

ENVIRONMENTAL STUDIES 001
INTRODUCTION TO ENVIRONMENTAL ISSUES
Spring 2007 (BBC 326)

Instructor: Dr. Lynne Trulio
Office Hours: M 1:00-3:00pm; W 2:00-4:00pm
(Call Doti, ES Office Manager, at
924-5450, to make an appointment)

Email: ltrulio@earthlink.net
Office: Sci 50
Phone: (408) 924-5445

COURSE OBJECTIVE

This course is about survival—survival of each of us, our children, our planet. Right now, the environment we depend upon is being compromised 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 the destruction of the natural environment for personal and corporate benefit.

Although the existence of these environmental problems are clearly recognized, 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 and planetary systems and what solutions exist to these problems.

This course is designed to provide you with the information to: 1) gain and improve knowledge of environmental issues; 2) learn the interrelationships of resource use, economics, politics, and environmental degradation; 3) analyze controversial issues, and 4) identify social, political, technological and personal mechanisms that can guide existing institutions toward 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 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.

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. Students are welcomed and expected to participate in daily discussions so that we may learn from each other and benefit from the group interaction. We will often begin with a review of environmental issues in the news followed by a scheduled lecture and/or a video. Some days you will be asked to do an in-class writing assignment, take a quiz, or discuss a particular topic. *Being involved in class discussions makes for a good learning atmosphere.*

STUDENT RESPONSIBILITIES

Students are expected to **actively participate** in learning. Be sure to attend each class, as the lecture will contain material that is not in your book. In addition, part of your grade is based on **in-class activities, including writing and quizzes**. These in-class assignments cannot be made up. Be sure to complete the assigned readings before class, take good notes, ask questions, turn assignments in on time, pick up class handouts, 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. 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>.

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's desk), or email me.

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 change. 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* The link to the class web site will be located next to the class listing for the current semester.

EXAMS, ASSIGNMENTS, AND EXTRA CREDIT

The exams and assignments are designed to help you learn the course material and acquire the skills to analyze issues. The written assignments will help you develop skills to evaluate, analyze, and express solutions to environmental issues.

Writing Assignment 1 (5 points): In this introductory paper, you will answer a specific question.

Writing Assignment 2 (10 points): The format of this assignment will be similar to the one page assignment, but the analysis will increase in complexity.

Final Written Assignment—The Pro-Con Analysis (20 points): This paper requires the objective analysis of opposing views on controversial environmental issues. Students will use information from the text and other sources to undertake this analysis.

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

Field Trips (5 points): There are two Saturday field trips. You must attend one to receive these points.

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 (3 points per project/6 point maximum): 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

Class #	Day	Date	Topic	Readings/Assignments
1.	W	1/24	<ul style="list-style-type: none"> Welcome to EnvS 001 What is Environmental Studies? 	Greensheet, Syllabus, Grading <i>Writing Assignment 1 provided</i>
2.	M	1/29	<ul style="list-style-type: none"> Concepts for Sustainable Living 	Ch. 1 & 26
3.	W	1/31	<ul style="list-style-type: none"> Scientific Principles: Matter & Energy 	Ch. 2
4.	M	2/5	<ul style="list-style-type: none"> Ecology and Natural Systems 	Ch. 3 Writing Assignment 1 Due
5.	W	2/7	<ul style="list-style-type: none"> Video: <i>Green Plans</i> 	
6.	M	2/12	<ul style="list-style-type: none"> Ecology and Natural Systems 	Ch. 7
7.	W	2/14	<ul style="list-style-type: none"> Human Population Dynamics 	Ch. 8 & 9 <i>Writing Assignment 2 provided</i>
8.	M	2/19	<ul style="list-style-type: none"> Food Resources and Soil 	Ch. 13
9.	W	2/21	<ul style="list-style-type: none"> Pests and Sustainable Agriculture 	Ch. 13
10.	M	2/26	<ul style="list-style-type: none"> Library Session <i>Exam Review</i> 	S 26
11.	W	2/28	<ul style="list-style-type: none"> Video: <i>Diet for a New America</i> 	Revision of Assignment 1 Due
12.	M	3/5	<ul style="list-style-type: none"> MIDTERM #1 (Classes 1-11) 	
13.	W	3/7	<ul style="list-style-type: none"> Forest Resources 	Ch. 5 & 10
14.	M	3/13	<ul style="list-style-type: none"> Video: <i>Kilowatt Ours</i> 	
15.	W	3/14	<ul style="list-style-type: none"> Forests Environmental Economics 	Ch. 24
16.	M	3/19	<ul style="list-style-type: none"> Biodiversity and Evolution 	Ch. 4 & 5 Writing Assignment 2 Due
17.	W	3/21	<ul style="list-style-type: none"> Biodiversity: What has a burrowing owl done for me lately? 	Ch. 11
18.	M	3/26	<ul style="list-style-type: none"> Spring Break 	
19.	W	3/28	<ul style="list-style-type: none"> Spring Break 	
20.	M	4/2	<ul style="list-style-type: none"> Aquatic Diversity 	Ch. 6 & 12
21.	W	4/4	<ul style="list-style-type: none"> Video: <i>Wild Places</i> 	
22.	M	4/9	<ul style="list-style-type: none"> Wetlands and Restoration <i>Exam Review</i> 	<i>Writing Assignment 3 provided</i>
23.	W	4/11	<ul style="list-style-type: none"> MIDTERM #2 (Classes 13-22) 	
24.	M	4/16	<ul style="list-style-type: none"> Water and Scarcity 	Ch. 14
25.	W	4/18	<ul style="list-style-type: none"> Water and Pollution 	Ch. 19; Round Robin Discussion
26.	Sun	4/22	<ul style="list-style-type: none"> Field Trip 	
27.	M	4/23	<ul style="list-style-type: none"> Non-renewable Energy Resources 	Ch. 16; S21
28.	W	4/25	<ul style="list-style-type: none"> Energy Efficiency and Renewable Resources 	Ch. 17
29.	M	4/30	<ul style="list-style-type: none"> Global Climate Change and Ozone Depletion 	Ch. 20 Round Robin Discussion
30.	W	5/2	<ul style="list-style-type: none"> Video: <i>Global Warming, the signs and science</i> 	
31.	M	5/7	<ul style="list-style-type: none"> Air Resources 	Ch. 19
32.	W	5/9	<ul style="list-style-type: none"> Environmental Policy 	Ch. 25
33.	Sat	5/12	<ul style="list-style-type: none"> Field Trip 	
34.	M	5/14	<ul style="list-style-type: none"> Sustainable Living in an Urban World <i>Exam Review</i> 	Ch. 22 & 23/ Writing Assignment 3 Due
35.			<ul style="list-style-type: none"> FINAL (Class # 24-34) 	Friday, May 18, 9:45-12:00