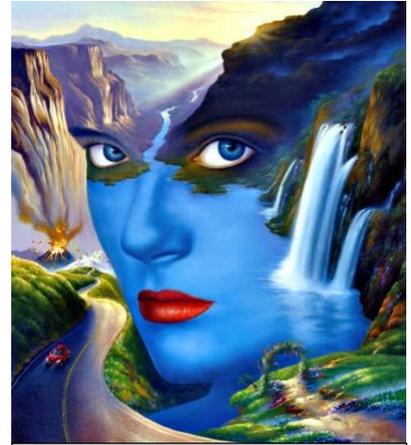


**San José State University**  
**Department of Environmental Studies**  
**ENVS 1, Introduction to Environmental Issues, Section 2, Fall, 2021**

**Course and Contact Information**

Instructor: Dr. Kathryn Davis  
Office Location: Not on campus for Fall Semester  
Email: Contact me through Canvas Inbox  
Office Hours: Weds 4-5, Thurs 10:30-11:30 AM (Zoom)  
Class Days/Time: Tuesday 12:30-1:45 PM, (Zoom)  
GE Category: Area D1: Social Sciences – Human Behavior



Artwork: "Mother Nature" by Jim Warren

**Course Description**

The relationship between humans and the environments around them are consistently changing. The field of environmental studies is engaged in understanding the causes, dynamics, and solutions to environmental problems. In this course, students will learn about a wide array of environmental topics, engage with critical readings and discussions on these issues as well as they scientific research, activism, and policy action that communities in the U.S. and around the world are engaging in to promote environmental justice and sustainability.

*Catalog:* How are humans affecting the earth's environment? Discover the scientific, technical, behavioral, and social causes of environmental challenges and solutions for moving toward a more sustainable future; learn how personal actions can promote sustainability for current and future generations.

**Course Format**

This is a **hybrid** online course with meetings via Zoom on Tuesdays 12:30-1:45. Students are expected to attend all class meetings and be prepared for in-class discussion. Reading all assigned materials before class time will help to advance our discussions. Lectures will be posted online for you to read and/or listen to in preparation for our Zoom meetings. Lectures will open on Monday mornings. Exam and quiz materials will come primarily from the textbook and lectures.

Class discussions will be extended beyond our in-class conversations through interaction on Packback – a discussion modality available to our class and found in the Canvas menu for our class. These are required discussions and account for a sizable portion of your grade.

## Contacting Dr. Davis

Please contact me through Canvas Inbox and not my campus email. I am teaching four online classes this semester and the most efficient way for us to communicate is through Canvas. When you use Inbox the Canvas system tells me who you are and what class you are in. When you send me an email, I will respond to you within 24-48 hours, except on weekends. *I do not respond to emails on weekends* (from Friday 6 PM to Monday 9 AM). When applicable, I will post an announcement or message everyone in the class if I feel your question or concern will benefit or affect everyone (and in this case, you will not receive an individual response.)

## Course Goals

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

1. Understand and explain key environmental issues.
2. Analyze the interrelationships between resource use, economics, politics, social justice, and environmental degradation.
3. Identify social, political, and technical solutions that will guide change towards more sustainable communities today, and in the years to come.

## This course fulfills the following GE Learning Outcomes (GELO):

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

1. Place contemporary developments in cultural, historical, environmental, and spatial context. (Packback discussions, Debate and Defend in-class activity)
2. Identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them. (Debate and Defend; Packback discussions; exams)
3. Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues. (Debate and Defend, exams)
4. Apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels. (Debate and Defend; Packback discussions)

## Required Texts/Readings (Required - Delete the word "Required" in final draft)

### 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 \$25.00 (hardcover). It is also available on [vitalsource.com](https://www.vitalsource.com/) for about \$40 as an eTextbook. Here is the link: <https://www.vitalsource.com/referral?term=9780357142332>.
- ✓ This book is not available through the bookstore. I was told they could not access the book.
- ✓ If you order a hard copy through Amazon or another source, order it right away so you have it for the start of class. There will be a reading quiz due on 8/29.

### Other Readings

Additional readings for Packback discussions will be available on Canvas.

## Course Requirements and Assignments

“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 but not limited to internships, labs, and clinical practica. 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.**

- 1. Midterm and Final Exams (100 points each)** – there will be one midterm and a final exam. The **final exam** is not cumulative. It will be administered on the day the final exam is scheduled.
- 2. Weekly reading quiz (180 points total)**  
Beginning week 2, there will be a textbook reading quiz most weeks (see the schedule). Quizzes are to be completed on Canvas and will be open for a week, from Monday 8:00 AM to Sunday 11:59 PM. You can take the quiz twice and only the highest score will count. The quizzes are intended to encourage you to do the reading (textbook) as well as to check your comprehension of key terms and concepts. Quizzes will be generated randomly from a pool of questions so each student may or may not have a completely different quiz from classmates. *In general, quizzes cannot be made up. They are open for an entire week, so if you are dealing with something that will keep you from taking the quiz get in touch with me by Friday of the week it is due. I may ask you for documentation.*
- 3. Debate and Defend** In-class critical thinking activity 6 times throughout the semester. More detail on these activities can be found on Canvas in the Debate & Defend Module. (180 points)
- 4. Packback Reading Discussions** (excerpted from *Colors of Nature: Culture, Identity, and the Natural World*, edited by Alison H. Deming and Lauret E. Savoy). Readings will be available on Canvas. (240 points)

You will be expected to participate in six discussion assignments during the semester (40 pts each). Active participation in the online discussions helps create a learning community and gives you opportunities to work with and get to know other students. The topic of each discussion is a reading from the above noted book. These discussions also provide an opportunity to exchange ideas and learn from your classmates. This assignment will take place in Packback.

- ✓ Begin your Packback posting with an open-ended question for your classmates to think about and respond to – the question cannot be answered with a yes or no.
- ✓ Write a 250-word (minimum) reflection on the reading. This must include something that you do not want to forget from the reading. Expressing an opinion is not enough. I will be looking for critical thinking and inquiry as well as depth of engagement. I will also look for how well you support your comments.
- ✓ Respond to 2 classmate’s questions. Each of your responses to classmates must include a compliment, a comment, a connection, and a question. These responses must be written in narrative form, not a list or bullet points (150 word minimum for each response).

Contributions to discussion must be:

- ✓ **Substantive in content.** While it's nice to give brief feedback like "thanks" and "good idea" to your classmates and such messages are not discouraged, they do not count toward your graded contributions.
- ✓ **Address your classmates by name.**
- ✓ **Posts should be relevant** to the topic discussed in the reading for that discussion.
- ✓ **Are thoughtful and well composed.** Spelling and grammar both count as does punctuation and vocabulary appropriate for a university-level course.
- ✓ **Extend the conversation in meaningful ways.** Don't just repeat what others have said, but make a new point, provide a new piece of evidence, or ask an insightful question. You might introduce a new point of view or piece of information that furthers the discussion.

## Online Citation Resources

For this class, you will be able to use whichever citation style you prefer, as long as you are consistent throughout your papers. Here are some links to useful citation guides for three different citation styles.

- ✓ **MLA:**  
[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)
- ✓ **APA:**  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)
- ✓ **CHICAGO:**  
[https://owl.purdue.edu/owl/research\\_and\\_citation/chicago\\_manual\\_17th\\_edition/cmoss\\_formatting\\_and\\_style\\_guide/chicago\\_manual\\_of\\_style\\_17th\\_edition.html](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmoss_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html)

**Plagiarism**, intentional or not, will not be tolerated in this course. This course is designed to provoke critical thought and writing, and plagiarism will not help you to become a better thinker or writer. For an extensive read of the University guidelines for dealing with plagiarism, see the [University Academic Integrity Policy F15-7](https://sjsu.edu/senate/docs/F15-7.pdf) at [sjsu.edu/senate/docs/F15-7.pdf](https://sjsu.edu/senate/docs/F15-7.pdf). *The first incidence of plagiarism will result in a zero (0) for the assignment and a report filed with the Office of Student Conduct and Ethical Development as required by SJSU. A second incidence of plagiarism may result in a failing grade for the course and a second report filed.* Here is an idea of what plagiarism looks like – this does not replace the definition of plagiarism found at the above link to the Academic Integrity Policy:

### You are plagiarizing or cheating if you:

- ✓ For written work, copy anything from a book, article, or website and add or paste it into your paper without using quotation marks and/or without providing the full reference for the quotation, including page number.
- ✓ For written work, summarize/paraphrase in your own words ideas you got from a book, article, or the web without providing the full reference for the source (including page number in the humanities).
- ✓ For an oral presentation, copy anything from a book, article, or website and present it orally as if it were your own words. You must summarize and paraphrase in your own words and bring a list of references in case the professor asks to see it.
- ✓ Use visuals or graphs you got from a book, article, or website without providing the full reference for the picture or table.

- ✓ Recycle a paper you wrote for another class.
- ✓ Copy from a classmate or use someone else's work as if it were your own.
- ✓ Use technology or smuggle in documents to obtain or check information in an exam situation.

In writing a paper, it is always better to include too many references than not enough. When in doubt, always err on the side of caution. If you have any question or uncertainty about what is or is not cheating, it is your responsibility to ask your instructor.

### **Final Examination or Evaluation**

There will be a final exam on Canvas. It will be available to students beginning Saturday 12/4, 6:00 AM to Wednesday 12/8 at 2:30PM. The exam must be completed during this time frame. Students will have 2 hours and 30 minutes in which to complete the exam once they begin.

### **Classroom as Community**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are antiracist and respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, culture. I am committed to the principle of universal learning. This means that our classroom, other virtual spaces, our practices, and our interactions be antiracist and inclusive. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning. Active, thoughtful, and respectful participation in all aspects of the course will make our time together this semester as productive and engaging as possible. Your suggestions for accomplishing these goals are encouraged and appreciated.

A significant part of university education is learning about the complexity of various issues; therefore, it is important that we listen and respect one another but we do not have to agree. A richer discussion will occur when a variety of perspectives are presented in class for discussion. Our conversations may not always be easy; we sometimes will make mistakes in our speaking or writing and listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. **Always we will need to show respect for others.**

### **Grading Information**

<b>Assignment</b>	<b>Point Value</b>
Textbook Reading Quizzes	240 (12@15 – lowest score dropped)
Packback Discussions	180 (6 @ 30)
Debate & Defend	150 (5@30)
Exams	200
First Week Assignments	30
<b>Total</b>	<b>800</b>

## Grades

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>100%</i>
<i>A</i>	<i>95 to 99%</i>
<i>A minus</i>	<i>90 to 94%</i>
<i>B plus</i>	<i>87 to 89%</i>
<i>B</i>	<i>83 to 86%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>77 to 79%</i>
<i>C</i>	<i>73 to 76%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>67 to 69%</i>
<i>D</i>	<i>63 to 66%</i>
<i>D minus</i>	<i>60 to 62%</i>

**NOTE:** Attendance is not part of your grade evaluation per [University policy F69-24](https://www.sjsu.edu/senatedocs/F69.24.pdf) at [sjsu.edu/senatedocs/F69.24.pdf](https://www.sjsu.edu/senatedocs/F69.24.pdf) states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.

### Late Work

All assignments are due by the due date and time listed in the course calendar. Late work is NOT accepted. Exceptions may be considered in rare circumstances for legitimate and documented circumstances (medical emergency, death in the family) with proper documentation.

### Extra Credit

Students are responsible for recording the details of any offered extra credit assignments that may be offered.

### Classroom Guidelines

Throughout the semester we will address and discuss a variety of issues which may bring out strong and opposing views. As a community of learners and colleagues, it is critical that we respect one another’s thoughts and address comments to the IDEAS and not the person. Our classroom is not a forum for demeaning or threatening language/comments.

Harassment of any kind (sexual, racial, class, sexual preference, gender, gender identity, etc.) between students or towards/from the instructor will not be tolerated. As a community member of this classroom, I expect everyone to act in a respectful and mature manner. Should any problems arise we as a class will promptly take action.

### Here are some guidelines for “Netiquette”, or the etiquette of cyberspace:

- **Remember the human:** When you communicate electronically, all you see is a computer screen. You don’t have the opportunity to use facial expressions, gestures, and tone of voice to communicate your meaning; words – lonely written words – are all you’ve got. That goes for your correspondence as well. Remember the Prime Directive of Netiquette: Those are real people out there. Ask yourself, “would I say this to the person’s face?” If the answer is no, rewrite and reread. Repeat the process until you are

sure that you'd feel as comfortable saying these words in person as you do sending them through cyberspace.

- **Adhere to the same standards of behavior online that you follow in real life:**
  - **Be ethical:** if you encounter an ethical dilemma in cyberspace consult the code you follow in your life. Chances are good you'll find the answer.
  - **Don't break the law:** If you're tempted to do something that's illegal in cyberspace, chances are it's also bad Netiquette.
- **Know where you are in cyberspace:** When you enter a domain of cyberspace that's new to you, take a look around. Spend a while listening to the chat or reading the archives. Get a sense of how the people who are already there act. Then go ahead and participate. In this case, you are in an online classroom, and you should behave the same as you would behave in a live classroom.
- **Respect other people's time and bandwidth:** When you send email or post to a discussion group, you're taking up other people's time (or hoping to). It's your responsibility to ensure that the time they spend reading your posting isn't wasted. Use correct grammar, spelling, punctuation and make sure your posting is well organized and coherent.
- **Make yourself look good online:** You won't be judged by the color of your skin, eyes, or hair, your weight, your age, or your clothing. You will, however, be judged by the quality of your writing. For most people who choose to communicate online, this is an advantage; if they didn't enjoy using the written word, they wouldn't be there. So, spelling and grammar do count.
- **Share your expert knowledge:** The strength of cyberspace is in its numbers. The reason asking questions online works is that a lot of knowledgeable people are reading the questions. And, if even a few of them offer intelligent answers, the sum total of world knowledge increases. The internet itself was founded and grew because scientists wanted to share information. Ask questions when you need an answer, and always share what you learn with your classmates or help answer their questions.
- **Help keep flame wars under control:** 'Flaming' is what people do when they express a strongly held opinion without holding back emotion. It's the kind of message that makes people respond, "Oh come on, tell us how you really feel." Tact is not its objective. People are welcome to their opinions and strong emotions. Flame wars result when contrary opinions are argued back and forth in a flaming manner. Agree or disagree professionally, and if you can, support your opinions with facts. Respect the opinions and emotions of your classmates.
- **Respect other people's privacy:** Do not share your classmate's personal information in any open communication in an online classroom. This includes discussions, or group emails. And do not share a classmate's personal information with your instructor unless the classmate has given you permission.

**Failure to meet classroom protocol expectations will result in a loss of up to 10% from your final course grade.**

## University Policies

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

## Class Access Statement

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without an

Accessible Education Center accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting the [Accessible Education Center](#) (408-924-6000; [aec-info@sjsu.edu](mailto:aec-info@sjsu.edu)) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications or accommodations.

## ENVS 1 / Introduction to Environmental Issues, Fall 2021, Course Schedule

This schedule is subject to change with notice posted on Canvas as an announcement or via email (Canvas Inbox).

Week	Date	Topics & Reading	Assignments & Due Dates
1	8/19	No Meeting – we start class on 8/24	
2	8/24	Environmental Problems, Causes, and Sustainability  <b>Read:</b> ✓ Chapter 1 ✓ Chapter 2, section 2.1 only	✓ Lecture 1 ✓ Quiz 1, Chapter 1
3	8/31	Politics, Environment, and Sustainability  <b>Read:</b> ✓ Chapter 24 ✓ <i>Packback Discussion Reading: “A Tapestry of Browns and Greens”</i> Nalini Nadkarni	✓ Lecture 2 ✓ Quiz 2, Chapter 24 <b>Packback Discussion 1:</b> ✓ Posting due Sunday 8/29 11:59 PM ✓ Response to classmates due Wednesday 9/1 11:59 PM
4	9/7	Ecosystems: What are they and how do they work? <b>Read:</b> ✓ Chapter 3  <b>In-Class Activity:</b> Debate & Defend: Overfishing (See instructions on Canvas in D&D Module)	✓ Lecture 3 ✓ Quiz 3, Chapter 3
5	9/14	Biodiversity and Evolution  <b>Read:</b> ✓ Chapter 4 <b>Packback Discussion Reading:</b> “Learning the Grammar of Animacy” Robin Wall Kimmerer	✓ Lecture 4 ✓ Quiz 4, Chapter 4 <b>Packback Discussion 2</b> ✓ Pb Posting due Sunday 9/12 11:59 PM ✓ Pb Response to classmates due Wednesday 9/15, 11:59 PM
6	9/21	<b>NO class meeting this week</b>  Sustaining Biodiversity <b>Read:</b> ✓ Chapter 9 ✓ Chapter 11, Sections 11.1 and 11.3	✓ Lecture 5 ✓ Quiz 5, Chapter 9

Week	Date	Topics & Reading	Assignments & Due Dates
7	9/28	Air Pollution and Ozone Depletion <b>Read:</b> ✓ Chapter 18 <b>In-Class Activity:</b> Debate & Defend: Carbon Tax	✓ Lecture 6 ✓ Quiz 6, Chapter 18
8	10/5	Climate Change <b>Read:</b> ✓ Chapter 19 ✓ Chapter 7, section 7.3 only <b>In-Class Activity:</b> Debate & Defend: Climate Change	✓ Lecture 7 ✓ Quiz 7, Chapter 19
9	10/12	<b>Midterm Exam on Canvas. Opens 8:00 AM 10/12 and Closes 1:45 PM 10/14. Covers everything through week 8</b>	
10	10/19	Nonrenewable and Renewable Energy ✓ Chapter 16 ✓ Chapter 15, sections 15.1, 15.2, 15.5 only <b>In-Class Activity:</b> Debate & Defend: Nuclear	✓ Lecture 8 ✓ Quiz 8, Chapter 16
11	10/26	Food Production and the Environment <b>Read:</b> ✓ Chapter 12 <b>Packback Discussion Reading:</b> ✓ “Working in a Region of Lost Names” by Fred Arroyo	✓ Lecture 9 ✓ Quiz 9, Chapter 12 <b>Packback Discussion 3</b> ✓ Pb Posting due Sunday 10/24 11:59 PM ✓ Pb Response to classmates due Wednesday 10/27, 11:59 PM
12	11/2	Human Population <b>Read:</b> ✓ Chapter 6 <b>In-Class Activity:</b> Debate & Defend: Population	✓ Lecture 10 ✓ Quiz 10, Chapter 6
13	11/9	Water Resources and Water Pollution <b>Read:</b> ✓ Chapter 13 ✓ Chapter 20, Sections 20.1, 20.3 only <b>Packback Discussion Reading:</b> “Hazardous Cargo” Ray Gonzalez	✓ Lecture 11 ✓ Quiz 11: Chapter 13 <b>Packback Discussion 4</b> ✓ Pb Posting due Sunday 11/7 11:59 PM

Week	Date	Topics & Reading	Assignments & Due Dates
			✓ Pb Response to classmates due Wednesday 11/10, 11:59 PM
14	11/16 and 11/18	Solid and Hazardous Waste <b>Read:</b> ✓ Chapter 21  <b>Packback Discussion Reading:</b> “Confronting Environmental Racism in the 21 <sup>st</sup> Century” Robert D. Bullard	✓ Lecture 12 ✓ Quiz 12: Chapter 21 <b>Packback Discussion 5</b> ✓ Pb Posting due Sunday 11/7 11:59 PM ✓ Pb Response to classmates due Wednesday 11/10, 11:59 PM
15	11/23 and 11/25	<i>No Zoom meeting this week. No Reading or Assignments Due this week</i>	
16	11/30 and 12/2	Environmental World Views, Ethics, and Sustainability <b>Read:</b> ✓ Chapter 25  <b>Packback Discussion Reading:</b> “Reclaiming Ourselves, Reclaiming America” Francisco X. Alarcón	✓ Lecture 13 ✓ Quiz 13: Chapter 25 <b>Packback Discussion 6</b> ✓ Pb Posting due Sunday 11/28 11:59 PM ✓ Pb Response to classmates due Wednesday 12/1, 11:59 PM
<b>Final Exam</b>	<b>Final Examination</b> <i>Opens Tuesday 12/7 8:00 AM, Closes Wednesday 12/8 2:30 PM</i>		