

ENSTU 412: Environmental Thought and Practice Spring 2019

Mondays and Wednesdays, 4-5:20, Chapman Science E105

Instructor

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Course Description

Our primary learning goal for this course is to critically think about Environmental Studies as a discipline: to challenge the underlying assumptions we have about Nature, Environment, Humanity, Justice, Rights, and to understand the theoretical grounding and challenges to diverse approaches to working within this discipline. We will read to think and write to think. We will use Active Listening



Circles and World Cafes to discuss, question, and develop our ideas about our disciplinary practice and purpose. Each of you will choose an area of interest and focus for a final paper in which you will discuss the philosophical underpinnings of this approach within environmental studies, read foundational literature that supports and challenges this approach, and develop your own professional position. This will be both exciting and hard work. Our learning goals are critical thinking and communication, drawing from great thinkers and leaders who precede us and co-exist with us. Welcome to ENSTU 412!

Learning Outcomes

This course is designed for you to demonstrate mastery in disciplinary reading, writing, and critical thinking. To be successful, you must demonstrate competency in the following outcomes:

Reading

1. Adapt strategies for reading according to disciplinary purpose and context
2. Read to comprehend, analyze, and evaluate disciplinary texts

Writing

1. Select and apply appropriate disciplinary genre conventions for content, development, structure, paragraphing, tone, and mechanics
2. Choose and use sources according to appropriate disciplinary criteria

Critical Thinking

1. Critically analyze and question disciplinary approaches within historic and contemporary contexts
2. Articulate a critical stance to former and current environmental practices

Course Organization

This course will be comprised of three sections that review the history, theory, and interdisciplinary contributions to environmental thought and environmental movements. The first section provides an overview of the history of ideas across time, the evolution of thought, and an overview of movements within the environmental field. The second section provides an in-depth look at conservation and environmental history, with evaluation of the lasting implications of different historical actions or bodies of thought. The third section will critically evaluate how different disciplines contribute to and challenge environmental thinking and how this thinking applies to a contemporary context.

Part 1: Overview via Green Fire. Identifying movements that align with student interests. (2 weeks)	Part 2: Conservation and Environmental History. Tracing the timeline of history (generally) and in relation to professional intent (specifically) (5 weeks)	Part 3: Critical readings. Positioning oneself and one's profession in regard to historical, contemporary, and critical ideologies (8 weeks)
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Course Assignments

In this course, students will:

- i. Write weekly critical analyses of readings that include reading summaries, reflective responses, and critical questioning (Weeks 1-7)
- ii. Lead a discussion group to critically examine weekly readings (Weeks 3-14)
- iii. Generate a written analysis of the historical underpinnings of the environmental profession/discipline of your choosing and contemporary application of this discipline (7 pages) (Weeks 3-7)
- iv. Generate a final paper that critically analyzes and reflects on students' disciplinary interests and the professional practices that have shaped this area of the environmental field (10 pages) (Weeks 8-16)
- v. Revise Professional Statement for ePortfolio (Weeks 15-16)

Critical Analyses: Students will read assigned readings with an eye to a) understand historical contexts of environmental thought and practice; b) make connections to previous readings, course and professional experiences; and c) to ask questions – Who is in power, setting the agenda? Who is affected by these actions? Are they involved? What are the long term consequences of certain lines of thinking? Of certain thinkers and actions? Students will generate seven critical analysis papers

which summarize the assigned text, make linkages, and ask questions. Each summary will be a minimum of 300 words, with annotations that make linkages or ask questions. These assignments will be generated in an on-going google doc that students generate and share with the instructor and where comments serve to generate critiques, identify themes or patterns, and flag content that is of particular interest to your disciplinary focus. In this way, instructor feedback will also serve to deepen students' critical analyses.

Discussion Group: Students will lead one discussion group with a team of others. Students will participate in all discussion groups as part of the discussion participation grade. Discussion leaders will submit a plan via google doc one week in advance of the readings and will revise their plan based on instructor feedback. Students are encouraged to use creative methods for stimulating meaningful discussion.

Written Analysis 1: Historical Underpinnings: In approximately 2,250 words (7 pages), students will review the historical underpinnings of their disciplinary focus within environmental studies (e.g., conservation, environmental justice, sustainability, education). The paper will review historical movements that have influenced their disciplinary focus in terms of thought, policy, and practice. The paper will document times of disagreement or change within the field, and will review two organizational or agency mission statements and analyze how their philosophy and practice aligns with the discipline's history.

Written Analysis 2: Contemporary Critique: In approximately 3,250 words (10 pages), students will review the social and academic critiques of their discipline. Utilizing a minimum of 3 papers assigned from a matrix based on focal interest, and 3 additional readings, the paper will explain and examine how their disciplinary field of thought and practice has been challenged and critiqued in recent history. The paper will examine how new ideas have emerged to shape organizational structures. A final reflection section will ask students to position themselves within this disciplinary critique.

ePortfolio: Building on ENSTU 300's ePortfolio, students will revise their professional statements to integrate thought leaders, disciplinary knowledge and perspectives, and their own interests in relation to the environmental discipline.

Course Materials

- *Preserving the Nation: The Conservation and Environmental Movements, 1870-2000*, Thomas R. Wellock, ISBN-13: 978-0882952543.

Course Expectations

- Come to class prepared and ready to actively participate: this includes bringing all required materials as well as completing all readings and assignments **prior to class**
- Support a distraction-free environment. Technology can lead to many distractions and detract from your own learning environment and that of your peers. Therefore, I ask that computers be used only for designated purposes and cell phones be silenced or off during class time. Because this is important in creating a positive learning environment for all, students using technology for non-learning purposes (texting, social media, other assignments, etc.) may be marked absent.
- Navigate the iLearn website to access assignments, resources, and monitor grades. Any updates or changes to the course syllabus will be posted on iLearn.

- Follow course and university policies (as noted in the syllabus)
- Proactively communicate with the instructor about any difficulties or challenges. Life happens, every day and in many ways. Our challenge is to communicate so that we can arrive at the best strategies to help you success in times of challenge.

An average student expecting a B or B- in ENSTU 412 should plan to spend at least 9 hours per week on this course: 3 hours in class and 6 hours outside of class working independently. If reading and writing is a slow process for you, then you may need to allocate more hours/week to the class. Some weeks will require more effort than others, so work steadily and plan ahead.

Writing ability: Please spell-check, edit, read your work out loud and/or have others read your work PRIOR to submitting it. The Cooperative Learning Center at CSUMB (formerly ASAP) is here to help you with your writing skills. If you struggled with writing in the GWAR course, you may also want to plan time to submit your work or receive assistance from the CLC for this course. Please confer with the instructor.

Late or incomplete work: Late assignments and incomplete work will be accepted, with a reduction in grade by one full letter grade per day late. No late work will be accepted for a grade more than two weeks past the assignment deadline unless specific arrangements have been made due to extenuating circumstances. If you are having difficulty meeting deadlines at any point in the semester, please schedule an appointment with me so that we can strategize how to best be accountable to yourself and the course. All deadlines during the final assessment week are firm; no late work accepted during this week.

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.

Course Grading

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| 1. Formative Assignments | 45% |
| a. Weekly Critical Analyses – 7 @ 5% each | |
| b. Discussion Leadership – 5% | |
| c. Discussion Participation – 5% | |
| 2. Formal Written Work | 55% |
| a. Historical Underpinnings – 20% | |
| b. Critical Stance, Draft 1, 10%, Revised Draft, 20% | |
| c. e-Portfolio Professional Statement – 5% | |

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

A	95-100%	C	74-76.99%
A-	90-94.99%	C-	70-73.99%
B+	87-89.99%	D+	67-69.99%
B	84-86.99%	D	64-66.99%
B-	80-83.99%	D-	60-63.99%
C+	77-79.99%	F	59.99% or lower

Students should check grades in iLearn as they accrue. Missing or incorrect grades in iLearn should be reported immediately, and must be reported no later than the last day of classes.

Detailed Schedule and Assignments

Week/ Date	Assignments and Readings (To be completed <u>before</u> the start of class)	In-Class Topics/Work
1 W, 1.23		Introduction to Course/Syllabus Begin <i>Green Fire</i> film
2 M, 1.28		<i>Green Fire</i> , continued
2 W, 1.30	Critical Analysis 1 Due based on <i>Green Fire</i> film	Active listening discussion groups
3 M, 2.4	Read Chapter 1, <i>Preserving the Nation</i>	Lecture and discussion
3 W, 2.6	Critical Analysis 2 Due	Active listening discussion groups
4 M, 2.11	Read Chapter 2, <i>Preserving the Nation</i>	Lecture and discussion
4 W, 2.13	Critical Analysis 3 Due	Active listening discussion groups
5 M, 2.18	Read Chapter 3, <i>Preserving the Nation</i>	Lecture and discussion
5 W, 2.20	Critical Analysis 4 Due	Active listening discussion groups
6 M, 2.25	Read Chapter 4, <i>Preserving the Nation</i>	Lecture and discussion
6 W, 2.27	Critical Analysis 5 Due	Active listening discussion groups
7 M, 3.4	Identify 2 organizational mission statements to support paper development	Writer's Workshop
7 W, 3.6	Historical Underpinnings Paper Draft	Writer's Workshop
8 M, 3.11	Historical Underpinnings Paper Due	Watch most of <i>Milagro Beanfield Wars</i>
8 W, 3.13	Read "Smokey Bear is a White Racist Pig" from <i>Understories</i> by Jake Kosek Critical Analysis 6 Due	Political Ecology, Critical Race Theory, Post-colonization

9 M, 3.18	Spring Break: No Classes	
9 W, 3.20	Spring Break: No Classes	
10 M, 3.25	Read Carolyn Merchant's "The Death of Nature"	Eco Feminist and Decolonization Theory
10 W, 3.27	Critical Analysis 7 Due	
11 M, 4.1	Cesar Chavez Day Observed: No Classes	
11 W, 4.3		Introduce Final Paper Assignment and Workflow
12 M, 4.8	Reading Outline for Final Paper Due	Small Group Reading Circles
12 W, 4.10	Library session	
13 M, 4.15		Critical Annotations
13 W, 4.17	Critical Annotations Due	Small Group Reading Circles
14 M, 4.22		Writer's Workshop
14 W, 4.24	First Draft Due	Introduce Professional Statement
15 M, 4.29		Peer Reviews
15 W, 5.1		Peer Reviews
16 M, 5.6	Professional Statement	Writers' Workshops
16 W, 5.8		Writers' Workshops
17 Exam Week	Final Paper Due	

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. **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, 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:
<http://policy.csumb.edu/site/x20830.xml>

To help you develop good writing skills, submit your assignments to Turnitin via iLearn for the draft and final policy papers. Turnitin.com is an electronic resource that compares your writing to internet sources and a comprehensive database of other papers (including other students' work). It creates an originality report identifying which parts of your work match other sources. If you submit your essays early, you can revise your work by adding appropriate sources or revise text to avoid using a different author's language. All work submitted to Turnitin.com will be retained as source documents in the Turnitin.com reference database and used solely for the purpose of detecting plagiarism in other papers.

2. **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: Student Disability Resources@csumb.edu
Phone: (831) 582-3672 voice, or 582-4024 fax/TTY
Website: <http://sdr.csumb.edu/>
3. **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.
4. **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.

5. **Integration of Technology.** In keeping with the CSUMB vision statement, which says: “The University will invest in preparation for the future through integrated and experimental use of technologies,” this course will require the application of technology to solve problems and create material relevant to our discipline. It is the responsibility of each student to fully understand the required technology and how to use it to complete assignments for this course. There are a variety of campus resources provided to help students enhance their technology skills and you are encouraged to take advantage of these opportunities as needed. A summary of the required skills in this course is provided below:

Course Submission	Technology-Related Skills
Submit several paper types	Conduct research using multiple databases and search engines; generate text in the paper template format; insert appropriate supporting figures, images, and tables that are aligned and visually coherent
Update ePortfolio	Generate and revise relevant visual and text content

For more information on technology support:

- Visit [Atomic Learning](#)
 - Contact [Collaborative Learning Center Tutoring](#), Library 2nd floor, 582-4104, clc@csumb.edu
 - Register for Atomic Learning via iLearn
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.