

# Introduction to Environmental Thought

## Section 80

### ENVS 150

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/24/2024

## Contact Information

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Please contact me through the course's Canvas Inbox or through email ([padmaja.iyer@sjsu.edu](mailto:padmaja.iyer@sjsu.edu)). Please include the course (ENVS-150) and your name in the email. When applicable, I will post an announcement or send a message to everyone in the class if I feel your question or concern will benefit or affect everyone (and in this case, you will not receive an individual response).

## Course Information

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This course is taught **online** using Canvas! This course is designed to provide upper division students with an opportunity to investigate the historic and cultural context of environmental thought, history, and philosophy. The evolution of our society has direct and profound influence on our attitudes toward nature. These attitudes are reflected in science, literature, government, religion, art, and our management of natural resources.

Class Days/Time: Section 80 - Tuesdays & Thursdays 9:00am - 10:15am

Zoom LINK: Section 80 - <https://sjsu.zoom.us/j/81706859984>

Meeting ID: 817 0685 9984

# Course Description and Requisites

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An introduction to significant works in the field of environmental studies. Topics covered include preservation, conservation, biocentrism, environmental justice, eco-feminism, deep ecology, and environmental activism.

GE Area: S

Prerequisite(s): Completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.

Letter Graded

## \* Classroom Protocols

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### Late Policies

All assignments are due by the due date and time listed in the course calendar. If you miss the deadline and you haven't contacted me for an extension, the work will receive a zero. Extensions will be provided for documented circumstances (medical illness, other emergency).

### Class Participation

Students are responsible for everything covered in class, whether students are present or not, and are encouraged to give class participation the same level of respect and responsibility you would bring to any professional space: that means treating everyone in a courteous manner, arriving to class punctually, and coming prepared to work with the assigned materials and activities of the day.

#### Community Agreements

We must conduct ourselves with civility, decency, and have a great capacity for tolerating differing points of view. Our classroom can and should be a place where we can ask questions, debate, discuss, and entertain a variety of viewpoints, but we must also do so in a respectful and open way. We will be creating a collective set of community agreements for discussion and holding ourselves accountable for respecting these agreements as a central element of class participation.

### SJSU Academic Integrity Policy

"San José State University defines plagiarism as the act of *representing the work of another as one's own* without giving appropriate credit, *regardless of how that work was obtained*, and submitting it to fulfill academic requirements.

- Doing academic work requires that the work you turn in is your own. A paper that is written by AI is not considered your own original work.

- It doesn't matter which AI program/software you use. Using any of these to write your papers is considered a form of plagiarism.

It is important to note that tools that check your writing are okay to use. Examples can include the autocorrect feature in Google Docs and the app Grammarly. These tools, which scan pieces of writing for errors and/or make suggestions for edits, are very different from AI programs that write entire papers. The key difference is that it is **your own original writing** that is being scanned for possible mistakes versus AI that does all the writing for you"

Higgins, S. (2023). *SJSU Research Guides: Plagiarism: Artificial Intelligence (AI) & Plagiarism*.

<https://libguides.sjsu.edu/c.php?g=436654&p=9517043>

## Consent for Recording of Class and Public Sharing of Instructor Material

- [University Policy S12-7 \(Links to an external site.\)](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.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 them/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."
  - If you wish to record the class, you must request permission in writing and indicate whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- "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.

## Course Format

This course is conducted entirely ON-LINE. Students are required to have access to Internet connectivity, a computer, Zoom, and Canvas to conduct research, submit assignments, and attend office hours.

### Student Technology Resources

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

# Program Information

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Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

**Goal 1:** To develop students' core competencies for academic, personal, creative, and professional pursuits.

**Goal 2:** To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

**Goal 3:** To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

## Course Learning Outcomes (CLOs)

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### GE Area S: Self, Society, and Equality in the U.S.

SJSU Studies courses -- Areas R, S, and V -- help students integrate knowledge between and among disciplines. In Area S courses, students study the interrelationships of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, inclusion, inequalities, and justice in the United States.

### GE Area S Learning Outcomes

Upon successful completion of an Area S course, students should be able to:

1. describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, and intersectionalities;
2. analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one's own identities and positions within these structures;
3. evaluate social actions which have or have not led to greater equality and social justice in the U.S.; and
4. engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.

### Student Learning Outcomes

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:

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

SLO 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

**Writing Practice:** Students will write a minimum of 3000 words in a language and style appropriate to the discipline.

## Course Materials

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Since Introduction to Environmental Thought is a seminar style course entirely online, students must have access to:

- 1) computer with Zoom
- 2) stable WiFi
- 3) quiet place where you can be heard and can hear the course
- 4) online Google suite and Canvas

## American Earth: Environmental Writing Since Thoreau.

**Author:** Bill McKibben

**Publisher:** Library of America

**ISBN:** 978-1598530209

**Availability:** Campus Bookstore

## Other Readings

Additional readings are linked to each course module on Canvas, and urls for you tube movies are given in the course modules.

## Course Requirements and Assignments

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## Personal Introduction (10%)

On the first day of class post a 300–word personal biography that includes your academic major, year, and a brief description of the people and experiences that have shaped your world-view. For full credit, respond to at least two other student's personal introductions with comments and questions. You may upload a video but you must use a script that is not more than 300 words.

## Canvas Reading/Media Reaction Response (30%)

Post a 'Reaction' to the day's readings to the 'Discussions' section in Canvas in short narratives in your own words (2-3 sentences for each prompt), and include at least 2-3 cited quotes from the text for each question to support your ideas. Quote citations should include authors name, year of publication and page number, for example ... (Seattle 1884, pg. 2). In addition, each student must post at least two 'Responses' to other students' posted Reactions. For full credit Responses will encourage dialog by challenging assumptions and asking questions. The Reaction and Responses must both be posted by the end of the day on the date that the assignment is due.

The lowest REACTION RESPONSE score will be dropped from the final grade.

## Personal Environmental Philosophy (20%)

A 1500-2000 word personal environmental philosophy will be required from each student. The philosophy should describe your personal environmental perspective in direct reference to the course readings and class discussions. Also include how your personal lens - cultural identity, gender, family history, life experience, etc. influence your philosophy. Be sure to answer the question "How do I as an individual relate to the natural world – am I a part of it, or apart from it?" Include a bibliography with referenced material in APA 7th edition style that includes at least five outside references (not from the course text), and at least five references from the course readings. This essay should be personal in nature, and written in your own words. Use of AI programs such as ChatGPT will result in a zero and possible university level action.

### Grading Rubric for Personal Environmental Philosophy

Word Count	20
References (APA 7th Edition)	20
Personal Lens	20
Connection to course readings	20
Style and grammar	20
Total	100

# Selected Reading Essay (10%)

For this assignment, you will choose one of the readings from *American Earth* that was not assigned by the instructor, or choose another academic article that relates to the course topics, and write a 400-500 word post on the topic of the reading, the life and influence of the author, and how the ideas presented by the author relate to the topics discussed in class. Please use the following format to organize your post.

**Title:** One open-ended question related to your reaction that you have about the reading or that came up as you were reading. This cannot be a yes or no question.

**Reaction:** 400-500 word reflection on your question as it is answered by or relates to the reading. Expressing an opinion is not enough. The reaction must show critical thinking and inquiry as well as depth of engagement. One quote is allowed but it must be what you don't want to forget. You must support your reflection citations from your selected reading. Ideas and concepts that are from the reading must be cited using in-text citations. Quoted citations include the page number.

**Bibliography:** in APA 7th edition style

**Respond:** Post at least TWO 'Responses' to other students' posted Reactions. Comment on something new that you learned or critically respond to something you disagree with for TWO of your peers.

# Team Seminars (30%)

Each week, two student's will offer a 7-minute seminar style synthesis and analysis of the week's readings and lead the class in 2-3 discussion questions. Students presenting do not turn in a REACTION for that week.

## University Policies

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Per [University Policy S16-9 \(PDF\)](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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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Week	Date	Topics, Readings	Assignments

WEEK 1	Jan. 25	<b>Personal Introductions &amp; Syllabus Review</b>	<b>ASSIGNMENTS DUE:</b>  Introduction Statement
WEEK 2	Jan. 30 & Feb. 1	<b>Traditional Ecological Knowledge</b>  <b>READING</b> <ul style="list-style-type: none"> <li>• Great Law of Peace (Canvas)</li> <li>• Chief Seattle (Canvas)</li> <li>• Winona LaDuke (Canvas)</li> </ul>	<b>ASSIGNMENTS DUE:</b>  Reaction 1
WEEK 3	Feb. 6 & 8	<b>Roots of Environmentalism</b>  <b>READING</b> <ul style="list-style-type: none"> <li>• Marsh 71-80 (textbook)</li> <li>• Thoreau 1-2; 26-36 (textbook)</li> </ul>	<b>ASSIGNMENTS DUE:</b>  Reaction 2
WEEK 4	Feb. 13 & 15	<b>Preservation vs. Conservation</b>  <b>READING</b> <ul style="list-style-type: none"> <li>• Muir 84-85; 104-112 (textbook)</li> <li>• Pinchot 172-180 (textbook)</li> </ul>	<b>ASSIGNMENTS DUE:</b>  Reaction 3
WEEK 5	Feb. 20 & 22	<b>Ecology and the Early Environmental Movement</b>  <b>READING:</b> <ul style="list-style-type: none"> <li>• Carson 365-376 (textbook)</li> <li>• Abbey 413-433 (textbook)</li> </ul>	<b>ASSIGNMENTS DUE:</b>  Reaction 4



WEEK 6	Feb. 27 & 29	<b>Tragedy of the Commons and the Population Bomb</b>  <b>READING:</b> <ul style="list-style-type: none"> <li>• Hardin 438-450 (textbook)</li> <li>• Ehrlich 434-437 (textbook)</li> </ul>	<b>ASSIGNMENTS DUE:</b>  Reaction 5
WEEK 7	Mar. 5 & 7	<b>Racism and the Environmental Movement</b>  <b>READING:</b> <ul style="list-style-type: none"> <li>• Ethnic Cleansing and Americas Creation of the National Parks (Canvas)</li> <li>• Environmentalism's Racist History (Canvas)</li> <li>• The Tragedy of the Tragedy of the Commons (Canvas)</li> <li>• Communities of color bear the brunt (Canvas)</li> </ul>	<b>ASSIGNMENTS DUE:</b>  Reaction 6
WEEK 8	Mar. 12 & 14	<b>Environmental Justice</b>  <b>READING:</b> <ul style="list-style-type: none"> <li>• Chavez 690-695 (textbook)</li> <li>• Climate Change and the Border Crisis (Canvas)</li> <li>• Dolores Huerta (Canvas)</li> <li>• Mustafa Ali video (Canvas)</li> </ul>	<b>ASSIGNMENTS DUE:</b>  Reaction 7
WEEK 9	Mar. 19 & 21	<b>Selected Reading</b>	<b>ASSIGNMENTS DUE:</b>  Selected Reading Posts Due

WEEK 10	Mar. 26 & 28	<b>Eco-Feminism</b>  <b>READING</b>  <ul style="list-style-type: none"> <li>• Vandana Shiva (Canvas)</li> <li>• Judi Bari (Canvas)</li> </ul>	<b>ASSIGNMENTS DUE:</b>  Reaction 8
WEEK 11	Apr. 2 & 4	<b>SPRING BREAK</b>	

WEEK 12	Apr. 9 & 11	<b>Deep Ecology</b>  <b>READING</b>  <ul style="list-style-type: none"> <li>• Naess and Sessions (Canvas)</li> </ul>	<b>ASSIGNMENTS DUE:</b>  Reaction 9
WEEK 13	Apr. 16 & 18	<b>Direct Action and Civil Disobedience</b>  <b>READING:</b>  <ul style="list-style-type: none"> <li>• Hill 907-919 (textbook)</li> <li>• Thoreau's Civil Disobedience (Canvas)</li> </ul>	<b>ASSIGNMENTS DUE:</b>  Reaction 10
WEEK 14	Apr. 23 & 25	<b>Current Directions</b>  <b>READING:</b>  <ul style="list-style-type: none"> <li>• Letter from Evo Morales (Canvas)</li> <li>• Encyclical (Canvas)</li> <li>• Green New Deal (Canvas)</li> <li>• Greta Thunberg (Canvas)</li> <li>• Haaland (Canvas)</li> </ul>	<b>ASSIGNMENTS DUE:</b>  Reaction 11
WEEK 15	Apr. 30 & May 2	<b>Two-Eyed Seeing</b>  <b>READING:</b>  <ul style="list-style-type: none"> <li>• Latulippe and Klenk (2020)</li> <li>• Bartlett et al. (2012)</li> <li>• Two-eyed seeing video</li> <li>• Rameka (2021)</li> </ul>	<b>ASSIGNMENTS DUE:</b>  Reaction 12

WEEK 16	May. 7 & 9	<b>Environmental Philosophy Sharing</b>
WEEK 18	May 16 12pm	<b>FINAL</b>