

**ENVIRONMENTAL STUDIES 001
INTRODUCTION TO ENVIRONMENTAL ISSUES**

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COURSE OBJECTIVE

This course is about health and survival of all of us, our children, and the planet that supports us. Right now, the environment we depend upon is being harmed by a range of problems, including an expanding human population, increasing disparity between rich and poor, degradation of natural resources, depletion of non-renewable resources, and global climate change.

Although experts and policy makers are well aware of these environmental problems, there is significant debate about whether we should do anything to address them and, if so, what we should do. *Dealing effectively with these issues and debates requires understanding the basic facts, using critical thinking skills, and applying an interdisciplinary approach towards long-term and sustainable solutions.* We will consider how human-caused changes are affecting life on earth and planetary systems, and what solutions exist to these problems.

This course is designed to provide you with the information to: 1) understand environmental issues; 2) learn the relationships among resource use, economics, politics, and environmental degradation; 3) analyze controversial issues, and 4) identify social, political, technological, and personal approaches to creating a cleaner, sustainable, more peaceful world. By understanding the causes and cures for our environmental problems, we can move society in a direction that will sustain the earth and all its species for generations to come.

GENERAL EDUCATION D3 COURSE

This course meets the requirements of GE Category D3. As such, this course will include material that addresses these D3 learning objectives:

Learning Objective 1. Students shall be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation.

Learning Objective 2. Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.

Learning Objective 3. Students will be able to 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.

Learning Objective 4. Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

Learning Objective 5. Students will be able to apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels.

In addition, this course will emphasize good writing, in both style and content, to meet GE goals.

REQUIRED BOOK

Miller, G. Tyler. 2007. *Living in the Environment, 15th Edition*. Brooks/Cole-Thompson Learning: Pacific Grove, California.

CLASS FORMAT

This is a lecture-participation course. You are encouraged to participate in daily discussions so that we may learn from each other and benefit from our discussions. We will often begin with a review of environmental issues in the news. Some days you will be asked to do an in-class writing assignment or discuss a particular topic. *Being involved in class discussions makes for a good learning atmosphere—and it's actually more fun than sleeping in class!*

STUDENT RESPONSIBILITIES

Students are expected to **actively participate** in learning. Attend each class, as the lectures will contain material that is not in your book. In addition, part of your grade is based on **in-class activities**. In-class assignments cannot be made up! To do well you in this course you must complete the assigned readings before class (so that you'll know what I'm talking about), take good notes, ask questions, turn assignments in on time, and participate in class discussions.

ACADEMIC INTEGRITY POLICY

Academic integrity requires that students not cheat or steal the ideas or works of others. Please familiarize yourself with the information on this website describing the SJSU Academic Integrity Policy: <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-369.html> . One serious form of cheating is plagiarism. According to SJSU's Academic Integrity Policy, "Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense in both academic and professional environments. In essence, plagiarism is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own." I will thoroughly discuss plagiarism and will give clear requirements for each assignment. Plagiarism in written assignments will result in NO CREDIT for the assignment. But, we'll take measures together to prevent this from happening. If you have questions about the official SJSU policy on plagiarism, please read the Academic Integrity Policy at <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-369.html>. You might also want to go through the simple plagiarism tutorial, developed by the library staff, found at this link: <http://tutorials.sjlibrary.org/tutorial/plagiarism/selector.htm> .

DISABILITIES POLICY

It is the policy of San Jose State University to provide appropriate accommodations to students who have documented disabilities meeting the eligibility requirements of the Americans With Disabilities Act of 1990. This website provides information on how students need to document disabilities: http://www.drc.sjsu.edu/student_services/document_disability.htm .

LATE ASSIGNMENT POLICY

All assignments are due at the **beginning of class** on the deadline date. Late papers turned in at the end of class will be assessed a 10% penalty. Papers turned in the following day will lose an additional 10%. Those turned in the day after that will lose another 10%. Papers later than that will not be accepted. Make-up exams will be considered for legitimate circumstances, when arranged in advance, or with a doctor's memo.

OFFICE VISITS

Please *do not wait* for an insurmountable problem before considering an office visit. If you would like to discuss an issue, an assignment, a personal problem, or majoring in Environmental Studies, see me after class, sign up for a time on my clipboard in Room 118 (on Doti Stafford, the ES office manager's, desk), or email me.

COURSE ASSISTANT

This semester we are fortunate to have a teaching assistant, Sumudu, who will help with course design and advising. Please feel free to meet with Sumudu when you have questions.

SYLLABUS

A list of topics covered, exam and written assignment due dates, and text reading assignments are provided in the *Environmental Studies 001 Syllabus*. The Syllabus is subject to minor changes. Revisions to the Syllabus are posted on the class website.

CLASS WEBSITE

Materials for this class will be posted on the web page for this course. Here are directions to the website: Go to the Environmental Studies website at <http://www2.sjsu.edu/depts/EnvStudies/>. Click on *Class Syllabi and Websites*. Go to the bottom of the page where Websites are listed and click on my course link.

EXAMS, ASSIGNMENTS, AND EXTRA CREDIT

The exams and assignments are designed to help you learn the course material and analyze issues. The written assignments will help you develop skills to evaluate, analyze, and express solutions to environmental issues. Good writing is essential to conveying your ideas!

Microthemes (15 points): Microthemes are short papers (under 500 words) that will help you think critically and write better. There will be three of these.

Paper 1 (10 points): This paper is an increase in complexity from the microthemes, requiring you provide information and analysis. You will also include a citation from the published literature.

Paper 2 (15 points): This paper requires the objective analysis of opposing views on controversial environmental issues using material from the text and internet sources.

In-Class Assignments (10 points): At the prerogative of the professor, you will be given in-class writing assignments. **Be aware that in-class assignments cannot be made up.**

Three Exams (15 points for each mid-term and 20 points for the final--a total of 50 points): Each exam will include the material covered since the previous exam. Two class days before each exam I will give you a **study guide**. Work on the study guide, then ask questions during the class session before the exam.

Extra Credit Opportunities—2 total allowed (3 points per project/6 point maximum):

Field Trip (3 points): You can attend one of my Saturday field trips for extra credit.

Other extra credit opportunities will be announced.

GRADING

97 - 100	A+	81 - 86	B	68 - 70	C-	55 or below	F
91 - 96	A	79 - 80	B-	66 - 67	D+		
89 - 90	A-	77 - 78	C+	60 - 65	D		
87 - 88	B+	71 - 76	C	56 - 59	D-		

ENVIRONMENTAL STUDIES 001 SYLLABUS

Subject to minor changes!

Class #	Day	Date	Topic	Readings/Assignments
1.	Th	8/23	<ul style="list-style-type: none"> Welcome to EnvS 001 What is Environmental Studies? 	Greensheet <i>Microtheme 1 provided</i>
2.	Tu	8/28	<ul style="list-style-type: none"> Concepts of Sustainability Big issues facing us today 	Ch. 1 (the whole chapter—it's really good!)
3.	Th	8/30	<ul style="list-style-type: none"> Scientific Principles: Matter & Energy How does greenhouse warming work? 	Ch. 2, pp. 42-48 Microtheme 1 due
4.	Tu	9/4	<ul style="list-style-type: none"> Energy and Matter in Nature Science Experts: Who can you trust? 	Ch. 2, pp. 26-32; Ch. 3, pp. 50-66; 70-76 <i>Microtheme 2 provided</i>
5.	Th	9/6	<ul style="list-style-type: none"> Biomes, Communities, Populations Why aren't we over-run with antelope? 	Ch. 5, pp.105-123; Ch. 7, pp. 150-155; Ch. 8, pp. 161-167
6.	Tu	9/11	<ul style="list-style-type: none"> Video: <i>Green Plans</i>--What are other nations doing to be sustainable? 	Microtheme 2 due
7.	Th	9/13	<ul style="list-style-type: none"> Human Population Dynamics Are there too many people? 	Ch. 9, pp. 171-177, 182-187 <i>Microtheme 3 provided</i>
8.	Tu	9/18	<ul style="list-style-type: none"> Food Resources Can we feed the world? 	Ch. 13, pp. 270-288
9.	Th	9/20	<ul style="list-style-type: none"> Sustainable Agriculture What's the best way to feed the world? 	Ch. 13, pp. 294-304 Microtheme 3 due
10.	Tu	9/25	<ul style="list-style-type: none"> Video: <i>Diet for a New America</i> 	<i>Paper 1 Assignment provided</i>
11.	Th	9/27	<ul style="list-style-type: none"> Library Session 	S26, pp. S73-S80 <i>Exam Review</i>
12.	Tu	10/2	<ul style="list-style-type: none"> MIDTERM #1 (Classes 1-11) 	
13.	Th	10/4	<ul style="list-style-type: none"> Environmental Economics Video: <i>Green Backs and Green Packs</i> 	Ch. 24, pp. 569-577
14.	Tu	10/9	<ul style="list-style-type: none"> Forest Resources What's a tree done for me lately? 	Ch. 10, pp. 193-210
15.	Th	10/11	<ul style="list-style-type: none"> Forest Resources What's a tree done for me lately? 	Ch. 4, pp. 91-98 Ch. 11
16.	Tu	10/16	<ul style="list-style-type: none"> Biodiversity and Species Extinction Who cares if a butterfly goes extinct? 	Formal Paper 1 Due
17.	Th	10/18	<ul style="list-style-type: none"> Aquatic Diversity Will there be fish for my children? 	Ch. 12, pp. 249-261
18.	Tu	10/23	<ul style="list-style-type: none"> Wetland Restoration Can we make things better? You bet! 	Ch. 12, pp. 262-265
19.	Th	10/25	<ul style="list-style-type: none"> Video: <i>Natural Connections</i> 	
20.	Tu	10/30	<ul style="list-style-type: none"> Water Pollution and Regulation <i>Exam Review</i> 	Ch.21, pp. 493-498, 504-510, 513-517 Ch. 25, 592-596, 605-609 <i>Paper 2 provided</i>
21.	Th	11/1	<ul style="list-style-type: none"> MIDTERM #2 (Classes 13-20) 	
22.	Tu	11/6	<ul style="list-style-type: none"> Water Scarcity Where does yor water come from? 	Ch. 14, pp. 305-310, 313-322, 327-328
23.	Th	11/8	<ul style="list-style-type: none"> Non-renewable Energy Resources Where is all that CO₂ coming from? 	Ch. 16, pp. 354-362, 374-382 Round Robin Discussion
24.	Tu	11/13	<ul style="list-style-type: none"> Video: <i>Kilowatt Ours</i> 	
25.	Th	11/15	<ul style="list-style-type: none"> Energy Efficiency and Renewable Resources 	Ch. 17, pp. 384-389, 394-399, 413-416
26.	Tu	11/20	<ul style="list-style-type: none"> Global Climate Change What's wrong with a little CO₂? 	Ch. 19, pp. 440-441; Ch. 20, pp. 465-485 Round Robin Discussion

27.	Th	11/22	<i>Thanksgiving!</i>	
28.	Tu	11/27	<ul style="list-style-type: none"> • Video: <i>Global Warming, the signs and science</i> 	
29.	Th	11/29	<ul style="list-style-type: none"> • Ozone Loss and Global Warming 	Ch. 20, pp. 486-491
30.	Tu	12/4	<ul style="list-style-type: none"> • Air Pollution: Inside and out • Is our air getting cleaner? 	Ch. 19, pp. 441-447, 452-461; Ch 24, pp. 581-582
31.	Th	12/6	<ul style="list-style-type: none"> • Sustainable Living in an Urban World • How can we build a green world? 	Ch. 17, pp. Ch. 26, pp. 621-626 Formal Paper 2 Due
32.			<ul style="list-style-type: none"> • FINAL (Class # 22-31) 	9:00 Section, Dec 18, 7:15-9:30 (yipes!) 10:30 Section, Dec 17, 9:45-12:00