

**San Jose State University**  
**College of Social Sciences / Environmental Studies Dept.**  
**ENVS 001, Section 01: Introduction to Environmental Issues, Fall 2016**

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<b>Office Hours:</b>	Wednesdays, 10:00 - 12:00 PM
<b>Class Days/Time:</b>	T/Th 1:30 - 2:45 PM
<b>Classroom:</b>	Washington Square Hall 207
<b>GE/SJSU Studies Category:</b>	Area D3: Social Science, Social Issues

### **COURSE FORMAT**

This is a face-to-face course that includes lectures and class discussions. Students are expected to attend all classes and be prepared for in-class discussion. Reading all assigned materials before class time will help to advance our discussions. Class clickers will be used to enhance in-class interaction. Furthermore, class discussions will be extended through out-of-class interaction on Canvas, our interactive learning management system (LMS). All original Canvas posts are due Mondays. Replies to classmates are due Wednesdays

### **COURSE DESCRIPTION**

As environmental scientists and the communities they work with are predominantly concerned with developing an understanding of environmental problems and solutions, this course will provide a pragmatic approach to understanding social and environmental issues while unpacking methods for addressing such issues in context. Environmental research traditionally focuses on the study of the physical aspects of environmental systems. However, this course integrates an understanding of people and the environment in an examination of the social and environmental context of issues concerning individuals, organizations, communities, and environments. Some of the issues that may be considered include population growth, food production, air pollution, etc.

### **Learning Objectives**

This course is designed to address a range of learning goals. These include 1) developing and refining an understanding of environmental issues; 2) understanding how environmental issues relate to social, economic, and political systems; and 3) identifying social, political, technological, and community-based mechanisms for promoting socially and environmentally resilient communities. The course also fulfills the following General Education (GE) learning objectives:

- Identifying and analyzing the social dimensions of society as a context for human life, processes of social change and continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation. (LO#1);
- Placing contemporary developments in cultural, historical, environmental, and special contexts (LO#2);
- Identifying and understanding the dynamics of different populations and sub-populations (e.g. according to ethnicities, cultures, gender, age, or economic class) (LO#3);
- Evaluating social science information, drawing on multiple perspectives, and formulating applications appropriate to contemporary issues (LO#4);
- Recognizing the interaction of social institutions, culture, and environment with the behavior of individuals; and,
- Applying multi-disciplinary material to a topic relevant to social action at the local, national, or international level (LO#5).

### **REQUIRED BOOK**

Miller, G.T., & Spoolman, S.E. (2014). *Living in the Environment* (18 edition.). Stamford, CT: Brooks Cole.

Hardcopy and electronic versions available for purchase through Spartan Bookstore and Cengage publishing website.

### **CLICKERS**

Personal response devices ('clickers') help make the course interactive, allowing the opportunity to better gauge student understanding during class, and thus enhance student learning. Clickers will be used throughout the course, both informally for opinion polling and for graded in-class activities. It is important to purchase your clicker as soon as possible; clicker points will begin accumulating in the 2nd week of class. You need to bring your clicker to every class in order to be eligible for these points.

Two options are available. Please select one (1) of the following: (1) Turning Point QT2 Clicker + Turning Account 1-Year License (ISBN: 9780997224818) or (2) Turning Tech Response Ware 1-Year License (ISBN: 9781934931714). Option (2) is an app that may be used on a smart phone, tablet, or laptop. This option requires an internet enabled device. If you decide to go with option (2), please make sure your smart phone/tablet/laptop meets all hardware requirements.

Class clickers may be purchased at the Spartan Book Store or directly through the distributor at a reduced price. To purchase directly through the distributor, please visit <https://account.turningtechnologies.com/account/> and create an account. There will be a purchase link on the left-hand side navigation menu. Also, Turning Technologies is offering a \$10 rebate on all purchases. To receive the rebate, please visit <https://rebates.turningtechnologies.com/> and enter rebate code Rsjsu10.

### **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.

### **Office Visits**

Come visit me! One of my favorite things to do is talk to students about environmental 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.

### **Assignments, Participation, Projects, and Examinations**

Course work provides a mechanism to learn a variety of materials, connect issues, gain skills, and express knowledge through class discussion, writing, projects, and examinations. The information below indicates the value of each course requirement.

- In-Class Participation (e.g., critical discussion): 20%
- Assignments (e.g., online discussions): 30%
- Midterm Examination: 25%
- Final Examination: 25%

### **Assignment Due Dates and Late Assignment Policy**

All assignments are due at the time specified in the assignment description. Due to the interactive nature of this course, late assignments will not be accepted.

### **Course Grading**

All examinations, presentations, class participation, and writing assignments will be graded on the following scale:

98 - 100	A+	88 - 89	B+	78 - 79	C +	68 - 69	D+	59 - F
93 - 97	A	83 - 87	B	73 - 77	C	63 - 67	D	
90 - 92	A-	80 - 82	B-	70 - 72	C-	60 - 62	D-	

### **READING ASSIGNMENTS/COURSE SCHEDULE**

Classroom discussions, exams, and reading assignments and due dates are listed on an accompanying *Environmental Studies 001 Schedule*.

**FALL 2015 ENVIRONMENTAL STUDIES 001 SCHEDULE**

**PLEASE NOTE:** *This is a tentative schedule that may change during the course.* Course content and assignments may be revised with fair notice. Check the course Canvas site Announcements section several times a week to stay current on assignments and due dates. Unless otherwise noted, all assignments must be uploaded electronically to the course's Canvas website and all readings refer to textbook chapters in Miller and Spoolman. Please refer to Canvas for all Online Discussion and Online Assignment prompts and due dates.

<b>Week #</b>	<b>Date</b>	<b>Topics</b>	<b>Readings, Assignments, In-class Activities</b>
1	8/25	Welcome to Introduction to Environmental Issues	<ol style="list-style-type: none"> <li>1. Introductions</li> <li>2. In-class exercise: Your environmental interest</li> </ol>
2	8/30 and 9/1	Environmental Problems, Their Causes, and Sustainability	<ol style="list-style-type: none"> <li>1. Read chapter 1 before 8/30</li> <li>2. Online Discussion: Your environmental interest</li> </ol>
3	9/6 and 9/8	Science, Matter, Energy, and Systems	<ol style="list-style-type: none"> <li>1. Read chapter 2 (section 2.1) and chapter 25 before 9/6</li> <li>2. Online Discussion: Science and society</li> </ol>
	9/8 and 9/10	Ecosystems: What are They and How do They Work?	<ol style="list-style-type: none"> <li>1. Read chapter 3 before 9/8</li> </ol>
5	9/13 and 9/15	Human Population and Its Impact	<ol style="list-style-type: none"> <li>1. Read chapter 6 before 9/13</li> <li>2. Online Discussion: What is your ecological footprint? <a href="http://www.footprintnetwork.org/en/index.php/GFN/page/personal_footprint/">http://www.footprintnetwork.org/en/index.php/GFN/page/personal_footprint/</a></li> </ol>
6	9/20 and 9/22	Food Production and the Environment	<ol style="list-style-type: none"> <li>1. Read chapter 12 before 9/20</li> <li>2. In-class Activity: Ending Hunger Now Video</li> <li>3. Online Discussion: Food for all</li> </ol>
7	9/27 and 9/29	Water Resources	<ol style="list-style-type: none"> <li>1. Read chapter 13 before 9/27</li> <li>2. Online Discussion: Watering California</li> </ol>
8	10/4 and 10/6	Water Pollution	<ol style="list-style-type: none"> <li>1. Read chapter 20 before 10/4</li> <li>2. Online Discussion: Is it safe to drink the water?</li> </ol>
9	10/11 and 10/13	Midterm Review and Administration	<ol style="list-style-type: none"> <li>1. No Assigned Readings</li> </ol>

10	10/18 and 10/20	Nonrenewable Energy	1. Read chapter 15 before 10/18 2. Online Discussion: Nonrenewable energy and California
11	10/25 and 10 27	Energy Efficiency and Renewable Energy	1. Read chapter 16 before 10/25 2. Online Discussion: The energy future
12	11/1 and 11/3	Air Pollution and Climate Change	1. Read chapter 18; 19 (sections 19.1 – 19.3) before 11/1 2. In-Class Activity: WeACT Video 3. Online Discussion: What does air pollution have to do with it?
13	11/8 and 11/10	Solid and Hazardous Waste	1. Read chapter 21 before 11/8 2. Online Discussion: Whose hazardous waste?
14	11/15 and 11/17	Urbanization and Sustainability	1. Read chapter 22 before 11/15 2. In-class Activity: Greening the Ghetto Video 3. Online Discussion: Where's the park?
15	11/22 and 11/24	Politics, Environment, and Sustainability No class November 26	1. Read chapter 24 before 11/22 2. Online Discussion: How can we make a change?
16	11/29 and 12/1	In-class Activity	1. TBA
17	12/6 and 12/8	Final Review	1. No Assigned Readings
18	12/16	Final Examination 12:15-2:30 PM	1. No Assigned Readings

## **UNIVERSITY POLICIES**

### **DROPPING AND ADDING**

It is VERY important that you pay attention to these dates. As an SJSU student, you are responsible for understanding the policies and procedures about add and drops, as well as what level of work qualifies for an incomplete. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### **ACADEMIC INTEGRITY POLICY**

Academic integrity requires that students do 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/static/catalog/integrity.html>. One

serious form of cheating is plagiarism. According to SJSU's Academic Integrity Policy, "...plagiarism is the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and/or submitting it to fulfill academic requirements." Plagiarism in written assignments will result in NO CREDIT for the assignment. But, we'll take measures together to prevent this from happening, especially by using TurnItIn.com. If you have questions about the official SJSU policy on plagiarism, please read the Academic Integrity Policy referenced above. 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/selecter.htm>. If you are unsure what constitutes plagiarism, it is your responsibility to educate yourself, or to ask for clarification, before handing in written work.

### **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](http://www.drc.sjsu.edu/student_services/document_disability.htm) .

### **PEER CONNECTIONS**

The Peer Connections center 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 inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the [Peer Connections](#) website for more information at

<http://peerconnections.sjsu.edu>.

### **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/>.

### ***Course Access***

Some very basic login and navigation information is below, along with instructions on how to contact eCampus for technical assistance.

### ***Logging in:***

Login URL: <https://sjsu.instructure.com>

Please note that it should NOT have the "www" at the start of the URL like many other websites.

**Username:** SJSU 9-digit ID number.

**Password:** Self-generated password for your SJSUOne account

*Courses:*

Once logged into Canvas, you will see your course or courses listed in the Courses Heading on the top of the page. From the dropdown menu, click on the course name, and you will be entered into the course.

***Help:***

**I strongly recommend that you visit the eCampus Canvas website at <http://www.sjsu.edu/at/ec/canvas/>.** This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Detailed guides can be found at <http://guides.instructure.com/>.

Please contact me directly with any questions regarding assignments and course materials.

For technical issues related to Canvas, please contact the eCampus Help Desk—(408) 924-2337. The Help Desk can give technical support for issues encountered in Canvas Courses.

**Proficiency Expectations and Technical Support**

Students are expected to have basic computer skills including basic proficiency with the operating system of their computer, software used in the course, use and access of the web and SJSU's Canvas site. You should also know how to use Microsoft Word or a similar word processing software program, as well as be able to properly upload documents to the course website and attach documents to emails. This course does not teach computer and software skills. All questions regarding Canvas or related SJSU web or computer issues should be directed to the SJSU help desk.

**Online Discussion and Course Check Ins**

Students must participate in our virtual online discussions every week to earn full credit for these assignments. To get the most out of the class, check the site every other day.

**Performing Well on Online Discussions**

Posting and responding to the posts of other students make up a critical component of this course. A post is a short written composition, about one to two paragraphs in length, that responds to a discussion question put forward by me or your fellow students. We will discuss 13 topics this semester. On average, you will need to leave three (3) posts for each topic.

For this course, a post is one to two paragraphs or more in length, but it isn't just graded on length. Your content needs to be of high quality. This means that your post adds something important to the discussion. Just leaving a post that says, "I agree with what Simone said about water pollution" is not significant and won't help your discussion grade. Generally, you will need three (3) posts per topic to get the majority of points for an online discussion assignment.