

ENSTU 365: Critical Environmental Education Pedagogy

Thursdays, 9:00 a.m. to 11:50 a.m., Science Instruction Lab Annex, Room 106, 3 units



Fall 2019 Field Trips at Carneros Creek in partnership with Elkhorn Slough Foundation and Hall District Elementary School

Welcome to ENSTU 365!

"We are put on this earth to take care of each other, the planet, and the world. If we truly believe that every person is worthy, how we move with resources, how we move with ourselves, is entirely different." - Elandria Williams

Instructor Access & Office Hours

Dr. Tori Derr, Associate Professor, Environmental Studies, Department of Applied Environmental Science

Office Hours: Tuesdays 12:30-1:30 p.m. in Chapman S307. Or as arranged by Zoom, in the garden, or CSUMB cafes

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Office phone: 831.582.4697

Who am I? I am a mother, a weaver and sustainable fiber artisan, an advocate for justice, and a professor in environmental studies. I love to teach and mentor, travel, grow plants, and be in nature.

How to refer to me? You may refer to me as Tori, Professor Tori, or Professor Derr, whichever feels most comfortable to you. My pronouns are she/her/hers.

Office hours are times I set aside for you, the students. However, scheduled office hours often conflict with student schedules, so you may also schedule an in-person or zoom meeting that fits both of our schedules at any time in the semester. Office hours are times you can meet with me to discuss the material being covered in class, questions or concerns you might have, and other related issues. Office hours are also times for us to collectively identify strategies for you to succeed in the course if you are struggling in any way. Feel free to attend office hours even if you don't have any questions but just want to explore topics of interest, talk about your professional or curricular path, or get to know each other outside of class. I appreciate but do not require a notification (via email or telling me in person) that you plan to attend office hours on any particular day. This way, if

multiple people have needs that will extend beyond the hour, I can work with students to plan for that.

Course Description

Course Catalog Description: Explores strategies for supporting equitable educational opportunities and access to natural environments for all. Through an examination of both the means (formal, informal education, place-based learning, and participatory practice) and the locations (schools, after-school programs, parks, and public spaces), this course examines approaches to education, enabling policies and frameworks for participation, and methodologies that can facilitate learning among diverse students and community members. [Prereq: (GE Areas A1 and A2 and A3 with a C- or better) and (GE Area B2)]

Course Overview

Education for sustainability calls for holistic thinking that invites people of all ages to play an active role in conceiving a more just and sustainable future. Critical pedagogy explicitly explores practices of democracy and social justice as essential means for all participants to equitably access educational experiences. This course is organized around a set of guiding questions about how we approach a critical pedagogy for environmental education:

- How do diverse people experience and approach nature, the environment, and environmental education practices?
- What are the historic settings and approaches to environmental education? How can this history inform our understanding of critical pedagogy for environmental education?
- What are recent approaches to environmental education? How are these approaches applied within diverse local, national, and international contexts?
- How do these environmental education approaches support social change and the promotion of equity and justice?
- How can you use your disciplinary knowledge and skills synergistically with community knowledge and skills to promote increased environmental knowledge and compassion that includes a deep consideration of justice and flourishing in human and non-human individuals and communities?

What this means for this course: We will learn about, reflect on, and critically interrogate environmental education as a discipline – What is environmental education’s history? What are the “traditional” methods and approaches to environmental education? Who has it included? Who has it excluded? What have we learned about nature, health, and equity over time that changes our thinking and approach within the field? What methods has the field of environmental education taken recently to broaden its emphasis? Who has led these initiatives? How is promotion of environmental education compatible with promotion of social justice? We will review and develop lessons that promote positive action – from simple exercises such as personal storytelling, games, or interviewing for community knowledge to lessons that deepen and critically examine climate justice.

Learning Outcomes

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

1. Demonstrate an understanding of the history, goals, theory, and practice of environmental education

2. Articulate diverse approaches to environmental education, including community-based, participatory, formal, informal, and partnerships
3. Understand and incorporate multiple perspectives, including individual, family, community, and cultural norms, into environmental education
4. Identify and model responsible, respectful, and reasoned attitudes and behaviors for environmental education practice
5. Select environmental education materials and strategies that are appropriate for a variety of audiences (ages, settings, audience, goals)
6. Make connections between relevant state and national education standards for learning and specific lesson plans
7. Produce lesson plans for environmental education instruction and evaluate instruction

This course supports students in the [Environmental Health Policy minor](#) through its connections to physical and mental health benefits derived from contact with nature; equity in accessing environmental benefits; approaches for engaging youth and community in addressing environmental health issues and inequities, such as air pollution and climate justice, ecological grief, and constructive hope; and tools for effective community and youth engagement common to public and community health fields, such as participatory action research.

Course Materials

- *Teaching in the Anthropocene*, Canadian Scholars Press, 2022. [Electronic book](#) available via CSUMB Library system.
- *Urban Environmental Education Review*, Cornell University Press, 2017. [Electronic book](#) is available via the CSUMB Library system. Individual pdfs of assigned chapters are provided on Canvas.
- Optional Text for Purchase: *Secrets of the Oak Woodlands: Plants & Animals Among California's Oaks*, Kate Marianchild, Heydey Press, 2013, ISBN-13: 978-1597142625. This is a very helpful resource for supporting the Carneros Creek practicum.
- Additional readings will be assigned via Canvas

Logistics

This class normally will meet on Thursday mornings from 9:00 to 11:50 a.m on campus. For four days out of the semester, we will gather under a magical oak tree at Carneros Creek with Hall District Elementary School for field trips that are part of our Outdoor Learning Practicum. These field trips are currently scheduled for Sept 7, Sept 21, Oct 26, and either Nov 30 or Dec 8 (with a rain date built into the schedule). Transportation and additional logistics will be discussed in class. Departure for Hall District field trips will be at 7:45 from the Chapman parking lot and return by 11:50 a.m. An additional (optional, but strongly encouraged) Saturday field trip is scheduled for Sept 9, from 8:30-1 in which we will hike to a ridgetop to learn more about the Elkhorn Slough Foundation's community outreach programs and gain a sense for the land and context. If you have specific accommodations that would support your participation in these field trips, please let me know as soon as possible.

All students will participate in safety training and will abide by field safety procedures that we identify together. To meet Pajaro Valley Unified School District's policies for working with children, we all must obtain a **TB test, provide proof of COVID vaccination, and complete a background check for Hall District Elementary School through the Pajaro Valley Unified**

School District. If obtained through CSUMB, TB tests cost approximately \$35. Details will be developed in class; carpooling will be coordinated in class.

Course Assignments

Attendance: This course is structured as a seminar in which in-class course content and active participation are essential aspects of learning, from your instructor and your peers. You should attend every class, but extenuating circumstances may arise that make this difficult. If you cannot attend a class, please let me know. If circumstances arise that you must miss 2 or more classes during the semester, you may be overextended, and I ask that you come see me to discuss your options. Attendance will be assessed as partial or full, depending on when you arrive or need to depart. I excuse absences for medical or family emergency when communicated to me.

Participation: All of us in the class, you, me, your peers, have a responsibility to create an environment in which we can all learn from each other. I expect everyone to participate in class so that we can all benefit from the insights and experiences that each person brings. There is one graded participation assignment in the semester. One is a Roundtable Facilitation assignment in which students will read an article and facilitate a presentation and discussion of the article assigned.

Reading Reflections: You will generate reading reflections that are designed to deepen understanding of theories, approaches, and practices of environmental education. The assignments serve as a means to reflect on readings in preparation for in class lectures and discussion.

Outdoor Education Practicum: You will participate in monthly field trips to Carneros Creek, in partnership with the Elkhorn Slough Foundation and Hall District Elementary School. You will learn about how partnerships support environmental education opportunities, how this partnership relates to broader strategies to engage the community, and how this partnership supports equity in access to the outdoors. To support our participation in the practicum, you will generate lesson plans for each field trip to Carneros Creek. These lessons will guide activities with fourth graders from Hall District Elementary School. You also will reflect on the effectiveness of the lesson plan and activity after each field trip and evaluate some of the 4th grade students' learning.

Personal Educational Timeline: We all enter this course with diverse and important experiences that have shaped our interest in environmental education. In this assignment, you will integrate your personal experiences with nature, the environment, and learning about the environment from early childhood to the present. You will construct a timeline that reflects on significant influences, whether from a physical, social, cultural, or academic context.

Final Reflection Paper: This summative assignment is an opportunity to compile reading summaries, personal educational timeline, and in class experiences and discussions into a final reflective essay about what you have learned about environmental education over the course of the semester. In this assignment students will craft their own professional viewpoint and approach to environmental education, which can support interviews for jobs and a more clear articulation of your professional goals.

Extra Credit: I issue opportunities for extra credit as relevant speakers or webinars emerge. I also offer extra credit for students who submit proof or attend a training for first aid and CPR. This is a

valuable certification for many environmental jobs. And if a minimum of 80% of students complete their course evaluations, I provide all students with an extra credit point.

Community Norms

(To be reviewed and revised the first week of class)

- Join our community of learners: recognize diverse strengths of our course community and support each other's diverse (and likely variable) needs throughout the semester
- Listen to learn, not to respond
- Engage in discussion, not debate
- Monitor your own participation: try stepping forward if you are a hesitant participant; try stepping back to allow all students to engage
- Come to discussions ready to engage. If you are less prepared, play a listening role and commit to doing more next time
- Bring materials to facilitate learning, including books, technology, and other supports
- Respect others' opinions
- Use active listening to understand others
- Follow all procedures and guidelines for working with school and community partners; act professionally an model excellent behaviors and attitudes when working at Carneros Creek.

According to the American Association of Higher Education (AAHE) guidelines, each credit hour roughly translates into 3 hours/week that the average student should spend on the course to get an average grade in the course. This course has been designed in accordance with these guidelines, meaning that an average student wanting an average grade in this class (a "B") should spent a total of 9 hours/week on this class broken up, on average, as follows: 3 hours/week in class meetings and ~ 6 hours/week doing the reading and writing assignments. I provide in class time for group collaborations and most outside work may be done independently.

Late or incomplete work: The majority of assignments for this course are *formative*, meaning they are designed to support learning and discussion within the context of a particular period of the course, and to address specific guiding questions. Because of this, assignments may be submitted up to one week late, so that they are completed during the time period that the course context is being addressed. I offer 2 late passes for work – no penalty, no questions asked. After that, I apply a 3% per day policy applies.

If you are having difficulty meeting deadlines at any point in the semester, fall behind for any reason, and/or are feeling overwhelmed or that you have “missed too much”, please meet with me so that we can strategize how to get caught up and how to best be accountable to yourself and the course. Makeup work outside the parameters set above **MUST** be agreed upon by the instructor in advance. These deadlines are to keep assignments aligned with course content, to allow for equitable grading, and to help manage student and instructor workloads.

Artificial Intelligence

You are expected to complete and submit your own work for this course. Use of AI is not allowed in this course because all written assignments are designed to develop and articulate your own thinking about environmental education as a field and practice. Note that the CSUMB Academic Integrity policy explicitly prohibits submitting AI-generated work as your own. CSUMB defines Plagiarism as “presenting someone else’s work or ideas or Artificial-Intelligence-generated content as your own without full acknowledgement.”

Final assignments/assessments: All deadlines during the final assessment week are firm; no late work will be accepted during this week. These are hard deadlines during final exam/assessment period so that I can meet final grade deadlines.

Absences: Excused absences are for family death, illness or other medical event documented with a doctor's note, or other extreme events. Communicate with me via email if you will miss a class *for any reason*, or if other extenuating circumstances are interfering with your attendance and/or performance. For health and safety during the ongoing pandemic, I will allow 1 free pass in the semester for times when you are not feeling well or have extenuating circumstances. However, I expect you to use this judiciously and honestly, for when you really can't show up, and I ask that you commu This course is structured as a seminar in which in-class course content and active participation are essential aspects of learning, from your instructor and your peers. You should attend every class, but extenuating circumstances may arise that make this difficult. If you cannot attend a class, please let me know. If circumstances arise that you must miss 2 or more classes during the semester, you may be overextended, and I ask tat you come see me to discuss your options. Attendance will be assessed as partial or full, depending on when you arrive or need to depart. I excuse absences for medical or family emergency when communicated to me. nicate with me and catch up on work that you miss for these days in a timely manner.

For all these policies, I will honor these commitments and ask that you also honor your commitments to the course.

Course Grading

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| 1. Attendance and participation | 16% |
| a. Attendance, 11% | |
| b. Critical EE Pedagogy Roundtable Facilitation, 5% | |
| 2. Personal Education Timeline | 10% |
| 3. Reading Reflections (8 @ 3% each) | 24% |
| 4. Carneros Creek Practicum | 30% |
| a. Lesson Plans, 3 @ 3% each, 9% total | |
| b. Participation in Carneros Creek Field Trips, 3@2% each, 6% total | |
| c. Lesson Reflections, 1 each @ 3%, 5%, 7%, 13% total | |
| 5. Final Reflective Essay | 20% |

Grades will be posted as they are assigned throughout the semester and will be based on the following scale:

A	95-100%	B-	80-83.99%	D+	67-69.99%
A-	90-94.99%	C+	77-79.99%	D	64-66.99%
B+	87-89.99%	C	74-76.99%	D-	60-63.99%
B	84-86.99%	D	64-66.99%	F	59.99% or lower

Detailed Schedule and Assignments

All assignments and due dates are reflected in the [linked schedule \(and below\)](#). I will make every attempt to adhere to this schedule so that you can plan your own workload. However, I reserve the right to change this schedule if needed, in order to facilitate better learning (e.g., more time until an assignment deadline), or for unforeseen schedule changes academically. Any changes to the schedule will be announced in the following ways: i) the revised schedule will be announced via the

course email list; and ii) changes in due dates will be made for Canvas assignment dropboxes and this linked schedule.

Week/ Date	Assignments and Readings (To be completed <u>before</u> the start of class)	In Class Topic
1 Th, 8.24		Introduction to Course/Syllabus Ice-breakers Q&A for course structure and goals PVUSD Volunteer Requirements
2 Th, 8.31	Reading Reflection 1 Due Carter & Simmons, History of EE UEER, 5 Trends (Chapter 30)	History and Current Trends in EE Belgrade Charter, Tbilisi Declaration, Agenda 21
3 Th, 9.7	Reading Reflection 2 Due Chapter 15 of <i>Teaching in the Anthropocene</i> and <i>Magical Moments</i> chapter by Carneros Creek collaborators. It will be helpful if you read the chapters in order (Chapter 15 before the partner chapter on Carneros Creek)	Place-Based Environmental Education and Rural Education: Carneros Creek Preparatory Field Trip Introduce Jottings (field reflections)
3 Th, 9.7	Last Day to Drop/Add classes without petition and without a “W” assigned. (Students are responsible for withdrawing from any courses)	
4 Th, 9.14	Reading Reflection 3 Due Kyle & Kearns, The Bitter & The Sweet Guidi, The Lion King of Los Angeles Optional: <i>Teaching in the Anthropocene</i> , Chapter 4	Watch <i>School’s Out</i> and <i>Ciudad Grande</i> Identity and EE Issue Personal Education Timeline UN Decade of Ecosystem Restoration Plan Field Trip Activities
4 Sa, 9.16		Ridgetop hike at Carneros Creek/Sand Hill, 8:30-1:00 (Highly Encouraged)
5 Th, 9.21	Lesson Plan 1 Due (Prior) Lesson Reflection 1 Due (Post)	Carneros Creek Field Trip
6 Th, 9.28	Reading Reflection 4 Due GEEP’s Eco-Picture Diaries in Yokohama City Ibarra’s Biocultural Memory	Intergenerational Models for EE Watch <i>Urban Roots</i> NAAEE Community Engagement Guidelines

7 Th, 10.5	Reading Reflection 5 Due Chapters 1 and 6 from <i>Teaching in the Anthropocene</i>	Introduce Critical Pedagogy
Week/ Date	Assignments and Readings (To be completed <u>before</u> the start of class)	In Class Topic
8 Th, 10.12	Roundtable Facilitation Due Miller, Developing a critical consciousness of race in place-based education: Franco's story Bellino & Adams, Critical urban environmental education pedagogy Nxumalo et al., Education and ecological precarity	Critical Pedagogy Roundtables
9 Th, 10.19	Personal Education Timeline Due	Watch <i>Inventing Tomorrow</i> Film, NGSS and Ten Strands Field Trip Prep
10 W., 10.25	Last Day to Withdraw from a course for a serious and compelling reason ("W" will be assigned). Students must submit supporting documentation.	
10 Th, 10.26	Lesson Plan 2 Due (Prior) Lesson Reflection 2 Due (Post)	Carneros Creek Field Trip
11 Th, 11.2	Reading Reflection 6 Due Cherry, Teaching Climate Change with Hope Rashid et al., Children as Change Agents in Disaster Risk Reduction	Climate Justice Approaches, Part I UNDRR UNICEF Houston CFCI and Outdoor Bill of Rights
12 Th, 11.9	Reading Reflection 7 Due #OurChangingClimate	Climate Justice Approaches, Part II In class photovoice activity
13 Th, 11.16	Reading Reflection 8 Munley: Public Value Evaluation	Public Value Evaluation - applications in Aquarium, Zoo, and Carneros Creek contexts Field Trip Prep
14 Th, 11.23	No Classes, Fall Break	
15 Th, 11.30	Lesson Plan 3 Due (Prior) Lesson Reflection 3 Due (Post)	Carneros Creek Field Trip (hold)
16 Th, 12.7	Complete course evaluations, extra credit if 80% participation	Carneros Creek Field Trip Rain Date (hold)
17 Th., 12.14	Assessment Period, 9-12 Final Reflection Essay Due at 12 p.m.	

University COVID-Related Policies

Anyone sick or symptomatic should not come to class or work. Please check the CSUMB website for [Coronavirus policies and procedures](#). If you test positive for COVID-19, please report this to the University by submitting a **COVID-19 reporting form** to support continued exposure tracing. Anyone who has confirmed or believes they may have been exposed to a COVID-19-positive person should also **report the exposure** and test within 3-5 days of exposure. While not symptomatic, close contacts should wear a mask in all indoor public spaces for up to 10 days and continue assessing for symptoms as recommended by the **California Department of Public Health COVID-19 guidance**. The university will remain a mask-friendly campus and will continue to provide free masks, including 3-ply surgical and KN95 options, at these eight locations:

- [Alumni Visitor Center](#) | Info desk at main entrance
- [Building 12](#) | Housing Office
- [Building 47](#) | Student Service Center lobby
- [Library](#) | First floor
- [Otter Sports Center](#) | Info desk at main entrance
- [Otter Student Union](#) | Info desk at main entrance
- [Promontory Housing Office](#) | Building B
- [University Center](#)

The COVID endemic continues to change and these requirements may change during the semester.

Care Team

As your instructor I care about you as a person. Thus, if you stop coming to class, skip an exam, do not respond to emails, then I will be compelled to contact the [CSUMB CARE Team](#) to make a referral. They will then reach out to you to make sure you are not in distress. If you know you are going to be away or non-communicative, then please let me know in advance and this will not trigger the referral.

University Services and Policies

CSUMB has a variety of programs designed to help students thrive in college and graduate in a timely manner. If you have the desire to get more out of your CSUMB course and community work, increase your foundational academic skills, and graduate on time, please take advantage of these programs. Many students avoid these programs because they view seeking such help as a sign of weakness. However, in reality, many motivated and successful students take advantage of these services. If you are thinking of these services as an indicator of weakness, try thinking about them as openness to learning and growing.

1. **Official Communication.** CSUMB policy establishes email as the primary and official means of communication from California State University, Monterey Bay to students. This includes faculty communication to students and will be used for communication in this course. Students are therefore expected to check their email on a frequent basis. Also look for information on the course website. The site contains all the information you will need for the course. This includes all homework assignments, topic schedule, lab schedule and any other information you need.
2. **Enrollment and Registration Policy.** The purpose of this policy is to provide students with the information they need to pro-actively manage and assess their academic career at

California State University, Monterey Bay (CSUMB). This policy includes information about adding and dropping courses as well as other information related to enrollment and registration. Please go to: <https://csumb.edu/policy/enrollment-and-registration-policy>

3. **Academic Integrity.** Academic integrity is of central importance to an education at CSUMB. The core of this integrity resides in the scholastic honesty of the CSUMB community and, therefore, is the responsibility of all students and faculty to uphold and maintain. Forms of academic dishonesty include cheating, fabrication, plagiarism, use of Artificial Intelligence as your own work, and collusion in any of these activities. Students discovered to have engaged in academic dishonesty will be sanctioned. For more information regarding the Academic Integrity Policy, please go to: <https://csumb.edu/policy/academic-integrity-policy/>

4. **Students with Disabilities.** Students with disabilities who require accommodations such as time extensions or alternate media format must present verification from Student Disability Resources as soon as possible. **Please schedule an appointment to discuss your specific needs with me.** If you think a disability may impact your performance in this class, please meet with SDR professional staff in the Health and Counseling Centers Building (#80) or call 582-3672.
Email: StudentDisabilityResources@csumb.edu
Phone: (831) 582-3672 voice, or 582-4024 fax/TTY
Website: <http://sdr.csumb.edu/>

5. **Learning environment** – Students and faculty each have responsibility for maintaining an appropriate learning environment. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

6. [Collection of Student Work](#). CSUMB is committed to providing excellent and innovative curricula and educational opportunities to its students. To help us maintain quality academic offerings and to conform to institutional and professional accreditation requirements, the University and its programs regularly examine the effectiveness of the curricula, teaching, services, and programs the University provides. As CSUMB sees appropriate, it may obtain, assess, and retain samples of student work from representative courses. This work might include papers, exams, creative works, recordings of oral presentations, or portfolios developed and submitted in courses or to satisfy the requirements for degree programs as well as surveys, focus group information, and reflective exercises. Instructor and student names will not appear in any assessment results and assessment results will have no impact on student grades, instructor evaluations, or instructor employment.
7. [Center for Student Success \(CSS\)](#). CSUMB works to make sure that all students are succeeding in their courses. To ensure that this takes place, if you are falling behind or are missing classes, I strongly encourage you to schedule an appointment with the Center for Student Success to create an Academic Success Plan and get back on track. The CSS offers services such as one-on-one support, peer mentoring, and study skills workshops. CSS is located in the Library, 2nd Floor, Suite 2163. Phone: (831) 582-3165.
8. [Cooperative Learning Center \(CLC\)](#). CLC is a campus-wide tutoring program that is free and open to all students. CLC seeks to provide high-quality learning assistance in computer technology, math, science, writing, languages, and study strategies aimed at enhancing learning needs at all ability levels. CLC works with students to expand their knowledge and abilities by empowering them to become independent learners. CLC tutors, staff, and faculty work together to design and offer effective collaborative, and active learning experiences. We provide tutors with the opportunity to develop teaching, leadership, and communication skills. CLC is located in the Library, 2nd Floor. Phone: (831) 582-4104.
9. [Wellness](#). CSUMB believes that wellness matters. As a college student, you may sometimes experience problems with your wellness that interfere with academic success and negatively impact daily life. An important part of college is learning how to respond to these problems and seek guidance. Departments within Health & Wellness Services can support you in achieving and maintaining physical, mental, emotional, and spiritual wellness. To learn more about these resources go to csumb.edu/hws.
10. [Sexual Misconduct, Dating and Domestic Violence, and Stalking](#). CSUMB is committed to creating and sustaining an environment free of sexual misconduct, dating and domestic violence, and stalking. If you experience any of these forms of misconduct, CSUMB encourages you to utilize the resources described below.

To report any type of misconduct: University Police Department Emergencies: 911

Title IX: Discrimination, Harassment, and Retaliation Office Non-emergencies: 831-655-0268
Call: 831-582-3510 Email: wensmith@csumb.edu Email is recommended for fastest response

For confidential support: Campus Advocate/Monterey County Rape Crisis Center Personal Growth and Counseling Center (PGCC) Call or text: 831-402-9477 Call: 831-582-3969 24 hour crisis line: 831-375-4357

Any CSUMB staff or faculty member other than the campus advocate or PGCC counselors who are told about student experiences of misconduct must report information to the Title IX office. Only PGCC and campus advocate staff can keep such information confidential.

11. Veterans and Active Duty Military Personnel.

“Veterans, active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.”