

## **SYLLABUS**

**IDH 3034-U10**  
**Honors Seminar V**

## **ENVIRONMENT AND SOCIETY**

*This is a Global Learning designated  
course*

**MEETING TIME:** Mondays 11 AM to 1.45

**PM**

**Location:** GC 275A

**CREDITS:** 3

**INSTRUCTOR:** CAMILO ROSALES, AIA

**OFFICE HOURS:** PCA 386B, Mondays 9.30-11

**AM EMAIL:** rosalesc@fiu.edu

**PHONE:** 305 348 3033

### **COURSE DESCRIPTION:**

The first semester concentrates in understanding some of the workings of the earth such as natural cycles, natural geography and climatic regions. This is followed by studying how early cultures adapted to these conditions and how they created distinct cultural, practical, and philosophical concepts about the natural realm. The growth of agriculture, cities, art, and science in different parts of the world is covered in this segment. In similar fashion the environmental degradation, and sustainable practices, initiated by these early cultures are also studied.

The second semester explores issues of industrial development, energy, technology, and the vast environmental degradation that ensued, including the loss of biodiversity, massive pollution, and climate change. This is followed by researching the great variety of efforts currently underway to remedy the situation including environmental sustainability, conservation, restoration, green urbanism, and new technologies.

### **EDUCATIONAL THEMES:**

The term ecology, mostly used to explain the relationships of organisms with their natural environment, is expanded to include the relationship of humans with their environment. Concepts related to: Sustainability, Urban Ecology, Pollution, Climate Change, Energy and Environment, Natural Cycles, Environmental Policy, Green Building, etc. will be explored in this course.

### **OBJECTIVES:**

1) Conduct a brief survey of human/nature environmental transactions from pre-history to our present condition.

To critically study (use of skillful judgment when comparing different points of view):

2) Theories about nature and social organizations and how they have affected our relationships with the natural environment.

3) Pre-scientific and scientific views on ecology, biodiversity and human productivity.

4) The recent history of massive human expansion and the resulting environmental degradation.

5) The most current issues on sustainability, climate change, clean energy, green building technologies and environmental regulation.

**BASIS OF EVALUATION:**

Grading will be based on the University System. Class attendance is mandatory. There will be 1.5 grade points deduction of the final grade for every class missed after the second absence. Four absences automatically bring failure of this course. Two tardiness equal one miss. If a student inexcusably quits early a class period, it will be counted as a missed class. Absences should be rare and fully justified. If a student misses a class, he or she will be responsible for the assignments and notes missed and for any discussions or information provided in class.

Percentages of the final grade are as follows:

20% Reading assignments, class discussions and class participation (workshops, student presentations)

20% Mid-term exam

20% First report and notebook submission

20% Second report and notebook submission

20% Final exam

Numerical grade distribution:

96-100= A    90-95= A-    86-89= B+    81-85= B    76-80= B-    66-75= C    65=

D NOTEBOOK:

Notes can be taken from class and from related research materials.

Notes must be taken in a required notebook in order to be graded or to be used during examinations. Notebook will also be used as a portfolio to assess student outcome.

TECHNOLOGY USE: Students are not allowed to use computers, tablets or phones during class.

## **University Requirements**

### Academic Honesty and Plagiarism

#### FIU Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellence in teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct that demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to

understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Honors College website. See <http://honors.fiu.edu/honors-policies/>.

#### Honors College Academic Misconduct Statement

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

#### Procedures and Penalty

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action.

Academic misconduct includes:

- Cheating – The unauthorized use of books, notes, aids, electronic sources, or assistance from another person with respect to examinations, course assignments, field service reports, class

recitations or other work; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Cheating violates both University and College codes.

- Plagiarism – The use and appropriation of another’s work without any indication of the source, and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including Internet sources, commits plagiarism. Plagiarism violates both University and College codes.
- Unacceptable behavior – Students who show repeated or egregious disrespect for classmates or instructors, are disruptive, or consistently violate course rules are subject to the sanctions of the Honors College.

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity. Please refer to the following documents for additional information:

FIU Code of Academic Integrity – <http://integrity.fiu.edu/>

FIU Honors College Plagiarism Policy – <http://honors.fiu.edu/honors-policies/>

### **Honors College Academic Misconduct**

#### **Religious Observances**

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

#### **Physical, Mental and Sensory Challenges**

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center, if you have not done so already.

Honors College Requirements

Student Portfolios

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio method allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what "artifacts" or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of the student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each course will include at least one assignment that could potentially fit portfolio requirements. For more information on the student learning outcomes and constructing a portfolio for your senior year, see <http://honors.fiu.edu/current-students/portfolio/>.

### Citizenship Requirements

Beginning in Fall 2014, Honors College students are required to accumulate at least 20 citizenship points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 citizenship points. See

### Community Service

Perform at least twenty hours of Community Service per academic year (summer excluded) either through the Honors College service partnerships (Sweetwater, Overtown Youth Center, etc.) or through other community service projects and/or events. If you want to apply this service to your graduation portfolio, be sure to document your hours. Hours can be documented through [MyHonors](#).

### Honors Education in the Arts (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. See <http://honors.fiu.edu/hearts/>.

### Global Learning Outcomes

- Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
- o Course Learning Outcome: Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.

- Global Perspectives: Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.

- o Course Learning Outcome: Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.

- Global Engagement: Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.

- o Course Learning Outcome: Students will be able to develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority.

Assignments must be able to assess the students' ability to demonstrate these outcomes. We will be collecting them at the end of the academic year (spring).