

San José State University
Environmental Studies
ES 001, Introduction to Environmental Issues, Section 5,
Spring, 2009

Instructor: Sandy Olliges
Office Location: YUH 206
Telephone: (408) 924-3058
Email: solliges.es@comcast.net
Office Hours: MW 2 - 4 pm
Class Days/Time: TTh 12:00 – 1:15 pm
Classroom: DMH 164
GE/SJSU Studies Category: D3

Environmental Studies Web Page

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*. Click on my course link.

Course Description

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 global ecological systems, and what solutions exist to these problems.

Course Goals and Student Learning Objectives

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.

GE/SJSU Studies Learning Outcomes (LO), if applicable

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

LO1 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.

LO2 Place contemporary developments in cultural, historical, environmental, and spatial contexts.

LO3 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.

LO4 Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

LO5 Apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels.

Course Content Learning Outcomes

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

LO6 Identify and analyze ecological systems, the social dimensions of environmental degradation and its causes, and the processes of social change and the role of human agency in environmental sustainability.

LO7 Understand the cultural, historical, and spatial dimensions of the current environmental crisis, and the role of individuals and societal institutions in creating environmental sustainability.

LO8 Evaluate environmental science and policy information presented from different perspectives, and formulate appropriate responses to the contemporary environmental issues.

LO 9 Apply multidisciplinary material to understanding and effectively addressing global ecological issues and living sustainably in urban environments.

Required Text

Miller, G. T., & Spoolman, S. E. (2009). *Living in the environment* (16th ed.). Belmont, CA: Brooks/Cole.

Recommended Text

American Psychological Association. (2002). *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Classroom Protocol

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!*

Students are expected to **actively participate** in learning. Attend each class, as the lectures may 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, take good notes, ask questions, turn assignments in on time, and participate in class discussions.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

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, or a personal problem, see me after class, call, 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 changes. Revisions to the Syllabus are posted on the class website.

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! You will write the papers using APA style, in accordance with the *Publication Manual of the American Psychological Association* (5th ed.).

Microthemes (10 points): Microthemes are short papers (under 500 words) that will help you think critically and write better. There will be two of these. (Assesses SLO 1)

Paper 1 (15 points): This paper is an increase in complexity from the microthemes, requiring you provide information and analysis on the Ecological Footprint concept. You will also include a citation from the published literature. (Assesses SLO 2 and 3)

Paper 2 (15 points): This paper requires the objective analysis of opposing views on US energy policy using material from the text and internet sources. (Assesses SLO 4)

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. (Final Exam Assesses SLO 5)

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

Letter to elected representatives (3 points): You can write a letter to your elected representative about an environmental issue. You will need to clearly state the issue and describe the action(s) that you want the representative to take. The letter should be three to five paragraphs in length. To receive extra credit, you must submit the letter to me for review prior to sending it. I will let you know if it meets the criteria of clarity and accuracy.

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	1/22	<ul style="list-style-type: none"> Welcome to EnvS 001 What is Environmental Studies? 	Greensheet <i>Microtheme 1 provided</i>
2.	Tu	1/27	<ul style="list-style-type: none"> Concepts of Sustainability Big issues facing us today 	Ch. 1 All
3.	Th	1/29	<ul style="list-style-type: none"> Scientific Principles: Matter & Energy How does greenhouse warming work? 	Ch. 2, pp. 28, 33, 35-47 Ch. 7, 140-145 Ch. 19, pp. 496-505 Microtheme 1 due
4.	Tu	2/3	<ul style="list-style-type: none"> Energy and Matter in Nature Science Experts: Who can you trust? 	Ch. 2, pp. 29-35 Ch. 3, pp. 50-57, 60-75 <i>Microtheme 2 provided</i>
5.	Th	2/5	<ul style="list-style-type: none"> Biomes, Communities, Populations Why aren't we overrun with antelope? 	Ch. 2, pp. 57-61 Ch. 5, pp.100-115 Ch. 7, pp. 145-152, 157-159
6.	Tu	2/10	<ul style="list-style-type: none"> Video: <i>Green Plans</i>--What are other nations doing to be sustainable? 	Microtheme 2 due
7.	Th	2/12	<ul style="list-style-type: none"> Human Population Dynamics Are there too many people? 	Ch. 6 All
8.	Tu	2/17	<ul style="list-style-type: none"> Food Resources Can we feed the world? 	Ch. 12, pp. 275-298 <i>Paper 1 Assignment provided</i>
9.	Th	2/19	<ul style="list-style-type: none"> Sustainable Agriculture What's the best way to feed the world? 	Ch. 12, pp. 299-310
10.	Tu	2/24	<ul style="list-style-type: none"> Video: <i>Diet for a New America</i> 	
11.	Th	2/26	<ul style="list-style-type: none"> Environmental Economics 	Ch. 23 All; S3, pp. S10-S17 <i>Exam Review</i>
12.	Tu	3/3	<ul style="list-style-type: none"> MIDTERM #1 (Classes 1-11) 	
13.	Th	3/5	<ul style="list-style-type: none"> Forest Resources What's a tree done for me lately? 	Ch. 10, pp. 214-231 Formal Paper 1 Due
14.	Tu	3/10	<ul style="list-style-type: none"> Forest Resources What's a tree done for me lately? 	Ch. 7, pp. 153-156 Ch. 9, p. 195 – Science Focus
15.	Th	3/12	<ul style="list-style-type: none"> Biodiversity and Species Extinction Who cares if a butterfly goes 	Ch. 4, pp. 77-80, 86-97 Ch. 9, pp. 183-194, 201-203

			extinct?	
16.	Tu	3/17	<ul style="list-style-type: none"> Aquatic Diversity Will there be fish for my children? 	Ch. 8 All Ch. 11, 249-265
17.	Th	3/19	<ul style="list-style-type: none"> Wetland Restoration Can we make things better? You bet! 	Ch. 11, 265-272 Ch. 13, 338-341 <i>Paper 2 provided</i>
18.	TuTh Tu	3/24, 3/26, 3/31	<ul style="list-style-type: none"> Spring Break, Cesar Chavez Day 	Celebrate the struggle for justice through nonviolence
19.	Th	4/2	<ul style="list-style-type: none"> Video: <i>Natural Connections</i> 	
20.	Tu	4/7	<ul style="list-style-type: none"> Environmental Regulation <i>Exam Review</i> 	Ch. 24, pp. 634-648, 652-657 Ch. 9, 206-208
21.	Th	4/9	<ul style="list-style-type: none"> MIDTERM #2 (Classes 13-20) 	
22.	Tu	4/14	<ul style="list-style-type: none"> Water Scarcity Where does your water come from? 	Ch. 13, pp. 313-338 Round Robin Discussion
23.	Th	4/16	<ul style="list-style-type: none"> Non-renewable Energy Resources Where is all that CO₂ coming from? 	Ch. 15 All
24.	Tu	4/21	<ul style="list-style-type: none"> Video: <i>Kilowatt Ours</i> 	
25.	Th	4/23	<ul style="list-style-type: none"> Energy Efficiency and Renewable Resources 	Ch. 16 All
26.	Tu	4/28	<ul style="list-style-type: none"> Air Resources: Ozone Hole What's wrong with a little extra UV? 	Ch. 19, pp. 523-528 Round Robin Discussion
27.	Th	4/30	<ul style="list-style-type: none"> Video: <i>Global Warming, the signs and science</i> 	Ch. 19, pp. 505-523
28.	Tu	5/5	<ul style="list-style-type: none"> Air Resources: Pollution Is our air getting cleaner? 	Ch. 18, pp. 468-483, 486-493
29.	Th	5/7	<ul style="list-style-type: none"> Sustainable Living in an Urban World What can I do to help? 	Ch. 22 All
30.	Tu	5/12	<ul style="list-style-type: none"> Sustainable Living in an Urban World What can I do to help? 	<i>Exam Review</i> Formal Paper 2 Due
31.	W	5/20	<ul style="list-style-type: none"> FINAL (Classes 22-30) 	May 20, Wed., 9:45 am – 12 noon

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf) is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf.

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are

well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. [Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/](http://www.sjsu.edu/muse/peermentor/) .

