

San José State University
College of Social Sciences/Environmental Studies Department
Course #26546, Section 1, Introduction to Environmental Thought & Philosophy, Spring
Semester 2020

Course and Contact Information

Instructor:	
Office Location:	
Telephone:	
Email:	_____ _____
Office Hours:	
Class Days/Time:	
Classroom:	
Prerequisites:	

Course Format

Course Description

This course is an introduction to significant works in the field of environmental stud

Program Learning Outcomes

The Department Program Learning Outcomes for all Environmental Studies undergraduates and graduate students are found at <http://www.sjsu.edu/depts/EnvStudies/assessment/>. This course will be used to promote undergraduate student learning for the following outcomes:

PLO 1 - Qualitative Environmental Literacy: Students are able to write a logical analytical paper using good writing style and construction supported by appropriate research.

PLO 3 - Content Environmental Literacy: Students will develop proficiency in the interdisciplinary sustainability principles that are the foundation of environmental studies; they will know the key environmental challenges facing the planet, know relevant interdisciplinary information about these challenges, and be able to develop/identify feasible solutions

Course Learning Outcomes

SJSU Studies Area S (Self, Society, & Equality in the United States)

CLO 1 Students will be able to describe how identities (i.e. religious, gender, ethno-cultural identity, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences. In addition, students will come to know how identity connects to issues of equality/equity & inequality/inequity within the framework of an environmental philosophical discourse and how it impacts the ways in which we experience the spaces that we live, work, and play.

CLO 2

Additional readings are linked to each course module on Canvas, and URLs for YouTube movies are given in the course modules.

Course Requirements: Assignments and Grading Policy

Please read the following assignment descriptions carefully. Failing to comply with the specific directions given below will result in a loss of credit points for each assignment. Please note that most assignments will be due by 11:59pm (PST) on the date due, and **no late work will be accepted under any circumstances**. If you foresee yourself falling behind in the class, missing class multiple times, or unable to keep up with the timeline and assignments, I ***STRONGLY*** suggest that you come and see me ***BEFORE*** it becomes insurmountable for you. Just to be transparent, I am ***not*** flexible when it comes to the cry of help at the 11th hour of the semester.

Reaction and Responses

Post a 500-822 y qtf -Tgcev kppø v j g f c {ø t g c f k p i u v j g -F k u e w u k p p u ø g e v k p in Canvas. The Reaction should address the discussion question posted by the instructor for that day, and include s v q v g u h t q o v j g v g z v q u w r r q t v { q w t k f g c u. K p c f f k k p, g c e j u w f g p v o w u v r q u v y q -T g u r q p u g u ø v j q v j g t u w f g p u ø r q u v g f T g c e v k p u. For full credit Responses will encourage dialog by challenging assumptions and asking questions. The Reaction and Responses must be posted by the day of class, **one hour** beforehand.

Activities

Each week, time permitting, we will all participate in an activity that I have cre

Ishmael Quiz

An open book online, take-home quiz on Canvas will be given on the book *Ishmael* by Daniel Quinn. The quiz will include 15-20 short answer and multiple-choice questions. It is a timed quiz, once you begin it, you will have 1.5 hours to complete it. After which time the quiz will be locked for grading. Also, you will need to take the quiz straight through. If you stop and sign

Notes on Classroom Environment

We will hopefully, as the weather becomes more hospitable and the days lengthen, hold more classes outside, especially when it comes to our peer-led discussion sessions. I find that this creates a better space for us to engage with each other. And since it is an Environmental Studies course, it allows us the opportunity to kick our shoes off, plant our feet on the earthen soil in order to ground the discourse, and move the theory out of the concrete box and into the world around us. The four walls of the traditional classroom can be great for some aspects of learning, but it is no substitute for actually being outside.

Grading Policy

Grading

Your grade in this course will be based on your essays, discussion postings, and exams as follows, with 90-100 % =A; 80-89 % =B; 70-79 % =C; 60-69 % =D; and less than 60 % = F:

Determination of Grades

Assignment	% of Grade
Reactions and Responses	20%
In Class Assignments	20%
Ishmael Quiz	10%
Environmental Philosophy <i>Presentation</i> (15%) <i>Written</i> (10%)	25%
Final Exam	25%

The timeline is mutable and is subject to change with fair notice. The instructor will communicate any changes through the Canvas site, through email, or both.

Course Schedule

Date	Topics	Readings/Activities	Assignments Due
1/27	Course Introduction, and Personal Introductions	*Assigning discussion leaders. *Defining what we mean by the ðgpɣkɔpo gpv cpf ðkf gpvɔ{ö cpf j qy that impacts our experience of where we live, work, & play.	
2/3	Traditional Ecological Knowledge	*O cpp ðI tgcvNcy qhRgcegö *Ej kghUgcwɔg ðQtcvkɔp 3: 76ö *Winona LaDuke * Peer-led Discussion: TEK	Reaction 1

Date

Topics

Readings