**Fall 2020 HNRS 2000 Section 9 – Louisiana: Paradise Lost?**

**Mon/Wed 3:00-4:30**

**French House 218**

**INSTRUCTOR**

Dr. Kevin Ringelman (he/him/his)

Contact: [kringe2@lsu.edu](mailto:kringe2@lsu.edu)

Office hours: virtual, by appointment

Recurring class Zoom room: <https://lsu.zoom.us/j/4355331566>

**CLASS FORMAT**

All HNRS 2000 sections are operating with slightly different structures this semester in an effort to provide the healthiest, most robust, and connective environment possible. **For section 9, we will begin by meeting face-to-face if conditions permit, but will move to a remote format via Zoom as appropriate. Some course content is designed to be delivered in a remote format.** **Remote classes will be held during the regular time slot.**

**Face coverings or masks that completely cover the mouth and nose are mandatory in the classroom.** Students are responsible for providing their own face covers or masks. Students who do not follow the mandatory face cover or mask requirement will not be permitted to enter the classroom, resulting in an unexcused absence and 0 for any in-class assignments.

**COURSE DESCRIPTION**

In HNRS 2000 this year, faculty and students will be discussing issues of special concern to residents of Louisiana, particularly questions of environmental degradation, environmental justice and environmental racism. The theme of the course is “Louisiana: Paradise Lost?”

After reading *The Water Will Come* by Jeff Goodell, the Shared Read for 2020, we’ll be discussing how climate change and sea level rise are affecting the state. We’ll compare Louisiana to other parts of the world, with a special emphasis on environmental racism. As we think about ways to ameliorate climate change and other types of environmental degradation, this will naturally lead to a discussion of the tension between current economic interests and living in a sustainable society. The importance of preserving the unique culture of Louisiana will be a significant consideration as we consider ways of addressing environmental issues.

In exploring those topics we’ll be thinking about how we as citizens receive and process information. What sources are reliable? Whom can we trust? Once we have information and data, how do our inherent biases and preconceptions filter that information? What principles guide us in making decisions? What ethical implications should we consider when making choices that affect various communities? To cite the subtitle of one of our texts, Michael Sandel’s Justice, “What’s the Right Thing to Do?”

**LEARNING OUTCOMES**

By the end of this course, you will have fact-based, academically rigorous knowledge of and the ability to articulate:

1. The values you have as you begin your university journey.
2. Political philosophies of justice (how does a political community decide what is the right thing to do?).
3. Foundational concepts related to news and media literacy in the information age.
4. The contributions that fiction and nonfiction media, as well as science and public opinion, have on our understanding of community.
5. The science of climate change, the scientific process, and how consensus emerges with regards to anthropogenic climate change.
6. The importance of and the conditions underlying environmental issues in Louisiana, and their interaction with politics, economics, and race.
7. Examples of environmental justice from contemporary Louisiana.

Beyond the specific content of this course, you will also cultivate the following practical skills:

1. Writing and speaking in formal and less-formal professional settings, including digital arenas.
2. Employing critical reading skills wherein you are challenged to identify major aspects of the content and connect those to other immediately relevant materials and public spheres.
3. Efficiently and effectively communicate with peers, instructors/supervisors, key stakeholders and colleagues while pursuing shared goals.
4. Engaging complex topics that may be potentially challenging and/or controversial for you in such a manner that focuses on respect for yourself and your conversation partners, intellectual discussion, rigor in sourcing and analysis.

**KEYS TO SUCCESS**

**Communication is critical**. While this is true in normal times, this fall semester it will be absolutely crucial to monitor your email and be flexible as course meeting format and content will shift, sometimes abruptly, throughout the semester.

**Active participation in this course is expected** because the nature of critical analysis is to read, discuss, and debate topics that pose challenging questions to society. If you will miss a face-to-face or online class, please let me know ahead of time.

**Antagonistic, disrespectful, disruptive and/or insensitive words and actions** in class time, general course communications, and assignments are not permitted. If you fail to respect the people and topics for this course you will be dismissed from the class, losing assignment points for the day. This is a course that provides a space for us to learn about and interrogate systems of privilege and oppression. These topics are difficult for all involved, and I am committed to making space for the difficult conversations.

**Electronic devices in class (in-person and online)** need to be used to contribute to the HNRS 2000 learning experience. If your device use interferes with your learning, the learning of others, or distracts the instructor or presenters you will be called out and you may be dismissed from class, losing assignment points for that day.

**REQUIRED TEXT/RESOURCES**

* A reliable internet connection that allows for video meetings and video streaming
* A laptop, with a webcam and mic so that you can participate in class sessions
* Goodell, *The Water Will Come* [Click here to order](https://www.hachettebookgroup.com/titles/jeff-goodell/the-water-will-come/9780316260206/)
* Hoffman, *How Culture Shapes the Climate Debate*: [Click here to order](https://www.sup.org/books/title/?id=25621)
* Sandel, *Justice*: [Click here to order](https://us.macmillan.com/books/9780374532505)

**GRADES**

*\* All assignments will be scored out of 100*

Contribution through face-to-face and online participation in the course 15

Critical essay on *The Water Will Come* 10

Group project derived from principles of *Justice* 5

Letter to the editor derived from principles of *Justice* 5

Mid-term exam 15

Research project 25

Final exam 25

TOTAL 100%

**SCHEDULE**

***The Water Will Come* (Goodell)**

8/24 Hurricane Marco

Assign Goodellcritical essay

Assign asynchronous climate change lecture

8/26 Hurricane Laura

8/31 Goodell discussion chapters 1-5

Assign questions for Goodell

9/2 Remote synchronous pod zoom – climate change Q&A; discuss Goodell ch. 6-12

**Goodell questions due on moodle**

**CONVOCATION AT 7:00 P.M.** [recording here](https://lsu.zoom.us/rec/play/GdJ-QPKFvqyVB5aex4t7KmOHGgnyHM3PYC2ePDQDcr6mTJ-VQ-WTLaX9rEgV4R-fF7v5RcAaNqTxIfx1.bqn7ToFjf_c4-P6J?startTime=1599093166000&_x_zm_rtaid=_Dp5n6ZQTA2xdsWfEEo2mw.1599569615779.ee1a850e1aec39bd475e53078dd3da45&_x_zm_rhtaid=615)

9/7 NO CLASS – Labor Day

**Internalizing information and *How Culture Shapes the Climate Change Debate* (Hoffman)**

9/9 Goodell live chat [here](https://lsu.zoom.us/j/91796535008?pwd=Q1Njc08zVktVMG52aVowcHMvdkUzQT09)

Assign asynchronous lecture on fake news [found here](https://drive.google.com/file/d/19RrLfiSSIXi-HhQGGGyvAwoKp12eU2UD/view)

Assign questions for Len Apcar **(due 9/13 at midnight)**

9/14 Q&A with Len Apcar – how do we know what we know? [Zoom here](https://lsu.zoom.us/j/94509881437?pwd=am5CcXdmMVBYdk8yNCs2aXJiSmFsdz09)

**Goodell critical essay due via Moodle 11:59 p.m.**

9/16 Writing workshop

Assign research proposal

9/21 Library research guide; [Pew quiz](https://www.pewresearch.org/quiz/news-statements-quiz/), [Pew report](https://www.journalism.org/2018/06/18/distinguishing-between-factual-and-opinion-statements-in-the-news/)

9/23 Hoffman Ch. 1-3

9/28 Hoffman Ch. 1-6

**Research proposal due via Moodle 11:59 p.m.**

9/30 OPEN

10/5 Discuss group projects; review

Assign group projects for Justice activities

10/7 **Midterm Exam**

***Justice: What’s the Right Thing to Do?* (Sandel)**

10/12 Justice Ch. 1-2 (Kevin)

Assign Justice letter to the editor

10/14 YouTube Sandel - [Should the rich pay for climate change?](https://www.youtube.com/watch?time_continue=2&v=SmlczMVqgHY)

10/19 Justice Ch. 3-4 (Group 1)

**Research paper outline and sources due via Moodle 11:59 p.m.**

10/21 Justice Ch. 5-6 (Group 2)

10/26 Justice Ch. 7-8 (Group 3)

10/28 Hurricane Zeta

**Environmental Racism**

11/2 Guest lecture – landscape of racism, Q&A with Annemarie

**Justice letter to the editor due via Moodle 11:59 p.m.**

11/4 [Mossville](https://www.pbs.org/video/mossville-when-great-trees-fall-se2q8k/) viewing on your own

11/9 Mossville discussion

11/11 Justice Ch. 9-10 (Group 4)

11/16 Local environmental racism, pollution, COVID; discuss peer reviewing

[Racism and pollution](https://www.cnn.com/2020/06/27/us/environmental-racism-explainer-trnd/index.html)

[Air, race, and COVID](https://www.inquirer.com/columnists/attytood/cancer-alley-louisiana-coronavirus-reserve-du-pont-denka-20200414.html)

[Cancer alley and COVID](https://www.businessinsider.com/louisiana-cancer-alley-photos-oil-refineries-chemicals-pollution-2019-11)

**Research paper draft due via Moodle 11:59 p.m.**

Assign peer reviews

11/18 Global environmental racism, sexism, and climate change

Levy & Patz 2015

[Mass migration](https://www.nytimes.com/issue/magazine/2020/07/24/the-72620-issue)

11/23 Louisiana Gone: integrating Goodell, Justice, environmental racism

[Louisiana's disappearing coast](https://www.newyorker.com/magazine/2019/04/01/louisianas-disappearing-coast)

[Louisiana's disappearing culture](https://www.nytimes.com/interactive/2020/07/21/magazine/louisiana-coast-engineering.html)

**Peer reviews due via Moodle 11:59 p.m.**

11/25 NO CLASS – THANKSGIVING

11/30 Research presentations (online)

12/2 Research presentations (online)

12/7 **Research paper due via Moodle 11:59 p.m.**

12/11 **Final exam due via Moodle 11:59 p.m.**

**UNIVERSITY POLICY STATEMENTS**

**Privacy rights – FERPA:** The Family Educational Rights to Privacy Act (FERPA) is a federal law protecting your right to educational privacy, and it is your responsibility to know exactly what this means and when exceptions will be made. [Click here to review LSU FERPA policies.](http://sites01.lsu.edu/wp/registraroffice/privacy-guidelines/ferpa-for-students/)

**Communication-Intensive Learning:** This is a certified Communication-Intensive (C-I) course which meets all of the requirements set forth by LSU’s Communication across the Curriculum program, includinginstruction and assignments emphasizing informal and formal written and spoken communication;teaching of discipline-specific communication techniques;use of feedback loops for learning;40% (or more) of the course grade rooted in communication-based work;and practice of ethical and professional work standards.Students interested in pursuing the LSU Communicator Certificate or the Distinguished Communicators Medal may use this C-I course for credit. For more information about this student recognition program,[Click here](http://www.cxc.lsu.edu/).

**Academic Integrity:** All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online [at this link](http://www.lsu.edu/saa). It is your responsibility as a student at LSU to know and understand the academic standards for our community. Cheating and plagiarism will not be tolerated in any form. A student suspected of violating the Code of Conduct will be referred to the Office of Student Advocacy and Accountability.

**Diversity Statement:** LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socio-economic status, disability, family status, experiences, opinions, and ideas. [Click here to read the diversity statement](http://uiswcmsweb.prod.lsu.edu/edco/edco/DiversityStatement/item25970.html)

**General Education Credit:** Honors 2000 is approved for 3 hours of General Education credit in the English Composition, Humanities, **or** Social Sciences areas. As such, the course will address the criteria of all three General Education areas.

**Disability statement:** Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a staff member in Disability Services (115 Johnston Hall) so that such accommodations can be considered. Students that receive accommodation letters, please meet with me to discuss the provisions of those accommodations as soon as possible.

**COVID- 19 Attendance Statement:**

Students in self-isolation due to COVID-19 exposure prior to test results or who test positive and are so-called asymptomatic are expected to inform the faculty, participate in Zoom activities, participate in assignments, and meet all due dates. Students testing positive and experiencing symptoms are expected to inform faculty and will receive excuses or other accommodations per PS-22 and PS-44 and Faculty Senate resolution 12-3.

**Credit expectations:** For each earned credit, students must spend a minimum of 1 hour per week in lecture class or 3 hours per week in lab, and a minimum of 2-3 hours per week of studying/homework outside of class. **That means, for this class, expect between 6-9 hours of homework each week.**