

Course Syllabus

[Jump to Today](#) [Edit](#)




CRD 251: ECOLOGY & SOCIETY

CRN:

Fall 2021

Tuesdays 310-7 | 1328 Hart Hall

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[cebcannon@ucdavis.edu \(mailto:ccannon3@tulane.edu\)](mailto:cebcannon@ucdavis.edu)

Office hours: Tuesdays 2 -3 pm PST & by appointment. Office hours are available by [Zoom](#) 
(<https://ucdavis.zoom.us/j/2259909983>)(pw: CRD251) or in-person, 2311 [Hart Hall](#) 
(<https://www.google.com/maps/place/Hart+Hall,+301+Shields+Ave,+Davis,+CA+95616/@38.5406234,-121.7529121,7507298>). Please use this [link](#)  (<https://calendly.com/cebcannon/student-meetings>) to sign up.

****Please note this syllabus is a guide and subject to change. Changes will be communicated via course announcements, in class, and by Canvas mail.**

COURSE DESCRIPTION

Relationships between forces of society and the environment through careful examination of the interactions between politics, economics, and global dynamics. Schools of thought concerning society, gender, environmental dynamics, and political economic arrangements across local and global spheres.

As we move through foundational theories in society and natural systems (ecology), we will investigate major concepts in the field, such as what creates unequal distribution of socio-environmental inequalities across the urban arena and global sphere. How these different “places” inform responses to structural arrangements. This course provides students with the conceptual tools for work in environmental analyses, political economic thought, and sociology, as well as methods to make connections across these fields to other critical forms of knowledge production. In turn, we will extensively consider the interconnections among race, class, gender, development, and natural systems. To that end, each student should dedicate themselves to devoting adequate time to contemplate the readings prior to each class meeting and structure thoughtful contributions to class discussion.

COURSE LEARNING OUTCOMES

1. *Table 1.* Program outcomes, learning outcomes, course objectives, and assessments

Program Learning Outcomes	Course Learning Outcomes	Course Objectives	Assessment Description
1. Students will be able to apply social scientific methods to the study of human behavior, organizational processes, and institutional processes.	Gain insights into political, economic, and social forces that shape gender and the environment.	To gain key insights into relationships between the environment and gender, with an emphasis on political, economic, and social processes at the local and global levels of analyses.	Assessed via weekly abstracts, class participation and discussion leadership, and final term paper.
2. Students will be able to analyze theories and concepts of the social sciences to investigate complex and diverse problems.	Understand crucial aspects of nature-society interactions, paying particular attention to how power operates across local and global spheres.	To develop skills in synthesizing information, theoretical frameworks, and diverse array of methods in creative and beneficial ways. Additionally, developing a rich background in associated literatures.	Assessed via weekly abstracts, class participation and discussion leadership, and final term paper.
3. Students will develop a critical awareness, which they can apply to texts in order to develop skills of critical consumption of knowledge.	Increase familiarity with theoretical and empirical insights from feminist theory, sociology, environmental studies, and development literatures that inform nature-society interactions.	To apply a cultivated understanding of particular political economic theories (e.g., through case studies) and how they relate to environmental dynamics, problems, and solutions.	Assessed via weekly abstracts, class participation and discussion leadership, and final term paper.

4. Students will be able to evaluate interdisciplinary scholarship and cutting-edge debates in the field.	Improve understanding of basic scientific principles, methods, and analysis.	To enhance knowledge of the complexity of globalization and urbanization processes as they relate to environmental dynamics through study of relevant theoretical and empirical knowledge.	Assessed via weekly abstracts, class participation and discussion leadership, and final term paper.
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GRADING & EVALUATION

A note on grading Please keep in mind that Canvas is a tool and that it represents an approximate estimate of your grade at best. The grading and final grades is done by the instructor and may differ from Canvas.

Weekly Abstracts (30%) Starting the second week of class, each student will prepare an integrative abstract and questions on required readings that will be available to all class members prior to our weekly meeting. These are to be written in your own words. Distribution will be through the class Canvas page DISCUSSIONS section.

- *Integrative abstracts* should attempt to identify key issues and ideas in the weekly readings but strive to go beyond mere synopsis of the material, which we all will have read.
- The goal, instead, is to *integrate* the information, which can take a variety of formats.
- You might do this by focusing on conclusions and implications and/or by raising a paradox or central question about the topic of the readings.
- Integrative abstracts should treat strengths and weaknesses of the material, as well as make connections to other topics we have covered.
- Students can comment on whether the author's evidence really supports what they set out to do and the conclusions they reach.
- All submissions should include a minimum of two discussion questions related to the readings: One should be a lingering question for you, and the other a question that will promote class discussion.
- If you wish, you may include questions that identify issues that are unclear, undeveloped, difficult to interpret, or which are particularly interesting such that further discussion and elaboration by the class is warranted.
- Both abstracts and questions will be used to orient class discussions.
- These abstracts should be relatively short; approximately two pages using standard margins, regular size font (12 point), and double spaced (though it is entirely plausible to accomplish the objectives in

less space).

- Students will submit seven integrative abstracts throughout the semester, worth 5 points each. The abstracts are due 24 hours prior to class meeting each week (that is by Monday 310 pm). I will grade only the first seven abstracts you submit; you may not submit more than seven to replace poor scores. You may submit an abstract on the week you lead discussion but are not required to do so.

Class Discussion & Participation (15%) The portion of your grade is comprised of performance in class discussion, including the class you lead. Members of the class will sign up to lead class discussion (you will sign up electronically, stay tuned). Class discussion leaders are expected to combine their own reading of the material with insights gained from the summaries and questions submitted by other class members to create a coherent agenda for class discussion. Each of you will lead discussion once during the quarter. The responsibilities of the discussion leader are to facilitate the fruitful discussion of readings, introduce connections to earlier topics, incorporate questions individuals might have, and ensure there are no lulls during class. The latter—ensuring there are no lulls in discussion—is the most important role of the discussion leader. Thus, be sure to prepare a list of thoughtful questions for discussion.

Leading class discussion does not require a student to lecture on the topic or the readings. The discussion leader carefully reads and reviews the commentaries and questions from the other students in the class. They organize the questions from the students in the class by looking for similarities and grouping the questions into categories. They then lead the class in discussion the questions. The discussion leaders are NOT responsible for finding the one and only correct answer to the questions. I will begin each class period with a preamble to introduce broad topics of discussion, treat the themes of the readings, and relate to the foundational aspects of other work considered. The discussion leader(s) will pick up from there to procure a fruitful discussion of the material.

For example, a good rule of thumb is to apply the following; 1) a brief thematic overview of the readings, 2) the main arguments and most valuable contributions (not a summary) of the readings, 3) an analyses of these arguments relate to (expand upon/ reframe/ contradict) other course readings, 4) critiques of the readings (where are their arguments thin, what do they miss, how could they be strengthened, and 5) several key questions or debates to frame the class discussion. **The goal of this activity is to facilitate class discussion.**

IMPORTANT NOTE: Points are deducted if you fail to come to class prepared to contribute to discussion. That is, if you are found to be disengaged, inattentive, and/or distracting during class (or if you fail to come to class), your class discussion grade will be reduced.

This is an opportunity to exercise your intellectual autonomy. To this end you may want to incorporate related information from current, relevant media. You will be evaluated individually on the clarity and accuracy with which you discuss the readings and as a group, on the extent to which you facilitate class participation and understanding. The point of this assignment is to give you experience planning and leading a seminar. I encourage you to be creative and have fun with the assignment and you are welcome to meet with me beforehand for any assistance I may be able to offer.

- **Be organized;** you should prepare an outline of how you want to structure the class discussion and have a list of topics and questions.
- Here are some suggestions for approaches that have worked well in the past.
 - To begin, brief presentations of salient points, which can be done with a list of questions/topics/unresolved issues that you plan to address.
 - **Make connections.** Draw on current events, media representations, and your own special knowledge to move the discussion in certain directions.
 - Your presentation should bridge what we have already read with the current set of readings. Multimedia, film, etc. may be used. Refreshments are always welcomed.
 - Remember the goal is to facilitate group discussion. Activities that do this should be employed early and often.

Final Project & Presentation (50%) The final paper will be a product that is beneficial for you and of your choosing. The goal is for you to develop something that will be useful to you in your academic journey. You are the expert in your journey, and thus are best suited to using this time wisely to advance your own academic and career objectives. The goal of the activity is to help you hone your analytical skills and provide you with experience reading and synthesizing material and then presenting it in a cogent and persuasive way to readers. You are strongly advised to start early; this is a major piece of work that cannot be left to the last week.

- For instance, students have used this assignment to develop a journal-length manuscript, drafts of their QE, paper for submission to academic conferences, draft of a grant, etc.
- If you do not want to "choose your own adventure", you may write a term paper 18-20 pages in length (not including tables, figures, references). Topics must be relevant to the course, typed, double-spaced, and include proper citations (see APA Style Guide).
- If you are doing a similar paper for another class or have done such a paper previously, please inform me in advance.
- This final product assignment has three phases:
 1. **The Final Product Description:** 2 paragraphs (20% of paper grade) Due via Canvas by **11:59 pm October 9**. This description should include about two paragraphs (1-2 pages) introducing what you plan to do, how it advances your academic, scholarly, and career goals, its importance to you and your line of work, and how it relates to course materials. Feel free to look ahead on the syllabus and on Canvas to topics we will cover in the class.
 2. **The Draft of the Final Product:** 2,000-3,000 words, not including bibliography (20% of paper grade) Due on Canvas by **11:59 pm November 13**. This draft will present your work. Some sections may be in detailed bullet form if necessary and use limitedly. Include a bibliography of sources. You will peer review a colleague's paper and get peer review feedback on the draft.
 3. **Peer review of colleague's draft product:** (5%) Drafts will be exchanged on Canvas. Each student will be responsible for reviewing one other student's paper. These reviews are due on Canvas by **11:59 pm November 20**. Review using electronic methods (e.g., track changes in Word) or paper (written comments) is acceptable.

4. **Final presentation:** (20% of paper grade) Presentations will be presented during the last class and may serve as practice for a conference, job talk, etc. A 10-minute final presentation will be given the last day of class. You are responsible for keeping track of your time. Please be mindful as we have a number of presentations to get through. Make sure to practice before presenting.
5. **Final product:** The final product (40% of paper grade) Due in Canvas by 11:59pm **December 10**.

Grading. Grades are determined on a traditional academic scale.

A 93-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%	F 0-59%
A- 90-92%	B 83-86%	C 73-76%	D 63-66%	
	B- 80-82%	C- 70-72%	D- 60-62%	

Required class materials. Will be available on canvas or by using the library website to access journal articles.

General Course Policies

Attendance & Participation. Students are expected to complete all the coursework. Attending lectures and participating in classroom activities are essential to your success in this course. You are responsible for all announcements and instructions provided in class, regardless of how you access the material.

Email responses. I will do my best to respond to your emails within 72 hours of receiving them. However, make sure that if an issue does arise that you let me know as soon as you can so that we may plan accordingly.

Community expectations. This class is a community of learning and will function best when we all agree and abide by principles of reciprocity, fairness, compassion, and collaboration. The following are some good guidelines on how to support one another in the classroom. For more information on the below topics see for a start (<https://cee.ucdavis.edu/resources/jitt/microaggressions-and-microaffirmations-series>).

Pro-active approach to micro-aggressions: Microaggressions are forms of systemic everyday symbolic violence, such as daily, intentional or unintentional, verbal, behavioral, and environmental indignities. They can be layered assaults that include insults or judgements related to race, ethnicity, citizenship, gender sexual orientation, age, type of college (4-year vs. transfer student), immigration status, language, disability, socioeconomic status, and religion. Microaggressions found in classrooms and other educational settings can have a psychological, academic, and physical toll on those who experience them. To foster safe learning environment for all those in this learning community, please:

- Be intentional about creating space where all feel safe, supported, and encouraged to ask questions and participate.
- Respect: be respectful of classmates, professor, guests throughout all class activities.
- Nonjudgmental approach—disagreement without putting other people down

- Openness: avoid assuming and assigning intentions, beliefs, or motives to others.
- Recognize and respond to microaggressions when they occur.
- Do not make assumption about gender, race, ethnic background, religion, etc. when presenting material, asking for opinions, or making a commentary
- Always feel free to seek assistance or advice from on-campus resources (a non-exhaustive resource list prepared by CEE is on Canvas)

Information on [microaggressions \(https://cee.ucdavis.edu/resources/jitt/microaggressions-and-microaffirmations-series\)](https://cee.ucdavis.edu/resources/jitt/microaggressions-and-microaffirmations-series) adapted from UCD Center for Educational Effectiveness. For more information on implicit bias see [Project Implicit \(https://implicit.harvard.edu/implicit\)](https://implicit.harvard.edu/implicit) (Harvard University).

UNIVERSITY POLICIES & RESOURCES

Americans with Disabilities Act for Students with Special Needs Statement. Any students with disabilities or other special needs, who need special accommodations in this course, are invited to share these concerns or requests with the instructor and contact [UC Davis Student Disability Center \(https://sdc.ucdavis.edu/\)](https://sdc.ucdavis.edu/) for disability access. Students who have, or suspect they may have, a disability should seek services through Disability Services. Students must be registered with Disability Services and receive written authorization to obtain disability-related accommodations.

Code of Academic Conduct. The Code of Academic Conduct applies to all undergraduate students, full-time, and part-time, at UC Davis. UC Davis expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., [Code of Academic Conduct \(http://sja.ucdavis.edu/files/cac.pdf\)](http://sja.ucdavis.edu/files/cac.pdf).) (<http://sja.ucdavis.edu/files/cac.pdf>) and acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive. Please note all students must acknowledge their classroom responsibilities by going to <https://participate.ucdavis.edu/> (<https://participate.ucdavis.edu/>) no later than the quarter add deadline.

Plagiarism. With all the materials that you use, be sure to cite the source. Note that plagiarism includes the direct lifting of text and re-stating of arguments without citation from texts in any language, not just English. If you use a website, include the URL and the date you accessed it. Cutting and pasting from a website that is not acknowledged is plagiarism. Students caught plagiarizing will be referred to Student Judicial Affairs and receive a "zero" for the assignment. For additional information on what constitutes plagiarism, see [here. \(http://sja.ucdavis.edu/files/plagiarism.pdf\)](http://sja.ucdavis.edu/files/plagiarism.pdf). Students may not post course materials, including but not limited to assignments or exam questions to internet services such as Chegg. Uploading and/or use of these materials is considered academic misconduct and will be reported to [OSSJA \(https://ossja.ucdavis.edu/\)](https://ossja.ucdavis.edu/).

Title IX. Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy from the Center for Advocacy, Resources, and Education (CARE) at ucdcare@ucdavis.edu or 530.752.3299. In addition, Student Health and

Counseling Services (SHCS) provides confidential counseling to all students and can be reached 24/7 at 530.752.2349. You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator at wjdelmendo@ucdavis.edu or 530.752.9466. Reports to law enforcement can be made to the UCD Police Department at 530.752.2677. More information on UC Davis sexual violence prevention and response resources can be found at <http://sexualviolence.ucdavis.edu/>.

Mandatory Reporting. Faculty and TAs are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Coordinator should they become aware that you or any other student has experienced sexual violence or sexual harassment. There are other confidential and anonymous resources for you if you do not want your experience to be mandatorily reported. Please see Resources for UC Davis students on our Canvas course site.

Land Acknowledgement. We should take a moment to acknowledge the land on which we are gathered. For thousands of years, this land has been the home of Patwin people. Today, there are three federally recognized Patwin tribes: Cachil DeHe Band of Wintun Indians of the Colusa Indian Community, Kletsel Dehe Wintun Nation, and Yocha Dehe Wintun Nation.

The Patwin people have remained committed to the stewardship of this land over many centuries. It has been cherished and protected, as elders have instructed the young through generations. We are honored and grateful to be here today on their traditional lands. For more information, see [here](https://diversity.ucdavis.edu/land-acknowledgement-statement) (<https://diversity.ucdavis.edu/land-acknowledgement-statement>).

Statement on Diversity, Equity, & Justice. Diversity is a necessary and important aspect of social and biophysical life. Diversity is multi-dimensional and occurs across a spectrum of different social locations (i.e., race/ethnicity, gender, socioeconomic status, documentation status, disability, etc.), cultures, experiences, learning styles, and knowledges. Together we must create a safe, inclusive, and equitable learning community for all our members. Doing so advances our own knowledge and expresses our care and respect for one another. Through an active engagement with course materials and with your own experiences and perspectives, we will learn more about how diversity increases our own awareness and knowledge around major course themes. Creating this learning community of care is an important strategy in implementing our [UC Davis Principles of Community](https://diversity.ucdavis.edu/principles-community).

(<https://diversity.ucdavis.edu/principles-community>). To this end, we endeavor to make course materials accessible and inclusive to all students. suggestions to increase access and inclusion of course materials and activities are encouraged and appreciated. We work for equity and justice in our teaching and research. There are additional resources, such as [Resources for Racial Trauma](https://diversity.ucdavis.edu/resources-racial-trauma) (<https://diversity.ucdavis.edu/resources-racial-trauma>), from the UCD Office of Diversity, Equity, and Inclusion.

Course Accessibility. Given our course JEDI statement, we endeavor to make course materials accessible and inclusive to all students. Suggestions to increase access and inclusion of course materials and activities are encouraged and appreciated. To this end, we have activated *SensusAccess* for this course - which you can use to translate course materials into a variety of accessible formats including text-to-speech, braille, etc. To access click on SensusAccess on the left menu bar.

[Resources for UC Davis Students.](#)

<https://canvas.ucdavis.edu/courses/841834/files/21341184/download?wrap=1> ↓

https://canvas.ucdavis.edu/courses/841834/files/21341184/download?download_frd=1) This list is prepared by the Center for Educational Effectiveness.

Wellness statement. Academic life can be overwhelming at times, but know that you are not alone if you're feeling stressed. For many of us, systems of oppression such as racism, sexism, heterosexism or cissexism, document status, may cause additional stress. Please remember to practice self-care and reach out for support if and when you need it. You can also visit [Virtual UC Davis](#) <https://studentaffairs.ucdavis.edu/virtual-ucdavis>) to find resources related to health and well-being, academics, basic needs (food and housing) and more.

Public Health Expectations and Best Practices

Keeping our campus healthy takes all of us. You are expected to follow university public health requirements and pursue personal protection practices to protect yourself and the others around you. For information on COVID-19 and the classroom, please visit

<https://campusready.ucdavis.edu/instructors> (<https://campusready.ucdavis.edu/instructors>).

Best practices include:

- **Participate in the university's daily screening process.** Everyone must complete a [Daily Symptom Survey](#) [\(https://symptomsurvey.ucdavis.edu/\)](https://symptomsurvey.ucdavis.edu/) to access a university controlled facility.
- **Participate in the university's testing program.** All students are required to participate in the [COVID-19 Testing program](#) [\(https://campusready.ucdavis.edu/testing-response/covid19-screening\)](https://campusready.ucdavis.edu/testing-response/covid19-screening) as required by their vaccination status – every four days for unvaccinated students and every 14 days for vaccinated students. You may test more frequently.
- **Wear a well-fitted face covering that covers your nose and mouth at all times.** Everyone is required to [wear face coverings indoors](#) [\(https://campusready.ucdavis.edu/public-health-policies-requirements#face-coverings-all\)](https://campusready.ucdavis.edu/public-health-policies-requirements#face-coverings-all) regardless of vaccination status. If you see someone not wearing a face covering or wearing it incorrectly, then kindly ask them to mask up.
- **Monitor the daily potential exposure report.** Every day the university will update the potential exposure report with building and some classroom information and the dates of exposure.
- **Assist in the contact tracing process.** If you're contacted by a case investigator, it means you have been identified as a [close contact](#) [\(https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/contact-tracing-plan/appendix.html#contact\)](https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/contact-tracing-plan/appendix.html#contact), please respond promptly. You must assist with identifying other individuals who might have some degree of risk due to close contact with individuals who have been diagnosed with COVID-19.
- **Classroom sanitation.** High-traffic, high-touch surfaces are cleaned multiple times throughout the day. Instructional spaces are cleaned daily using specific disinfectants that are effective against coronavirus. For laboratory locations, researchers will be performing disinfection of equipment and

other research-specific items. [Read more about custodial services during COVID-19 \(https://facilities.ucdavis.edu/custodial-protocols-during-covid-19\)](https://facilities.ucdavis.edu/custodial-protocols-during-covid-19).


- **Only drinking, no eating.** Due to the COVID-19 pandemic, only drinking in class is allowed. You may briefly uncover your face while taking sips. Because of this, please make sure to plan to eat before coming to class. This is a UC Davis rule and not up to the discretion of the instructional team.

IF/THEN SCENARIOS - IN CASE OF DISRUPTIONS TO THE QUARTER

If a Student is Unable to Attend In-Person Courses due to COVID-19. In the event that a student gets COVID-19 or has to care for family members, please email the Instructional Team as soon as you can so that we can develop a plan of action to ensure your success in this course. We have multiple means for assisting with student's learning including pre-recorded lecture videos, lecture hand-outs, assignments via Canvas etc.

If Professor is Unable to Attend In-Person Courses. If the professor is unable to attend in person courses due to illness, family emergency, etc. then I will send out a Canvas Course Announcement with the plan to deliver course materials. In this event, we have several options for continuing class including meeting via Zoom (see Zoom info below), there may be a guest lecturer, or you may watch the pre-recorded lectures.





Move to Emergency Remote Teaching. There may be a variety of reasons for why we would need to emergency remote teaching (e.g., wildfire, wildfire smoke, COVID-19 surge and campus moves remote, instructor illness, etc.). If we need to move to emergency remote teaching, we will meet on Zoom during our regular class time (310-7 pm PST on Tuesdays).

- **The Zoom information is** <https://ucdavis.zoom.us/j/2259909983>,  [\(https://ucdavis.zoom.us/j/2259909983\)](https://ucdavis.zoom.us/j/2259909983) **password CRD251.**
- If we experience technical difficulties during a session, we will use Canvas announcements to communicate with the class.
- If the host disconnects, check Canvas announcements for information. A disconnection does not mean class is cancelled. Unless we say otherwise, we will restart the Zoom meeting and resume class.
- If you disconnect, try to reconnect to the session with the same Zoom link. If you cannot reconnect, send a message to the TA via email or Canvas to explain your situation and connect with Zoom support to troubleshoot the issue.

Course Summary:

Date	Details	Due
Sun Oct 8, 2023	 Week 1: Integrative Abstract (https://canvas.ucdavis.edu/courses/841834/assignments/1107084)	due by 3pm

Date	Details	Due
Sun Oct 15, 2023	 Week 2: Integrative Abstract (https://canvas.ucdavis.edu/courses/841834/assignments/1107083)	due by 3pm
Sun Oct 22, 2023	 Assignment: Final Project Description (https://canvas.ucdavis.edu/courses/841834/assignments/1107091)	due by 11:59pm
Sun Oct 29, 2023	 Week 3: Integrative Abstract (https://canvas.ucdavis.edu/courses/841834/assignments/1107085)	due by 11:59pm
Sun Nov 5, 2023	 Week 4: Integrative Abstract (https://canvas.ucdavis.edu/courses/841834/assignments/1107082)	due by 11:59pm
Sun Nov 5, 2023	 Assignment: Final Project Outline (https://canvas.ucdavis.edu/courses/841834/assignments/1107092)	due by 11:59pm
Sun Nov 12, 2023	 Week 5: Integrative Abstract (https://canvas.ucdavis.edu/courses/841834/assignments/1107081)	due by 11:59pm
Sun Nov 12, 2023	 Week 6: Integrative Abstract (https://canvas.ucdavis.edu/courses/841834/assignments/1107080)	due by 11:59pm
Sun Nov 19, 2023	 Assignment: Draft Final Project (https://canvas.ucdavis.edu/courses/841834/assignments/1107086)	due by 11:59pm
Sun Nov 26, 2023	 Week 7: Integrative Abstract (https://canvas.ucdavis.edu/courses/841834/assignments/1107079)	due by 11:59pm
Sun Nov 26, 2023	 Assignment: Draft Project Peer Review (https://canvas.ucdavis.edu/courses/841834/assignments/1107087)	due by 11:59pm
Sun Dec 3, 2023	 Week 8: Integrative Abstract (https://canvas.ucdavis.edu/courses/841834/assignments/1107078)	due by 11:59pm
Sun Dec 3, 2023	 Assignment: Final Presentation (https://canvas.ucdavis.edu/courses/841834/assignments/1107088)	due by 11:59pm

Date	Details	Due
Sun Dec 10, 2023	 Week 9: Integrative Abstract: (https://canvas.ucdavis.edu/courses/841834/assignments/1107077)	due by 11:59pm
	 Assignment: Final Project (https://canvas.ucdavis.edu/courses/841834/assignments/1107089)	due by 11:59pm
	 Assignment: Final Project Check-In (https://canvas.ucdavis.edu/courses/841834/assignments/1107090)	
	 Facilitating Class Discussion (https://canvas.ucdavis.edu/courses/841834/assignments/1107093)	