

ENVS 161: Introduction to Environmental Studies
Prof. Sally Geislar
Fall 2019

Course Schedule Information.

Number: ENVS 161

Class Meets: TR 9:30-10:45

Room: Madeleva 206

Website: Available in Blackboard

Office & Hours: Spes Unica 352

Mon 10:30-11:30 || Tues 1-3pm ||

Wed 10:30-11:30 & 2-3pm

E-mail: sgeislar@saintmarys.edu

****Please allow up to one 24 hour business day for email replies**

Instructor Contact Information

Course Description

All human life is imbedded within natural environments. This course teaches students to analyze the systemic interaction of human beings with their environments, to identify the interests and values that inform people's decisions about how to treat the world around them, and to engage in informed advocacy on environmental issues. Human interactions with their environments encompass activities as local and ordinary as eating lunch or taking a shower, and issues as global and urgent as the survival of species and global climate change. This course explores the environmental interconnection between ordinary, local actions and global issues of survival.

Intended Learning Outcomes

The primary intellectual goal of this course is to foster your ability to *think environmentally*: to perceive, interpret, and evaluate the physical, psychological, and cultural connections that link human beings to everything that surrounds them and that bind all living things together into the global biosphere that sustains us. Thinking environmentally is also a form of critical thinking, so it has applications far beyond environmental problems as such. Your development of skills in environmental thinking will lead, if we all work together, to the following additional learning outcomes:

Through your work in this course, you will learn to:

- understand impacts of humans' use of their natural environments and the impact on other human communities both historical and contemporary, global and local;
- infer the ethical implications of environmental issues, including the unequal impact of these problems on groups distinguished by species, race, ethnicity, class, and geography;
- find, evaluate, and use information pertaining to environmental issues;
- interpret, analyze, and evaluate written and visual arguments about environmental issues;
- make well-reasoned written, visual, and oral arguments about environmental issues;
- develop strategies to create social, political, and/or economic *change* that would effectively address environmental problems.

The deeper goal of the course is to lead you to begin to develop meaningful answers to the following fundamental questions about your life in the world: *What is the condition of the world around me? How does it work? What is my right place in it? How do I conduct my life in harmony with the world around me? How can I influence change in the world around me?*

Role in the Curriculum

- *Environmental Studies*. ENVS 161 is a required course for Environmental Studies major and minor.
- *Sophia Program*. ENVS 161 fulfills the following Sophia requirements: Historical Perspectives (LO1: Knowledge), Social Responsibility B (LO3: Engagement), and Global Learning B (LO3: Engagement).

Required Texts

Foster, John Bellamy. *The Vulnerable Planet: A Short Economic History of the Environment*. New Ed. Monthly Review Press, 1999. ISBN: 978-1583670194

Keehn, Dorka. *Eco Amazons: 20 Women Who Are Transforming the World*. powerHouse Books, 2011. ISBN: 978-1576875711

Lee, Kai N., William R. Freudenberg, and Richard B. Howarth. *Humans in the Landscape: An Introduction to Environmental Studies*. Norton, 2013.

Leopold, Aldo. *A Sand County Almanac*. Oxford Univ. Press, 1949.

Graded Course Components. Your grade for this course will be based on four components. The percentage each component will contribute to your overall grade is listed here. A brief description of each is below.

Course Engagement	30%
Early and Mid-term Office Visits	
Informed In-class Participation	
Discussion Worksheets (9)	
Reflection Assignments (2)	10%
Essays (2)	40%
Group Project	20%
Total	100%

Course Work

Course Engagement (30%)

Two Office Hour Visits (3% & 2%). This assignment asks students to visit me in office hours at two points in the semester: once in the early part of the term (before Thurs Sept 12th) and once at the midway part (before Thurs Oct 17th). This gives me a chance to get to know you and for both of us to reflect on your progress.

Informed In-class Participation (10%). Class meetings for this course will typically include a mix of lecture, general discussion, and group work. *I expect regular, informed, and engaged participation by all students in the class.* For your participation to be meaningful for yourself and others, it is essential that you complete readings before class, attend class regularly, and contribute to discussion and group work.

Discussion Worksheets (15%, ~1.5% each) Throughout the semester, I will provide worksheets for discussion preparation: completion of the worksheets will prepare you to participate in discussion and contribute toward your overall participation grade. I will not comment on the

discussion worksheets in depth. I will only indicate full, half, or no credit for the assignment. I may comment on ideas that are especially interesting or in need of re-direction, but these comments do not figure into the grade, which is an evaluation of whether the student engaged seriously with the reading material prior to class.

<u>Discussion Worksheets</u>	<u>Due Date</u>
1. Human Systems and Environmental Psychology	Sept 3
2. Natural Cycles and Biological Communities	Sept 10
3. The Commons	Sept 17
4. Environmental Analysis of Property and Money	Sept 19
5. Environmental History	Oct 3
6. The Land Ethic	Oct 17
7. Three Approaches to Environmental Ethics	Oct 29
8. Environmental Justice	Oct 31
9. Cost-Benefit Analysis and the Precautionary Principle	Nov 7

Reflection Assignments (10%)

You will complete two short written assignments of 1-2 pages each. You will reflect from your personal perspective on environmental issues under consideration at the time of the assignment. These reflections will be evaluated on the basis of the depth of your reflection and its illumination of the topic under consideration. Students should link their personal perspective to the course content explicitly by using relevant concepts or discussing the readings or course themes.

<u>Reflection Assignment (5% each)</u>	<u>Due Date</u>
1. Ecological Footprint Reflection	Aug 29
2. Thinking Environmentally	Dec 12

Essays (40%). There will be two formal essays of 5-7 pages in length. The essay assignments ask you to analyze a significant cultural institution that influences humans-environment interactions. These essays will encourage you to develop your skill at interpreting and explaining environmental issues from multiple perspectives, to recognize the multiple connections that influence the development of environmental problems, and to organize and express your ideas about environmental issues clearly and coherently.

<u>Essay (20% each)</u>	<u>Due Date</u>
1. Commons Essay	Oct 8
2. Environmental Ethics Essay	Nov 21

Group Project (20%). Your work in the course will culminate in a group project in which group members work together to create a plan for a coordinated advocacy campaign addressing a significant environmental issue. This project will include an oral presentation with audio-visual support and an organizing program. The presentation will take place at the time scheduled for the class's final exam.

Course Policies

Statement re Disabilities

If you have had documented academic adjustments (accommodations) in the past, or think you may be eligible for them presently, you should contact Ms. Iris Giamo in the Disabilities Resource Office (DRO), Madeleva 103C, by email (igiamo@saintmarys.edu) for an appointment

to address this matter. The DRO is responsible for coordinating academic accommodations each semester and will issue a letter of documentation to your faculty for the current semester. I must receive a letter of eligibility from the DRO on your behalf in order to honor any requests for such accommodations. Securing reasonable accommodations requires timely action on the part of the student. Please contact me for an appointment to discuss how we will implement your accommodations.

Attendance Policy

While I expect full and engaged attendance, I will not take daily attendance for this course. Nevertheless, I find it good practice to list the College's excused absence policy (as of 08/07/2019) here: "In the case of an excused absence, a student is entitled to make up any major assignments that were missed. Students receive excused absences when seriously ill and certified by a doctor; weddings or funerals in the student's family; and participation in varsity sports, college music or dance group, or an ROTC activity."

If you plan to or unexpectedly miss a class, it is your responsibility to ensure that you submit any assignments (including discussion questions), obtain any information you missed, and that you have a clear understanding of the reading for that day. Your first step should be to reach out to fellow classmates for support, and always feel free to come to the professor's office hours to discuss course issues.

Changes to Course Readings or Schedule

This syllabus is a "living document" and is subject to change. Any changes to course readings and or schedule will be made in advance via Blackboard and students will be notified via their Saint Mary's email account, so please check this account at least once a day.

Cancellation of Class Meetings

If I have to cancel class on short notice, I will notify students via e-mail. If I am not present when class begins, students should wait 15 minutes. If I do not arrive after 15 minutes and no one brings a message about my late arrival, students should consider class canceled. I have never had to put this policy into practice and don't anticipate doing so now, but the point of having such a policy is to provide an orderly way to deal with contingencies if they arise.

Academic Integrity

Academic Integrity is vital to the fundamental purposes of research and education. If you value your own education, you will diligently uphold the principles of Academic Integrity. A violation of Academic Integrity (including misrepresenting the work or ideas of others as your own or cheating on an exam) is grounds for failure on the assignment, and notice must given to the Academic Affairs Office. A second offense will result in failure of the course and additional penalties as determined by the College up to and including expulsion from the College. Early in the course, we will review the principles of Academic Integrity to ensure we all have a shared understanding of their application. In the meantime, I encourage you to review the College's Statement of Academic Honesty at <https://www.saintmarys.edu/portal/first-year/policies>. It explains the standards of our community and the conduct required of both students and faculty to maintain those standards.

Assignments

All assignments are **due at prior to class time on Blackboard** on the day they are listed "Due".

NOTE: Some assignments will also be brought to class.

Unless otherwise instructed, assignments should be submitted in a Word document, 12-point Times New Roman font with 1-inch margins, double-spaced with no extra spaces between paragraphs. Your name, email, course, and assignment name should be included on every document you submit.

More detailed assignment prompts will be distributed for writing assignments found below. For due dates, please refer to the schedule of classes below or the Blackboard Calendar. Deliverables should be submitted to Blackboard before class on the day they are listed as due (see schedule at end of this document).

Policy Regarding Late Submissions

Students will have a ten minute grace period for each assignment submission after which point the assignment will be considered late. The penalty for turning in an assignment late will be a one-third of a letter-grade deduction on that assignment for each 24 hour period after the grace period. For example, if your assignment is 11 minutes late, the maximum grade you could possibly earn is A rather than an A+, if it is 24 hours and 11 minutes late, A- is your maximum potential grade.

****It is the student's responsibility to ensure that the document they submit is the correct document, in a readable format that is accessible to the professor, and that it has uploaded correctly. If the wrong document (or a mal-formatted document) is uploaded to Blackboard it will be treated as if no paper had been turned in and late penalties will accrue accordingly.**

Policy re Discriminatory Harassment. Saint Mary's College is committed to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. If you experience what you believe to be discrimination or harassment by another member of the Saint Mary's community because of your identity based on sex, race, color, national origin, religion, age, disability, citizenship status, genetic information, veteran status or any other characteristic protected by the law or your sexual or political orientation, *please report that behavior*. Allegations of discrimination and harassment should be reported on <https://cm.maxient.com/reportingform.php?SaintMarysCollege> (the Bias Reporting Form on the portal). Please take a few minutes to review the SMC policy Prohibiting Discriminatory Harassment Against Students at: <https://goo.gl/Eg4CDj>. Should you wish to talk to a confidential resource on campus please contact Health and Counseling in Angela at 574.284.4805 or Campus Ministry in Regina Hall at 574.284.5391.

Schedule of Class Meetings, Readings, and Assignments begins on the following page

Schedule of Class Meetings, Readings, and Assignments.

All readings not in books required for the course are available on the course's Blackboard site.

Week Date		Lecture Activity / Topic	Reading Assignment	DUE
Human-Environment Interaction: Nature's Influence				
1	(T) 27-Aug	Getting to Know You	In-Class Exercise	
	(R) 29-Aug	Humans in the World: The Environment and Human Needs	HIL, Ch 1; Global Footprint Network, "Ecological Footprint Calculator" & Goldman, "Ecosystem Services"	Reflection #1
2	(T) 3-Sep	Human Minds in the World: The Environment and Human Psychosocial Needs	Gallagher, Ch 1-2 pp 27-51 // McKibben, Deep Economy, 30-45, 108-120 // Buzzell, "Asking Different Questions," 46-54 // Bell, et al., 2-5; 47-50 <u>Optional:</u> Greenway, 132-39 // De Mayo, 149-56 // Bradshaw, 157-65	Worksheet #1
	(R) 5-Sep	Environmental Processes and How We Talk About What They Mean to Us	Leopold 95-108 // Cunningham 3.2-3.5 // Francis I, par 1-26	
3.1	(T) 10-Sep	How Biological Communities Work and How We Talk About What They Mean to Us	Cunningham 4.1-4.4 // Leopold 129-40 // HIL, Ch 5	Worksheet #2
Unit II. Culture's Influence on Human Relationships with Nature				
3.2	(R) 12-Sep	Culture's Impact on Perceptions and Awareness of Nature	HIL, Ch 2, 19-38 // <i>The Heart of the World: The Elder Brothers' Warning</i> (film) // Leopold vii-ix, 3-34	
4	(T) 17-Sep	Culture's Impact on Access to Nature: Commons Management	HIL, Ch 3 // Swinehart, "Stealing and Selling Nature"	Worksheet #3
	(R) 19-Sep	Culture's Impact on Access to Nature: Institutions of Property and Money	Francis I, par 93-95, 101-14 // Eisenstein, Intro and Ch 4-5	Worksheet #4
5	(T) 24-Sep	The Culture of Industrial Civilization: Disconnection from Nature	HIL, Ch 4 and Ch 6	
	(R) 26-Sep	Environmental History I: Disconnection and Exploitation	Foster, pp. 11-84 // HIL Ch 10, pp. 258-62	

Week Date		Lecture Activity / Topic	Reading Assignment	DUE
6	(T) Oct 1	Environmental History II: Intensification of Environmental Exploitation	Foster, pp. 85-149	
	(R) 3-Oct	Profiting from Disconnection: Industries of Distraction and Denial	Monbiot, 20-42 // Bill McKibben, "The Fight of our Time" (video) // Lipton, "Hard-Nosed Advice" // Berman, "Big Green Radicals" // Additional readings TBA	Worksheet #5
7	(T) Oct 8	Integrating of Human and Natural Environments: Indigenous Models, Biomimicry	Handout with Indigenous Practices Overview // LaDuke, "Buffalo Nations," 139-62 // Keehn, <i>Winona LaDuke</i> , 94-99, and <i>Sarah James</i> , 82-87 // McDonough & Braungart, "The Extravagant Gesture," 13-32 // Keehn, <i>Janine Benyus</i> , 22-27; <i>Janine Benyus</i> "Biomimicry in Action" (video, 17:32) <u>Optional:</u> LaDuke, "White Earth" // Wildcat, "Indigenous Knowledges"	Essay #1
	(R) 10-Oct	Integrating Human and Natural Environments: Farms and Gardens	Handout on Organic Agriculture and Permaculture // Philpott, "One Weird Trick to Fix Farms Forever" // McKibben, "Love Your Farmers' Market?" (video, 3:59) and "Is	
8.1	(T) 15-Oct	Integrating Human and Natural Environments: Environmental Writing	Berry, poems // Tempest Williams, excerpt on prairie dogs from <i>Finding Beauty in a Broken World</i>	
Unit III. Individual Integration with Nature: Environmental Ethics and Spirituality				
8.2	(R) 17-Oct	Environmental Ethics I: Origins of Environmental	Ethics Handout // Leopold, pp. 201-26	Worksheet #6
9		Fall Break Oct 21-25	No Class	
10	(T) 29-Oct	Environmental Ethics II: Three Areas of Emphasis	Drengson, "The Deep Ecology Movement" // Naess and Sessions, "The Deep Ecology Platform" // Francis I, "Integral Ecology," par 19, 22-23, 32-33, and 42 // Jamieson, 102-20, 145-55, 162-68	Worksheet #7
	(R) 31-Oct	Environmental Ethics III: Environmental Justice from the Grassroots	Di Chiro, 298-320 // Keehn, <i>Judy Bonds</i> , 34-39, <i>Hazel Johnson</i> , 88-93, <i>Lois Gibbs</i> , 76-81 and Gibbs, "Love Canal: Homemaker Turned Activist" (video, first 25min) // Judy Bonds, 2003 Acceptance Speech (video, 4:24) and PowerShift07 (video, 8:05) // Hazel and Cheryl Johnson, "Life in a Toxic Environment" (video, 5:22)	Worksheet #8

Week Date		Lecture Activity / Topic	Reading Assignment	DUE
11	(T) 5-Nov	Environmental Ethics IV: Deeper Religious and Philosophical Responses	McFague 61-66, 72-80, 81-97 // Keehn, <i>Sally Bingham</i> , 28-33 // Northcott 120-56 <u>Optional</u> : Gardiner 247-69	
	(R) 7-Nov	Environmental Ethics V: Applications of Ethics to Environmental Policy	Hahn & Sunstein, "The Precautionary Principle as a Basis for Decision-Making" // Goulder and Stavins, "An Eye on the Future" 225-29 // Raffenberger & Tickner, "To Foresee and Forestall," 1-7 // Keehn, <i>Theo Colborn</i> , 52-57, <i>Annie Leonard</i> , 101-104 // Leonard, The Story of Stuff (video, 21:24)	Worksheet #9 & Survey re Group Project Preference
III. Systemic Integration with Nature: Environmental Politics and Policy				
12	(T) 12-Nov	Climate Change: Grand Challenge, Essential	HIL, Ch 7	Group Project Assigned
	(R) 14-Nov	Environmental Politics: Political Theory & Practice I	Notes on Federalism and Environmental Law // HIL Ch 12	Signed Group Management Plan
13	(T) 19-Nov	Environmental Politics: Political Theory & Practice II	Vaughn, excerpt from "Participants in the Environmental Debate" and excerpt from "The Political Process" // Keehn, <i>Frances Beinecke</i> , 16-21	Worksheet #8
	(R) 21-Nov	Environmental Politics: "Atmosphere Policy" as a Case Study	Kraft, excerpts on Clean Air Act and Energy Policy, 148-58, 202-21	Essay #2
14	(T) 26-Nov	Environmental Politics: Political Action on Climate Change	Current Events re Clean Power Plan & Paris Climate Agreement // Climate Change Policy by states and cities // Activism: Sierra Club, "Beyond Coal Campaign" // 350.org, "Go Fossil Free" // Citizens' Climate Lobby // Sunshine Movement	
	(R) 28-Nov	Thanksgiving Holiday	No Class	
15	(T) 3-Dec	Engaging the Public on Environmental Policy: Becoming an Advocate	Francis I, par 202-21 // ScienceDaily, "Environmental Activism Works, Study Shows" // Handout, "Principles of Organizing"	
	(R) 5-Dec	Urbanization	HIL, Ch 8	
16	(T) 10-Dec	Biodiversity	HIL, Ch 9	
	(R) 12-Dec	Reflection on the Semester		Reflection #2
17			Group Presentations will take place during the scheduled exam time for this course.	Group Presentations
Good Luck on Exams!				