

San José State University
College of Social Science/Environmental Studies Department
Course# 48070, Environmental Education 158, Section 1, Fall 2021

Course and Contact Information

Instructor:	Robert M. Foran, MS
Office Location:	Washington Square Hall (WSQ) 111
Telephone:	(415) 940-4917
Email:	robert.foran@sjsu.edu
Office Hours:	Zoom office hours available. (no in-person office hours at this time)
Class Days/Time:	Mondays (2:15 – 5:00 pm)
Classroom:	Dudley Moorhead Hall (DMH) Room 164
Prerequisites:	ENGL 1A and ENGL 2 ; upper division standing or instructor consent

“The paradox of education is precisely this, that as one begins to become conscious, one begins to examine the society in which [they are] educated.”

-James Baldwin, October 16, 1963, “The Negro Child-His Self-Image/A Talk to Teachers”, published in *The Saturday Review*, December 1963

“For me forgiveness and compassion are always linked: how do we hold people accountable for wrongdoing and yet at the same time, remain in touch with their humanity long enough to believe in their capacity to be transformed?”

-bell hooks (Gloria Jean Watkins), co-interview with Maya Angelou by Melvin McLeod, *Shambala Sun*, January 1998

“Transforming our educational system won’t be easy, but I believe that it is the most important and strategic path toward creating more just, peaceful, and sustainable societies populated by happy, healthy, and successful people. Because the world inevitably becomes what we teach, it’s up to us—whether we are teachers, school administrators, parents, grandparents, concerned citizens, legislators, entrepreneurs, and business leaders, or any other number professionals—to commit to transforming schooling so that is truly worthy of children and genuinely worthwhile for the world they will both inherit and shape.”

-Zoe Weil, (2016) *The World Becomes What We Teach, Educating a Generation of Solutionaries*, Lantern Books, New York, NY

“The plain fact is that the planet does not need more successful people. But it does desperately need more peacemakers, healers, restorers, storytellers, [teachers], and lovers of every kind. It needs people who will live well in their places. It needs people of moral courage willing to join the fight to make the world more habitable and humane. And these qualities have little to do with success as we have defined it.”

-David W. Orr, (2005) *Ecological Literacy, Educating Our Children for a More Sustainable World*, (The Bioneers Series) Sierra Club Books, San Francisco, CA

Course Description

SJSU Catalogue Description

Education of individuals can make a difference in protecting the environment. Comprehensive overview from the perspective of schools, American culture and law. Interdisciplinary approaches for correcting conditions created by modern living, energy and environmental demands.

Course Content Description

The ways in which Environmental Education (EE) has been approached in the classroom are quickly transforming as our individual and collective relationships with, and understanding of, what we perceive as the 'natural world' changes. By reframing and perhaps even redefining the meaning of the word 'environment' for the purposes of this course, we will be able to develop the groundwork for a deeper meaning of EE and what it entails for us as educators *and* for our students, both present and future.

The intent of this course is to widen your pedagogical lens—as well as intentionally foster an anti-racist perspective—in order to provide a more expansive understanding against the quickly shifting landscape of our socio-cultural, political, and economic institutions and how they intersect with the 'natural world.' We will explore and examine what it means to 'start where you are' and then connect these emerging pedagogical theories and themes within EE to a more global context. Then, coming full circle as we bring it back home to "the places that we work, live, play, learn, and worship..." (Bullard, R., 2000. *Dumping in Dixie: Race, Class, & Environmental Quality*. Routledge, New York, NY, Print.)

This course integrates interdisciplinary frameworks, pedagogical theories, and practice concerning issues that impact our relationship with what we consider our 'natural world'. EE is an effective method for developing societal understanding of environmental *and* social issues. Furthermore, EE may serve as a platform for encouraging youth participation in directly redressing the social and environmental issues that concern them, particularly in vulnerable communities, while promoting a sense of individual- and collective-efficacy. Students will learn a broad range of theoretical and methodological approaches employed in EE. Students will study strategies for working with youth, while putting these strategies into practice. Furthermore, students will apply these theories and practices in their own active and original EE final projects.

This class is structured so that we can be in the four-walls of a classroom for the covering of some material and in addition, to be outside of the classroom while being immersed in green spaces which are conducive to, as well as the fostering of, ideas and concepts that are integral to EE. These include, but are not limited to, such qualities as kinesthetic learning, place-based/(start-where-you-are) learning, experiential learning, as well as community engaged learning,

Course Format

Technology Intensive

This is an upper division undergraduate course that will be using various platforms of engagement such as lectures, collaborative group work & class activities, course readings, Canvas online discussions, lesson plan development, and a final project. The work assigned in this course is developed as a means of exploring and communicating ideas, concepts, and theories in EE through an interdisciplinary and anti-racist pedagogical lens.

Program Learning Objectives (PLO)

The Department Program Learning Outcomes for all Environmental Studies undergraduates and graduate students are found at <http://www.sjsu.edu/depts/EnvStudies/assessment/>.

This course will be used to promote undergraduate student learning for the following outcomes:

PLO 1 - Qualitative Environmental Literacy: Students are able to write a logical analytical paper/lesson plan using good writing style and construction supported by appropriate research.

PLO 3 - Content Environmental Literacy: Students will develop proficiency in the interdisciplinary sustainability principles that are the foundation of environmental studies; they will know the key environmental challenges facing the planet, know relevant interdisciplinary information about these challenges, and be able to develop/identify feasible solutions (i.e., become a solutionary)

Course Learning Outcomes (CLO)

CLO 1 – Students will be able to knowledgeably answer the questions: What is environmental education? Who am I as an educator?

CLO 2 – Students will be able to understand pedagogical approaches through theory, application, and praxis.

CLO 3 – Students will possess working knowledge of basic environmental science concepts and current environmental issues.

CLO 4 - Students will independently develop, deliver, and reflect on an original environmental education lesson plan that includes hands-on activities and integrates California Mandated K-12 Standards.

Specific Course Learning Objective (SpCLO): Eco-literacy/Becoming a Solutionary

SpCLO 1 - The ecoliterate/solutionary student/teacher will be able to integrate environmental education theory, practice, and problem solving in classroom settings.

SpCLO 2 - The ecoliterate/solutionary student/teacher will be able to apply their knowledge and skills to new settings or in addressing complex problems that fall under the various rubrics of environmental and social issues, knowing that they are inextricably connected.

SpCLO 3 - The ecoliterate/solutionary student/teacher will demonstrate the ability to work productively and collaboratively in groups and community settings.

Anti-Racist Learning Objectives (ARLO's as per instructor)

ARLO 1 – Students will be able to articulate through classroom discussions, online discussions, & through writing assignments how traditional EE has been taught through an exclusively white/Euro-centric perspective that has greatly shaped & impacted our understanding of our environment through various lenses—ecologically, socio-politically, and culturally.

ARLO 2 – Students will be able to critically reflect on and articulate through classroom discussions, online discussions, & through writing assignments how colonization has greatly shaped & impacted the ‘places that we inhabit’ by reflecting on the history of the Indigenous/Native people of whose land we stand on.

ARLO 3 – Students will be able to critically reflect on and articulate through classroom discussions, online discussions, & through writing assignments how the views of those who appear different, who come from different socio-economic backgrounds, and who have not necessarily experienced life as they have can contribute to a more holistic understanding of our environment, both the ecological and the socio-culturally.

Required Texts and Recommended Readings

Textbook (required & available via LEGANTO, SJSU Library Course Selection)

- Weil, Zoe (2016) *The World Becomes What We Teach*, Brooklyn, NY. Lantern Books. (available through the SJSU Library via LEGANTO as an E-text) Link on Canvas Home Page, **no need to purchase**.

Other Recommended Readings

- Bigelow and Peterson. 2002. *Rethinking Globalization: Teaching for Justice in an Unjust World*. A Rethinking Schools Publication, Milwaukee, WI
- Bigelow and Swinehart. 2014. *A People’s Curriculum for the Earth*. A Rethinking Schools Publication, Milwaukee, WI
- Carter, Forest. 1976. *The Education of Little Tree*. University of New Mexico Press, New Mexico
- Cornell, Joseph. 1998. *Sharing Nature with Children*. Dawn Publications, Nevada City, California.
- Gonick, Larry, and Alice Outwater. 1996. *The Cartoon Guide to the Environment*. HarperCollins, New York, New York. (available from Amazon.com)
- Grant, Tim and Gail Littlejohn, (eds). 2005. *Teaching Green: The Middle Years*.
- Grant, Tim and Gail Littlejohn, (eds). 2005. *Teaching Green: The High School Years*.
- Louv, Richard. 2005. *Last Child in the Woods: Saving our Children from Nature-Deficit Disorder*. Algonquin Books, Chapel Hill, North Carolina.
- Orr, David. 1994. *Earth in Mind: On Education, Environment, and the Human Prospect*. Island Press, Washington, D.C.
- Orr, David W., Michael K. Stone, Zenobia Barlow, and Fritjof Capra. 2005. *Ecological Literacy: Educating Our Children for a Sustainable World (The Bioneers Series)* Sierra Club Books, San Francisco, CA (available on Amazon.com)
- Silko, Leslie Marmon. 1986. *Ceremony*, New York, NY, Penguin Books.
- Sobel, David. 2004. *Place-Based Education: Connecting Classrooms & Communities*. The Orion

Library Liaison

Our wonderful and very resourceful library liaison for the Environmental Studies Department is Peggy Cabrera. She can be reached at: peggy.cabrera@sjsu.edu. She will be guiding us through the start of this course with a synchronous virtual workshop of the SJSU/Martin Luther King Library during one of our class times. Please see the syllabus for more details.

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 (approximately 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.”

Canvas Learning System

For this course, all take home assignments must be turned in through the Canvas Learning Management System, unless otherwise noted by the instructor.

Class Participation, Readings, In-Class Activities (*Discussion/Activities)

Students will be expected to actively participate in their learning. As much of this course is based on activities, collaborative work, and discussions, each student's participation is necessary for the class to function at its optimum. Students should arrive/sign in on time, be prepared, be creative and critical when they are discussing ideas and concepts and be attentive and supportive when others are sharing their work. Be sure to complete assigned readings before class. Readings may also include articles distributed by the instructor through Canvas. You will receive participation points for attending class and contributing to debates and discussions and participating in activities. You must be present and prepared to receive participation points; there are no makeup points for missed class. Group activities, example games, meetings with your instructor, and other in-class assignments will also count towards participation points.

Class Discussions and Related Activities

As this class will include a combination of lectures and group discussions, all students will be expected to participate in discussions, demonstrate knowledge of assigned readings, receive feedback from the instructor and peers in a non-defensive manner, and offer constructive criticism to peers in an effort to support collaborative learning.

Canvas Discussions

Every 3 weeks there will be a series of online classroom discussions on Canvas. They will be pulled from the material that we've covered throughout the semester up to that point. Every 3-week period the question series will be made available to the class on Canvas under "Discussions" on the blue vertical toolbar to the left of the "Home Page", which will serve as our 'go-to.' You are more than welcome to read ahead and post your responses as you progress through the 3-week period..

Most often there will be *approximately* 4-8 questions and you'll be required to respond to at least 3-5 of them as per the instructions in the posting guidelines. To answer them and get full credit, you must post an initial response that addresses the question prompts you've chosen for that 3-week period and then you'll be required to write one response to 2 of your peers (one response per peer).

You are required to respond to the questions prompts in a **substantial way**, meaning that you provide a genuinely reflective response and answer the questions fully. Also, you must include and cite all your sources, both in-class sources and outside sources in **APA format**. In addition, you will include a reference section, also in **APA format**, at the end of your initial post responses. There is not a lot of formal paper writing in this course and as such, I am including this requirement so all of you can demonstrate your reading comprehension, writing composition, and the effective communication of your ideas and concepts.

Annotated Bibliography

In order to prepare a lesson plan, comprehensive lesson plan activities that meet your objectives, or even final projects on a particular subject, it is important to research that subject first. Giving a lesson without adequate knowledge of the subjects or themes that you are teaching is less than ideal. In order to prepare for your written community-based project (the teaching collaborative website), you will research your chosen topic(s) and prepare a summary of each source that you list. You **must** use **APA format** when turning in writing assignments in this class, unless otherwise noted by the instructor.

- You must use 10 sources **minimum**: 5 primary/peer-reviewed, 3 secondary academic (i.e., textbook), 1 printed/online media (i.e., newspaper, magazine), 1 website (i.e., organizational, educational, lesson plan development, etc., other examples of appropriate websites will be covered in class)
- Include the complete publishing information for each source (APA format)
- Include a brief summary of the key points you learned from each source (the annotation)
- When using media and website sources, evaluate the quality of the source. (Wikipedia, *The Onion*, and FactCheck.org do **NOT** count as reliable sources.)

Final Project

Environmental Education (EE) Community-Based Project (CBP) Google Site

A large portion of your time in this course will be spent researching and developing a Community-Based Project (CBP) Google Site for your final project. Each group's final project will relate to a particular environmental issue(s), focusing on either an ecological issue and/or environmental/social justice-oriented. All final projects must include three (3) major components that lead toward building your student's knowledge base in and around the theme(s) expressed in your CBP and that fully engages the community that your students are seated within, however that is defined (the families of your students, the school community, or the community at large). Your final projects must...

- ***Move*** the knowledge into the community (i.e. what is the lesson plan activity/CBP that moves the knowledge into... the family of the students, the school, and/or the overall community)
- ***Engage*** the community (involving parents of the students, informing and involving fellow students, faculty, and/or staff of the school, and/or local neighborhood like at a local community center, downtown merchant, local CBO, etc.)
- ***Impact/Benefit*** the community (neighborhood, community center, etc.) by communicating the issues presented in the overall curriculum/content of your CBP through presenting real-time solutions through research, activism, art-ivism, education, hands-on activities, and/or re-beautification/repurposing of a local green space, internships at local CBOs, etc.

This project must take place in, or be incorporated into, an outdoor green space. We will be exploring various public parks in and around SJSU and San Jose as ways of getting to know our surroundings. Your group of 2-3 people will 'adopt' an actual 'living and breathing' green space that will be the classroom for your final project. You must include some aspect(s) or element(s) of the green space that you adopt and use it in your community-based project (**EXAMPLES**: the river trail in Guadalupe River Trail Park, Coyote Creek, various public parks and their facilities/resources in San Jose, the urban community garden at Veggielution/Cesar Chavez Community Action Garden, ENVIS Garden, even the Tower lawn! Everything is up for grabs! Be CrEaTiVe!)

IMPORTANT: You will work in pairs or groups of three students for the CBP portion of this assignment. However, the annotated bibliography is an **individual** assignment. **EVERY** student will be turning in an annotated bibliography. The CBP is a group collaborative assignment. Each teaching collaborative pair or group will develop a Google Site that centers around a community-based collaborative project. This project must contain certain components that we will go over in class more in depth.

- A creative and applicable name of your teaching collaborative
- Title of your overarching topic and your specific targeted theme/issue(s) of your overall Community-based project (CBP)
- Group philosophy statement
- Pics & bios for each member of the teaching collective along with your individual personal education philosophy (PEP) statement (i.e., self-generated, a short poem, a quote from someone you admire, etc.)

- Teaching collective mission statement
- Section dedicated to all EE concepts and academic skills in your CBP
- Section dedicated to the CDE, NGSS, (STEAM, VAPA) addressed in your CBP
- Section dedicated to a breakdown of your (i.e., Context & Framework, essential questions/concepts addressed in your chosen CBP, clear & strong assessment tools, and evaluative criteria for that chosen CBP, etc.)
- Section dedicated to the materials list for your chosen CBP
- Section dedicated to the CBP step-by-step process
- Section dedicated to an overall summary of your chosen CBP and what you hoped to communicate relative to the daily objectives for that particular day of the CBP
- Section dedicated to references

Meetings w/ Instructor:

Once you all are divided up into your pairs or groups of three, each teaching collaborative group must meet with me **at least** 2-3 times prior to the end of the semester. This is imperative to your success in this final project. We will workshop together, your CBP and create task lists to keep you all on track. We can arrange to meet on Zoom if necessary, and in fact, it's probably better as it will ensure that we stay physically distant from one another and that we won't be necessarily restricted to on campus hours. When you are all physically with each other in the same green space, and if physical distance cannot be maintained, you **must** wear your masks to ensure you are all safe and well. I want you all to have a strong collaborative experience, but we want to be smart about it. Safety first, please!

Links to Various California State Department of Education Standards (NGSS, VAPA, STEAM, Core):

- <https://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>
- <https://www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf>
- <https://www.cde.ca.gov/fg/fo/r27/steamexpanrfa.asp>.
- <http://www.corestandards.org>

Grading Information

Grading Policy (points distribution and weight)

Assignments (50%)

- Annotated Bibliography: 30 points
- Teaching Final Project: 60 points
- **Total points possible: 90 points**

Canvas Discussions (30%)

- 5 Sets of Discussions: 20 points (each)
- **Total points possible: 100 points**

Overall Participation (20%)

- Class discussions
- Activities
- Collaborative engagement
- Meetings w/ instructor: **10 total points**
- **Total points possible: 200 points overall = 100%**

Grade Range and Equivalent Letter Grades (instructor reserves the right to administer [+/-] if applicable)

- 90% - 100% = A
- 80% - 89% = B
- 70% - 79% = C
- 62% - 69% = D
- >62% = F

Due Dates vrs. Deadlines

Every assignment, whether that be an online canvas discussion, a written assignment, or a class activity, all have **due dates**. With that said, since we are returning to in-person classes and the transition might present us all with challenges, due dates are *flexible*. Meaning that *if* we need to transition to an online platform due to pandemic restrictions being re-imposed (heaven forbid!), you need to request an extension for a valid reason, or we need to shift due dates as a class to give us more wiggle room, we can do that for ourselves. No points will be taken off anyone's assignments.

Now **deadlines** are something altogether different. They tend to be more 'written in stone.' Meaning that your final projects will be due at the end of the semester, as final projects tend to be and there is little to *no* wiggle room there. If you request an extension and you just *assume* that you'll take longer than the agreed upon time to complete it and then decide not to tell me because you think I won't notice, don't do that. Because trust me, I *will* notice. Basically, anything that we agree upon as a class or between you as an individual and myself carries immense weight. I trust you and will take your word as truth. So *please*, do not take unwarranted advantage of my good nature.

All that aside, I am *very* approachable. Please *do not* hesitate to reach out to me through email or after class to request an extension, ask for additional help, or to make an appointment to meet later. I am here for YOU! You all are the reason that I do what I do.

Writing Skills Requirement(s)

Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

Classroom Protocol

Student Responsibilities

The keys to success in this class include (1) reading all assigned materials, (2) doing all assignments, and (3) participating in class and online discussions. All course activities are designed to engage students in a robust learning experience. All students should be prepared to devote up to six (6) hours of out-of-class time to course assignments and online discussions.

Policies of the Fall 2021 Classroom (subject to change as we go forward)

With the advent of the quickly shifting & changing policies due to the SJSU Adaptation Plan concerning COVID-19, **everyone** will be required to wear masks indoors while in the classroom. When we go outside and are able to **physically distance** ourselves from one another as a group, masks can be removed. **NOTE:** Those of you who still need to get vaccinated or who need to finish your vaccination process, I request that you wear masks while indoors and outdoors until you have been **fully** vaccinated **and** have cleared your 2-week window of optimal immunity.

According to the CSU-wide COVID-19 Policies & Requirements, you all have until September 15th to complete your vaccination regime and until September 30th to clear your 2-week immunity window. If you've not been fully vaccinated

by that date or don't plan on getting vaccinated, you **cannot** be in this course. I **will not risk** anyone's health on the collective level due to the lack of vaccinated individuals. So **please**, get yourself fully vaccinated **ASAP!!**

- **SJSU Health Advisories:**
https://www.sjsu.edu/healthadvisories/vaccination.php?mkt_tok=NjYzLVVLUS05OTgAAAF-vNIAyczAdyTFomEC8jjIzaA8dSNBHozaCWcNRI-3N-mWBn5RJaCh6r79SNKM8Bop-DEE9Ph2HB_YOpURsOlnSZMT2IjjLggVcPUCQZO,
- **CSU Policies concerning COVID-19:**
https://calstate.policystat.com/policy/9779821/latest/?mkt_tok=NjYzLVVLUS05OTgAAAF-vNIAyct-34iWa_nCeE4GsjUXJndGf4U-KLm10J70Ql_vxqWSc00MeHZq3uNYvVqD_pENQ-He3VcbEz4ywiToPxyP0dq0tWXCb_3gYhc1
- **Student COVID-19 Exposure Protocol Link to Document:**
https://cm.maxient.com/reportingform.php?SanJoseStateUniv&layout_id=15
- **Health & Safety Protocols:**
<https://www.sjsu.edu/healthadvisories/health-safety-protocols/index.php>
- **COVID-19 Vaccination Requirements:**
<https://www.sjsu.edu/medical/services/covid-vaccine.php>
- **SJSU COVID-19 Symptom Check Tool:**
https://sjsu.qualtrics.com/jfe/form/SV_0cd2JL5wGwNI3Nz?mkt_tok=eyJpljoiWTJVell6WmhZMkZsT0dFeClInQiOiJ6QWYib0tFT1ZhN3JlbWxMZXdprWU4SHdNRHU4aGJQcGpmeVpvSk42QUjY3FzVWdlWozMHBHMUR1NVJc2dxVXhqeXlDaXRCV0pyTUJEQkp5YUJXTW1ldmR4SctMeHI5cEFqNIBRVGJZbmlnXC9vanU5RHA5OXdcL2c0TFwvTTI5MCJ9

NOTE: If we are on the grounds of SJSU for the outside portion of our time together, and if we cannot maintain physical distance protocols for whatever reasons, we **all** will need to wear masks regardless.

Other than that, there isn't much that I get bent out of shape about, but lack of participation/being present due to distractions by texting, Tik-Tok, FaceBook, and other social media, are unacceptable during our time together. I understand that some folks may need to access class material on their phones, tablets, and computers and that's perfectly fine. But please, don't be checking emails, surfing the Internet for your pleasure, or checking in with your social media account.

With that said, if you are waiting to hear from a childcare provider for your little one, perhaps an illness in the family, or if there is some other emergency which requires you to be 'on call', then please notify me **before** class via email, phone call. If you need to exit the class (leave the session), take a break from class, or you have other duties, appointments, or responsibilities, and you've let us all know, it's all good. I realize that this transition back to in-person classes for many of us will be a challenge and that's to be expected. I will do my best to provide you with a good educational experience and I will also understand if life becomes more demanding than school. *Just let me know...* that is the *most* important thing. These are strange and challenging times for many, but I intend to get us through it to the best of my ability. Please join me in that goal.

Office Visits

Come visit me via Zoom or drop by my office hours! Even though in-person, in-office hours are temporarily suspended this semester, I am more than willing to meet you outside for a coffee or tea so we can have an in-person discussion. One of my favorite things to do is talk to students about environmental and social justice issues and research. We can chat about the course, address any questions you have about readings and/or assignments, or just talk about your interests

more broadly. My goal is to be here *for you* to the best of my ability. Just email me to make an appointment or talk to me after class to schedule a time that's good for both of us.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), 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) (<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.

Course# 48070/ ENVS 158, Environmental Education, Fall 2021

Course Schedule

This timeline is mutable, and the present schedule is subject to change with fair notice. You will be informed by email, by your instructor in-class, and/or through Canvas.

Week/ Module	Date	Topics, Readings, Assignments, Deadlines	Learning Goals
Wk. 1/ Module 1	Mon Aug 23rd	<p>*Land Acknowledgement, introductions, student survey</p> <p>*Reviewing the syllabus, questions to ponder</p> <p>*Topic for Discussion: What is Environmental Studies? Defining the Environment & Environmental Education (EE) for ourselves</p> <p>*Lecture: Environmental Issues in EE. (Concept maps, class discussion, and group work)</p> <p>*Activity: What environmental issues are important to you and why? PDF chart of intersecting environmental issues.</p> <p>*Video, in-class: YouTube, Sea Level Rise & Puerto Rico's Beaches https://www.youtube.com/watch?v=RdixQEweDco</p> <p>*Student Survey: Please complete and email me a Word Doc or PDF of your answers. Thanks! (Make sure that you put your name on the survey, the course you are in, and the section #. Thank you.)</p>	<p>1. Students will be able to define a working meaning of the "environment" for themselves in its multiple forms, through class discussions, media viewing, & group explorations of ecological problems.</p> <p>2. Students will be able to unpack & identify at least 2-3 overarching ecological and socio-cultural issues that are inextricably connected through collaborative group work & in-class activities (PDF worksheet).</p>
Wk. 2/ Module 2	Mon Aug 30th	<p>*Topic: Teaching & Positionality: Space, place, power & identity. What is it and why should we care?</p> <p>*Reading: Cole, A.G. (2007); Baldwin, J. (1963); Burciaga & Kohli (2018); Ruf (2020) "Why environmental studies is among the least diverse fields in STEM" https://diverseeducation.com/article/166456/; Reid (2018) "Why race matters when we talk about the environment" (interview w/ Dr. R. Bullard) https://www.greenpeace.org/usa/why-race-matters-when-we-talk-about-the-environment/</p>	<p>1. Students will be able to articulate & reflect upon the ways that their own identity impacts what, who, and how they teach through media viewing, group collaborative work, in-class activities (PDF worksheets), and critical reflection in class discussions.</p>

		<p>*Activity In-Class: Intersectionality, Social Identity, and Education chart(s)</p> <p>*Movie: Kimberlé Crenshaw, what is Intersectionality? https://www.youtube.com/watch?v=ViDtnfQ9FHc</p> <p>*Lecture/Discussion: Who are we and how does this affect <i>how/what/who</i> we teach?</p> <p>*Journal Reflection, in-class: How does/has your identity & lived experience impact: <i>(please use your surveys as well, for this activity)</i></p> <ul style="list-style-type: none"> • where you grew up/your community/neighborhood? • what school you've attended (K-12 & college)? • what you've felt you've learned (or not) about your/the environment overtime? • What are the most important ecological & socio-cultural issue(s) for you today and how are they connected? 	<p>2. Students will be able to make connections between environmental problems and socio-cultural issues by engaging in critical group discussions around positionality, intersectionality, and socio-cultural identity.</p> <p>3. Students will be able to identify key ecological issues that we historically & currently face and how these issues impact the discourse around race and poverty & journal reflections on their own lived experiences.</p>
Wk. 3/ Module 1 & 2 (continued)	Mon Sept 6th	<p>NO CLASS, LABOR DAY OBSERVED</p> <p>*Canvas Online Discussion Due: Wks. 1-3</p>	<p>☺</p> <p>CANVAS DISCUSSIONS:</p> <p>1. Students will be able to critically reflect upon the material as well as their lived experience while contributing to the discourse on EE by examining various past and current ecological problems, and their connections to other socio-cultural issues through online discussion prompts and engaging with two of their peers.</p>
Wk. 4/ Module 3	Mon Sept 13th	<p>*Topic: Seeds of Possibility</p> <p>*Lecture/Discussion: Curiosity vs. Compliance</p> <p>*Reading: Martusewicz et al. (2014) chapter 1; Chawla & Hart (1995)</p> <p>*Video, TEDTalk: How to Escape Education's Death Valley (Curiosity vs. Compliance),</p> <p>*Video, YouTube: "Waiting for Superman" clip, https://www.youtube.com/watch?v=UO09-q2Zibw</p> <p>*Activity: "What do I see vs. what I am looking at?" PPTX exercise.</p> <p>Journal Reflection: What is the difference between 'looking at something' and actually <i>seeing</i> it? How do you think this difference affects our ability to understand what we see, how we engage with others, or how we bear witness to an event? Can you give an example of how this difference has affected your judgement or actions?</p> <p>*START READING: Weil, Zoe (2016) <i>The World Becomes What We Teach, Educating a Generation of Solutionaries</i> (Part I)</p>	<p>1. Students will be able to critically reflect on and identify various ways that blind adherence to certain institutional standards can create obstacles in learning and creative solution-based problem solving through reading case studies, media viewing, & class discussions.</p> <p>2. Students will be able to distinguish between what they 'see' and what they are 'looking at'</p>

			through an in-class perceptual exercise, collaborative group work, & a journal reflection exercise.
Wk. 5/ Module 4	Mon Sept 20th	<p>*Topic(s): Intro to the Annotated Bibliography assignment: Why do I need to conduct research as an educator?</p> <p>*Lecture: An (Environmental) Educator’s Resources, Where to Go?</p> <p>*Video Assignment: Annotated Bibliography APA Formatting & Advice: https://www.youtube.com/watch?v=qVYmU4kXEhA</p> <p>*Read: TEXT: Weil, Z. (2016) Intro & Part I; Duoto, L. (2020) <i>Noise Pollution, Environmental Justice & Urban Green Space Accessibility: A Case Study in San José, CA</i>, Master Thesis (Abstract, Motivation & Scope, Background, & Literature Review)</p> <p>*Online Discussion(s): Weeks 1, 2, 3, & 4 (DUE: Sunday, Feb. 21st)</p> <p>*Activity: St. James Park vs. William Street Park, Accessibility, Resource Allocation, & Incivilities Data Collection Activity</p> <p>**Assigned: Annotated Bibliography**</p>	<p>1. Students will be able to identify various resources that will guide them in their research for their annotated bibliography assignment through classroom discussion and PPTX lecture.</p> <p>2. Students will become familiar with the content, APA formatting, & other expectations in their annotated bibliography assignment through video tutorial and PPTX lecture.</p> <p>3. Students will be able to exercise their ‘research muscles’ by collecting data about accessibility, resource availability, & presence of incivilities between 2 different green spaces near SJSU using provided data collection tools (PDFs).</p> <p>4. Students will be able to critically reflect upon and connect various socio-cultural & ecological issues previously discussed in class up against the data collection variabilities of accessibility, incivilities, & resource allocation through group collaboration and class discussion.</p>
Wk. 6/ Module 5	Mon Sept 27th	<p>*Research Workshop: SJSU, Martin Luther King Library w/ Environmental Studies Library Liaison, Peggy Cabrera.</p> <p>*Topic(s)/Activity: Researching our environmental topics.</p> <p>*Activity: Group research collaborative work: Research one ecological issue and one socio-cultural issue (EJ) and answer 3 questions:</p> <ul style="list-style-type: none"> • How are your issues connected? 	<p>1. Students will be able to access various resources of the SJSU Library through a guided workshop & PPTX presentation by Peggy Cabrera, ENV5 Library Liaison</p> <p>2. Students will be able to conduct independent and group collaborative</p>

		<ul style="list-style-type: none"> ● Why are your issues connected and who bears the weight of the detrimental effects of such ecological/socio-cultural issue(s)? ● Use either a lived experience, a case study that you've read, or some other news article or resource to support your example. <p>*Canvas Online Discussion Due: Wks. 4-6</p>	<p>research on at least one ecological issue and one socio-cultural issue.</p> <p>3. Students will be able to critically reflect upon and connect their ecological issue to their socio-cultural issue through answering the following questions/prompts of...</p> <p>a. HOW your issues are connected</p> <p>b. WHY are they connected</p> <p>c. Use either their lived experience or a case study/news report or story as a springboard to lend support to your example</p> <p>CANVAS DISCUSSIONS:</p> <p>4. Students will be able to critically reflect upon the material through online discussion prompts and engaging with two of their peers.</p> <p>a. creativity vs. compliance</p> <p>b. why standards are important for assessment & diagnostics – not necessarily for measuring success</p> <p>c. how race/racism and socio-economic status impacts young people's access to quality education</p> <p>d. why it is important to expose children to nature early on in their lives</p>
<p>Wk. 7/ Module 6</p>	<p>Mon Oct 4th</p>	<p>*Topic: Who's Afraid of the Big, Bad Wolf? -Youth & Ecophobia *Lecture: Ecophobia, Biophilia and Our Children *Readings: Sobel (1998); White (2008); Harper (2009) "Why Don't Black People Go Camping?" *Activity: Self-Guided Plant Study, Guadalupe River Trail (Please download & print PDF on Canvas and bring to class)</p>	<p>1. Students will be able to unpack, identify, & critically assess the ways that we approach the introduction (or not) of nature to our youth in & out of school.</p>

		<p><i>*Start forming teaching collaborative groups (TCG)</i> ENVS 158, Section 1, Fall 2021 Teaching Group Collaborative Sign Up Sheet</p>	<p>2. Students will be able to identify the elements of both biophilia and ecophobia as well as how the various challenges that are presented by race/racism, SES, class, access to green space, & (dis)ability may contribute to the lack of a deeper understanding of certain environmental problems through PPTX lecture, classroom discussions, & in-class activities.</p> <p>3. Students will be able to articulate the reasons why it is important to introduce our youth to nature amidst the present environmental issues (climatic change such as, rising sea levels, extensive and longer periods of drought/flooding, more severe storms, etc.) in order to create viable and on-the-ground solutions through collaborative group work.</p> <p>4. Students will be able to identify age-appropriate ways of introducing youth to nature in order to later incorporate these guidelines into their final project lesson plans.</p> <p>5. Students will be able to practice and apply their skills of observation and description by pairing up and conducting a self-guided plant/landscape phenomenological study along the Guadalupe River Trail.</p>
<p>Wk. 8/ Module 7</p>	<p>Mon Oct 11th</p>	<p>*Topic: Introduction to your Final Project/Workshopping class *Lecture: TBA (Using Your Lesson Plan Draft as a guide for your final project)</p>	<p>1. Students will be able to identify the necessary components and requirements</p>

		<p>*Activity: Group workshopping sessions</p> <p>*Videos: (below)</p> <p>Google Sites Tutorial: https://www.youtube.com/watch/OsNat-3-D3s</p> <p>Adobe Spark Website: https://www.adobe.com/express/ (optional)</p> <p>*Reading: Wiggins (2005); Wiggins & McTighe (2005)</p> <p>***DUE: Annotated Bibliographies!***</p>	<p>expected in their final project submissions through PPTX lecture and classroom discussions.</p> <p>2. Students will be able to distinguish between the components of Understanding by Design (UbD), backwards design planning, & Universal Design for Learning (UDL). (reading of articles, workshopping templates collaboratively, & classroom discussions)</p>
<p>Wk. 9/ Module 8</p>	<p>Mon Oct 18th</p>	<p>*Topic: Children’s Exploration, Standards & Creativity in the Classroom</p> <p>*Lecture: Creativity, Standardization & Building Skills in the Classroom</p> <p>*Activity: Group sessions, unpacking the standards through LPA examples (Course Resource List, Home Page)</p> <p>*Canvas Online Discussion Due: Wks. 7-9</p>	<p>1. Students will be able to distinguish and identify the various elements that are necessary to both foster creativity in their lesson plans as well as meeting California Department of Education’s, Next Generation Science Standards (CDE, NGSS).</p> <p>2. Students will be able to explore and experiment with various age & grade-level appropriate EE activities through independent & group-based research based on their particular topics and themes.</p> <p>CANVAS DISCUSSIONS:</p> <p>3. Students will be able to critically reflect upon the material through online discussion prompts and engaging with at least two of their peers.</p> <p>a. The importance of introducing youth early on to nature and the environment</p> <p>b. The difference between Biophilia & Ecophobia</p>

			<p>c. How empathy is key to developing a strong relationship with nature/the environment and thus creating an investment in preserving it</p> <p>d. How race/racism, SES, class, & (dis)ability impacts and/or contributes to lack of access, or altogether blocks any sort of relationship with nature/the environment</p>
Wk. 10/ Module 9	Mon Oct 25th	<p>*Topic: Thinking Spatially</p> <p>*Lecture: How Mapping Can Enhance Youth Experience in EE</p> <p>*Activity #1: Mapping from Memory & Mapping Your Pathways (Concept Maps)</p> <p>*Activity #2: Conservation Mapping Exercise (Geographical maps)</p> <p>*Reading: Bourke (2013); Place-Based Community Mapping (URL): https://clearingmagazine.org/archives/12439</p> <p>*Movie: Community Mapping: A Tool for Community-Based Assessment and Skill Building</p>	<p>1. Students will be able to identify various benefits that mapping can bring into the classroom, how it can facilitate young people's relationship with their environment, and how it can impact the understanding of their communities. (media viewing, PPTX lecture, case studies, & classroom discussion)</p> <p>2. Students will be able to visually map their own first encounter with nature or their pathway from their home to school (or some other destination) through a group collaboration activity using both a concept map model and a geographical map model.</p> <p>3. Students will be able to engage collaboratively in a conservation mapping exercise that asks them to think critically & creatively on how to conserve a particular animal species while at the same time, take into account topography, habitat, human population, tribal lands, & agricultural areas.</p>

<p>Wk. 11/ Module 10</p>	<p>Mon Nov 1st</p>	<p>*Topic: Youth Participation & Social Change (Democracy & the Classroom) *Movie, in-class: TBA, Discussion to follow *Lecture: Youth Participation & Social Change *Activity #1: Sherry Arnstein’s Ladder of Participation exercise. *Activity #2: Origins of Protests Exercise (optional) *Reading: Douglas (2016); Hart (1993); Thames (2016) PCfE, Martusewicz (2014) chapter 2; Saltmarsh, (1996).</p>	<p>1. Students will be able to identify key elements that are necessary to introduce the importance of civic engagement, activism, & advocacy into their lesson planning and their final projects. (reading articles/case studies, PPTX lecture, and classroom discussions)</p> <p>2. Students will be able to distinguish between, and incorporate into their lesson plans, various ways to foster democratic processes and citizen participation into their daily classroom practices through an in-class activity. (Arnstein’s Ladder of Participation exercise)</p>
<p>Wk. 12/ Module 11</p>	<p>Mon Nov 8th</p>	<p>*Topic: Teaching Solutionary Youth *Movie: Institute for Humane Education https://humaneeducation.org/zoes-tedx-talks (“How to be a Solutionary”, TEDTalkX) *Activity: 3 board games review, Gerald Schwartz, MS. *Lecture: How Do We Shift Our Pedagogical Lens in EE? Reading: TEXT: Weil (2016) Part II *Canvas Online Discussion Due: Wks. 10-12</p>	<p>1. Students will be able to identify and incorporate at least 4-6 of the 12 components in creating “solutionary” youth through reading case studies, PPTX lecture, media viewing, & classroom discussion.</p> <p>2. Students will be able to review and play one of the 3 board games created by Gerald Schwartz, MS., a graduate of SJSU’s Environmental Studies Program in order to curate similar games into their own LP’s.</p> <p>GAMEPLAY LEARNING GOALS:</p> <p>3. Students will be able to identify various household and industrial items that are recyclable, compostable, recyclable, and those that are meant for the landfill through</p>

			<p>collaborative game playing.</p> <p>4. Students will also be able to identify their natural resource origins, and the impact that they have when extracted from the Earth or thrown back into the waste stream through collaborative game playing.</p> <p><u>CANVAS DISCUSSIONS:</u></p> <p>5. Students will be able to critically reflect upon the material through online discussion prompts and engaging with at least two of their peers.</p> <p>a) How and when to apply either geographical or conceptual mapping in the classroom and/or assignments and how it can help in developing critical thinking skills.</p> <p>b) How & why it's important to incorporate civic engagement in classroom assignments and projects and how they can be used to develop solutions for ecological and socio-cultural issues based on community participation led by young people within those communities.</p> <p>c) They will be able to apply some of the (12) solutionary youth components in their LPs through collaborative means, through the development of critical and creative LPAs.</p> <p>c) How effective it can be when communities are engaged around ecological and socio-cultural issues that directly affect them through</p>
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			activism, advocacy, legislative change, policy-making, as methods of community empowerment.
Wk. 13/ Module 12	Mon Nov 15th	<p>*Topic: Teaching for a Just Climate</p> <p>*Lecture: What is Environmental Justice?</p> <p>*Readings: Bigelow (2016) PCfE; Miller & Opland-Dobbs (2016) PCfE</p> <p>*Movie: Aguilar, M. (2019) "No Place to Grow" (in-class)</p> <p>*Activity/Guest Speaker: Michelle Aguilar, filmmaker and director</p>	<p>1. Students will be able to identify key issues associated with climate change and will explore ways of incorporating techniques of communicating these issues, both ecological and social, into their LPs and final projects through reading case studies, PPTX lectures, & classroom discussions.</p> <p>2. Students will be able to develop 2-3 questions to ask Michelle Aguilar that relate to her work, how she engages the community, and why she chooses to pursue the work that she does through a Q&A following the film screening.</p>
Wk. 14/ Module 13	Mon Nov 22nd	<p>*Topic: Building Resilient Communities Through EE</p> <p>*Read: Treick O'Neil, J. & Swinehart T. (2016) Don't Take Our Voices Away; Rainforest Action Network (2009) Indigenous Peoples Global Climate Summit https://www.ran.org/the-understory/indigenous_peoples_global_summit_on_climate_change_anchor_age_alaska/</p> <p>*Activity: Indigenous Climate Summit (Bigelow, PCfE)</p> <p>*Video: Building Resilient Communities: A Moral Responsibility, Nick Tilsen https://www.youtube.com/watch?v=e2Re-KrQNa4</p>	<p>1. Students will be able to identify and distinguish between the most effective components that aid in the building of resilient communities that are facing such issues as:</p> <ul style="list-style-type: none"> a) climate change b) food injustice c) flooding, wildfires, and drought d) environmental toxins e) threats to community environmental health <p>2. Students will be able to critically reflect upon and articulate through classroom discussions and class activities the various</p>

