

Environment & Society
ENVA 109
MWF 1-2:05pm; Cowell 314

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Overview

"Environment & Society," the foundation course for all Environmental Studies majors and minors at USF, is built on the premise that environmental problems are not problems of the environment at all. Rather, they are human problems. Humans, like all species, use the environment as both a place to gather resources and to dispose of our waste. These uses of the environment become "problems" only when they cause environmental change that impinges on the environment's ability to continue providing the resources or waste processing services humans demand.

How we come to "discover" that human activity is causing environmental changes, the process of coming to a collective agreement that the changes are detrimental and warrant action, deciding on a plan of action, determining who will bear the costs of action, and monitoring whether the chosen actions minimize, halt, or reverse the observed changes, are all human social endeavors.

But even this orientation makes certain assumptions that might need to be questioned. For example, what is the relationship between humans and nature, or between society and the environment? Are we part of it or separate from it? Is the environment something "out there" to be studied, mastered and controlled? Further, when the environmental changes that societies have created exist on a global scale, what is our relationship to these changes at our individual scale? How we answer these questions will inform our orientations as individuals, as citizens, and as members of both local and global communities, to each other and to our planetary home.

Consequently, the aim in this course is to begin to understand how the range of human knowledge—from scientific knowledge essential to first identifying environmental changes, to humanistic knowledge about human beliefs and worldviews, to social scientific knowledge about the roles of culture and social institutions in shaping the human psyche and social behavior—can be integrated toward an understanding of the human causes of, and responses to, environmental changes.

In particular, we will examine historical, political, economic, sociological, psychological, and cultural and moral perspectives on the human-environment relationship. The interdisciplinary field of environmental studies integrates an understanding of these perspectives with a scientific understanding of ecosystem processes.

In addition, we will examine the trend toward "localization," which focuses on community self-reliance and resilience, as a response to global environmental changes. What does localization look like? What is its relationship to globalization, the phenomenon that has dominated sociocultural and economic life for the last half century? Can localization happen in a way that eliminates rather than exacerbates social inequalities?

The Journey

Explorations of big questions like these is best approached as a collective journey. Your job is to become a willing participant in the journey. This means coming to class prepared by having completed each day's required readings in advance of class. It means contributing during class discussions but also listening to your peers. And it means communicating outside of class if you are unable to meet these expectations.

Class Structure

Time spent in class will be devoted to a combination of traditional and interactive lectures, full class and small group discussions, in-class exercises, and small group activities.

Course Learning Outcomes

Students will be able to:

1. systematically and logically employ historical, political, economic, sociological, psychological, and cultural and moral perspectives to address the interrelationship of human behavior and environmental change;
2. analyze and evaluate the various explanations social scientists offer for human-caused environmental problems;
3. demonstrate an understanding of the significance of race-, class-, and gender-based environmental inequalities, and how overcoming environmental inequalities improves the human condition and promotes social justice;
4. articulate a desired journey toward a personal orientation to your place on earth as a social being in a community of humans and as a biological being in relation to all things nonhuman.

Assessment of Learning Objectives

The Journal (30%)

It's no coincidence journal and journey share the same root. Journeys are best charted by journaling. This class requires that you buy and keep a journal exclusively for this class. You must bring this journal to every class.

The journal should include an entry for everything you've read for class. These entries might be, for example, excerpts that you particularly liked from a reading,

questions that occurred to you during a reading, or a critique of a reading.

There should also be an entry for each class meeting in which you reflect on the lecture, discussion or other activities of the class. Were there new or different perspectives introduced that you hadn't considered during your reading? Were there disagreements that were explored during a class discussion and, if so, where do you stand on the issue? You might also jot down ideas or questions that you were unable to share during class discussion.

You might think of the journal as a place to "take notes." But your notes should not be mere transcription. I will make all slides available so there is no need to copy down text from slides. Listening to a lecture is a process of creative assimilation and reflection and your journal should be the place where you engage with our lectures and class materials to prompt further thoughts and possibilities. It should be a place where you not only record matters that we or your fellow students raise that you find important and relevant but it should also provide a record of your own ideas and responses.

Once in the middle of the semester and again at the end of the semester you will meet with me to discuss your journal.

"A Walk Across..." Assignment (20%) (DUE April 12)

Three of the four assigned books are about a journey. For this assignment you will take your own micro-journey over the course of a single day. You will design your journey to discover, explore, observe or otherwise engage with some part of a city and its people. For example, San Francisco is roughly 7 miles across in both east-west and north-south directions. You might choose to walk those 7 miles. Or if you are visiting home before the assignment is due you might want to do something similar but in the place where you're from. Sarah Van Gelder's journey is taken in a truck so don't feel like you have to walk. Your choice of mobility will be part of the journey and part of the story you tell.

For the assignment itself, you will construct a story around your journey that conveys something about the people you met, the connections you made, the things you learned, and what they all have to do in terms of your personal journey through life and in terms of your understanding of your place on Earth. The story might be told creatively (e.g., through poetry, audio, video, or photography) or you might prefer to document it in traditional written narrative form. Or maybe you have some other creative idea (e.g., Instagram Stories?)

Localization Field Research Assignment (25%) (DUE May 8)

You will find an instance of a movement, enterprise, innovation, or other phenomena that fits the "localization" orientation and philosophy explored in class. You will spend time in this place and interacting with the people behind the effort in order to describe and assess your chosen localization field study site. This might entail volunteering, participating, or otherwise engaging in events, meetings, work parties, or other

activities where community members come together to reinvent, rebuild, or increase the resilience of a community through a focus on the local.

Final Exam (15%)

The final will be a take-home short-essay exam. You will have three prompts to choose from. Each will require you in some way to integrate what you've learned over the semester.

Contribution to Learning Community (10%)

Participate actively in your own education by being in class with your reading and other assignments not only done, but done with curiosity, passion and interest. Be fully present when reading for class. Enter into a conversation with the text. Write in the margins. Transcribe those notes to your journal. Bring your journal to class and share your curiosity. In class, participate fully and meaningfully. Make a positive contribution to the experience of your peers. Listen actively to others and respond in ways that reflect what you've heard. Ask questions, even dumb ones. Challenge our thinking. Challenge your own. If you tend to talk a lot in class, use the opportunity to listen and observe more. If you tend to be quiet in class, we can help you.

Reading is a hands-on activity, so bring your books and other reading material with you (especially notes on anything you read digitally). Know the day's reading so well that you could talk about it on your own for at least five minutes. Know details from the text as well as big ideas. Know what you like or don't like about the reading, and notice your own responses to it. And then go beyond. Know what you don't know about it as well

Act in accord with the values of honesty, integrity and excellence. Conduct yourself in ways that lead your peers to respect and count on you.

Grading

Each assignment will be assigned a grade on a 100-point scale according to criteria laid out for each assignment. Point totals will be weighted as indicated above and summed for a Final Grade calculated on the following scale: A (93-100); A- (90-92); B+ (88-89); B (83-87); B- (80-82); C+ (78-79); C (73-77); C- (70-72); D (60-69); F (< 60).

Other Policies

Technology

You may not have any digital devices out during class. You will have taken notes in your journal while completing assigned readings and can refer to these as needed. On occasion I may ask someone with a laptop or tablet to look something up for the purpose of discussion. Please speak with me in advance if you feel that having assigned digital readings in front of you during class is a necessity and we can work out an arrangement.

In-class behavior

In accordance with the Technology policy, computers, cell phones, tablets and other digital devices must be put away during class. Students may bring food and/or drinks to class as long as it is not disruptive. Do not pack books and prepare to leave until class is officially over. Occasional whispered conversations with classmates is permitted, though never when other students are speaking. Inappropriate side conversations or other disruptive behavior are grounds for asking you to leave the classroom (see the Student Conduct Code referenced at the end of the syllabus).

Absences

You are permitted three absences. After three absences, your final semester grade will drop by 1/3 of a letter grade; after four, it will drop a full letter grade. After five absences, you may receive an F for the semester. Three tardy arrivals equal one absence. If you are more than 15 minutes late, you will be counted absent.

I do not accept nor do I wish to see documentation for excused absences. It is extraordinarily rare that someone has more than three university-approved absences in a term. Therefore you should manage your absences. I would advise that you do not use up your allotted absences early in the semester as you may discover late in the semester that you have a legitimate reason for being absent but have no remaining absences in the course.

Late assignments

Except in cases of documented illness or family emergency, you may not turn work in late. You accept a 0 for that assignment.

Makeups/Extra Credit

The assigned work in this course is relatively light in terms of the number of hours to complete it. I suggest that you focus on organizing your time so that you allow yourself sufficient time to do your best work on each assignment. Poor performance on an assignment is usually due to lack of preparation and dedication. Allowing makeups would be like rewarding lack of preparation and dedication

Required Texts/Materials

- *Ecotopia*, Ernest Callenbach
(any edition is fine; used copies can usually be found for a couple of dollars in bookstores or at online used book sites)
- *A Walk Across America*, Peter Jenkins
(any edition is fine; used copies can usually be found for a couple of dollars in bookstores or at online used book sites)
- *Planetwalker: 22 Years of Walking, 17 Years of Silence*, John Francis
(get the 2009 edition, available for a few books on most used book sites)

- *The Revolution Where You Live: Stories from a 12,000-Mile Journey through a New America*, Sarah Van Gelder
(this book is new and costs \$18.95 at Amazon or can be had digitally for \$10)
- A Journal (a standard composition notebook would be ideal)
- All other assigned readings are either hyperlinked below or available on Canvas

COURSE CALENDAR

Week 1: Reflections on Environment and Society, Nature and/of Humans

Monday (1/23)

- Welcome, introductions, “Why are we here?”

Wednesday (1/25)

READINGS TO COMPLETE FOR TODAY:

- [“The Day It All Ended,”](#) Charlie Jane Anders
- [“Time Capsule Found on the Dead Planet,”](#) (Margaret Atwood, The Guardian)
- “The Human Nature of Unsustainability,” William Rees, pp. 194-203 in *The Post Carbon Reader: Managing the 21st Century’s Sustainability Crisis*, Richard Heinberg and Daniel Lerch, eds. (Healdsburg, CA: Watershed Media, 2010)

Friday (1/27)

READINGS TO COMPLETE FOR TODAY:

- [“A Psyche the Size of the Earth,”](#) James Hillman (Ecological Buddhism: A Buddhist Response to Global Warming)
- “Technology, Trauma, and the Wild,” Chellis Glendenning, pp. 41-54 in *Ecopsychology: Restoring the Earth, Healing the Mind* Roszak et al. (Eds.) (San Francisco, Sierra Club Books, 1995)
- “From House to Home: A Parable,” Thomas Princen in *Treading Softly: Paths to Ecological Order* (Cambridge, MA: MIT Press, 2010)

Week 2: Environmental Problems as Human Problems--The Problem of Perspective

Monday (1/30)

READINGS TO COMPLETE FOR TODAY:

- [“The Trouble with Wilderness; or, Getting Back to the Wrong Nature,”](#) William Cronon, pp. 69-90 in *Uncommon Ground: Toward Reinventing Nature* (New York: W.W. Norton & Co., 1995)
- [“The Ecocorealist Manifesto,”](#) Gregg Easterbrook, excerpted from *A Moment on the Earth* (Penguin Books, 1995)

Wednesday (2/1)

READINGS TO COMPLETE FOR TODAY:

- Lynn White, Jr. 1967. "The Historical Roots of Our Ecological Crisis." *Science* 155(2).
- *A Walk Across America*, Peter Jenkins, Chapters 1-5

Friday (2/3)

READINGS TO COMPLETE FOR TODAY:

- *A Walk Across America*, Peter Jenkins, Chapters 6-11

Week 3: Perspectives on the Commons

Monday(2/6)

READINGS TO COMPLETE FOR TODAY:

- "[The Tragedy of the Commons](#)," Garrett Hardin, *Science* vol. 162 (1968, 13 December): 1243-48.
- "Commons," chapter 3 in *Humans in the Landscape: An Introduction to Environmental Studies*, Kai N. Lee, William R. Freudenburg and Richard Howarth (Eds.), (New York: W.W. Norton & Co., 2013)

Wednesday (2/8)

READINGS TO COMPLETE FOR TODAY:

- "[Elinor Ostrom Wins Nobel for Common\(s\) Sense](#)," Fran Korten, *Yes! Magazine*
- "[All that we share](#)," Jay Walljasper, *Yes! Magazine*
- *A Walk Across America*, Peter Jenkins, Chapters 12-17

Friday (2/10)

READINGS TO COMPLETE FOR TODAY:

- *A Walk Across America*, Peter Jenkins, Chapters 18-21

Week 4: Commons Complexities—Markets, Politics, Ethics

Monday (2/13)

READINGS TO COMPLETE FOR TODAY:

- *A Walk Across America*, Peter Jenkins, Chapters 22-30
- *Planetwalker*, John Francis, Chapters 1-3

Wednesday (2/15)

READINGS TO COMPLETE FOR TODAY:

- *Planetwalker*, John Francis, Chapters 4-6

Friday (2/17)

READINGS TO COMPLETE FOR TODAY:

- *Planetwalker*, John Francis, Chapters 7-9

Week 5: Seeking Equity and Justice—Environmentalism of Rich and Poor

Monday (2/20)

President's Day Holiday (no classes)

Wednesday (2/22)

READINGS TO COMPLETE FOR TODAY:

- *Planetwalker*, John Francis, Chapters 10-20 (+Epilogue)

Friday (2/24)

READINGS TO COMPLETE FOR TODAY:

- "Environmental Inequality and Environmental Justice," Michael Mascarenhas, pp. 127-141 in *Twenty Lessons in Environmental Sociology*, Kenneth A. Gould and Tammy L. Lewis (eds.), (New York: Oxford, 2009)
- "Environmental Movements in the Global South," Tammy L. Lewis, pp. 244-254 in *Twenty Lessons in Environmental Sociology*, Kenneth A. Gould and Tammy L. Lewis (eds.), (New York: Oxford, 2009)

Week 6: The Death of Environmentalism?

Monday (2/27)

READINGS TO COMPLETE FOR TODAY:

- "[The Death of Environmentalism: Global Warming Politics in a Post- Environmental World](#)," Michael Shellenberger and Ted Nordhaus

Wednesday (3/1)

- "Individualization: Plant a Tree, Buy a Bike, Save the World?" Michael Maniates Maniates, *Global Environmental Politics* 1(3) (2001): 31-52.
- "[Forget Shorter Showers: Why personal change does not equal political change](#)," Derrick Jensen, *Orion* (July/Aug 2009)

Friday (3/3)

NO ASSIGNED READING

Week 7: Collapse, Transitions, and Socio-Ecological Futures

Monday (3/6)

READINGS TO COMPLETE FOR TODAY:

- "Fossil Fuel Decline," M. King Hubbert, *The Localization Reader: Adapting to the Coming Downshift*
- "Energy Returned on Energy Invested," Adam Dadeby, *The Localization Reader: Adapting to the Coming Downshift*
- "Less Energy, More Equity, More Time," *The Localization Reader: Adapting to the Coming Downshift*

Wednesday (3/8)

READINGS TO COMPLETE FOR TODAY:

- "The Inevitability of Transition," Joseph A. Tainter, *The Localization Reader: Adapting to the Coming Downshift*
- "An Arc of Scenarios," Rob Hopkins, *The Localization Reader: Adapting to the Coming Downshift*

Friday (3/10)

READINGS TO COMPLETE FOR TODAY:

- "[Last Words to an America in Decline](#)," Ernest Callenbach, [TomDispatch.com](#) (2012)

Week 8

3/13-17 Spring Break (no classes)

Week 9: Ecotopia: Is Another Future Possible?

Monday (3/20)

READINGS TO COMPLETE FOR TODAY:

- *Ecotopia*, Ernest Callenbach

Wednesday (3/22)

NO ASSIGNED READING

Friday (3/24)

READINGS TO COMPLETE FOR TODAY:

- "The Futility of Global Thinking," Wendell Berry, pp. 150-156 in *Learning to Listen to the Land*, Bill Willers (Ed.), (Covelo, CA: Island Press, 1991).
- "Global Problems, Localist Solutions," David Hess, *The Localization Reader: Adapting to the Coming Downshift*

Week 10: Localization in Theory and Practice

Monday (3/27)

READINGS TO COMPLETE FOR TODAY:

- "Drivers of Localization," *The Localization Reader: Adapting to the Coming Downshift*
- "The Decentralist Tradition," Kirkpatrick Sale, *The Localization Reader: Adapting to the Coming Downshift*

Wednesday (3/29)

READINGS TO COMPLETE FOR TODAY:

- "Daring to Experiment," Warren A. Johnson, *The Localization Reader: Adapting to the Coming Downshift*
- "Technology at a Human Scale," E.F. Schumacher, *The Localization Reader: Adapting to the Coming Downshift*

Friday (3/31)

READINGS TO COMPLETE FOR TODAY:

- "Localization in Practice," *The Localization Reader: Adapting to the Coming Downshift*
- "Conserving Communities," Wendell Berry, *The Localization Reader: Adapting to the Coming Downshift*
- "The Competitiveness of Local Living Economies," Michael H. Shuman, pp. 283-291 in *The Post Carbon Reader: Managing the 21st Century's Sustainability Crisis*, Richard Heinberg and Daniel Lerch, eds. (Healdsburg, CA: Watershed Media, 2010)

Week 11: The Revolution Where You Live

Monday (4/3)

READINGS TO COMPLETE FOR TODAY:

- *The Revolution Where You Live*, Sarah Van Gelder, "Prologue," "Introduction" and Chapters 1-3

Wednesday (4/5)

READINGS TO COMPLETE FOR TODAY:

- *The Revolution Where You Live*, Sarah Van Gelder, Chapters 4-5, "Relationship to Earth/Place, and Chapter 7

Friday (4/7)

READINGS TO COMPLETE FOR TODAY:

- *The Revolution Where You Live*, Sarah Van Gelder, Chapters 8-12, and "Relationship to Our Economies"

Week 12: The Revolution Continues

Monday (4/10)

READINGS TO COMPLETE FOR TODAY:

- *The Revolution Where You Live*, Sarah Van Gelder, Chapters 13-17

Wednesday (4/12)

READINGS TO COMPLETE FOR TODAY:

- *The Revolution Where You Live*, Sarah Van Gelder, Chapters 18-20, "Relationship to Self," "Epilogue," and "Ways to Reclaim Local Power"

Friday (4/14) Easter Holiday (no classes)

Week 13: Sustainability Transition...

Monday (4/17)

READINGS TO COMPLETE FOR TODAY:

- “Promoting a Partnership Society,” Lester Milbrath, *The Localization Reader: Adapting to the Coming Downshift*
- “Adaptive Muddling,” Raymond De Young and Stephen Kaplan, *The Localization Reader: Adapting to the Coming Downshift*

Wednesday (4/19)

READINGS TO COMPLETE FOR TODAY:

- "Tools for the Transition," Meadows, Randers and Meadows, *The Localization Reader: Adapting to the Coming Downshift*
- "Downshift/Upshift: Our Choice," Raymond De Young and Thomas Princen, *The Localization Reader: Adapting to the Coming Downshift*

Friday (4/21)

READINGS TO COMPLETE FOR TODAY:

- TBD

Week 14: ... or Resilience-building?

Monday (4/24)

READINGS TO COMPLETE FOR TODAY:

- [“A Very Short Primer on Resilience,”](#) Neal Gorenflo, Shareable.net
- “From Sustainability to Resilience: Advance or Retreat?” Ernest J. Yanarella and Richard S. Levine, *Sustainability* 7(4): 197-208 (2014)

Wednesday (4/26)

READINGS TO COMPLETE FOR TODAY:

- [“The Rise of Resilience: Linking Resilience and Sustainability in City Planning,”](#) Timon McPhearson, *The Nature of Cities*
- [“The Resilience of Neoliberal Urbanism,”](#) Tom Slater, [opendemocracy.net](#) (2014)

Friday (4/28)

READINGS TO COMPLETE FOR TODAY:

- “The Disastrous and Politically Debased Subject of Resilience,” Julian Reid, *Development Dialogue* 58(April): 67-80 (2012).

Week 15: Race, Class and Gender in a Localized World

Monday (5/1)

READINGS TO COMPLETE FOR TODAY:

- “Does Black Power Fit with Green Power?” Marcellus Andrews, pp. 45-46 in *All That We Share: A Field Guide to the Commons*, Jay Walljasper (Ed.), (New York: The New Press, 2010)
- “New Hope for Bridging America’s Economic Divide,” Dedrick Muhammad and Chuck Collins, pp. 113-118 in *All That We Share: A Field Guide to the Commons*, Jay Walljasper (Ed.), (New York: The New Press, 2010)

Wednesday (5/3)

READINGS TO COMPLETE FOR TODAY:

- “Re-imagining the Local: Scale, Race, Culture and the Production of Food Vulnerabilities,” Julian Agyeman and Benjamin L. Simons, pp. 85-100 in *Cities, Nature and Development: The Politics and Production of Urban Vulnerabilities*, Sarah Dooling and Gregory Simon (Eds.), (Burlington, VT: Ashgate, 2012).

Friday (5/5)

READINGS TO COMPLETE FOR TODAY:

- “Mediating the ‘white lanes of gentrification’ in Humboldt Park: Community-led Economic Development and the Struggle over Public Space,” Amy Lubitow, pp. 249-259 in *Bicycle Justice and Urban Transformation: Biking for All?* Aaron Golub et al. (Eds.), (New York: Routledge, 2016).
- "[Gentrification, Livable Streets and Community Stability](#)," Chris Carlsson, SFstreetsblog

Week 16: What will your walk look like?

Monday (5/8)

Presentations of *Localization Field Research Assignments*

Wednesday (5/10)

Presentations *Localization Field Research Assignments*

University Policies

Academic Integrity

As a Jesuit institution committed to cura personalis—the care and education of the whole person—USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the University's Honor Code. You can find the full text of the code online at <http://myusf.usfca.edu/academic-integrity/>. The policy covers:

- Plagiarism — intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references.
- Working with another person when independent work is required.
- Submission of the same paper in more than one course without the specific permission of each instructor.
- Submitting a paper written by another person or obtained from the internet.
- The penalties for violation of the policy may include a failing grade on the assignment, a failing grade in the course, and/or a referral to the Academic Integrity Committee.

Students with Disabilities

If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at 415 422-2613 within the first week of class, or immediately upon onset of disability, to speak with a disability specialist.

If you are determined eligible for reasonable accommodations, please meet with your disability specialist so they can arrange to have your accommodation letter sent to me, and we will discuss your needs for this course. For more information, please visit: <http://www.usfca.edu/sds> or call (415) 422-2613.

Behavioral Expectations

All students are expected to behave in accordance with the Student Conduct Code and other University policies (see <http://www.usfca.edu/fogcutter/>). Open discussion and disagreement is encouraged when done respectfully and in the spirit of academic discourse. There are also a variety of behaviors that, while not against a specific University policy, may create disruption in this course. Students whose behavior is disruptive or who fail to comply with the instructor may be dismissed from the class for the remainder of the class period and may need to meet with the instructor or Dean prior to returning to the next class period. If necessary, referrals may also be made to the Student Conduct process for violations of the Student Conduct Code.

Learning & Writing Center

The Learning & Writing Center provides assistance to all USF students in pursuit of academic success. Peer tutors provide regular review and practice of course materials in the subjects of Math, Science, Business, Economics, Nursing and Languages. Other content areas can be made available by student request. To schedule an appointment, log on to TutorTrac at <https://tutortrac.usfca.edu>. Students may also take advantage of writing support provided by Rhetoric and Language Department instructors and academic study skills support provided by Learning Center professional staff. For more information about these services contact the Learning & Writing Center at (415) 422-6713, email: lwc@usfca.edu or stop by our office in Cowell 215. Information can also be found on our website at www.usfca.edu/lwc.

Counseling and Psychological Services

Our diverse staff offers brief individual, couple, and group counseling to student members of our community. CAPS services are confidential and free of charge. Call 415-422-6352 for an initial consultation appointment. Having a crisis at 3 AM? We are still here for you. Telephone consultation through CAPS After Hours is available between the hours of 5:00 PM to 8:30 AM; call the above number and press 2.

Confidentiality, Mandatory Reporting, and Sexual Assault

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on USFs campus with the University. Here are other resources:

To report any sexual misconduct, students may visit Anna Bartkowski (UC 5th floor) or see many other options by visiting our website: www.usfca.edu/studentlife/safer

- Students may speak to someone confidentially, or report a sexual assault confidentially by contacting Counseling and Psychological Services at 415-422-6352.
- To find out more about reporting a sexual assault at USF, visit USFs Callisto website at: www.usfca.callistocampus.org.
- For an off-campus resource, contact San Francisco Women Against Rape (SFWAR) (415) 647-7273 (www.sfwar.org).

Student Accounts - Last day to withdraw with tuition reversal

Students who wish to have the tuition charges reversed on their student account should withdraw from the course(s) by the end of the business day on the last day to withdraw with tuition credit (census date) for the applicable course(s) in which the student is enrolled. Please note that the last day to withdraw with tuition credit may vary by course. The last day to withdraw with tuition credit (census date) listed in the Academic Calendar is applicable only to courses which meet for the standard 15-week semester. To find what the last day to withdraw with tuition credit is for a specific course, please visit the Online Class Schedule at www.usfca.edu/schedules.

Financial Aid - FAFSA priority filing deadline (undergraduates only)

March 2 - Priority filing deadline for FAFSA (The Free Application for Federal Student Aid - <https://fafsa.ed.gov/>) for continuing undergraduates.