

Department	Professor Name	Sustainability-Focused Course	Sustainability-Inclusive Course
Art & Art History	Lori Miles	<p><b>ARTS 273: Sculpture and Sustainability</b>            This course explores sustainable art practices related to contemporary environmental and economic concerns. Various approaches to sustainability will be discussed and explored while developing artwork that addresses issues of sustainability in both its construction and its content. Demonstrations provide the technical and material expertise necessary to complete related sculptural projects such as building an earthwork from natural materials, making a sculpture for \$1.00, and altering/reclaiming found or salvaged objects. Discussions, readings and slide lectures will focus on examples of sustainable art practices through recent art history, with emphasis on conceptual, practical and visual concerns of making sculpture that is environmentally and economically responsible.</p> <p><b>ARTS 273: Advanced Sculpture &amp; Sustainability</b>            See description above; prereqs required</p>	
Anthropology	Clark Sage	<p><b>ANTH 390: Topics: Ethnoecology</b></p> <p><b>ANTH 256: Anthropology of Food</b>            This course explores aspects of the cultural uses and symbolic meanings we attach to food and eating. Students explore such questions as:            How do we use food? What is changing in our food consumption patterns?            What is the relationship between food consumption and the environment?            What are some of the politics and the ethics involved in food consumption?            What is the significance of eating out, of "ethnic" restaurants?            And how do we analyze the smell and taste of food cross-culturally?</p>	
		<p><b>ANTH 390: Topics: Native North American Cultures</b>            This course will introduce students to the diversity of Indigenous cultures of North America from the American anthropological tradition, which is founded on a four sub-field approach (sociocultural, archaeology, biophysical, and linguistic). Lectures will draw from these sub-fields to provide historical and cultural context to ground the readings and discussions in our exploration of the unique and specific cultural traditions around North America. Fundamental concepts of sociocultural anthropology are presented throughout the course to serve as a means for understanding Indigenous cultures. The immense amount of geographic space and number of societies will be managed using the culture area concept. While this device is somewhat arbitrary in its division of space and societies, it is useful for both relativistic and comparative study as we consider how different societies developed in relation to social organization, culture, and ecology.</p>	
Asian Studies	Andra Alvis		<p><b>ASIA 197A First--Year Seminar, "About Sushi,"</b>            students spend several classes researching the principles behind sustainable seafood. This research is a mandatory component of their final paper in the course.</p>
		<p><b>BIO 348: Behavior Ecology</b></p>	<p><b>BIO 102A: Evolution, Organisms, and Ecology</b>            At the end of the ecology half of the course, I spend 3 to 4 lectures discussing ongoing threats to biodiversity, which include climate change, habitat loss, and habitat degradation. We also spend an additional lecture discussing conservation (mitigating the threats)</p>

Biology	Misha Blizzard		<b>BIO 346: Plant-Animal Interactions</b> I devote about a quarter of the class to discussing ongoing anthropogenic effects on, and the conservation of, the interactions between plants and animals (e.g. the decline of pollinators). About half of the students also present and discuss scientific articles in these areas of study. At the end of the term, some students choose to carry out independent research projects that are related to these topics.
	Jim Benedix	<b>BIO 102: Evolution, Organisms, and Ecology</b> We include concepts relating to ecological sustainability in the ecology portion of this introductory class.	
		<b>BIO 342: Ecology</b> This course has a focus on ecological systems and so research and practices leading to stability of ecosystems is a key theme.	
		<b>BIO 345 Conservation Biology -</b> This class is focused on the preservation of biological diversity, which I believe is a sustainability goal.	
	Janet Vaglia	<b>BIO 290 Topics: The Survival Paradox: Organism Development in a Changing Environment</b>	
	Sarah Lee	<b>BIO 390: Aquatic Ecology</b> Includes laboratory. Students in this class will learn to describe and discuss the importance of physical, chemical, and biological/ecological properties of aquatic systems. Emphasis is placed on human interactions with freshwater ecosystems, as well our impacts on those systems.	
		<b>BIO 190 Topics: Introduction to Marine Biology</b>	
Dana Dudle	<b>BIO 197: Biology Writing</b>		
Chemistry & Biochemistry	Bridget Gourley		<b>CHEM 130: Structure and Properties of Inorganic Compounds</b> We use a variety of sustainability related issues and challenges, including batteries (including battery chemistry, developing better batteries, safe disposal and recycling), the Flint water crisis (chemistry of what happened, conversations about how to avoid e.g. societal influences), and other topics that come into the news where there is a chemistry angle relevant to the course to make the core chemistry more relevant to the class and to give them ways to consider how their understanding of science can influence societal issues.
			<b>CHEM 361: Chemical Kinetics</b> I use a variety of pollution (air, water) related chemistries as the examples as we study the fundamental kinetics principles. My topics vary year to year, some of recent note include - ground water contamination, the ozone hole, and destruction of air pollutants.
			<b>CHEM 362: Chemical Thermodynamics</b> I use a variety of energy challenges as applications of the core thermodynamic principles we study. My topics vary year to year, some of recent note include - batteries and battery efficiency and power plant efficiency.
			<b>CHEM 170: Portable Power: The Technical Revolution Sparked by the Battery</b> In this FYS sustainability issues are integrated throughout the course as we look at batteries uses, development, etc. We cover things from the implications of mining raw materials, power demands, living off-grid; smart cities; how innovation drives demand and the sustainability impacts of those types of choices.

Classical Studies	James Wells	<b>UNIV 290: "Dig In!: Alternative Agriculture, Foodways, and Justice"</b> This course offers students the opportunity to build their knowledge base about alternative agricultural practices and foodways. Alternative agricultural practices such as agroecology, biointensive gardening, and permaculture apply ecological principles to designing and managing sustainable agricultural systems. Foodways is an interdisciplinary concept that refers to the cultural and economic practices involved in the production and consumption of food. Students will explore alternative agricultural practices through experiential learning projects at DePauw's Ullem Campus Farm and Center for Sustainability.	<b>CLST 281: "Airs, Waters, Places: Classics and the Environment"</b> This course repurposes the title of "Airs, Waters, Places," a Hippocratic treatise on the influence of place upon human health. In line with the Hippocratic investigation into the relationship between environment and human health, this course explores how ancient Greek and Roman thinkers and artists conceive of the environment and its role in shaping human culture and how the environment, in turn, informs the ideas and art of ancient Greek and Roman writers. Topics may include ancient conceptions and representations of the cosmos (ecology), wilderness, farming, and pastoral poetry
	Kristin Mann		<b>CLST 197A: Animal Ethics: Ancient and Modern</b> Course dealt with animal welfare. Sustainability, environment, and social justice were issues that came up throughout the course, although I did not specifically devote a unit to sustainability.
	Rebecca Schindler		<b>CLST 161: Introduction to Mediterranean Archaeology</b> includes a unit on climate change and fluctuation in the ancient Mediterranean. We examine how environmental changes effected early humans' ability to domesticate agricultural production and how communities adapted to climate change in the past.
			<b>CLST 262: Egyptian, Aegean, and Near Eastern Archaeology</b> picks up on some of the environmental archaeology introduced in 161, especially how climate may have contributed to the wide-spread collapse of civilizations across the Mediterranean ca. 1200 BCE.
Communication & Theatre	Tim Good		<b>COMM 210 Performance Studies: Theatre and the Natural Environment</b> Plays and performances that focus on human relations to the natural environment; theatre companies and practices that focus on environmental issues, including sustainability; final project of producing a play for local children about moving away from fossil fuels.
	Jennifer Adams	<b>COMM 328: Topics: Environmental Communication</b>	
Computer Science	Dave Berque		<b>UNIV 197 (FYS) "The Science of Design".</b> This course explores design from a variety of perspectives. Sustainable design is one of the topics that is covered.
			<b>CSC 320 Human Computer Interaction.</b> One of the topics covered in this course is "persuasive technology" which is technology that persuades people to change attitudes or behaviors. Some of the examples we look at relate to sustainability.
Economics	Michele Villinski	<b>Econ 245: Environmental and Natural Resource Economics</b> We address several issues and concepts related to economic approaches to sustainability and sustainability challenges, including heterodox economic approaches.	
	Harry Brown Lobdell	<b>ENG 191: Reading Literature: Science, Nature, &amp; Technology</b>	
	Joe Heithaus	<b>ENGLISH 322 Nonfiction Topics: Nature Writing</b> This class will focus on the reading and writing of creative nonfiction. You will write essays, profiles, travel pieces and articles about the natural world. We can interpret "nature" loosely – after all, there are no clear boundaries between civilization and nature.	

English	Harry Brown	<p><b>ENG 395: The Literary Anthropocene</b>  In 2016, an international commission of geologists recommended that the scientific community recognize a new epoch in geologic history, an Anthropocene or "human epoch" distinguished by the predominant influence of human activity on planetary systems, including climate and the biosphere. While some argue that the Anthropocene begins with the agricultural revolution and others point to its genesis in the first nuclear weapons tests in 1945, consensus holds that sharply accelerated rates of population growth, deforestation, resource depletion, atmospheric and environmental pollution, and species extinction have created new conditions for life on Earth and altered the future course of civilization, perhaps catastrophically. In the same year that geologists moved to recognize the Anthropocene as a distinct epoch, novelist and essayist Amitav Ghosh, in <i>The Great Derangement</i>, called upon writers and literary scholars to respond with urgent intention toward the looming crisis of the Anthropocene, which he described as a tiger concealed in the jungle, preparing to leap. Following Ghosh, this course considers the emergent forms and purposes of literature in the new epoch. What part do writers play in describing life in the Anthropocene and framing our attitudes toward its changing conditions? What new narrative and poetic forms are taking shape? In turn, how is the literature of the Anthropocene adapting traditional archetypes and paradigms to an unprecedented moment? In our attempt to answer these questions, we will survey a range of contemporary poetry, fiction, and essays that seek to understand the predicaments, responsibilities, and destinies of humanity in the world we have created.</p>	
French	Carrie Klaus		<p><b>GFS 205: A la Une: France Today</b>  This course examines issues related to economics and the environment in France.</p>
German	Howard Pollack-Milgate	<p><b>German 314: Green Germany -- Human and Nature in German Culture</b>  Discusses past and present cultural ideas and realities with regard to the physical environment with the goal of specifically illuminating Germany's reputation for environmentalism from a diversity of standpoints (history, literature, policy, geography, etc.).</p>	<p><b>German 112 &amp; German 212.</b>  As sustainability is a significant issue in contemporary German culture, all courses which provide an introduction to Germany contain a unit on particularly German aspects of the topic (e.g., the Green Party in Germany, the move towards renewable energy, green mobility, etc.).</p>
	Jeanne Pope	<p><b>GEOS 197: First Year Seminar, Campus Sustainability 101</b></p>	<p><b>GEOS 330: Geochemistry</b>  The purpose of this class is to provide students with appropriate chemistry skills and knowledge to be able to address pollution problems.</p>
		<p><b>GEOS 230: Environmental Geology</b></p>	
	Fred Soster	<p><b>GEOS 125: Introduction to Environmental Science</b></p> <p><b>GEOS 190: Energy and the Environment</b></p>	
	Ken Brown		<p><b>Intro to Mineralogy GEOS 280:</b>  Aspects of this course emphasize sustainable and responsible practices regarding minerals and mineral resources. This includes sustainable sourcing (mining), responsible use, and the social and environmental impacts surrounding the long-term use of toxic/harmful mineral species. Examples include the use asbestos minerals, rare earth element (REE) mineral mining, conflict diamonds, resource exploitation, and environmental degradation due to mining practices (e.g. acid mine drainage &amp; mine tailing piles).</p>

Geosciences	James Mills	<b>GEOS 117 Weather, Climate, and Climate Change</b> Sustainability issues and concepts are covered in this course when discussing climate and climate change. Sustainable utilization and development of resources (e.g., energy, food, technology, etc.) are topics covered in the course especially when covering climate and climate change.	
	Scott Wilkerson	<b>GEOS 110: Earth &amp; the Environment</b> Students learn about sustainability of natural resources, recycling to reduce pollution, and renewable energy sources.	
		<b>GEOS 107: Geology of America's National Parks</b> Students learn about preserving scenic features & delicate ecosystems via the National Park Service. We also discuss about the sustainability of continued designation of more and more areas over time.	
		<b>GEOS 380: Environmental Geophysics</b> Students study techniques for mapping depth to bedrock, depth to water table, geometry and location of buried metal objects, etc. to monitor impact on sustainable water supplies, etc.	
Hispanic Studies	Paige Andersson		<b>HISP 131 Introduction to Spanish-Speaking World I</b> <b>Introduction to Spanish-Speaking World II (Hisp 132)</b> <b>Spanish-Speaking World Intensive (Hisp 140)</b> In these introductory Spanish courses I have an approximately 2 week long unit on environment in Latin America. As part of this, we do a case study module, using materials from the Mexican government's climate change office. I also wove in the Climate Strike to my lesson plans for that week, mentioning important environmental figures like the assassinated Honduran activist, Berta Cáceres.
History	David Gellman		<b>HIST 373 (Chicago and New York City)</b> A major book I assigned was an ecological history of Greater New York.
	Ryan Bean		<b>HIST 116: Modern Latin America.</b> In this class, students take on issues of environmental justice, particularly indigenous peoples struggle for justice. They also learn about the environmental and ecological impact of the drug wars on Latin America's environment and its people.
	Anthony Andersson	<b>HIST 110C: Mythbusting Tropical Nature: A Global Environmental History</b> This seminar uses history to challenge three widespread myths about tropical nature and the people who live there. Together we will explore the complicated reality behind the myths of primeval wilderness, a looming 'population bomb,' and the idea that peasants are ignorant of the world around them. Each of the myths examined appear in twenty-first century policy debates over environmental conservation, but each has deep roots that often trace back to times and places far removed from the contemporary tropical world. These myths are closely related, playing off of and reinforcing each other. In this class, we will explore why these myths have proven so resilient, despite repeatedly being revealed as untrue or misleading, and how their use serves to redirect attention away from the role played by outsiders in altering and degrading tropical ecosystems. By the end of the class, students will be equipped to spot these myths for what they are and use the tools of history to challenge them.	
Latin American & Carribean Studies	Ryan Bean		<b>LACS 100: Introduction to Latin American Studies.</b> In this class, students read a couple of chapters of Planet of Slums, etc. and learn about the environmental impact of Latin American cities and about how they affect the lives of the poor.

Music	Mark Rabideau	<p><b>Winter Term 2020: Leading Change: A Design-thinking Challenge in Cairo, Egypt</b>  This course challenges DePauw students to: Grow empathy for others whose lives are very different than their own; Define problems; Imagine and beta test iterative solutions; Fuel their entrepreneurial spirit; Invent the world they hope to live in. Core learning goals include: developing leadership skills; expanding creativity; telling concise, compelling stories in the digital space; solving complex problems; fostering cultural agility.</p> <p>We learn by doing. First, teams are challenged to define a problem, as opposed to simply solve a problem. Teams start in the field, where they develop empathy for people they design for, uncovering real human needs they want to address. They then iterate to develop an unexpected range of possible solutions, and create rough prototypes to take back out into the field and test with real people. Our bias is toward action, followed by reflection on personal discoveries about process. Experience is measured by iteration: teams run through as many cycles as they possibly can on any project. Each cycle brings stronger insights and more unexpected solutions.</p>	
	Eliza Brown		<p><b>MUS 380: Composition</b>  I teach different, rotating versions of this upper-level elective course that have different themes. One version with the theme "Composing Place" addresses sustainability in the context of music-making that engages local ecologies in ways that strive to be reciprocal rather than exploitive.</p>
Philosophy	Jen Everett	<p><b>PHIL 232 Environmental Ethics.</b>  Examines the basis, extent, and nature of our ethical responsibilities to the natural world; introduces environmental justice. Students conduct projects on topics in environmental ethics.</p>	<p><b>PHIL 309 Ethics &amp; Economics.</b>  The course typically has a section investigating the ethical presuppositions of cost-benefit analysis, including cost-benefit discounting, and the implications of this for climate policy. Some semesters we deal with critiques of GDP as a central indicator, alternative indicators research (including the SDI), and the general problem of accounting for planetary limits under standard economic theories.</p>
		<p><b>HONR122 Rethinking the Environment.</b>  Required seminar for first-year Environmental Fellows. Introduces interdisciplinary approaches to environmental studies; environmental justice challenges; student-centered projects focused on an environmental or sustainability challenge.</p>	
		<p><b>PHIL 209: Animal Ethics</b></p>	
	Jen Everett Janet Vaglia	<p><b>HONR 422: Environmental Fellows Senior Seminar</b>  An interdisciplinary capstone course for Environmental Fellows. Students draw on field experience, leadership projects, and coursework in the program, across the curriculum and in their majors as they analyze environmental issues from multiple disciplinary perspectives. Students are expected to demonstrate their understanding of environmental complexity by discussion of, for example, ethics, science, art, culture, economics and policy.</p>	
	Jeff Dunn	<p><b>Phil 209: Philosophy for Children</b>  The course involves teaching philosophy to grade-schoolers using picture books. Some of the books focus on sustainability, for instance, The Giving Tree and The Lorax.</p>	

	Erik Wielenberg	<b>PHIL 101, Introduction to Philosophy</b> One of the three sections of the course focuses on whether using civil disobedience as a means of addressing climate change is justified. In order to engage with that question, we engage somewhat with relevant climate science. For example, the required readings include selections from the book <i>The Uninhabitable Earth: Life After Warming</i> .	
	Richard Cameron	<b>PHIL 197: Philosophy &amp; Climate Change</b>	
Political Science	Salil Benegal	<b>POLS 235 Introduction to Environmental Policy</b> This course examines the different actors, interests, and institutions that aim to govern or regulate the environment and its resources. Students will learn how environmental policy has evolved over time to deal with changing needs and threats, ranging from domestic pollution issues to longer-term threats such as climate change and drought. Much of the course material will focus on environmental policy at the federal level in the US, though students will also look at more local and international efforts to address the global issue of climate change. Throughout the class, we will also examine the societal implications of environmental threats and policy in order to better understand how environmental outcomes and policies affect issues such as inequality, health, and global conflict.	
		<b>POLS 390 Topics: Guerrillas &amp; Greenpeace: Non-State Actors in IR</b> (by petition for Environmental Fellows)	
		<b>POLS Senior Seminar: The Political Economy of Energy, Resources, and the Environment</b>	
Psychology & Neuroscience	Pam Propson		<b>PSY 260: Social Psychology.</b> Currently taught as a PPD course to focus on the "why" piece of interactions between the person and the situation. Stereotypes, Group Behavior, Social Power, etc. are all core topics addressed in the course (e.g., persuading people to adopt more environmentally-friendly practices like recycling).
	Susanne Biehle		
Sociology	Zachary McKenney	<b>SOC 301: Environmental Sociology</b> This course is designed to introduce students to the exciting field of environmental sociology. We will discuss some of the major topics in this cutting-edge subfield, including the global-historical context of environmental issues; consumption and disposal; agribusinesses and the American food system; animals and society; environmental justice and social movements; American attitudes toward climate change and other issues; and environmental issues in global perspective.	<b>SOC 100 Contemporary Society</b> Students were exposed to issues of sustainability during our week long module on environmental sociology. Students read works by Bill McKibben which addressed the science behind climate change as well as macro and micro strategies to stave off the cataclysmic impacts of global climate change. Students then read works by Robert Bullard which analyzed the intersection of race and environmental injustice.
	Alicia Suarez		<b>WT: Netherlands.</b> We do have a focus on environmental policy in the Netherlands as well as attention to urban development and transportation.
		<b>UNIV 291: Letters to a Young Farmer</b> Prindle reading courses are designed to give students an opportunity to take a focused mini-course on a subject or issue that speaks to issues of ethical concern. The offerings are multi-disciplinary and topics will vary significantly depending on the professor and their disciplinary home.	

Unviersity Studies	Jeane Pope	<p><b>UNIV 170: Environmental Science Seminar</b> In this discussion-based course, students learn the interdisciplinary science behind environmental problems by reading current and classic papers from a variety of scientific journals. The specific topic or topics are chosen by the class during the first session and then are explored over the course of the semester. Scientific writing and speaking skills are developed throughout the semester.</p> <p><b>UNIV 190: Sustainability Studies Seminar</b></p>		
	Glen Kuecker	<p><b>UNIVERSITY STUDIES 290 Topics: Introduction to Urban Studies</b> City Lab introduces students to the foundation of Urban Studies, its core lines of inquiry, theoretical interventions, lines of analysis, and debates. Students will learn these foundations through their participation in the City Lab workshop, where they will deploy ideas and knowledge learned from the course's core readings. These readings will serve as the framework for each student's research project, which will explore a major theme in Urban Studies and apply it to a topic within City Lab's collective research project.</p> <p><b>UNIV 495: Independent Interdisciplinary Senior Project: Urban Studies</b> The senior capstone experience for Independent Interdisciplinary majors who do not complete the capstone experience through one of the academic departments included in the major. (To count for the Environmental Fellows Program, students need to petition this course with an environmental/sustainability focus)</p> <p><b>UNIV 190 Topics: City Lab: Complexity Thinking</b> This course is designed to introduce students to the fundamentals of complex systems theory. Students will learn key concepts, such as feedback loops, thermodynamics, resilience, overshoot, oscillation, emergence, collapse, panarchy, and disruptive properties. Students will apply complexity thinking to the study of 21st century urbanism through participation in a research workshop called City Lab (<a href="http://gkuecker.wix.com/citylab">http://gkuecker.wix.com/citylab</a>). The workshop is focused on Habitat III (<a href="http://www.habitat3.org">http://www.habitat3.org</a>), which is a 20-year planning agenda that launched in October 2016. Students will apply their learning about complexity thinking in a research topic of their choosing about Habitat III and 21st century urbanism. By the end of the semester students will have gained facility with complexity thinking, gained insights to the challenges of 21st century urbanism, and will have undertaken a research project.</p> <p><b>UNIV 390 Topics: City Lab: Planet of Slums</b> City Lab aims to be an innovative approach to liberal education in the 21st century. Its center of gravity is the convergence of teaching and research that takes the form of a workshop that explores the 21st century urban experience. Each semester the workshop takes a core theme from 21st century urbanism as a collective research topic.</p>		
		Caroline Good	<b>UNIV 291D: Dr. Richard Oppenlander, Comfortably Unaware</b>	
		Lydia Marshall	<b>UNIV 291F: The Feather Thief</b>	
	Jennifer Adams	<b>UNIV 291 H: Edward O Wilson, Half-Earth: Our Planet's Fight for Life</b>		

Women's Gender, & Sexuality Studies	Christy Holmes	<p><b>WGSS 362 Feminist Approaches to Environmentalism.</b>          Description: What does the production of gender, race, class, and sexual hierarchies have to do with how we treat plants and animals? What can feminist theories and movements learn from environmental theories and movements? Feminist Approaches to Environmentalism examines how women and men have been at the forefront of struggles to reclaim their bodies, homes, communities, and lands from intersecting matrices of domination. The course employs a national and transnational lens as we explore topics that include: ecofeminism, environmental racism and the environmental justice movement; queer ecologies and the impacts of heteronormativity on bodies and landscapes; climate change; agribusiness and food politics; as well as social movements, ecological economies and eco-spiritual traditions that pose healing alternatives. This class is interdisciplinary and welcomes students from a variety of experiential and disciplinary backgrounds to make the course rich!</p>	<p><b>WGSS 370 Chicana feminisms</b>          We look at environmental justice concerns such as pesticide use and food access, housing, and labor justice; we also look at spirituality-nature connections in theory, literature, and art. We explore how sustainability is tied to Chicana feminist visions of decoloniality.</p>
		<p><b>WGSS 197: Build a Better World.</b>          Abolition and suffrage, marriage equality, DREAMers, criminal justice reform, climate justice—this course introduces students to some of the most important social movements in the United States. Drawing on the fields of sociology, history, political science, art, and communication, we examine the successes and failures of social movements' efforts to build a better world for all of us. We bring theories of oppression and justice, identity, and coalition to bear on our in-depth historical review of activism in the twentieth century as well as to our analysis of recent and emergent movements. We will look at and practice tactics such as forum theater and culture-jamming art production. Students will leave the course with increased social movement literacy, passion for causes that grab them, and strategies for becoming change agents themselves.</p>	
		<p><b>Hon 122: Rethinking the Environment.</b>          What constitutes an "environmental" problem? Which environmental problems are most urgent (for whom, and who decides?)? Environmental issues are always about more than the natural world. In order to understand environmental problems, we also need to understand human societies and the diverse ways that people cause, are affected by, and seek to solve these problems. We will use historical and literary frameworks to understand how "the environment" and "environmentalism" have become analytic categories. We also look at contemporary case studies where you will learn to recognize the complex ways that environmental issues such as pollution, climate change, and biodiversity loss intersect with social justice issues such as poverty, racism, and gender inequality. This course develops students' cultural competence, information literacy, and critical thinking skills in preparation for more advanced environmental coursework across a range of academic disciplines.</p>	