

## ENVS 12

## Introduction to Environmental Studies

### Instructor

Patrick Archie, Director of Campus and Community Programs  
Environmental Studies Institute

Room 207 Montgomery House (875 Lafayette Street across from campus)

Office Hours: Wednesdays 11 am to 1 pm and by appointment

[jparchie@scu.edu](mailto:jparchie@scu.edu)

This course will introduce Environmental Studies by actively engaging you in a holistic learning process that will challenge you to work together to think critically about current environmental problems and to work on possible solutions by engaging in an innovative political process underway in our community.

**Class Organization**      The class is divided into two halves:

During the first half of the quarter we will:

- Read and discuss social theories that shape environmental perceptions, ideologies, movements, actions, and inaction.
- Hear from an array of SCU Professors engaged in different areas of Environmental Studies
- Form study groups and practice the art of collaborative, cooperative learning in preparation for the second half of the quarter.

During the second half of the class:

- Study groups will present what they have learned and facilitate whole class discussions and / or activities based on the environmental problems they have been working with.
- During this half of the quarter we will integrate and synthesize what we studied in the first half of class by applying what we have learned to real world issues.

### Components of the Class and Assignments

#### Study Groups:

A primary pedagogical tool we will use this quarter is the formation of a learning community that will be divided into 10 study groups. Each study group will research one of 10 points of the City of San Jose's recently adopted "Green Vision."

San Jose's Green Vision is a very ambitious set of goals for greening the 10<sup>th</sup> largest city in the US. If San Jose can meet even 10% of the goals it has laid out for itself it will be the most sustainable city in the country. We will work as a class to analyze the Green Vision and the local problems (many with national and global connections) that it is attempting to address. We will learn what other cities are doing to confront similar problems in the US and around the world. We will carefully analyze the plan and offer the city our own set of recommendations for moving forward.

Each study group will have one class session to present their topic and lead class discussion. You are encouraged to think creatively about how to present your group's Green Vision goal.

2008's ENVS 12 students collaborated to write a draft of a book on San Jose's Green Vision. Each study group wrote a chapter on their Green Vision goal (each group member wrote a section of their group's chapter and the groups collaborated to write an introduction and a conclusion to their chapter). 2009's ENVS 12 students edited and added to the previous year's Green Vision chapter. This year each group will again edit and add to the chapter on their goal written by the previous years' students. More instructions for this project will be given later in the quarter. Our goal is to complete the book this winter and present it to the City of San Jose and publish it on the web this spring.

#### Guest Lectures

We will have several guest lecturers who teach various aspects of Environmental Studies at SCU. These presenters will give you an array of disciplinary (primarily social science), theoretical, and applied approaches to engaging with environmental issues. This is an opportunity to learn about diverse areas of

inquiry within the field of Environmental Studies and to be introduced to a number of SCU faculty members working in environmental studies.

Critical Reading, Reflection and Discussion:

Our readings during the first half of the class will be drawn primarily from the social sciences and will cover social theories and frameworks as they apply to environmentalism and environmental movements. During the second half of the quarter each study group will be responsible for choosing and assigning appropriate reading(s) (pre-approved by the instructor) dealing with issues addressed by the San Jose Green Vision point that they are studying.

Class discussions will utilize readings, lectures, and reading reflections to clarify and delve deeper into the subjects, methodologies, and issues we are working with.

Reading Reflections

One page reading reflections are due by noon the day before each class (with the exception of the following classes: 1/5, 1/21, 1/28, 3/9, and 3/11). They should be either typed or cut and pasted (not uploaded as documents) into the appropriate drop box on the course Angel page and will be accessible by everyone in the class to enhance collaborative learning. These short papers can be single or double-spaced. They should reflect critically on a principal thesis of one or more of the readings of particular interest to you (don't summarize the readings) and should end with at least two questions for group discussion. The primary purpose of the reading reflections is to motivate you to interact with the readings and to prepare you to discuss them with your classmates. Be sure to read at least a couple of other student's reflections the evening or morning before class.

Exams:

There will be a midterm exam at the end of the quarter that will be based on what we have learned studying San Jose's Green Vision during the second half of the class. There is no final exam.

Green City Surveys

Each student will fill out a short survey on two US cities that have green plans similar to San Jose's Green Vision. This research will be added to our book. See the guidelines on Angel for more information.

Individual Papers:

Each student will write a 7 to 10 page (double spaced) research paper on an environmental problem / solution of their choosing. This is an opportunity for you to explore a personal interest in environmental studies in greater depth.

<u>Assignment Summary</u>	<u>Due</u>
• 1 page reading reflections	By noon the day before each class (except 1/5, 1/21, 1/28, 3/11, and the day your group presents)
• Green City Surveys	2/18
• Group presentation	_____ (fill in your date)
• Final copy of group paper	March 9 <sup>th</sup>
• Individual paper	Monday March 15 <sup>th</sup> by 5 PM

<u>Workload Summary</u>	<u>Percentage of Grade</u>
- Reading Reflections	15%
- Quizz	5%
- Green City Surveys	10%
- Midterm Exam	20%
- Group Project	
- Group Presentation	10%
- Group Participation	10%
- Group Paper edits	5%
- Group Tasks	5%
- Individual Paper	20%

### **Course Learning Objectives**

1. Students will recognize, utilize and integrate multiple approaches to understanding and analyzing environmental problems and solutions.
2. Civic Engagement: Students will be able to critically evaluate, and express reasoned opinions about, the role of public organizations in civic life through both oral and written work.
3. Civic Engagement: Students will analyze and evaluate civic issues by engaging in active collaborative learning with peers and others.
4. Students will be empowered to engage in environmental problem solving at the local level.

### **Method of Instruction**

The classroom will function as a learning organization. The quality and quantity of learning will be the result of everyone's active participation. The class combines discussion of theory and concepts and reading and writing assignments with the use of group work that will give students experience working collaboratively to address real world environmental problems. Emphasis is put on student interaction in small group and large group settings. Students will spend a considerable amount of time in their small groups to develop a group presentation and edit and add to a group paper.

#### The role of the instructors is to:

- Guide the overall exploration of the course content and support the overall group dynamics and interaction
- Facilitate activities and individual and group learning processes
- Provide instructions for assignments and assessment of students' work
- Learn from students and their experiences and respond to the students evolving learning goals and needs

#### Your role as a student is to:

- Be a co-explorer of the course content
- Participate in classroom activities led by instructors and students and support the learning of others
- Prepare group presentations and give and receive feedback
- Participate in group dialogues, reflect on your own and others assumptions and be willing to consider multiple points of views to further the group's learning
- Follow through on assignments to maintain your own and others' learning momentum

This class calls for considerable self-direction, self-discipline and teamwork. Class discussions require you to practice effective communication and interaction skills. As part of your classroom learning you will consider different and sometimes opposing perspectives as well as identify your own assumptions, questions, and ways of thinking.

### **ESI Grading Policy**

It is the policy of the Environmental Studies Institute that generally no more than 35% of students in an ENVS course will receive "A".

**Disability accommodation policy:** To request academic accommodations for a disability, students must contact Disability Resources located in the Drahmman Center in Benson, room 214, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.

I strongly support academic accommodations for disabilities and will gladly work with you to ensure that you get as much out of this class as possible.

**Academic Integrity:** The penalty for cheating or plagiarism is a failing grade for the course, and the University may take further disciplinary action. Plagiarism occurs when you use the words or ideas of someone else without a reference to the source. All of the work that you turn in should be your own, and not that of a classmate or copied from another source. Please see <http://www.scu.edu/studentlife/resources/academicintegrity/index.cfm>.

<b>ENVS 12</b>	<b>Class Schedule</b>	<b>2010</b>
<b>Date</b>	<b>Class Topic</b>	
<b>Jan. 5</b>	Introduction to ENVS 12 Overview of Environmental Problems and Solutions	
<b>Jan. 7</b>	ENVS 12 Group Projects Study Group Workshop	
<b>Jan. 12</b>	Environmental Communication <i>guest speaker:</i> Dr. Chad Raphael <i>Quiz</i>	
<b>Jan. 14</b>	Environmental History <i>guest speaker:</i> Dr. Brigitte Chaurus	
<b>Jan. 19</b>	Environmental Justice <i>guest speaker:</i> Dr. Perlita Dicochea	
<b>Jan. 21</b>	NO CLASS – Meet with your study groups to plan your presentation and work on Green Vision chapter edits	
<b>Jan. 26</b>	ESI Environmental Policy Job Candidate Lecture – David Takacs “Forest Carbon Policy”	
<b>Jan 28</b>	ESI Environmental Policy Job Candidate Lecture – Mark Henderson “Design with Nature and Environmental Impact Assessment” Literature and the Environment <i>guest speaker:</i> Professor John Farnsworth	
<b>Feb. 2</b>	ESI Environmental Policy Job Candidate Lecture – Malini Ranganathan “Environmental Water Policy”	
<b>Feb. 4</b>	<u>Study Group 1:</u> Clean Tech	
<b>Feb. 9</b>	<u>Study Group 2:</u> Energy Conservation	
<b>Feb. 11</b>	<u>Study Group 3:</u> Renewable Energy	
<b>Feb. 16</b>	<u>Study Group 4:</u> Green Buildings	
<b>Feb. 18</b>	<u>Study Group 5:</u> Zero Waste	
<b>Feb. 23</b>	<u>Study Group 6:</u> Wastewater Recycling	
<b>Feb. 25</b>	<u>Study Group 7:</u> Sustainable Development Indicators	
<b>March 2</b>	<u>Study Group 8:</u> Alternative Fuels	
<b>March 4</b>	<u>Study Group 9:</u> Urban Forestry	
<b>March 9</b>	<u>Study Group 10:</u> Urban Trail Networks	
<b>March 11</b>	Green Vision Midterm Exam	