

San José State University
Department of Environmental Studies
ENVS 250, Environmental Thought and Philosophy, Fall 2019

Course and Contact Information

Instructor: Dr. Carolina Prado
Office Location: Washington Square Hall (WSQ) 113A
Telephone: (510) 306-2068
Email: Carolina.prado@sjsu.edu
Office Hours: Mondays and Wednesdays 11am-12pm
Make sure to sign up beforehand:
<https://carolinaprado.youcanbook.me>
Class Days/Time: Monday 3pm- 5:45pm
Classroom: Washington Square Hall (WSQ) 111



Course Description

An intensive, critical analysis of current and historic works of significance in the field of environmental studies, with emphasis on their contributions toward the evolution of conservation and environmental thought. Topics covered include preservation versus conservation, biocentrism, environmental justice, eco-feminism, deep ecology, and environmental activism. Individual student research is presented with oral and written reports.

Course Overview

This seminar is designed to provide students with an opportunity to investigate the historic and cultural context of current environmental issues and philosophies. The evolution of our society has direct and profound influence on our attitudes toward nature. These attitudes are reflected in science, literature, government, art, and our management of natural resources. We will be engaging in thoughtful conversation concerning the natural world and our role in it, how humans define nature, transform it and embrace and/or ignore the responsibility for conserving, sustaining, and being in relation with the environment.

It will be the responsibility of each student to define the historic context of their own field of interest, present their findings to the class, and lead class discussions. As a graduate seminar, the goals of the course are to perfect communication skills as well as add to students' general understanding of environmental issues.

Learning Outcomes

Student Learning Objectives (SLO) Knowledge of Environmental Thought: Students will demonstrate thorough knowledge of the history of environmental thought and specific topics

including preservation versus conservation, biocentrism, environmental justice, eco-feminism, deep ecology, and environmental activism.

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

- Interpret and analyze environmental theoretical texts,
- Evaluate the applicability of key environmental concepts, and
- Formulate the theoretical bases of their own research projects using environmental thought and philosophies.

Required Texts/Readings

Quinn, Daniel. 1992. Ishmael: An adventure of the mind and spirit.

Taylor, Dorceta. 2016. The Rise of the American Conservation Movement: Power, Privilege, and Environmental Protection.

** Additional readings will be available on Canvas.*

Contacting Professor Prado:

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas website for this course. You are responsible for regularly checking with the messaging system through MySJSU and Canvas to learn about any updates. If you email me I will respond to you within 24-48 hours. I do not respond to emails on the weekends. When applicable, I will respond to the entire class if I feel your emailed question or concern will benefit everyone (and in this case, you will not receive an individual response). However, please ask any questions during class, as others may have the same question.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](https://sjsu.edu/senate/docs/S12-3) at sjsu.edu/senate/docs/S12-3.pdf.

Please read the following assignment descriptions carefully. Failing to comply with the specific directions given below will result in a loss of credit points for each assignment.

1) Reaction and Response

Every week students will post a **300-400 word 'Reaction'** to the day's readings to the 'Discussions' section in Canvas. The Reaction should address the discussion questions posted by the instructor for that day, and include ONE quote from the readings with page numbers in parentheses. In addition, a **minimum of two 'Responses'** to other students' posted Reactions are required. Students should attempt to get dialog going by asking questions, challenging assumptions, and posting responses to students they don't necessarily agree with. The Reaction must be posted by the previous Friday at

12pm and Responses must be posted by Monday at 12 pm, giving everyone ample time to read reactions and respond thoughtfully.

2) Topic Presentation

Each student will choose one of topics in the course schedule and facilitate a discussion on that topic. The presentation will be based on material researched by the student presenter. You are expected to present the main points of debate in the topic, and facilitate discussion on the field. Each presenter will provide **one additional reading no more than 10 pages** in length that will be made available electronically one week in advance of the class meeting. The presentation will be **30-45 minutes** in length, and will be followed up with discussion. The presentation may include activities, creative expression, and audio visual aids. Power-point is **not** encouraged for this assignment.

3) Research Paper

Each student will write a **4000-6000 word** (10-pages single spaced) research paper on a topic of their choosing that relates to the theme of the course (it is recommended that students explore their thesis topics with this paper). The paper will include the philosophical and theoretical foundation for the student's proposed Master's thesis topic (or other instructor approved topic). The paper will be presented in the standard collegiate essay form (introduction, body, conclusions, etc.). A minimum of **20-primary references** will accompany the paper and will be cited in the text. The paper will be presented in APA format single spaced throughout with 12-point type. The essay will be submitted electronically through Canvas.

4) Research Paper Presentation

Each student will present their Environmental theory paper in class (**15 minutes**). The presentation should be professional in quality and creative in nature. Students are free to use PowerPoint or other audio visual aids, but are also welcome to include creative, participatory, and performance, aspects as well.

5) Class Participation

Participation in the classroom will be organized around the "Classroom as Community" guidelines, and two basic agreements: attendance, and participation in discussions. Your participation grade will be determined by these two factors, you can see a breakdown of this in the class participation rubric.

1. Attendance – You are required to attend every class meeting unless you are ill or have an emergency. If you need to miss class for either of these reasons e-mail me as promptly as possible especially if you are expected to present that week. Students should be in class prepared to work at the beginning of each class session. Disruption of the class by students arriving late will not be tolerated.
2. Participation in discussions – Participation does not mean being verbose. In many cases allowing or encouraging others to speak is more valuable to the group dynamic. Participation means providing the group your insights in an engaging and respectful manner. Statements are always more interesting if they are backed up by logic and evidence.

Classroom as Community

Throughout the semester we will address and discuss a variety of issues which may bring out strong and opposing views. As a community of learners and colleagues, it is critical that we respect one another's thoughts and address the comments to the IDEAS and not the person. Our classroom is not a forum for demeaning or threatening language/comments.

Also, I respect and teach to different learning styles, which include the way students participate and interact with each other. I understand that some people are more extroverted and natural talkers, while others are very good at listening. Therefore, depending on which category you may fall into, please be aware of and respect your fellow students, including making an effort to either let others talk (if you notice your speaking more than others) or trying to speak up in class (if you notice you have been listening but not speaking). Remember that everyone's comments, questions, and concerns are valid even if we may not agree with them.

Harassment of any kind (sexual, racial, class, sexual preference, gender, etc) between students or towards/from the instructor will not be tolerated. As a community member of this classroom, I expect everyone to act in a respectful and mature manner. Should any problems arise we as a class will promptly take action.

While we will agree on community "ground rules" together on our first day of class, here are some basic expectations I have that will help us make the most of our time in class:

- Come prepared to class by thinking seriously about what you have read.
- Do not be hesitant to ask a question.
- Try your best to communicate yourself to classmates.
- Respect confidentiality and privacy in our classroom community.
- For class, please turn off cell phone and technology distractions*
- Refrain from any side-talk, reading non-class material, this is disrespectful.

All use of cell phones during class time is strictly prohibited. Laptops may be used during class time at the instructors discretion exclusively for tasks directly related to class activities.

-Failure to meet the expectations of classroom protocol will result in a loss of participation points.-

Grading

Your grade in this course will be calculated as follows.

Assignment	Point Value
Reaction Responses	20
Topic Presentation	20
Research Paper	30
Research Paper Presentation	10
Class Participation	20
<i>TOTAL</i>	<i>100</i>

NOTE that [University policy F69-24](http://sjsu.edu/senate/docs/F69-24.pdf) at sjsu.edu/senate/docs/F69-24.pdf states that "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

The late penalty for papers is one letter grade for every day late.

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Course Schedule

The schedule is subject to change with fair notice and the notice will be made available.

Wk	Date	Topics	Readings	Assignments Due
1	8/26	Course introduction		
2	9/2	<i>Labor Day- No Class</i>		
3	9/9	Traditional Environmental Values	<ul style="list-style-type: none"> ○ Gonzalez: Maize has a Soul ○ Merchant: From Corn Mothers to Puritan Fathers ○ LaDuke: Hawai'i: The Birth of Land and Its Preservation by the Hands of the People 	Reaction Due
4	9/16	Biocentrism	<ul style="list-style-type: none"> ○ Quinn: Ishmael (Textbook) ○ Sessions: Ecocentrism & the Anthropocentric Detour 	Reaction Due
5	9/23	Agrarian Empires and Industrialization	<ul style="list-style-type: none"> ○ Worster: Science in Arcadia ○ Worster: The Empire of Reason ○ Jefferson Extols Agrarian Ideal 	Reaction Due
6	9/30	The Romantic Era and the Roots of the American Environmental Movement	<ul style="list-style-type: none"> ○ Transcendental Poetry ○ Thoreau: Walden, Civil Disobedience ○ Taylor: Key Concepts Informing Early Conservation Thought (Textbook) 	Reaction Due
7	10/7	The Progressive Era and the Great Debate	<ul style="list-style-type: none"> ○ Muir: The Hetch Hetchy Valley ○ Pinchot: The Fight for Conservation ○ Taylor: People of Color Access to and Control of Resources (Textbook) 	Reaction Due
8	10/14	Environmental Justice	<ul style="list-style-type: none"> ○ Letter to the Big 10 & Principles of Environmental Justice ○ Bullard: Anatomy of Environmental Racism and the 	Reaction Due

Wk	Date	Topics	Readings	Assignments Due
			Environmental Justice Movement <ul style="list-style-type: none"> ○ Pulido: Subaltern Environmental Struggles 	
9	10/21	Deep Ecology	<ul style="list-style-type: none"> ○ Naess and Sessions: Basic Principles of Deep Ecology ○ Merchant: Deep Ecology ○ Guha: Radical Environmentalism and the Third World Critique 	Reaction Due
10	10/28	Political Ecology	<ul style="list-style-type: none"> ○ Robbins: The Hatchet and the Seed ○ Kosek: Ecologies of Empire ○ Morello-Frosch: The Political Economy of Environmental Discrimination 	Reaction Due
11	11/4	Ecofeminism	<ul style="list-style-type: none"> ○ Schmonskey: The Growing Importance of Ecofeminism ○ Carlassare: Essentialism in Ecofeminist Discourse 	Reaction Due <u>Paper Outline Due</u>
12	11/11	<i>Veterans Day- No Class</i>		
13	11/18	Queer Ecologies	<ul style="list-style-type: none"> ○ Mortimer-Sandilands: Unnatural Passions?: Notes Toward a Queer Ecology ○ Cerullo and Ewen: The American Family Goes Camping: Gender, Family and the Politics of Space 	Reaction Due
14	11/25	Environmental Futures	<ul style="list-style-type: none"> ○ Butler: Parable of the Sower (read through Chapter 17) 	Reaction Due
15	12/2	Research Paper Presentations		
16	12/9	Research Paper Presentations		
12/13		<u>Research Paper Due</u>		

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90–5](http://sjsu.edu/senate/docs/S90-5.pdf) at sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc.

- 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 year calendars document on the [Academic Calendars webpage](http://sjsu.edu/provost/services/academic_calendars) at sjsu.edu/provost/services/academic_calendars.
- The [Late Drop Policy](http://sjsu.edu/aars/policies/latedrops/policy) is available at 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://sjsu.edu/advising) at sjsu.edu/advising.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://sjsu.edu/senate/docs/S12-7.pdf), sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor's permission to record the course:

- Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
- Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://sjsu.edu/studentconduct) is available at sjsu.edu/studentconduct.

Plagiarism, intentional or not, will not be tolerated in this course. This is a course designed to provoke critical thought and writing, and plagiarism will not help you become a better thinker or writer. For an

extensive read of the University guidelines for dealing with plagiarism, see the [University Academic Integrity Policy S07-2](https://www.sjsu.edu/senate/docs/S07-2.pdf) at [sjsu.edu/senate/docs/S07-2.pdf](https://www.sjsu.edu/senate/docs/S07-2.pdf).

Here is an idea of what plagiarism looks like. You are plagiarizing or cheating if you:

- For written work, copy anything from a book, article or website and add or paste it into your paper without using quotation marks and/or without providing the full reference for the quotation, including page number
- For written work, summarize / paraphrase in your own words ideas you got from a book, article, or the web without providing the full reference for the source (including page number in the humanities)
- For an oral presentation, copy anything from a book, article, or website and present it orally as if it were your own words. You must summarize and paraphrase in your own words, and bring a list of references in case the professor asks to see it
- Use visuals or graphs you got from a book, article, or website without providing the full reference for the picture or table
- Recycle a paper you wrote for another class
- Copy off of a classmate, or use someone else's work as your own
- Use technology or smuggle in documents to obtain or check information in an exam situation

In a research paper, it is always better to include too many references than not enough. When in doubt, always err on the side of caution. If you have any question or uncertainty about what is or is not cheating, it is your responsibility to ask your instructor.

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](https://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [sjsu.edu/president/docs/directives/PD_1997-03.pdf](https://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](https://www.sjsu.edu/aec) (AEC) at [sjsu.edu/aec](https://www.sjsu.edu/aec) to establish a record of their disability.

Student Resources

University Writing Center

The San José State University Writing Center offers a variety of resources to help students become better writers, and all of their services are free for SJSU students. They offer tutoring appointments, writing workshops, and online tutorials and services.

They have drop-in tutoring sessions in Clark Hall, Suite 126, and regularly scheduled tutoring sessions on the second floor in the MLK Library. Contact them at: 408-924-2308, writingcenter@sjsu.edu.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://sjsu.edu/at/asc) at sjsu.edu/at/asc located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

Online Citation Resources

For this class, you will be able to use whichever citation style you prefer, as long as you are consistent throughout your papers. Here are some links to useful citation guides for three different citation styles.

MLA: <https://owl.english.purdue.edu/owl/resource/747/01/>

APA: <https://owl.english.purdue.edu/owl/resource/560/01/>

Chicago: <https://owl.english.purdue.edu/owl/resource/717/01/>

For more detailed information on academic integrity, the University of Indiana has very helpful writing hints for students, including some on how to cite sources. Please visit <http://www.indiana.edu/~wts/pamphlets.shtml> for more information.

University Health and Healing Resources

Being a full time student, working, participating in extracurricular activities, providing support to our loved ones, can all take a pricey toll on our mental and physical health. Please take advantage of the many health and healing resources available at San Jose State University to foster your wellness.

- **SJSU Student Health Center:** (408) 924-6122 or online through the [SHCPatient Portal](https://shcpatient.sjsu.edu/login_directory.aspx) at https://shcpatient.sjsu.edu/login_directory.aspx.
- **SJSU Counseling and Psychological Services:** (408) 924-5910 or at counseling.services@sjsu.edu.

If you are experiencing a crisis, reach out to *The County Suicide & Crisis Line at (855) 278-4204* or the *National Suicide Prevention Lifeline at (800) 273-8255*, both are available toll-free, 24 hours a day, 7 days a week.