded lecture. The recorded lecture is not a replacement for attendance. If you have questions about the reading assigned for the day or the discussion that you missed, please feel free to come to either the instructor’s or GSI’s office hours. We will not have notes in a form that can be emailed to you, nevertheless, we will be happy to discuss the material with you in person.

**Course Resources**

**Accommodations for Students with Disabilities:**
If you think you need accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Services for Students with Disabilities (SSD) office to help us determine appropriate academic accommodations. SSD (734-763-3000; [http://ssd.umich.edu](http://ssd.umich.edu)) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

Once your eligibility for accommodation has been determined, you will be issued a verified individual services accommodation (VISA) form. Please present this form to me at the beginning of the term, or at least two weeks before the need for the accommodation (test, project, etc.)

*Your success in this class is important to me.* If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.

**Course Recordings:**
This class is automatically recorded and posted on the Canvas site. They are available for your use, but not an alternative to attending class, this is especially important as in-class activities are not well replicated in a recorded format. Discussion sections may or may not be recorded
due to limited technology. Please feel free to contact M’Lis or Mia if you have missed class and need assistance with the material.

**Any shared recordings of this class are for your private use and may not be shared for any reason, likewise I will not share them outside of the class for any reason. Students are prohibited from recording/distributing any class activity without written permission from the instructor. If you do not wish to be recorded or have questions/concerns, please contact Maria (Mia) Dozier at mdozier@umich.edu.**

Additional information regarding course recordings and privacy concerns can be found on the UM ITS Recording and Privacy Concerns webpage.

**Academic Integrity:** Please review Rackham’s Academic and Professional Integrity Policy at https://rackham.umich.edu/academic-policies/section8/. If you would like further resources regarding writing and concerns about citations please see: Sweetland Writing Center’s Beyond Plagiarism.

**COMMUNITY EXPECTATIONS:**

Members of the University of Michigan community represent a rich variety of backgrounds and perspectives. We are committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity that we have to learn from each other in this community
- value one another’s opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature

I believe the best learning environment is a result of the efforts of both students and instructors.

The responsibilities of the students/teams include:

1. coming to class on time and being prepared to participate
2. respecting the views and learning needs of other students
3. adhering to high standards of academic conduct
4. informing the instructor or GSI immediately of any challenges or problems—personal or team-level—that prevent you from doing your best work
5. considering the written and verbal feedback provided by the instructors and your peers
The responsibilities of the Instructor and GSI include:

1. coming to class prepared to facilitate discussion and learning
2. giving students guidance about how to improve their performance
3. respecting the views and learning needs of all students
4. working with students to resolve any problems in the course, their team, or with their client
5. responding to email within 48 hours; email sent after 2pm on Friday will be returned by Monday at noon
6. providing feedback on written assignments within 2 weeks

**ADDITIONAL STUDENT SUPPORT, RESOURCES, & ACCOMMODATIONS**

There’s a **still** lot going on in the world right now. The University of Michigan is committed to advancing the mental health and well-being of its students. We acknowledge that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impact students’ academic performance. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) and/or University Health Service (UHS). For a listing of other mental health resources available on and off campus, visit: [https://uhs.umich.edu/stressresources](https://uhs.umich.edu/stressresources)

Additionally, the university has a number of fantastic resources available to students.

- If English is not your first language and you may find it challenging to either understand or communicate well in this course. Please meet often with instructors and definitely use both the English Language Institute, which provides a variety of resources for international students and the Sweetland Center (below).
- The Sweetland Center for Writing is a great place for anyone to receive feedback to improve clear communication in your written work.
- The UM Library provides a wealth of free primary literature at your fingertips, you just need to make sure you do your searches while logged in or via the library home page, even if you are using Google Scholar to reach the source for free (look for MGet IT links). I recommend Lori Tschirhart for assistance with STEM/Science related projects.
- Consulting for Statistics, Computing and Analytics Research (CSCAR) provides consulting services and training in data science, statistics, and advanced research computation.
- For additional resources see also the Diversity, Equity, and Inclusion offices of the University of Michigan and of SEAS.