

SHS AP Environmental Science 2021 Summer Assignment:

Welcome, Bearcats, to AP ENVIRONMENTAL SCIENCE (APES)!!

My name is John Nikirk. I will be teacher for this course, though *facilitator* might be a better term.

Be prepared for something different. This is an AP class, yes, and that means there will be AP testing, and that means we will be preparing for that. Otherwise, this is a class where you can reach out and make a difference in your world.

We will be looking at everything that involves this beautiful, great big blue & green Earth! We will be taking a scientific approach to making the world a better place, and you will have the opportunity to take an active role in making that happen!

We will be keeping as much of this class as we can *online*. We will have online classrooms, Canvas and AP Classroom, and we may employ Discord or Remind or other apps to augment our communication and the work that we do.

I intend for our work in this class to be more than just theory - more than just AP testing and AP credit. I intend for us to produce REAL work, and *SHIFT* the thinking in our community. So, be prepared to put your creativity and energy into real purpose – and make *shift* happen!

Regarding the Summer Assignment...

The following Summer Assignment is DUE BEFORE SCHOOL STARTS, on August (?). Please take proper note of that! This will be a precursor for the work we do this year. It is not terribly extensive. It is not intended to be “busy work”, but to provoke discussion and creative thinking and to spark a direction of purpose.

Although it has a due date of Aug. 7, I would like for you to **communicate with me ASAP on this assignment.** I want you all to take and OWN a different topic for this assignment. PLEASE involve me in the process of your decision on what you work on. And, if you have a *related* topic that is close to you heart, bring it on. Let’s talk, and make that happen.

This is being delivered to you in email, but will also be available on the SHS web page for Summer assignments (here) and in the Canvas Classroom for APES.

Have a Great Summer!

Summer Assignment: (To be completed by **August 7**)

One of the focus areas in the study of Environmental Science is the issue of “the commons”, the areas and components of our natural resources that we all must share (land, air, water, wildlife, etc.) and where the responsibilities lie with their use and stewardship.

Over the last 100 years, legislation has been put in place, in the US and internationally, to protect and promote environmental concerns. Until last November, the recent US administration had made sweeping rollbacks, repeals, and other changes to those regulatory efforts – in the direction of placing commercial interests first. The new administration, however, has begun making changes in the direction of swinging the focus back toward striking a balance between commercial interests with ecological preservation.

Your Summer assignment is to research one of these legislative “channels”. You will look at the life cycle of one piece of environmentally-focused legislation (or treaty), from its origin and original purpose, through enactment and its products, and into the recent changes or remissions. You will produce thorough arguments “in support of”, as well as “in opposition to” the legislation and the changes to it. Your work will need to be in the form of the following:

- A full-page document – 1 page – front only, with size 11 font, double-spaced, margins of 1-inch or less, in MS Word, plain text, or Adobe PDF format.
- Begin with an introductory, and an easy-to-follow, summary explaining the origins and purpose of the original legislation.
- Then describe the recent changes to that legislation including the pertinent parties involved with the mission to change the legislation.
- Then produce three or more distinct bullet-point arguments supporting the recent legislative change and three bullet-point arguments opposing the change and in favor of leaving the original legislation intact. It is vital that you understand BOTH sides.
- Then, explain the likely effects of the legislative changes.
- And, most importantly, prepare to lead a discussion in class to provoke deeper reflection on the ramifications of these efforts to control our interaction with our world and its resources. Take your topic, and take a stand! (Also, prepare and document a couple of open-ended thought-provoking questions to ask your classmates to spur the discussion.)
- Identify your sources of information and provide URL links to the complete text of these sources.

The following articles may help you choose an item to cover:

<https://www.nytimes.com/interactive/2020/climate/trump-environment-rollbacks.html>

<https://www.nationalgeographic.com/news/2017/03/how-trump-is-changing-science-environment/>

<https://www.wilderness.org/articles/blog/how-did-biden-do-first-100-days-climate-and-environment-goals#>

PLEASE remember to email me with your requested topic. I would like us to avoid duplicates. First come, first served.