

San José State University
Department of Environmental Studies
EnvS 1-Analyzing Environmental Issues, Fall 2022

Course and Contact Information

Instructor:	Padmaja Kota Iyer
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Office Hours:	WSQ 115B – email Padmaja.iyer@sjsu.edu for appointment
Class Days/Time:	Mondays and Wednesdays 3:00pm - 4:15pm
Class Location	Clark 303B
GE Category:	A3: Critical Thinking and Writing

Course Description

The relationship between humans and the environments around them are constantly changing. At this point in the earth’s history, humans are the most significant factor in climate and biosphere change. The field of environmental studies focuses on understanding the causes, dynamics, and—very importantly--solutions to the environmental challenges that face us today. Yet, environmental issues can be controversial, especially since knowledge is evolving and some issues can provoke outcry from those wishing to maintain unsustainable practices. All citizens must be able to think critically, use credible information and logically evaluate claims to effectively create a more equitable and sustainable world. As required for GE Area A3, students will be able to “analyze, criticize and advocate complex ideas” and “reach well-supported factual conclusions”.

In this course, students apply critical thinking methods to a wide array of environmental topics to develop meaningful and effective sustainability solutions. Readings, discussions, and assignments will require students to analyze the scientific research, activism, and policy action that communities in the U.S. and around the world are taking to promote environmental justice and sustainability.

Catalog Description: How are humans affecting the earth’s environment and what can we do about it? Discover the scientific, technical, behavioral, and social causes of environmental challenges and develop critical thinking skills for determining reliable paths to creating a more sustainable future.

Course Format

This is taught using a range of modes, including in-person, online and hybrid. Students are expected to understand the requirements for the course based on its teaching mode. Specifically, students will be required to attend all class meetings or keep pace with online courses. Discussion and debate are important elements of the class and students must be prepared for these interactive, hands-on activities. Reading all assigned materials before class time will help to advance our discussions. Tests of Knowledge materials will come primarily from the textbook and lectures.

Class discussions will be extended beyond our in-class conversations through interaction on Canvas. These are required discussions and account for a sizable portion of your grade.

In this course, you will also complete at least 6,000 words of writing, distributed among the assignments as shown in this syllabus.

Contacting the Instructor

Please contact me through the course's Canvas Inbox or through email (padmaja.iyer@sjsu.edu). Please include the course (ENVS-01) and your name in the email. When applicable, I will post an announcement or send a message to 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).

GE Learning Outcomes (GELOs)

This is a GE A3-Critical Thinking and Writing course. Upon successful completion of this GE course, students will be able to:

1. Locate and evaluate sources comprehensively, including through library research, and integrate research through appropriate citation and quotation.
2. Present effective arguments that use a range of legitimate 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 context of an argument.
4. Use inductive and deductive logic to construct valid, evidence-supported arguments and draw valid conclusions (implications and consequences).

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.

Required Texts/Readings

Textbook

Miller, G. *Living in the Environment*. 20th 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>.

Library Liaison

Peggy Cabrera (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

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. This course requires at least 6,000 words of writing; the writing assignments and number of words for each assignment are given below.

- 1. Midterm (CLO2, CLO3)** There will be one midterm exam. The exam will be a combination of multiple choice and short answer essays and will be evaluated based on demonstrated understanding of valid scientific information relevant to environmental issues and ability to evaluate social, political, and technical solutions to today’s environmental problems.
- 2. Weekly reading Tests of Knowledge. (CLO3)** Beginning Week 1, there will be a textbook reading Tests of Your Knowledge most weeks (see the schedule). Tests of Knowledge are to be completed on Canvas and will be open for a week. You can take the Test of Knowledge twice and only the highest score will count. The Tests of Knowledge are intended to encourage you to do the reading (textbook) as well as to check your comprehension of key terms and concepts. *In general, Tests of Knowledge 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 Test of Knowledge, get in touch with me by Friday of the week it is due.*
- 3. Debate and Defend. (CLO1-4, 4; GELO 1-4) (1,500 words)** Written and in-class critical thinking activity 5 times throughout the semester. Students will be assessed on their ability to demonstrate understanding of analytical texts; apply rhetorical argument strategies, debunk common logical fallacies, and defend their position in an oral debate with fellow students. For example, the Debate and Defend assignments on overfishing and nuclear waste storage will have you locate and evaluate the quality of several sources of information to defend your position and cite or mention them appropriately (CLO1, GELO1). The carbon tax and climate change assignments will have you use rhetorical (e.g., pathos, ethos, logos) strategies to make your main points (CLO2, GELO2). The Environmental Justice (EJ) assignment will help you synthesize social, political, and scientific assumptions to formulate an argument for EJ strategies. (CLO3, GELO 3). The nuclear waste storage case study will help you strengthen your ability to understand how different logic can be applied to making arguments that move society towards sustainable solutions (CLO4, GELO 4).
- 4. Critical Thinking Essays. (GELO 1 – 4; CLO 1-4) (3 @ 500 words each = 1,500 words).** Three times during the semester, students will compose an essay of 450-500 words in which they acquire, synthesize, and logically analyze information in response to a given topic and then present the information and their conclusion in a well-constructed essay. A critical thinking essay differs from an argumentative essay in several ways. One of the most central is that a critical thinking essay begins with a question rather than a thesis. It is okay, in fact it’s great, if you don’t know the answer to the question when you begin. Amy S. Glenn (<https://www.amyglenn.com/Courses/critical.htm>) provides an excellent outline for writing a critical thinking essay. Student work will be assessed based on the discussion’s

demonstrated completeness of the following: locating and appropriately citing quality sources of information on environmental topics (GELO1, CLO1 & Essay 1); correct application of rhetorical or logical arguments using high quality evidence on environmental issues (GELO2, CLO2 & Essay 2), written synthesis of information from two or more sources, addressing contrary or multiples sides of an argument about an environmental issue (GELO3, CLO3 & Essay 3); and effectively showing how a main take home point is the logical conclusion for the essay based on evidence presented earlier in the piece in the context of the environment and sustainability (GELO4, CLO4 & Essay 4).

5. **Journal Entry Essays. (2@ 500 words each = 1,000 words).** Two times during the semester, students will compose an essay of 450-500 words in which they reflect on the discussions, readings, and topic of the week and include personal experiences. Students will describe their connection to the topic, revelations based on discussions, research, or reading, culturally significant associations, or other reflective narratives. The information in the journal entries will remain confidential. While it is expected that the writing level remains appropriate for the course, use of first person and personal anecdotes are encouraged.
6. **Research Paper: (GELO1-GELO 4) (1,500 words).** The final assignment for this course is an opportunity for you to demonstrate that you have learned to think about environmental issues more carefully, objectively, creatively, and analytically as a participant in this course. This is a critical skill for professionals in environmental, as well as other, professions. Indeed, it is a critical skill for anyone interested in making informed choices about issues that affect their lives. You will have the opportunity to select and analyze an issue from opposing perspectives. This assignment will be completed in the following sequence:
 - **STEP 1: Topic:** Submit your proposed topic for arguing the same issue pro and con. Topics will be on a controversial environmental issue. Topics must receive instructor approval. The proposal should be a one paragraph description of the topic and why it interests you. It should include at least one pro and one con point you will explore. The proposal should also include 3 annotated primary sources, correctly formatted, that you intend to use.
 - **STEP 2: Draft:** Each student will submit a completed draft for peer review. You will exchange drafts with another student (assigned by the instructor) one week in advance of the peer review meeting. One class period will be set aside for each team of students to discuss their papers and each other's peer review. The draft must contain evidence of applying inductive or deductive reasoning and at least one of the main persuasion strategies of logos, pathos, or ethos. The instructor will also read drafts and provide feedback.
 - **STEP 3: Final:** The final paper will be due on the last day of class. The paper must be a minimum of 1,500 words and not more than 2,000 words. The upper limit of 2,000 words is intended to encourage you to think carefully about what you want to say and present your arguments concisely and clearly. Try to keep your word count close to 1,500 words. Papers must be correctly formatted and cited according to one of the 3 citation formats listed below. At least 10% of your grade will be based on writing in a manner appropriate to a university-level course.
 - **Assessment:** Student work will be assessed based on the essay's demonstrated completeness of the following: locating and appropriately citing quality sources of information on environmental topics (GELO1); correct application of rhetorical or logical arguments using high-quality evidence on environmental issues (GELO2), written synthesis of information from two or more sources, acknowledges and addresses contrary or multiples sides of an argument about an environmental issue (GELO3); and effectively showing how a main take home point is the logical conclusion for the essay based on evidence presented earlier in the piece in the context of the environment and

sustainability (GELO4). The content and depth of analysis for the Research Paper should be substantially more comprehensive than the Critical Thinking Essays.

7. **Final Presentation: (GELO2, CELO3-CELO4).** The **final presentation** will be the last day of instruction as well as on the day the final exam is scheduled. *Monday, December 5th and Thursday December 8th - 12:15-2:30pm*

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

✓ **APA:**

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

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. *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.* **Cite the source for any fact not understood to be common knowledge.**

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

The final evaluation will be a 5-minute presentation based on the final research paper. The slides will be due on Canvas the last day of class. Presentations will be split between the last day of class and the allotted final exam day. A detailed rubric will be provided in Canvas.

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 are 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. **Regardless of our agreements or disagreements, we will always respect each other.**

Grading Information

Assignment	Point Value	Word Count
Textbook Reading Test Your Knowledge (10 points each)	130 (13 Tests of Your Knowledge)	0
Critical Thinking Essays (50 points each)	150 (3 assignments at 500 words each)	1,500

Journal Entry Essays (50 points each)	100 (2 assignments at 500 words each)	1000
Debate & Defend (50 points each)	250 (5 assignments)	1,250
Midterm Exam	75 (multiple choice including three short answer)	750
Research Paper	220 Total Step 1: 20 Step 2: 75 Step 3: 125	1,500
Final Presentation	75 (5-minute presentation)	0
Total	1,000	6,000

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. If you miss the deadline and you haven’t contacted me for an extension, the work will not receive a grade. Exceptions may be considered in rare circumstances for legitimate and documented circumstances (medical emergency, death in the family).

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 that 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 would 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 for asking questions online can be considered credible 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.

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) 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.

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.

ENVS 001 - Analyzing Environmental Issues, Fall 2022, Course Schedule

This schedule is subject to change with notice posted on Canvas as an announcement.

Week	Dates	Topics & Reading	Assignments & Due Dates
1	M-8/22 W-8/24	<p>How do we frame environmental problems, causes, and sustainability?</p> <p>Read:</p> <ul style="list-style-type: none"> ✓ Chapter 1 ✓ Chapter 2, section 2.1 only and Section 11.1 from Chapter 11 ✓ Introduction to Critical Thinking <ul style="list-style-type: none"> ○ https://www.amyglenn.com/Courses/critical.htm ○ Critical Thinking and Environmental Studies by Jane Heinze Fry https://studylib.net/doc/7434679/critical-thinking-and-environmental-studies ✓ Critical Reading <ul style="list-style-type: none"> ○ AIC + Synthetic Note Template ○ Ruttenberg et al. (2018). <i>Ecological assessment of the marine ecosystems of Barbuda, West Indies: Using rapid scientific assessment to inform ocean zoning and fisheries management.</i> 	<ul style="list-style-type: none"> ● Test Your Knowledge 1 ● AIC Worksheet for both articles (~500 words total)
2	M-8/29 W-8/31	<p>How do we regulate environmental issues? How do you make a claim and oppose a claim?</p> <p>Read:</p> <ul style="list-style-type: none"> ✓ Chapter 24 ✓ Hypothetical: Overfishing 	<ul style="list-style-type: none"> ● Test Your Knowledge 2 ● Debate & Defend 1: Overfishing Essay (750 words)
3	W-9/7	<p>Ecosystems: What are they and how do they work? Scientific method & Critical Thinking</p> <p>Read:</p> <ul style="list-style-type: none"> ✓ Chapter 3 	<ul style="list-style-type: none"> ● Test Your Knowledge 3
4	M-9/12 W-9/14	<p>Why are biodiversity and ecosystems important?</p> <p>Read:</p> <ul style="list-style-type: none"> ✓ Chapter 4 ✓ Class Discussion 	<ul style="list-style-type: none"> ● Test Your Knowledge 4 ● Journal Entry Essay (500 words)

Week	Dates	Topics & Reading	Assignments & Due Dates
5	M-9/19 W-9/21	Sustaining Biodiversity: How powerful is The Endangered Species Act? What is the impact of biodiversity loss and mass extinction? Read: ✓ Chapter 9 ✓ Chapter 11, Sections 11.2 and 11.3 ✓ Class Discussion	<ul style="list-style-type: none"> • Test Your Knowledge 5 • <i>Critical Thinking Essay 1 (500 words)</i>
6	M-9/26 W-9/28	What is the status of air pollution and ozone depletion? Read: ✓ Chapter 18 ✓ Class Discussion: Carbon Tax	<ul style="list-style-type: none"> • Test Your Knowledge 6 • Research paper topic proposal • <i>Debate & Defend 2: Carbon Tax</i>
7	M-10/3 W-10/5	Why are we not collectively working to reduce climate change? Read: ✓ Chapter 19 ✓ Thomason (2022). https://grist.org/culture/olufemi-taiwo-climate-change-reparations-justice/?utm_medium=email&utm_source=newsletter&utm_campaign=weekly ✓ Chapter 7, section 7.3 only ✓ Debate & Defend Group Presentations	<ul style="list-style-type: none"> • Test Your Knowledge 7 • <i>Debate & Defend 3: Climate Change</i>
8	M-10/12 W-10/13	✓ Test Your Knowledge Review ✓ Test Your Knowledge 8 – Weeks 1-7	<i>Covers All Course Material through Week 7</i>
9	M-10/17 W-10/19	How much environmental degradation should we allow to support our energy consumption? Read: ✓ Chapter 14, sections 14.1, 14.2, 14.3 and 14.4 only ✓ Chapter 15, sections 15.1, 15.2, 15.5 only ✓ Chapter 16 ✓ Class Discussion: Nuclear Waste Poster Session	<ul style="list-style-type: none"> • Test Your Knowledge 9 • <i>Debate & Defend 4: Nuclear Waste</i>
10	M-10/24 W-10/26	How do we address food access, nutrition, and cost? Read: ✓ Chapter 12 ✓ Food Justice Discussion <ul style="list-style-type: none"> o Taylor, Ard (2015). <i>RESEARCH ARTICLE: Food Availability and the Food Desert Frame in Detroit: An Overview of the City's Food System.</i> 	<ul style="list-style-type: none"> • Test Your Knowledge 10 • <i>Critical Thinking Essay 2 (500 words)</i>

Week	Dates	Topics & Reading	Assignments & Due Dates
11	M-10/31 W-11/2	<p>Why are environmental hazards placed near minority communities and who's responsible for cleanup?</p> <p>Read:</p> <ul style="list-style-type: none"> ✓ Chapter 17, ✓ Individuals Matter 22.1 ✓ Class Discussion: Environmental Justice ✓ Canvas Videos ✓ 	<ul style="list-style-type: none"> ● Test Your Knowledge 11 ● Research paper draft ● <i>Debate & Defend 5: Environmental Justice</i>
12	M-11/7 W-11/9	<p>What is the state of our water? How does water scarcity and pollution impact different communities?</p> <p>Read:</p> <ul style="list-style-type: none"> ✓ Chapter 13 ✓ Chapter 20, Sections 20.1, 20.3 only ✓ Class Discussion 	<ul style="list-style-type: none"> ● Test Your Knowledge 12 ● <i>Critical Thinking Essay 3 (500 words)</i>
13	M-11/14 W-11/16	<p>What other ways can we deal with solid and hazardous waste?</p> <p>Read:</p> <ul style="list-style-type: none"> ✓ Chapter 21 ✓ In-class paper peer review 	<ul style="list-style-type: none"> ● Test Your Knowledge 13 ● Research Paper Draft Peer Review Feedback ● <i>Journal Entry Essay 2 (500 words)</i>
14	Thanksgiving Break		
15	M-11/28 W-11/30	<p>Environmental Worldviews, Ethics, and Sustainability</p> <p>Read:</p> <ul style="list-style-type: none"> ✓ Chapter 25 ✓ Circular Economy <ul style="list-style-type: none"> ○ Nadya - TEDx- https://www.youtube.com/watch?v=FTNI_ToDISc&t=36s 	<ul style="list-style-type: none"> ● Last Test of Your Knowledge ● <i>Final Research paper due (1,500 words)</i>
16	M-12/5	Final Presentations (5 minutes each)	<ul style="list-style-type: none"> ● Final presentation due
Final Exam	Final Presentations Thursday December 8th - 12:15-2:30pm		

