

ENVIR 430/JSIS 484A: Environmental Issues in East Asia

Spring 2024

This course has two special requirements. Please review the details below and decide if this is the right course for you:

- [W course \(writing-intensive\) course](#): There is a significant amount of writing in this course, including weekly intellectual journals, weekly discussion posts, writer's memos, and a research project. Students will be guided throughout this quarter on the writing process and writing skills. Students who have successfully completed this course will receive 5 credits for a W course.
- [COIL experience collaborating with students in Taiwan on the topic of "Accessibility of Interpretive Signs in Environmental Education"](#): COIL (Collaborative Online International Learning) is an approach to fostering global competence through development of a multicultural learning environment that links university classes in different countries. Using various communication technologies, students complete shared assignments and projects, with faculty members from each country co-teaching and managing coursework ([UW Bothell COIL Initiative](#)). The COIL project in this course will be a cross-cultural exploration of what accessibility in environmental education means in different cultural contexts and a cross-disciplinary engagement between Environmental Studies and Special Education.

Course Instructor

Dr. Yen-Chu Weng, yweng@uw.edu

Please send Canvas messages for course-related communications.

Office Hours: Thursday 3:00-4:00 via zoom, <https://washington.zoom.us/j/94729498149>

Course Format - Hybrid

- Tuesday: 4:30-6:20PM in-person class in ACC 120 (Mark your calendar for 5/14, 5:10-7:00PM)
- Friday: Asynchronous Discussion Post due on Canvas
- For Week 4 through Week 8, there will be additional asynchronous learning components for the COIL module.

Course Description

This course surveys contemporary environmental issues in East Asia, focusing on China, Japan, South Korea, and Taiwan. Whereas countries in the East Asia region have shared history and similar trajectories in economic development, how different environmental issues emerge and are dealt with in each country is worth examination and comparison. This course will first introduce general environmental issues in the region, their causes, and impacts. Next, by focusing on the topics of pollution, waste, energy, environmental movements, and environmental policies, we will delve into specific case studies to examine how each country responds to the various environmental challenges differently and with what consequences.

This is a reading and discussion-based course. We will engage with scholarly work from Geography, Sociology, Anthropology, Political Science, International Studies, and Environmental Studies. We as a class will be responsible for the learning that occurs. That means each student is responsible for doing all the readings and coming to class prepared for critical discussion. Everyone is expected to share their opinions, perspectives, and experiences.

This course seeks both to identify overarching themes across environmental issues in East Asia and to recognize that each country in the region has its unique characteristics in terms of how environmental issues emerge and are responded to.

Course Learning Objectives

1. Identify the key themes in contemporary environmental issues in East Asia
2. Recognize the similarities and differences in how environmental issues emerge and are responded to by countries across the East Asia region
3. Examine the cultural, social, political, and economic implications of environmental challenges in the East Asia region
4. Stay current with news stories about environmental issues in East Asia
5. Practice critical thinking and effective communication skills through class assignments and writing instructions

Additional Learning Objectives for the COIL Module

1. Critically reflect on one's cultural origins, practices, and habits of thought
2. Co-create mutually beneficial, cross-cultural relationships and communities
3. Practice cross-cultural communication and gain proficiency in virtual collaboration technologies

Course Schedule

Below is the tentative schedule for the course. The instructor reserves the right to make changes to the schedule as needed.

Week	Reading and Discussion Theme	COIL Module
1	Introduction and Overview of East Asia	
2	Economic Development and Eco-Developmentalism	
3	Case Studies through Environmental Documentaries	
4	State-led Environmentalism	Introduce the COIL Module
5		Lecture: Interpretive Signs in Nature Parks
6		Lecture: Communication & Individuals with Disabilities
7	Environmental Governance in Taiwan	(Students collaborating on the final projects outside class time)
8		Project Presentations and Reflections
9	Environmental Movements and Grassroots Activism	
10	Future Directions in Environmental Studies in East Asia	
Finals	Course Reflection Paper	

Overview of Weekly Learning Activities

Tuesday	Friday	Sunday	Following Monday
<ul style="list-style-type: none"> ▪ In-person Class (4:30-6:20PM) ▪ Post 3 reading discussion questions before class ▪ Participate in discussion 	<ul style="list-style-type: none"> ▪ Online Reading Discussion Board: Initial post due Friday 	<ul style="list-style-type: none"> ▪ Weekly Intellectual Journal ▪ Respond to 3 peer questions on the Discussion Board by Sunday 	<ul style="list-style-type: none"> ▪ Respond to 2 comments on your questions by following Monday

Time Commitment

You are expected to devote 15 hours per week to 5-credit courses. This means, you should plan on spending approximately 11 hours on this class each week in addition to class time.

Getting Help from the Instructor

Students are encouraged to meet with the course instructor during office hours (or by scheduling an appointment). To get the most out of your time with the instructor, you are encouraged to come prepared with specific questions or short sections of a draft of an assignment that you would like help with. Short questions are also welcome via email and/or Canvas messages. Questions that require longer discussion would be best addressed when you meet with the instructor. Please use appropriate etiquette in all email/Canvas message communications (e.g., appropriate punctuation and level of formality).

Course Materials & Reading List

Course website: <https://canvas.uw.edu/courses/1719128>

Required Texts:

- Shapiro, Judith (2015) *China's Environmental Challenges*. 2nd edition. Polity Press.
- Grano, Simona (2015) *Environmental Governance in Taiwan: A New Generation of Activists and Stakeholders*. New York: Routledge.

Additional course materials (lecture notes, readings, and assignments) are available through the course website. Please see the course calendar for class topics and access the readings for each day. Remember to do the readings posted for a given day before you show up for class that day.

Week 1: Introduction and Overview of East Asia

3/26 (T) In-person class	Required Readings: <ol style="list-style-type: none">1. Course syllabus and Canvas course website2. Marston, Sallie A., Knox, Paul L., Liverman, Diana M., Del Casino, Vincent J. Jr., Robbins, Paul F. (eds.) (2017) <i>World Regions in Global Context: Peoples, Places, and Environments</i>. Prentice Hall, Chapter 8: East Asia (pp. 304-341)
3/29 (F) Discussion board post	Required Readings: <ol style="list-style-type: none">1. Hudson, Mark J. (2014) "Placing Asia in the Anthropocene: Histories, Vulnerabilities, Responses." vol. 73, no. 4, pp. 941–962.2. Harris, Paul G. and Lang, Graeme (2016) "Ch1: East Asia and the Environment: A Thematic Introduction" In Harris, Paul G. and Lang, Graeme Eds., <i>Routledge Handbook of Environment and Society in Asia</i>, pp.3-18.

Week 2: Economic Development and Eco-Developmentalism

4/2 (T) In-person class	Required Readings: <ol style="list-style-type: none">1. Haddad, Mary A. and Harrell, Stevan (2020) "Introduction: The Evolution of the Eco-Developmental State", In Ashley Esarey, Mary Alice Haddad, Joanna I. Lewis, and Stevan Harrell (Eds.) <i>Greening East Asia: The Rise of the Eco-developmental State</i>. Pp. 5-31.2. Shapiro, Judith (2015) <i>China's Environmental Challenges</i>. 2nd edition. Polity Press. Chapter 1: Introduction (pp.1-33).
4/5 (F) Discussion board post	Required Readings: <ol style="list-style-type: none">1. Shapiro, Judith (2015) <i>China's Environmental Challenges</i>. 2nd edition. Polity Press. Chapter 2: Environmental Challenges (pp.34-58).2. Broadbent, Jeffrey (2015) "Japan: A Foreword" and Yukiko, Kada et al. (2015) "From <i>Kogai</i> to <i>Kankyo Mondai</i>: Nature, Development, and Social Conflict in Japan" in <i>Forging Environmentalism</i>, Edited by Bauer, Joanne. Routledge, pp. 103-182.

Week 3: Case Studies through Environmental Documentaries

<p>4/9 (T) In-person class</p>	<p>Case 1: Air Pollution in China and Public Awareness Required Documentary: 1. Documentary – Chai Jing’s Review: Under the Dome – Investigating China’s Smog [Link: https://www.youtube.com/watch?v=T6X2uwlQGQM] Supplemental Readings: 2. Powers, Diana S. (2016) “‘Under the Dome’” on Chinese air pollution, a documentary by Chai Jing”, <i>Journal of Public Health Policy</i>, 37: 98-106. 3. Golley, Jane (2016) “China’s environmental challenges: under the dome with no way out?” <i>The Asia-Pacific Journal</i>, vol. 14, issue 22, no. 3.</p>
<p>4/12 (F) Discussion board post</p>	<p>Case 2: Fukushima – Japan’s Energy Dilemma Required Documentary and Readings: 1. PBS Frontline (February 28, 2012): Inside Japan’s Nuclear Meltdown documentary: https://www.pbs.org/wgbh/frontline/film/japans-nuclear-meltdown/ Supplemental Readings: 2. Broinowski, Adam (2013) “Fukushima: Life and the Transnationality of Radioactive Contamination.” <i>The Asia-Pacific Journal</i>, vol. 11, issue 41, no. 3. 3. Aldrich, Daniel (2013) “Ch14: Postcrisis Japanese Nuclear Policy: From Top-down Directives to Bottom-up Activism” in <i>Japan at Nature’s Edge</i>, edited by Miller, I., Thomas, J., and Walker, B., University of Hawaii Press, pp. 280-292.</p>

Week 4: State-led Environmentalism

<p>4/16 (T) In-person Class</p>	<p>Required Readings: 1. Shapiro, Judith (2015) <i>China’s Environmental Challenges</i>. 2nd edition. Polity Press. Chapter 3: State-led Environmentalism (pp. 59-82). 2. Shapiro, Judith (2015) <i>China’s Environmental Challenges</i>. 2nd edition. Polity Press. Chapter 4: Sustainable Development and National Identity (pp. 83-112).</p>
<p>4/16 (T) In-person Class</p>	<p>COIL Project Introduction & Overview of the Module Ice braker activity: Pedlet introduction See COIL website: https://sites.google.com/view/uw-nknu-coil2024/student-introductions</p>
<p>4/19 (F) Discussion board post</p>	<p>Required Readings: Case Studies: 1. Han, Heejin (2015) “Authoritarian environmentalism under democracy: Korea’s river restoration project”, <i>Environmental Politics</i>, 24(5): 810-829. 2. Chang, I-Chun Catherine, Helga Leitner and Eric Sheppard (2016) “Eco-State Restructuring and the Tianjin-Binhai Eco-city Model,” <i>Regional Studies</i>, 50(6):929-943. 3. Low, Morris (2013) “Eco-Cities in Japan: Past and Future” <i>Journal of Urban Technology</i>, vol. 20, issue 1, pp.7-22.</p>

Week 5: COIL Module

<p>4/23 (T) In-person class</p>	<p>COIL Lecture: Interpretive Signs in Nature Parks See COIL website: https://sites.google.com/view/uw-nknu-coil2024/lectures</p>
<p>4/26 (F)</p>	<p>No online discussion board assignment this week. Please work on the COIL project. See COIL website: https://sites.google.com/view/uw-nknu-coil2024/final-project-instructions</p>

Week 6: COIL Module

<p>4/30 (T) In-person class</p>	<p>COIL Lecture: Communication & Individuals with Disabilities See COIL website: https://sites.google.com/view/uw-nknu-coil2024/lectures</p>
--	--

5/3 (F)	No online discussion board assignment this week. Please work on the COIL project. See COIL website: https://sites.google.com/view/uw-nknu-coil2024/final-projects
---------	--

Week 7: “Environmental Governance in Taiwan”

5/7 (T) In-person class	Required Reading: Grano, Simona (2015) <i>Environmental Governance in Taiwan</i> . Chapter 1 to 4.
5/10 (F) Discussion board post	Required Reading: Grano, Simona (2015) <i>Environmental Governance in Taiwan</i> . Chapter 5 to 7.

Week 8: COIL Project Presentations & Reflections

5/14 (T) In-person class **5:10-7:00PM	Final Meeting with COIL Partners Project Presentations and Reflections See COIL website: https://sites.google.com/view/uw-nknu-coil2024/final-projects
5/17 (F) Discussion board post	Sharing reflection on the COIL experience

Week 9: Environmental Movements and Grassroots Activism

5/21 (T) In-person class	Required Readings: 1. Shapiro, Judith (2015) <i>China’s Environmental Challenges</i> . 2nd edition. Polity Press. Chapter 5: Public Participation and Civil Society: The View from Below (pp.113-150). 2. Ju, Chang Bum and Tang, Shui-Yan (2011) “Path Dependence, Critical Junctures, and Political Contestation: The Developmental Trajectories of Environmental NGOs in South Korea” <i>Nonprofit and Voluntary Sector Quarterly</i> , 40(6): 1048-1072.
5/24 (F) Discussion board post	Required Readings: Case Studies in Ashley Esarey, Mary Alice Haddad, Joanna I. Lewis, and Stevan Harrell (Eds.) <i>Greening East Asia: The Rise of the Eco-developmental State</i> : 1. Sakamoto, Noriko (2020) “Chapter 6: Local Energy Initiatives in Japan”, Pp. 109-121 2. Taiban, Sasala, Hui-nien Lin, Kurtis Jia-chyi Pei, Dau-jye Lu, and Hwa-sheng Gau (2020) “Chapter 7: Indigenous Conservation and Post-disaster Reconstruction in Taiwan”, Pp. 122-136. 3. Tiberghien, Yves (2020) “Chapter 13: The battle over GMOs in Korea and Japan”, Pp. 213-224.

Week 10: Future Directions in Environmental Studies in East Asia

5/28 (T) In-person class	Required Readings: 1. Shapiro, Judith (2015) <i>China’s Environmental Challenges</i> . 2nd edition. Polity Press. Chapter 6: Environmental Justice and the Displacement of Environmental Harm (pp.151-191). 2. Shapiro, Judith (2015) <i>China’s Environmental Challenges</i> . 2nd edition. Polity Press. Chapter 7: Prospects for the Future (pp.192-206).
5/31 (F) Discussion board post	Required Readings: 1. Lang, Graeme and Harris, Paul G. (2016) “Ch26: Environmental Change in Asia Societies: Lessons Learned and Future Directions” In Harris, Paul G. and Lang, Graeme Eds., <i>Routledge Handbook of Environment and Society in Asia</i> , pp.441-455.

	2. Harrell, Stevan (2020) "Ch 15: The Eco-developmental State and the Environmental Kuznets Curve", In Ashley Esarey, Mary Alice Haddad, Joanna I. Lewis, and Stevan Harrell (Eds.) <i>Greening East Asia: The Rise of the Eco-developmental State</i> . Pp. 241-265.
--	---

Finals Week

6/7 (F)	Course Reflection Essay
----------------	-------------------------

Assignments, Grading & Evaluation

The table below details assignments required by this course and their corresponding points. All assignments together are worth 1000 points. Detailed assignment descriptions and due date information are available on the course website. The instructor reserves the right to make changes to the assignments as needed.

Assignment Category	Due Date	Points	%
In-Class Discussion and Participation	Tuesdays	10 pt each (x10 and drop 1)	9
Reading Discussion Board Activities	Fridays	45 pt each (x7 and drop 1)	27
Weekly Intellectual Journals	Sundays	40 pt each (x6)	24
Writer’s Memo	Throughout the quarter	80 pt	8
Environmental News Presentation	Throughout the quarter	40 pt	4
COIL Project	Week 5-8	200 pt	20
Final Reflection Essay	Finals Week	80 pt	8
		Total: 1000 points	100

In-class Discussion and Participation (10 points each x 10, drop the lowest 1 grade)

This is a reading and discussion-based course and your active participation and contribution to class discussion are critical for the success of this course. We will use the “**random discussion leader**” method to run the class discussion. Discussion leaders will be chosen at random each day to lead the discussion. The instructor may bring in additional materials to help give the course readings context, but the class session will be directed by the discussion leaders, and the quality of your experience in this class will depend on whether you read closely and critically and how well prepared you are for the discussion.

To ensure that everyone is prepared for the discussion, **each student must submit three discussion questions before each class**. These questions should be designed to stimulate discussion, rather than just fact-checking. Your discussion questions should be specific and related to specific sections or concepts presented in the assigned readings. It is always helpful to explain why you think this question is interesting and share your thoughts on the question you proposed.

Reading Discussion Board Activities (45 points each x 7, drop the lowest 1 grade)

For Fridays this quarter, we will have asynchronous reading discussion activities. Make sure that you read the assigned readings, and **share on the discussion board by Friday**:

- **Three main takeaways from the readings (about 250-350 words):** The initial post should demonstrate your grasp of the readings and please use specific examples from the readings to substantiate your claims and ideas.

- **Three discussion questions:** These questions should be designed to stimulate discussion, rather than just fact-checking.

After your initial post, please read other students' posts and respond to the discussion questions they posted. You must respond to at least 3 different students' questions. In addition, you must reply to at least 2 comments that other students responded to your questions.

A great deal of learning can take place in the reading and responding to your peers, and we hope that you will take advantage of this opportunity to engage in the asynchronous discussion activities.

Weekly Intellectual Journals (40 points each x 6):

The weekly intellectual journals are opportunities to develop your own views on the course readings, to communicate those views to the class, to demonstrate your command of what we have read thus far, and to keep you up to date with the materials in the course. **Write a critical appraisal of each week's assigned readings in a weekly journal format for around 400-500 words.**

The goal of the weekly intellectual journals is to present critical evaluation of all the readings assigned to that week (readings assigned for both Tuesday and Friday). Rather than providing a summary of each reading, **you should develop one overarching theme or argument that weaved through all the readings.** You do not need to cover everything, but just share a few specific observations or reactions that you have based on the assigned readings. You may also incorporate in-class discussion into your journal.

Suggestion on how to structure your weekly journal: Overarching theme(s) -> Examples from each of (or most of) the readings -> Your thoughts and reactions.

The weekly intellectual journals are due Sunday by 11:59PM. You should submit your journal both as an individual assignment and as a discussion board post.

Writer's Memo (80 points):

Writing is an iterative process. **The goals of writing in this class are to communicate your ideas clearly and persuasively to others and to engage in evidenced-based intellectual conversations about key topics regarding environmental issues in East Asia.** A writer's memo is an opportunity for you to draft and organize your ideas. You will also use the writer's memo to reflect on your writing process with the goal of improving your writing each week.

Writing in this way helps us visit and re-visit ideas, see and re-see how our thoughts progress, connect and revise the connections we see between ideas, and develop our critical thinking in response to our object of inquiry. This process helps us identify how we feel, better understand what we think (and why), and make connections between ideas.

Your weekly 1-page writer's memos are due Monday and please refer to the writer's memo document for the weekly writing prompts.

Environmental News in East Asia Presentation (40 points):

Each student should prepare a **7-minute presentation in class** (plus a 3-minute Q&A) to share one environmental case in East Asia that occurred since 1970. Please prepare a PowerPoint presentation with no more than 10 slides including the following information: What happened? When and where? What were the causes of this environmental issue/case/disaster? What were the impacts (environmentally, politically, or economically)? Who got affected? Which stakeholders were involved? What was the significance of this case? If you research a historical case, what is the current status of this case?

Please include photos, maps, or some new clips about this case. The last slide of your presentation should be a list of references or website links about this case for people to look up for more information.

COIL Project (200 points):

COIL Module: Accessibility of Interpretive Signs in Environmental Education: Comparative Perspectives from Taiwan and Washington State

This COIL module will be an interdisciplinary cross-cultural collaboration. Students will explore communication practices that aim to enhance accessibility of interpretive signs in environmental education. Students from both the UW and NKTU will form cross-campus teams (about 6-8 students/team). Students will find interpretive signs in public nature areas in places where they live, take photos of these signs, and share with the cross-campus team.

Through shared lectures, students will learn basic concepts about “interpretive signs in environmental education” and “communication practices for people with special needs”. Students will apply these concepts to evaluate the interpretive signs they identified in their areas for accessibility in terms of communicating basic natural science concepts to the general public and park users with special needs. These signs will be evaluated for both (1) the physical features for accessibility (e.g. font size, color contrast, height, and location of the signs) and (2) the readability of the content (e.g. use of language, terminology, explanation of concepts, and intended audiences).

Cross-campus teams will present their analysis of the interpretive signs in a recorded video presentation and co-author a blog post with photos of the signs and their analysis. Students will share their work on a Google Site.

Through this cross-cultural exploration, we aim to foster our students’ reflection on what accessibility means in different cultural contexts, using the example of interpretive signs in environmental education. Our students will identify positive aspects of and existing barriers to accessible interpretive signs based on the chosen case study sites and propose solutions to address these barriers. Through this COIL experience, we hope to compare the experiences between Taiwan and Washington State to deepen students’ awareness of accessibility as a culturally contextualized concept and lived experience. The COIL model of pedagogy will be essential to achieving these learning objectives in our courses.

The COIL Project includes the following components:

- Introduction and Ice-breaker Activity: 10 points
- Group Collaboration and Progress Journal: 30 points
- Project Presentation: 120 points
- COIL Reflection: 40 points

Final Reflection Essay (80 points):

A final reflection essay at the end of the quarter will provide students with an opportunity to reflect on their learning in this course. Please make connection with the course description and learning goals, use examples from the weekly topics to demonstrate your learning, and reflect on your cross-cultural learning and growth.

Late Assignment Policy:

"Late assignments (turned in without prior approval) will incur sanctions of 5% for each day late. For example, an assignment handed in on the due date after the appointed time will incur a late penalty of 5%; an assignment turned in three days after the due date will incur a penalty of 15%. The assignments in this course are designed

to facilitate students' learning. Timely submission is critical to ensure that each student is contributing to the weekly learning objectives. As such, **assignments turned in 7 days past the due date will not be accepted.**

Small assignments designed to help you prepare for class (e.g. homework due in class) as well as work scheduled to be presented or performed in class are not accepted late. This policy is flexible only in emergencies or medical situations or *with advance notice of excused absences*. Absences excused with advance notice may include University-mandated absences, legal commitments, medical reasons, family need or personal emergency.

Final Grade Distribution: Your total points earned will be taken as a percentage of the total points possible and your grade will be assigned as below. If the highest score in the course is lower than 95%, the highest score will be scaled up to 95%, and lower scores will be scaled accordingly upwards.

4.0 => 95%				
3.9 = 94%	2.9 = 84%	1.9 = 74%	0.9 = 64%	
3.8 = 93%	2.8 = 83%	1.8 = 73%	0.8 = 63%	
3.7 = 92%	2.7 = 82%	1.7 = 72%	0.7 = 62%	
3.6 = 91%	2.6 = 81%	1.6 = 71%	0.0 < 62%	
3.5 = 90%	2.5 = 80%	1.5 = 70%		
3.4 = 89%	2.4 = 79%	1.4 = 69%		
3.3 = 88%	2.3 = 78%	1.3 = 68%		
3.2 = 87%	2.2 = 77%	1.2 = 67%		
3.1 = 86%	2.1 = 76%	1.1 = 66%		
3.0 = 85%	2.0 = 75%	1.0 = 65%		

Academic Integrity

Academic integrity requires that the course work (drafts, reports, assignments, discussion posts, examinations, papers) you present to an instructor **honestly and accurately indicates your own academic efforts**. Academic misconduct occurs when a student fails to practice high standards of academic and professional honesty and integrity or when a student presents someone else's work as their own or when a student knowingly assists someone else to do so. Failure to meet the [University of Washington Student Conduct Code](#) (WAC 478-121) set by the Washington State Legislature will result in disciplinary action.

We follow the College of the Environment [Policy on Academic Misconduct](#). You will be reported to the committee on academic misconduct for violations of academic integrity. Please consult the College of the Environment's [Academic Integrity website](#) for definitions of academic misconduct and policy procedures.

Acts of academic misconduct include:

As defined in [Student Governance Policy, Chapter 209 Section 7.C](#), academic misconduct includes:

- Cheating:
 - unauthorized assistance in person and/or online for assignments, quizzes, tests or exams
 - using another student's work without permission and instructor authorization
 - allowing anyone to take a course, assignment or exam for you without instructor authorization
- Falsification: intentional use of falsified data, information or records
- Plagiarism: representing the work of others as your own without giving appropriate credit to the original author(s)

- Unauthorized collaboration: working with other students in the course on assignments, quizzes or exams without permission
- Engaging in behavior prohibited by an instructor
- Multiple submissions of the same work in different courses without instructor permission
- Deliberately damaging or destroying student work to gain advantage
- Unauthorized recording, and/or subsequent dissemination of instructional content

If these definitions are not clear to you, please contact the instructors so that we can review them with you. It is important that you fully understand what is and is not permissible in this course.

Artificial-Intelligence Generated Content

All work submitted for this course must be your own. Any use of generative AI tools, such as ChatGPT or Dolly to produce the first draft of any assignment, or the answer to any quiz or exam question will be considered plagiarism (using the work and/or ideas of others as your own and without attribution). Using an AI tool to produce needed text and then altering that text with slightly different wording (paraphrasing) is still plagiarism. The use of generative AI will be considered academic misconduct and subject to investigation.

The assignments in this class have been designed to challenge you to develop creativity, critical-thinking, and problem-solving skills. Using AI technology will limit your capacity to develop these skills and to meet the learning goals of this course. If you have any questions about what constitutes academic integrity in this course or at the University of Washington, please contact the instructor to discuss your concerns.

Additional Definitions of Academic Misconduct

Multiple Submissions: If you want to submit a single paper or completed assignment in more than one class, even though it's your original work, you must have the express permission of your professor(s) otherwise it may constitute academic misconduct.

Cheating: Copying from someone else's paper, using notes (unless expressly allowed by the instructor), using multiple-clickers to click in answers for someone else, asking someone else to click in answers using your clicker, altering an exam for re-grading, getting an advance copy of the examination, or hiring a surrogate test-taker are all forms of academic misconduct.

Electronic Devices: Technology is an important resource available to students today, but can also create additional barriers to learning if not used appropriately. If it is unclear how electronic devices can or cannot be used, ask your instructor. While it may be acceptable to write your paper on a laptop or use a calculator to complete math homework, it is not acceptable to access answers to questions on your smart phone during an exam, or to text a classmate the answers to a multiple choice question during a quiz.

Collaboration: Educators recognize the value of collaborative learning; students are often encouraged to form study groups and assigned group projects. Group study often results in accelerated learning, but only when each student takes responsibility for mastering all the material. If you are permitted to work with other students to study or complete coursework, make sure you are clear about the parameters of that collaboration. If it is important that the end product be different from others, be careful how much collaboration goes into writing the outline, finding sources, etc. so a difference of ideas can be seen by the grader.

Plagiarism Detection Software

One of the most common forms of cheating is plagiarism, using another writer's words or ideas without proper citation, including:

1. Using another writer's words without proper citation.
2. Using another writer's ideas without proper citation.

3. Citing your source but reproducing the exact words of a printed source without quotation marks.
4. Borrowing the structure of another author's phrases or sentences without crediting the author from whom it came.
5. Borrowing all or part of another student's paper or using someone else's outline to write your own paper.
6. Using the Internet to obtain information to assist you with your writing without proper citation.
7. Multiple submission (Self-plagiarism). Submitting a paper you wrote for another course for a new course assignment.
8. Using a paper writing "service" or having a friend write the paper.

You will be reported to the committee on academic misconduct for violations of academic integrity. If the committee finds you guilty, you will receive a zero on the exam or have the opportunity to re-write the paper for up to 50% possible points.

Plagiarism Detection Software: We use "SimCheck" by Turnitin to detect plagiarism in assignments. SimCheck is a web-based system that allows student papers to be submitted and checked for plagiarism. SimCheck compares student papers with sources available on the Internet, select commercial article databases, and papers submitted at UW or other institutions using Turnitin. This is also a tool for you. When you submit your paper online, you will see your SimCheck "similarity score." This score tells you how much of your paper is similar to other sources. **If your score is more than 15%, you may have used someone else's words without properly citing them.** You can use SimCheck to see why the score is high - to see portions of your paper that may have been found somewhere else.

In order for SimCheck to correctly generate a similarity percentage report, **please use the subheading "Works Cited" or "References" before your list of sources, so that section will not be screened.**

If you turn in a paper with a similarity score higher than 15% and want to correct it, email course instructors and let them know. Then make the necessary changes and re-submit as soon as possible. If you do not correct the problem, you will be reported to the committee on academic misconduct. You can read more about the software on the [UW IT Connect webpage](#).

UW Copyright

Do not share any course materials (lectures, lecture notes, recordings, assignments, quizzes, exams) posted to the class Canvas site. The Copyright Policy applies to all sorts of copyright-protected works, including written materials, film and video works, and computer software. These materials are protected by U.S. copyright law and by [University policy](#) and may not be reproduced, distributed, displayed, posted or uploaded without written permission from the instructor. If you do so, you may be subject to academic misconduct proceedings under the [UW Student Conduct Code](#)

Any suspected cases of academic misconduct will be handled according to university regulations, which include:

1. submission of the case material (description of the incident and supporting documents such as an exam, paper, and any communications about the incident) to the College of the Environment Dean's Office
2. suspension of the grade for the quiz, exam, homework, paper or other assignment in question
3. an X grade for the class in the case of the academic misconduct procedure continuing past the end of the quarter
4. a reduction, down to a zero, for the quiz, exam, homework, paper or other assignment in question should the academic misconduct hearing officer find you responsible

For more information, see the College of the Environment's [Academic Misconduct Policy](#) and the [Community Standards and Student Conduct](#) website.

Expectations and Accommodations

We each enter this course with a unique set of experiences and backgrounds. That is part of our strength as a learning community. Respect for diversity of all kinds—in terms of race, ethnicity, age, sex, gender, sexual orientation, ability/disability, educational background, nationality, immigration status, political and ideological belief, and so on—is vital to creating a respectful, safe, and stimulating intellectual environment.

We may disagree with one another from time to time. You may disagree with the views of another student or with our views as faculty, or we may disagree with your views! That's an important and beautiful part of scholarly and scientific discourse, as long as we can listen openly to others' opinions and respond to them respectfully.

In this class, we expect you to:

- Be respectful of other students at all times and in all ways.
- Be responsible for your own learning. Your ability to be present is still critically important. This involves attending weekly quiz sections and interacting with your peers, meeting and keeping group work promises, and keeping in pace with the weekly content. It will be very hard to make up work should you fall behind.
 - Be engaged on the discussion board: ask questions, answer questions, and offer your point of view. We want to know what you think. Research suggests that students learn more from interacting with their peers than from listening to their professors.
- Think critically about the readings and lectures. This class will be challenging and will demand that you think at a deep level.
- Give us feedback! Please tell us what you think of the class and the things we are discussing. How can we better support your learning?

You can expect us to:

- Do everything we can to engage you online and to assist you in learning the material. We are available to you via email, discussion board, during online office hours, or in online individual meetings. We look forward to working with you.
- Respect your contributions. Please talk with us if you have suggestions for ways that we can better facilitate your learning.
- Thoughtfully assign the readings and assignments necessary for you to understand the material presented.
- Present material so that it is accessible and understood by students with different learning styles.
- Provide resources online including all your readings and lectures, review pages with every module, a discussion board, and an online gradebook. We believe these resources will help you engage with the material and more easily assess your own learning.
- Grade fairly and provide helpful feedback.

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 \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](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 \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).

Disability Access and Accommodations

It is the policy and practice of the University of Washington to create accessible learning environments consistent with federal and state law, including establishing reasonable accommodations for all students. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so that we can discuss how they will be implemented in this course.

If you have not yet established services through DRS, and you have a temporary health condition or permanent disability that requires accommodations, contact DRS directly (disability.uw.edu) to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Conditions requiring accommodation include but are not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts.

Accommodations and Approved Absences

Instructors are only required to provide [DRS-approved accommodation](#) for student learning, and [religious accommodation](#) for students observing religious practice that conflicts with course timing. Both forms of accommodation confer responsibilities on the student, requiring notification of the instructor(s) with information in advance of the quarter (DRS) or within the first 2 weeks of the quarter (religious). All other forms of absence, including, but not limited to, medical absence, do not require faculty to provide specific, legally based accommodations.

Safety

If you feel unsafe or at-risk while taking this or any course, please contact [SafeCampus](#), 206-685-7233 anytime where you can anonymously discuss safety and well-being concerns for yourself or others. SafeCampus can provide individualized support, discuss short- and long-term solutions, and connect you with additional resources when requested. For a broader range of resources and assistance see the [Husky Health & Well-Being](#) website.