



engage regular weekly assignments, as well as readings, viewing, and course materials that each student is required to keep on top of each week. Students will be required to check into the Canvas Learning Management system regularly.

This is not a self-paced course. Each student must manage their own time each week, to know when assignments are due, and any other weekly course obligations, and all students move through the course together each week. Each consecutive module is locked until the previous module is completed so that everyone moves through the course together. This will involve regularly logging into the online learning systems to check forums, communications, monitor your email address, and virtually interact with classmates, instructor, and course materials. *Please check your Canvas account and make sure it is linked to your CSUMB email.*

This course will encourage students to think critically and articulate their positions verbally and in writing. Students will use assigned readings, classroom discussions, lectures, and practical learning exercises throughout the course. The assignments are designed to be completed in a timely manner.



2. use a range of rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;
3. identify and critically evaluate the assumptions in and the contexts of arguments; and
4. use inductive and deductive logic to construct valid, evidence-supported arguments and draw valid conclusions.

Writing Practice: Students will write a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

Course Learning Outcomes (CLOs) (with relevant assignments):

*Upon successful completion of this course, students will be able to:*

1. Employ credible information sources and information to evaluate environmental issues and formulate effective sustainability solutions.
2. Describe the economics, politics, and social processes that have resulted in the environmental injustice and degradation of the natural world.
3. Demonstrate understanding of valid scientific information relevant to environmental issues and effective natural-resources and environmental management.
4. Identify social, political, and technical solutions that will guide change towards more sustainable communities today, and in the years to come.

## Course Materials

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Textbook

Miller, G. *Living in the Environment*. 20<sup>th</sup> edition.

The book is available for rent at [Amazon](https://www.amazon.com/) for about \$38.00 (hardcover). It is also available on [vitalsource.com](https://www.vitalsource.com/referral?term=9780357142332) for about \$40 as an eTextbook. Here is the link: <https://www.vitalsource.com/referral?term=9780357142332>.

Additional required readings and supplemental material will be assigned throughout the semester. These will be made available as pdf files or online links on Canvas.

Library Liaison

Peggy Cabrera ([peggy.cabrera@sjsu.edu](mailto:peggy.cabrera@sjsu.edu)), Associate Librarian.

You can find a library guide for conducting research on environmental studies topics at the following URL:

[https://libguides.sjsu.edu/environmental\\_studies](https://libguides.sjsu.edu/environmental_studies)

## Course Requirements and Assignments

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"Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including time devoted to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus."

Please read the following assignment descriptions carefully. Failing to comply with the specific directions given below may result in a loss of credit points for each assignment. This course requires at least 6,000 words of writing; the writing assignments and number of words for each assignment are given below.

Assignments in Brief:

More details will be provided for each of the assignments later in the semester.

1. Engaged Participation: Students are required to engage with peers, instructor, and guest speakers, and fully participate during class presentations and online. Students are expected to read textbook material and complete Cat



poorly on all three.

6. Reflection on Experience at CCCAC Garden

Students will plan to attend a Eco-Retreat at the CCCAC Community Garden with the garden coordinator and staff on 10/23. Plan to meet at the garden at the beginning of class. Students will then reflect on and evaluate their experience in a 250+ word paper in APA format. Details will be posted on Canvas and explained in class.

7. App Activity. (GLO 1, CLO 4). Two fun activities will require downloading an app to a smartphone. The iNaturalist app and the EWG app. At-home activities and written components will be defined for each app activity.

8. Research Paper: (GELO1-GELO 4). The midway assignment for this course is an opportunity for you to demonstrate that you have learned to think about environmental issues more carefully, objectively, and responsibly.









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| 1 | August 21 & 23 | <p>Environmental Issues</p> <p>How do we frame environmental problems, causes, and sustainability? What is systems-thinking?</p> <p>In-Class Activities -</p> <p>M: Getting to know each other, Syllabus, AIC</p> <p>W: Environmental Issues Discussion + Determine Your Footprint</p> | <p>Reading: listed on Canvas</p> <p>Chapter 1</p> <p>Chapter 2, section 2.1 only, CH 24</p> <p>Assignments DUE Wednesday 8/23</p> <ul style="list-style-type: none"> <li>● Start Here Module</li> <li>● Footprint Activity</li> </ul> <p>Assignments DUE Sunday 8/27:</p> <ul style="list-style-type: none"> <li>· Plagiarism Quiz</li> <li>· Reading Response 1</li> <li>· Create Worldview Video</li> </ul> |
| 2 | August 28 & 30 | <p>Environmental Policy</p> <p>How do we regulate environmental issues?</p> <p>In-Class Activities -</p> <p>M: Sustainability discussion and activities</p> <p>W: Environmental Groups and Orgs Examined</p> <p>Debate &amp; Defend 1 Introduced + Teams &amp; Activities</p>          | <p>Read:</p> <p>Chapter 19 + additional reading</p> <p>Debate &amp; Defend 1: reading and research.</p> <p>Assignments DUE Saturday 8/25</p>  |
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| 4 | Sept<br>11 & 13 | <p>Natural Resource Management</p> <p>How do we view trees, fish, water or other natural resources? Human and Animal populations examined.</p> <p>In-Class Activities:</p> <p>M: in class discussion &amp; activities</p> <p>W: Library Research Session with librarian Peggy Cabrera. Meet in MLK Library Room 219</p> <p>fan</p> |  |
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| Week | Dates           | Topics & Activities   | Reading & Assignments  |
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| 6    | Sept<br>25 & 27 | <p>Biodiversity Loss and Extinction</p> <p>Sustaining Biodiversity: How powerful is The Endangered Species Act? What is the impact of biodiversity loss and mass extinction?</p> <p>In-Class Activities:</p> <p>M: Resource Management from a preservation vs. conservation perspective</p> <p>W: Activities &amp; Discussion</p> <p>Debate &amp; Defend 2 Introduced</p> | <p>Read:</p> <p>CH 14, 15, &amp; 16 select sections on Canvas.</p> <p>Guest Speaker prep</p> <p>Debate &amp; Defend 2 reading &amp; research.</p> <p>Assignments Due Sunday 10/1:</p> <ul style="list-style-type: none"> <li>● Reading Response 6</li> <li>● Guest Speaker prep</li> </ul> |
| 7    | Oct.<br>2 & 4   | <p>Energy &amp; Resource Extraction</p> <p>How much environmental degradation should we allow to support energy consumption?</p> <p>In-Class Activities:</p> <p>M: Energy topics in the news</p> <p>Debate &amp; Defend 2 teams meet</p> <p>W: Guest Speaker: James Eggers, Sierra Club</p>   | <p>Read:</p> <p>Chapter 19 + additional reading</p> <p>Assignments Due Sunday 10/8:</p> <ul style="list-style-type: none"> <li>● Reading Response 7</li> </ul> <p>STEP 3a: Draft Research Paper for Peer Review</p>  |

| Week | Dates           | Topics & Activities  | Reading & Assignments  |
|------|-----------------|--|--|
| 8    | Oct.<br>9 & 11  | Climate Change<br>How can we collectively slow climate change?<br>M: Debate & Defend 2<br>W: Discussion & Activities + Case Study 2 Introduced | Read:<br>Chapter 12<br>Watch Documentary: Wasted! The Story of Food Waste<br>Additional reading for Case study 2<br><br>Assignments Due Sunday 10/15: <ul style="list-style-type: none"> <li>· Reading Response 8</li> <li>· Guest Speaker Prep</li> <li>· Debate &amp; Defend 2 Response</li> </ul> |
| 9    | Oct.<br>16 & 18 | Soil<br>How and what do we eat?<br>In-Class Activities<br>M: Discussion & Activities<br>W: Guest Speaker: Mark Squire NonGMO Project via Zoom  | Read:<br>Chapter 13 & 20<br><br>Assignments Due Sunday 10/23: <ul style="list-style-type: none"> <li>● Reading Response 9</li> </ul> STEP 3b: Peer Review of Draft papers due  |





