

ENSTU 412: Environmental Thought and Practice (3 units), Spring 2024

Tuesdays and Thursdays, 2-3:20 p.m., Library, Room 1173

Instructor Access & Office Hours

Dr. Tori Derr, Associate Professor, Environmental Studies, Department of Applied Environmental Science

Office Hours: Mondays 1:00-2:00 p.m. in Chapman S307. Or as arranged by Zoom, in the garden, or CSUMB cafes

Email: vderr@csumb.edu

Office phone: 831.582.4697

Who am I? I am a mother, a weaver and fiber artisan, an advocate for justice, and a professor in environmental studies. I love to teach and mentor, travel, grow plants, and be in nature.

How to refer to me? You may refer to me as Tori, Professor Tori, or Professor Derr, whichever feels most comfortable to you. My pronouns are she/her/hers.

Office hours are times I set aside for you, the students. However, scheduled office hours often conflict with student schedules, so you may also schedule an in-person or zoom meeting that fits both of our schedules at any time in the semester. Office hours are times you can meet with me to discuss the material being covered in class, questions or concerns you might have, and other related issues. Office hours are also times for us to collectively identify strategies for you to succeed in the course if you are struggling in any way. Feel free to attend office hours even if you don't have any questions but just want to explore topics of interest, talk about your professional or curricular path, or get to know each other outside of class. I appreciate but do not require a notification (via email or telling me in person) that you plan to attend office hours on any particular day. This way, if multiple people have needs that will extend beyond the hour, I can work with students to plan for that.



Course Overview

Our primary learning goal for this course is to critically think about Environmental Studies as a discipline: to challenge the underlying assumptions we have about Nature, Environment, Humanity, Justice, Rights, and to understand the theoretical grounding and challenges within this discipline. We will read to think and write to think. We will actively discuss, question, and develop our ideas about our disciplinary practice and purpose. Each of you will choose an area of interest and focus for a final paper in which you will discuss the philosophical underpinnings of this approach within environmental studies, read foundational literature that supports and challenges this approach, and develop your own professional position. This will be both exciting and hard work. Our learning goals are critical thinking and communication, drawing from great thinkers and leaders who precede us and co-exist with us. Welcome to ENSTU 412!

Acknowledging an Unjust History

Indigenous communities are the original stewards of the lands where we live, work, and play today. We honor their sovereignty and respect their connections to and knowledge of these lands. In the Monterey region, we stand on the unceded lands of the Rumsen Ohlone and Esselen peoples. We acknowledge their elders past and present, as well as their future generations. We also acknowledge that many individuals of diverse races, cultures, classes, genders, and backgrounds have also contributed to the stewardship of lands and that their stories are not equally heard in traditional environmental narratives. This course seeks to bring a more inclusive lens to the understanding and practice of environmental work as a commitment to a more just approach to the environmental disciplines.

"The Red Nation shall rise again and it shall be a blessing for a sick world, a world filled with broken promises, selfishness and separation, a world longing for light again." -Crazy Horse

Catalog Description

In-depth exploration of environmental thought and culture including human values and relationships to the natural world from historical, cultural, and contemporary perspectives, with an emphasis on understanding and influencing environments at local and global scales. Students interpret themes from recent academic research and professional practice, including environmental history, sociology, planning studies, and environmental education. Students conduct an in-depth analysis of one approach. (Prereq: ENSTU 300 or ENVS 300 or BIO 300 or MSCI 300 with a C- or better)

Learning Outcomes

This course is designed for you to learn in greater depth the historical and contemporary lines of thought that influence environmental practice. In so doing, you will also develop mastery in disciplinary reading, writing, and critical thinking. In this course, you will:

Environmental History, Thought & Practice

1. Understand and contrast lines of thought and practice associated with “conservation,” “preservation,” and “environmentalism”
2. Extend the above lines of thought to a range of environmental actors, leaders, organizations, and agencies and their approach to environmental practices
3. Understand the emergence and influence across time of concepts for radical environmentalism, environmental justice, ecofeminism, traditional ecological knowledge, and settler-colonialism

Critical Thinking

1. Critically analyze disciplinary approaches to environmental work within historic and contemporary contexts
2. Analyze environmental perspectives and actions through the lens of multiple stakeholders that reflect diverse race, class, gender, and cultural orientations to the environment
3. Articulate a critical stance to former and current environmental practices, through class discussions, critical journals, and written assignments

Reading

1. Adapt strategies for reading according to disciplinary purpose and context
2. Read to comprehend, analyze, and evaluate disciplinary texts

Writing

1. Select and apply appropriate disciplinary genre conventions for content, development, structure, paragraphing, tone, and mechanics
2. Choose and use sources according to appropriate disciplinary criteria

This course supports students in the [Environmental Health Policy minor](#) through a range of issues across history, including sanitary reforms; salubrity and the formation of public parks; inequities in access to nature throughout U.S. history; the New Deal and public health; formation of air quality standards; environmental justice advocacy and policy, such as for issues related to exposures to solid waste, pesticides, toxic waste, uranium and radiation, and lead; occupational health; Indigenous science, food sovereignty, and health; and the context and impacts of cannabis cultivation from the 1970s to the present.

Required Materials

- *The Myth of Silent Spring: Rethinking the Origins of American Environmentalism*, by Chad Montrie, University of California Press, 2019, ISBN-13: 978-0520291348. If you wish to obtain a physical copy you may do so, but the library offers a permalink for this text as follows: <https://www-jstor-org.csumb.idm.oclc.org/stable/10.1525/j.ctv1xxxms>
- *Salmon and Acorns Feed Our People: Colonialism, Nature and Social Action*, by Kari Marie Norgaard, Rutgers University Press, 2019, ISBN-13: 9780813584201. Electronic copies are available through the library and pdfs.
- Kaitlin Reed: *Settler Cannabis: From Gold Rush to Green Rush in Indigenous Northern California*, Kaitlin Reed, University of Washington Press, 2023, ISBN-13: 978-0295751566. I will provide

scanned copies of the assigned chapters. You may wish to purchase a copy to facilitate discussion.

Additional readings will be posted on Canvas and through Google Folders. To the extent possible, these readings are made accessible by CSUMB support services. If any readings are not accessible to you, please let me know.

Course Operations

I care about all of you as people and as students, and I recognize that your health, safety, and wellbeing are essential to learning and course success. I invite you all to join our community of learners, where we support each other and recognize the diverse strengths and needs we all may bring to the course on any given day. I hope that we will all work together as a community to support each other as best as we can. If you are struggling, please communicate with me during class, office hours, or via email. If there are specific suggestions or requests for facilitating your learning in this course, please do not hesitate to reach out.

Community Norms (To be reviewed and revised the first week of class)

- Learn everyone's names so that everyone feels welcome
- Promote accessibility, open-minded-ness, and fair opportunity
- Respect others' opinions
- Use active listening to understand others
- Listen to learn and understand, not to respond
- Engage in discussion, not debate
- Monitor your own participation (step forward, step back)
- Come to discussions ready to engage, while recognizing that everyone will have times that they are less able to do so. Be honest and open to the extent that you can, and do the best with what you have.
- Bring materials to support participation (including laptops on some days)
- Chat GPT and other AI resources may be used like Wikipedia – to gather information or develop ideas in early stages of research or writing but otherwise may not be used to generate assignments for this course. The CSUMB Academic Integrity policy explicitly prohibits submitting AI-generated work as your own.
- Be aware that the resources exist for you to err on the side of caution and stay home if needed – and communicate this with instructor - Use these resources wisely and don't take advantage.
- Embrace the critical thinking values of listening and gathering perspectives before forming an opinion

Unit Workload: An average student expecting a B or B- in ENSTU 412 should plan to spend at least 9 hours per week on this course, including class discussion time. If reading and writing is a slow process for you, then you may need to allocate more hours/week to the class. Some weeks will require more effort than others, so work steadily and plan ahead.

Attendance: This course is structured as a seminar in which in-class course content and active participation are essential aspects of learning, from your instructor and your peers. You should attend every class, but extenuating circumstances may arise that make this difficult. If you cannot attend a class, please let me know. If circumstances arise that you must miss 3 or more classes

during the semester, you may be overextended, and I ask that you come see me to discuss your options. Attendance will be assessed as partial or full, depending on when you arrive or need to depart. I excuse absences for medical or family emergency when communicated to me.

Participation: All of us in the class, you, me, your peers, have a responsibility to create an environment in which we can all learn from each other. I expect everyone to participate in class so that we can all benefit from the insights and experiences that each person brings.

Extra Credit: A few opportunities for extra credit will be issued in the semester as relevant speakers or webinars emerge. I offer extra credit to all students if a minimum of 80% of students complete their course evaluations. Students may accrue up to 3 points in extra credit over the semester.

Late or incomplete work: The majority of assignments for this course are *formative*, meaning they are designed to support learning and discussion within the context of a particular period of the course, and to address specific guiding questions. Because of this, assignments may be submitted up to one week late, so that they are completed during the time period that the course context is being addressed. I offer 2 late passes for work – no penalty, no questions asked. After that, I apply a 3% per day policy.

If you are having difficulty meeting deadlines at any point in the semester, fall behind for any reason, and/or are feeling overwhelmed or that you have “missed too much”, please meet with me so that we can strategize how to get caught up and how to best be accountable to yourself and the course. Makeup work outside the parameters set above **MUST** be agreed upon by the instructor in advance. These deadlines are to keep assignments aligned with course content, to allow for equitable grading, and to help manage student and instructor workloads.

Artificial Intelligence

You are expected to complete and submit your own work for this course. We will incorporate and discuss the ethics and use of AI in some course assignments. In those cases, if you use AI, you must cite the source and provide the following information:

- The tool you used, including the AI link
- The prompts you used and submitted to AI
- Precisely which parts of your assignment (by sentence) were generated by AI with a citation source
- Precisely which parts of your assignment (by sentence) were AI assisted (e.g., an AI generated draft modified by you).

Note that the CSUMB Academic Integrity policy explicitly prohibits submitting AI-generated work as your own. CSUMB defines Plagiarism as “presenting someone else’s work or ideas or Artificial-Intelligence-generated content as your own without full acknowledgement.”

Final assignments/assessments: All deadlines during the final assessment week are firm; no late work will be accepted during this week. These are hard deadlines during final exam/assessment period so that I can meet final grade deadlines.

For all these policies, I will honor these commitments and ask that you also honor your commitments to the course.

Assignments

The overviews below serve to introduce you to the assignments, not to elaborate details and requirements. Detailed instructions for each assignment will be provided throughout the semester, with assignments and rubrics posted on Canvas.

In this course, students will:

- i. Engage in course materials (readings, lectures, videos, historical documents) through participation questions and discussions.
- ii. Write critical analyses of readings that include summaries, reflective responses, and critical questioning
- iii. Write three short papers about professional practice: from an agency perspective, a “mainstream” environmental organization, and a smaller or grassroots environmental organization
- iv. Participate in active dialogues to generate a deeper understanding for how we can transform environmental practice
- v. Generate a final “contemporary critique” paper that critically analyzes and reflects an environmental topic of your choice

Critical Analysis Journal: Students will read assigned readings with an eye to a) understand historical contexts of environmental thought and practice; b) make connections to previous readings, course and professional experiences; and c) to ask questions – Who is in power, setting the agenda? Who is affected by these actions? How are they involved? What are the long term consequences of certain lines of thinking? Of certain thinkers and actions? Students will generate seven critical analysis journal entries following the prompts given. These assignments will be generated in a cumulative google doc that students generate and share with the instructor and where instructor feedback will also serve to deepen students’ critical analyses and analysis skills.

Salmon and Acorns, Critical Dialogues: Students will read selections from *Salmon and Acorns Feed our People: Colonialism, Nature and Social Action* and *Settler Cannabis: From Gold Rush to Green Rush in Indigenous Northern California*. In-class critical dialogues will focus on one-two chapters of the text per week. Students will contribute to these dialogues by submitting written reflections and participating in active listening dialogues that seek to identify root causes of issues and that generate applications and connections to other aspects of the course thought and practice. Attendance is very important for participation in these dialogues.

Professional Practice Papers: Students will write three short papers (approximately 1,000 words each) from a governmental agency that works with the environment in some capacity, from the “group of 10” environmental organization, and from another, smaller environmental organization. The purpose of each paper is to explore the way that agencies and organizations *frame* their missions, purposes, and goals, and to learn the types of work they do. For each paper, students will also identify how the organization addresses contemporary environmental issues as well as issues of inclusivity and equity.

Written Analysis: Contemporary Critique: In approximately 3,500 words, students will review the academic critiques of a topic covered in *Salmon and Acorns* or *Settler Cannabis*, including but not limited to topics of relationships between people and nature, politics and environment, conservation practices, environmental health and well-being, environmental justice, gender, decolonization, or emotions of environmental decline. Utilizing a minimum of 5 peer-reviewed articles in total, as well as course readings, the paper will explain and examine how the chosen field of thought and practice has emerged historically and how it has been challenged and critiqued in recent history. The paper must elaborate a type of environmental *thought* that influences *practice* for their paper (as opposed to an environmental problem or case study overall). Chat GPT and other AI resources may be used like Wikipedia – to gather information or develop ideas in early stages of research or writing. However, they should not be used for paper writing.

Grading

Formative Work **55%**

1. Participation
 - a. Attendance and Discussions – 13%
 - b. Reading Assignments – 2 @ 3% each – 6%
 - c. Critical Dialogues, 4 @ 4% each – 16%

For each assigned section of *Norgaard – Salmon and Acorns*
2. Critical Analyses, 5 @ 4% each – 20%
 [3 from *Montrie – the Myth of Silent Spring*; 1 from Taylor, *Tributaries* and Hernandez, *Tierra Madre* (combined); 1 from Reed – *Settler Cannabis*]

Formal Written Work **45%**

- a. Short Papers, 3 @ 5% each – 15%
- b. Final Paper – 30%
 - a. Detailed Outline – 10%
 - b. Final Paper – 20%

Grades will be posted as they are assigned throughout the semester and will be based on the following scale:

A	95-100%	C	74-76.99%
A-	90-94.99%	C-	70-73.99%
B+	87-89.99%	D+	67-69.99%
B	84-86.99%	D	64-66.99%
B-	80-83.99%	D-	60-63.99%
C+	77-79.99%	F	59.99% or lower

Students should check grades in Canvas as they accrue. Missing or incorrect grades in Canvas should be reported immediately, and must be reported no later than the last day of classes.

Detailed Schedule and Assignments

All assignments and due dates are reflected in the schedule below. I will make every attempt to adhere to this schedule so that you can plan your own workload. However, I reserve the right to change this schedule if needed, in order to facilitate better learning (e.g., more time until an assignment deadline), or for unforeseen schedule changes academically. Any changes to the schedule will be announced in the following ways: i) the revised schedule will be announced via the course email list; and ii) changes in due dates will be made for Canvas assignment dropboxes and the linked schedule on Canvas.

Week/ Date	Homework (To be completed <u>before</u> the start of class)	In Class Topic
1 Tu, 1.23		Introduction to Course/Syllabus Ice-breakers Q&A for course structure and goals 412 Intake
1 Th, 1.25	Read Introduction to Myth of Silent Spring	Review Weekly Critical Analysis Assignment Lecture
2 Tu, 1.30	Read Chapter 1 “ <i>I Think Less of the Factory than of My Native Dell</i> ” from Myth of Silent Spring	Lecture
2 Th, 2.1	Submit Weekly Critical Analysis Journal 1 (due before Thursday class)	Finish Lecture, Critical Analysis Journal Shares, Yosemite Discussion
3 M, 2.5	Last Day to Drop/Add classes without petition and without a “W” assigned. (Students are responsible for withdrawing from any courses)	
3 Tu, 2.6	Read Chapter 2, Myth of Silent Spring: Why Don't They Dump the Garbage on the Bully Yards	Asynchronous Lecture and Interactive Discussion Posts Feedback on Critical Analysis Journals from Chapter 1
3 Th, 2.8	Submit Weekly Critical Analysis Journal 2 (due before Thursday class)	Discussion and Activities Introduce Short Paper 1 – Assignment details
4 Tu, 2.13	No reading; work on short papers!	NEPA Lecture
4 Th, 2.15	Short Paper 1 Due	Federal Agency Discussion

Week/ Date	Assignments and Readings (To be completed before the start of class)	In Class Topic
5 Tu, 2.20	Read Chapter 3 and pp 138-143 + pp 158- 159 of Conclusion to <i>Myth of Silent Spring:</i> <i>Massive Mobilization for a Great Citizen Crusade</i>	Lecture - Citizen Led Efforts
5 Th, 2.22	Submit Weekly Critical Analysis Journal 3 (due before Thursday class)	Discussion and Activities; Conclude Myth of Silent Spring https://www.environmentandsociety.org/exhibitions/rachel-carsons-silent-spring
6 Tu, 2.27	Work on short papers!	Watch <i>Fierce Green Fire</i> film
6 Th, 2.29	Short Paper 2 Due	Finish <i>Fierce Green fire</i> ; with discussion Big 10 Environmental Organizations Discussion
7 Tu, 3.5	Read Bron Taylor's <i>Tributaries of Radical Environmentalism</i>	Lecture and Discussion: Radical Environmentalism and the Ecocentrists
7 Th, 3.7	Read Hernandez chapter 6, "Tierra madre: Indigenous Women and Ecofeminism" from <i>Fresh Banana Leaves</i> Submit Weekly Critical Analysis Journal 4 (due before Thursday class) – draw from both Taylor and Hernandez readings	Lecture and Discussion: Ecofeminism, Women and the Environment
8 Tu, 3.12	Work on short papers!	Asynchronous Activity, No In-Person Class this Week Timeline of Events and People
8 Th, 3.14	Environmental Organization Research – Short Paper 3 Due	Asynchronous Short Paper Discussion, No In-Person Class this Week

Week/ Date	Assignments and Readings (To be completed before the start of class)	In Class Topic
9 Tu, 3.19	Read <i>Preface and Introduction</i> from <i>Settler Cannabis</i>	Watch Warrior Women and Submit to Online Discussion
9 Th, 3.21	Read Chapter 1: Gold, Greed, and Genocide from <i>Settler Cannabis</i> . Submit Weekly Critical Analysis Journal 5 (due before Thursday class)	Discussion: Settler Colonialism and Warrior Women Introduce Salmon and Acorns
10 Tu, 3.25	No Classes, Spring Break	
10 Th, 3.27	No Classes, Spring Break	
11 Tu, 4.2	Read pp. 88-103, pp. 114-128 from <i>Salmon and Acorns</i> Chapter 2 – Ecological Dynamics of Settler-Colonialism	Three views of Forestry and Fire Management
11 Th, 4.4	Submit critical dialogue notes	Critical Dialogue 1
12 Tu, 4.9	Read <i>Salmon and Acorns: Chapter 3 – Research as Resistance</i>	Lecture with Discussion
12 Th, 4.11	Submit critical dialogue notes	Critical Dialogue 2
13 Tu, 4.16		Sovereignty + Nation to Nation Relations + Introduce Final Paper Assignment
13 Th, 4.18	Read <i>Settler Cannabis: Ch. 4 – Whose Land?</i> Submit critical dialogue notes	Critical Dialogue 3
14 Tu, 4.23	Read <i>Settler Cannabis: Ch. 5 - Weed Greed</i> Submit critical dialogue notes	Critical Dialogue 4
14 Th, 4.25	Read Conclusion from <i>Settler Cannabis</i>	Write-pair-square-share Wrap-Up: What decolonization can contribute to environmental thought and practice Final Paper Work Library research guidance
15 Tu, 4.30	Submit detailed outline part 1	Research and Writers' Workshop – Outlines and Thesis/Framing Guidance
15 Th, 5.2	Submit detailed outline part 2	Writers' Workshop - Outlines
16 Tu, 5.7	Submit detailed outline part 3	Writers' Workshop – Pomodoro Technique
16 Th, 5.9	Work on final papers!	Last Day of Instruction

	Complete course evaluations, extra credit if 80% participation	Writers' Workshop – Pomodoro Technique Where We've Been and Where We are Going – A Collaborative Praxis
17 Th, 5.16	Final Paper Due, Assessment Period , Thursday, 3:30 p.m. **No late papers accepted**	No Class

University COVID-Related Policies

Anyone sick or symptomatic should not come to class or work. Please check the CSUMB website for [Coronavirus policies and procedures](#). If you test positive for COVID-19, please report this to the University by submitting a **COVID-19 reporting form** to support continued exposure tracing. Anyone who has confirmed or believes they may have been exposed to a COVID-19-positive person should also **report the exposure** and test within 3-5 days of exposure. While not symptomatic, close contacts should wear a mask in all indoor public spaces for up to 10 days and continue assessing for symptoms as recommended by the **California Department of Public Health COVID-19 guidance**. The university will remain a mask-friendly campus and will continue to provide free masks, including 3-ply surgical and KN95 options, at these eight locations:

- [Alumni Visitor Center](#) | Info desk at main entrance
- [Building 12](#) | Housing Office
- [Building 47](#) | Student Service Center lobby
- [Library](#) | First floor
- [Otter Sports Center](#) | Info desk at main entrance
- [Otter Student Union](#) | Info desk at main entrance
- [Promontory Housing Office](#) | Building B
- [University Center](#)

The COVID endemic continues to change and these requirements may change during the semester.

Care Team

As your instructor I care about you as a person. Thus, if you stop coming to class, skip an exam, do not respond to emails, then I will be compelled to contact the [CSUMB CARE Team](#) to make a referral. They will then reach out to you to make sure you are not in distress. If you know you are going to be away or non-communicative, then please let me know in advance and this will not trigger the referral.

University Services and Policies

CSUMB has a variety of programs designed to help students thrive in college and graduate in a timely manner. If you have the desire to get more out of your CSUMB course and community work, increase your foundational academic skills, and graduate on time, please take advantage of these programs. Many students avoid these programs because they view seeking such help as a sign of weakness. However, in reality, many motivated and successful students take advantage of these services. If you are thinking of these services as an indicator of weakness, try thinking about them as openness to learning and growing.

1. **Official Communication.** CSUMB policy establishes email as the primary and official means of communication from California State University, Monterey Bay to students. This includes faculty communication to students and will be used for communication in this course. Students are therefore expected to check their email on a frequent basis. Also look for information on the course website. The site contains all the information you will need for the course. This includes all homework assignments, topic schedule, lab schedule and any other information you need.
2. **Enrollment and Registration Policy.** The purpose of this policy is to provide students with the information they need to pro-actively manage and assess their academic career at California State University, Monterey Bay (CSUMB). This policy includes information about adding and dropping courses as well as other information related to enrollment and registration. Please go to: <https://csumb.edu/policy/enrollment-and-registration-policy>
3. **Academic Integrity.** Academic integrity is of central importance to an education at CSUMB. The core of this integrity resides in the scholastic honesty of the CSUMB community and, therefore, is the responsibility of all students and faculty to uphold and maintain. Forms of academic dishonesty include cheating, fabrication, plagiarism, use of Artificial Intelligence as your own work, and collusion in any of these activities. Students discovered to have engaged in academic dishonesty will be sanctioned. For more information regarding the Academic Integrity Policy, please go to: <https://csumb.edu/policy/academic-integrity-policy/>
4. **Students with Disabilities.** Students with disabilities who require accommodations such as time extensions or alternate media format must present verification from Student Disability Resources as soon as possible. **Please schedule an appointment to discuss your specific needs with me.** If you think a disability may impact your performance in this class, please meet with SDR professional staff in the Health and Counseling Centers Building (#80) or call 582-3672.
Email: StudentDisabilityResources@csumb.edu
Phone: (831) 582-3672 voice, or 582-4024 fax/TTY
Website: <http://sdr.csumb.edu/>
5. **Learning environment** – Students and faculty each have responsibility for maintaining an appropriate learning environment. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

6. [Collection of Student Work](#). CSUMB is committed to providing excellent and innovative curricula and educational opportunities to its students. To help us maintain quality academic offerings and to conform to institutional and professional accreditation requirements, the University and its programs regularly examine the effectiveness of the curricula, teaching, services, and programs the University provides. As CSUMB sees appropriate, it may obtain, assess, and retain samples of student work from representative courses. This work might include papers, exams, creative works, recordings of oral presentations, or portfolios developed and submitted in courses or to satisfy the requirements for degree programs as well as surveys, focus group information, and reflective exercises. Instructor and student names will not appear in any assessment results and assessment results will have no impact on student grades, instructor evaluations, or instructor employment.
7. [Center for Student Success \(CSS\)](#). CSUMB works to make sure that all students are succeeding in their courses. To ensure that this takes place, if you are falling behind or are missing classes, I strongly encourage you to schedule an appointment with the Center for Student Success to create an Academic Success Plan and get back on track. The CSS offers services such as one-on-one support, peer mentoring, and study skills workshops. CSS is located in the Library, 2nd Floor, Suite 2163. Phone: (831) 582-3165.
8. [Cooperative Learning Center \(CLC\)](#). CLC is a campus-wide tutoring program that is free and open to all students. CLC seeks to provide high-quality learning assistance in computer technology, math, science, writing, languages, and study strategies aimed at enhancing learning needs at all ability levels. CLC works with students to expand their knowledge and abilities by empowering them to become independent learners. CLC tutors, staff, and faculty work together to design and offer effective collaborative, and active learning experiences. We provide tutors with the opportunity to develop teaching, leadership, and communication skills. CLC is located in the Library, 2nd Floor. Phone: (831) 582-4104.
9. [Wellness](#). CSUMB believes that wellness matters. As a college student, you may sometimes experience problems with your wellness that interfere with academic success and negatively impact daily life. An important part of college is learning how to respond to these problems and seek guidance. Departments within Health & Wellness Services can support you in achieving and maintaining physical, mental, emotional, and spiritual wellness. To learn more about these resources go to csumb.edu/hws.
10. [Sexual Misconduct, Dating and Domestic Violence, and Stalking](#).
CSUMB is committed to creating and sustaining an environment free of sexual misconduct, dating and domestic violence, and stalking. If you experience any of these forms of misconduct, CSUMB encourages you to utilize the resources described below.

To report any type of misconduct: University Police Department Emergencies: 911

Title IX: Discrimination, Harassment, and Retaliation Office Non-emergencies: 831-655-0268
Call: 831-582-3510 Email: wensmith@csumb.edu Email is recommended for fastest response

For confidential support: Campus Advocate/Monterey County Rape Crisis Center Personal Growth and Counseling Center (PGCC) Call or text: 831-402-9477 Call: 831-582-3969 24 hour crisis line: 831-375-4357

Any CSUMB staff or faculty member other than the campus advocate or PGCC counselors who are told about student experiences of misconduct must report information to the Title IX office. Only PGCC and campus advocate staff can keep such information confidential.

11. Veterans and Active Duty Military Personnel.

“Veterans, active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.”