

POINT¹⁹**LOMA**⁰²
NAZARENE UNIVERSITY

LJWL(es)
ESI 2050
3 units
Spring 2024
T/R 9:30 am – 10:45 am
Bond Academic Center (BAC) 104
Final Exam: Tuesday, 30 April, 10:30 – 1pm

Instructor title and name:	Dr. Breeann Kyte Kirby
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PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

What am I going to learn in this course?

ESI 2050 is an undergraduate course designed to introduce students to the interdisciplinary nature and basic vocabulary of humanities-based environmental studies. Caring for our earth and each other is an issue that spans disciplines, and we will spend time examining how this care manifests in diverse fields from biology and art to business and literature. By learning to listen to the diverse approaches that disciplines use to talk about and address environmental issues, I hope you will have an environmental lens (sort of like invisible glasses) or framework that you can use in any course or situation, allowing you to see how we can care for the earth and other humans no matter what we do. I also hope that you will begin building your environmental studies community with your learning colleagues in this course, forming supportive relationships that will go beyond your time at PLNU.

The PLNU catalog says that ESI 2050 is

A general introduction and overview of the discipline of environmental studies (including history and practice) that serves majors, potential majors, and other interested students. Attention will be given to methodology.

Program and Course Learning Outcomes

The Environmental Studies Program Learning Outcomes (PLO) are as follows:

- PLO 1.** Synthesize scientific and humanistic studies through practical environmental application.
- PLO 2.** Locate, evaluate, and effectively use information to address environmental concerns.
- PLO 3.** Identify and articulate sociocultural dynamics as they relate to the natural world.
- PLO 4.** Present analysis to formal audiences, demonstrating appropriate strategies for audience engagement and oral communication.
- PLO 5.** Identify and secure post-graduate studies or careers in environmental fields.

The Course Learning Outcomes (CLO) for this class are as follows:

1. Memorize (knowledge) and employ (application) fundamental concepts in the field of environmental studies. (**PLO 1, 2, 3**);

2. Consider (evaluation & analysis) the human relationship with the natural world through diverse disciplines. **(PLO 2, 3)**;
3. Exhibit (application) increasing competency in gathering knowledge from diverse places. **(PLO 3)**;
4. Communicate (application, comprehension) ideas with increasing competency addressing appropriate audience, purpose, and medium. **(PLO 2, 3, 4)**.

Why do I have to take this course?

The short answer is that if you are an Environmental Studies major, you need this course to graduate. The better answer is that this course will provide you with a specific framework (a way of seeing) the world that will help you approach conversations in multiple disciplines with agency¹ in the field of environmental studies.

Required Texts and Recommended Study Resources

What do I have to buy for this course?

1. Kai N. Lee, William Freudenburg, Richard Howarth: *Humans in the Landscape: An Introduction to Environmental Studies*. Norton, 2013.
ISBN 9780393930726
(This book is out of print in a paper copy. We will provide you a paper copy. You will return it at the end of the course.)
2. Some printouts from other material from Canvas as well as a few written assignments (**plan for about \$50 in printing—I am not kidding**).
3. Various office supplies (highlighters, pens, stapler, Scotch tape, paper for notes)

*****In the interest of lightening the financial burden of college education, I have placed our additional readings on Canvas rather than constructing a course reader. You must read this material before class AND either bring in printouts of the pages or a NON CELL PHONE device to read them on. If you do not, I will sweetly ask you to leave class to retrieve the materials (including books on the days we read the above book). Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. However, any use of those materials outside the course may violate the law.*****

Course Credit Hour Information

While, I have listed the assignments as percentages of your grade, I also have determined how long it should take for you to complete each one. To meet accreditation, you are expected to spend 112.5 - 120 hours on this course (~37.5 hours per unit). Below is the breakdown of hours to reach that goal:

¹ The ability to act with power and authority.

Hours	Activity	
25	Reading	
42	Class Participation (including meeting, various activities, and listening to lectures)	
50.5	Assignments	
	Contract	1
	Quizzes	5
	INSTAdiscussions	5
	Class Discussion	5
	DataProject	10
	EIS/EIR Comment	
	Proposal	2
	Bibliography	5
	Comment	10
	Revision	4
	Reflection Essay	1
TOTAL HOURS	Final Presentation	2.5
117.5		

Of course, some of you will take shorter or longer to do a particular activity. The goal here isn't to be perfectly accurate, just fair in assessment of how long an activity should take you. If my estimates are off, please let me know so I can revise this time-table for the future.

Assessment and Grading

How do I pass this course?

1. Participate in this course
2. Do all the assignments
3. Turn them in on time

What specifically does that look like?

This course has three sub-goals: 1) to give you an introduction into the current conversations in the field of environmental studies, 2) to give you an environmental framework with which to approach issues across disciplines, and 3) to create a strong cohort of fellow scholars and colleagues who will support you throughout your time in ESI at PLNU and hopefully beyond.

That's a lot to pack into a semester course that meets for about an hour a few days a week. But we're going to give it the clichéd good college try. I have accounted for the hours you must spend to meet the required 112.5 – 125 hours for this course, and these include reading from our primary text as well as shorter pieces from the Canvas Course Reader, taking reading quizzes, engaging in discussion questions, doing various participation activities, and submitting assignments. These are all geared to accomplish one of the three goals for this course.

What are the specific assignments?²

Contract (7%): You will write a contract for the grade you wish to earn in this course and evaluate yourself with regards to the contract at the middle of the semester and the end.

Quizzes (10%): There will be 12 quizzes that will cover our readings. You need to do 10 of the 12 with a minimum grade. These quizzes will happen about once a week on Canvas. There will be no make-up quizzes given.

INSTAdiscussions (10%): As we read and discuss our texts, I will post discussion questions on Instagram. First, you will create an academic Instagram account (not your personal account—you don't want to mess up your feed curation). Then you will follow me: @naturenarratives to see the prompt. You must post your answer to the prompt which will be both a photo (can be taken from our reading) and an explanation as to why that photo answers the question AS WELL AS the relevant hashtags. You may not duplicate a classmate's photo; nor should you use photos you rip from the web. Rather, try for an original picture you took. Remember, this is social media; have fun with it. You must post on the due date, and you will comment (in addition to liking) at least two other of your classmate's responses. I will post 12 questions; you must respond to 10. You will only get credit for responses to your course's discussions prompts. See Canvas for more details.

****Lead Framework Discussion (10%):** Starting Week 4, each week students will present a current environmental issue to the class through the framework of a specific discipline (biology, history, literature, sociology, business, art, poly sci, theology, etc . . .). Via Canvas, you will provide a summary of the issue, links to relevant articles, and your thoughts on addressing the issue through a discipline.

Data Visualization (10%): For one of your large projects, you will work on finding, assessing, and presenting data.

Comment on an EIS/EIR (25%): Before any project that has an environmental impact can be done, the project must file an Environmental Impact Statement (EIS) or an Environmental Impact Report (EIR). These documents are heavily researched and rely on the expertise of many disciplines. Further, they must be posted so that the public can review and make any relevant comments on the project. For this project, you will choose an EIS/EIR and draft a comment that indicates your researched and informed understanding of the project, issues surrounding the project, and human interests. This is a multi-layer project that will have multiple elements: **Proposal (5%), Bibliography (7%),** and actual **Comment (13%).**

Final Exam Presentation of Portfolio (13%): You will create a portfolio of what you've done this semester and **present (4%)** it to the class, explaining your chosen EIS/EIR and why. This portfolio will have **revisions** (5%)** of your previous projects and a **Reflection Essay** (4%)**. Successful completion of this course requires taking the final examination **during its scheduled time**. The final examination schedule is posted on the Course Schedule site and in this syllabus. No requests for early examinations or alternative days will be approved.

² * denotes a B-grade assignment/ ** denotes an A-grade assignment.

Course Participation (15%): Effective learning happens in a dynamic environment. Therefore, you must interact with the instructor and the other students regularly. It is my goal that we will spend time outside the classroom, engaging in the natural world and with experts in a meaningful way. If you wish to earn your participation grade, you must have a good attitude; you must read all of the readings; you must do the participation assignments on Canvas or in class; and you must speak out. Make it your goal to come up with one good thought for every module and to share it. If we meet face-to-face, you must turn off your cell phones when you enter the classroom; use of cell phones will not be permitted unless you have an academic accommodation OR I give you specific permission. Other electronic reading devices are allowed on the days we have comics in digital format; **however, if you use your device to disengage from course discussion, I will sweetly ask you to leave that day and try again next time.**

For all of these assignments, further instructions will be given on Canvas and/or in class

How will I know my grade in the course?

To eliminate grade anxiety, I've set this course up on a **contract grading model**. This model means that **you can choose which grade you would like** to earn right now at the beginning of the semester and then **allocate your time wisely** to earning that grade. A written contract is due at the beginning of the course that states the grade you intend to earn in the course as well as the work you will do to meet contract; I will then work with you to ensure you meet your learning goals. At two other points in the semester, you will evaluate your contract and contribution to the course. You are free to change your mind during the semester about what grade you wish to earn, but we must then meet to negotiate your new contract.

I will not accept work that is unfocused and rife with grammatical and logical errors and typos. If you happen to submit an assignment that appears to be the product of lazy engagement with the material, you risk not meeting the conditions of our grade contract; I will allow you the opportunity to **redo two assignments** if they do not meet the standards of your contract, not including quizzes and INSTAdiscussion. If I accept your work, it means you met contract and are earning the grade you chose. I assume that none of you want a grade of D or F; if you are interested in a grade lower than a C, please contact me to discuss your options.

Just like the rest of life, you won't earn partial credit for activities: you either get full credit or not at all (in which case, I will give you an opportunity to try again).

So what do I need to get for a contracted grade?

70-79%: C

To earn a C grade in this course, you will:

1. Carefully read each assigned text (7%);
2. Create a contract for your grade, evaluating it twice in the semester (7%);
3. Contribute to general course discussion (8%);
4. Turn in your assignments on time;

5. Pass 10 quizzes with an average score of 60% (7.5%);
6. Contribute to 7 discussion questions on Instagram (7.5%);
7. Research and create an EIS/EIR comment (21%);
8. Participate in Data Visualization Project (10%);
9. Create a portfolio and present it at the final (4%).

**For a grade of C+, you will produce high-quality work and be an active and positive contributor to our classes, offering a respectful spirit and coming up with insightful ideas and worthwhile feedback both in the classroom and on Instagram.*

I will not accept work that does not meet with the quality expected of a C. If you do not do C quality work, then I will not accept it. The fluctuation in the percentage allows that there can be variable effort and quality put in at the C level. Thus you can earn a C- or a C+.

80-89%: B

To earn a B grade in this course, you will:

1. Carefully read each assigned text, annotate the readings, and contribute to general course discussion (15%);
2. Create a contract for your grade, evaluating it twice in the semester (7%);
3. Turn in your assignments on time;
4. Pass 10 quizzes with an average score of 70% (8.5%);
5. Contribute to 10 discussion questions on Instagram (10%);
6. Research and create an EIS/EIR comment, including a proposal (25%);
7. Create a portfolio and present it at the final (4%);
8. Write a reflection essay for your portfolio (4%);
9. Participate in Data Visualization Project (10%).

**For a grade of B+, you will produce high-quality work and be an active and positive contributor to our classes, offering a respectful spirit and coming up with insightful ideas and worthwhile feedback both in the classroom and on Instagram.*

I will not accept work that does not meet with the quality expected of a B. If you do not do B quality work, then I will not accept it. The fluctuation in the percentage allows that there can be variable effort and quality put in at the B level. Thus you can earn a B- or a B+.

90-100%: A

To earn an A grade in this course, you will do **ALL** of the assignments listed for a **B grade** as well as

1. Revise the contents of your portfolio (proposal, EIS/EIR comment, bibliography) (5%);
2. Lead two class Frameworks discussions (10%);
3. Submit reading take-aways for all our readings (2.5% participation);
4. Pass ten quizzes with at least a score of 85% (10%).

**For a grade of A, you will be an active and positive contributor to our classes, offering a respectful spirit and coming up with insightful ideas and worthwhile feedback both in the classroom and on Instagram.*

I will not accept work that does not meet with the quality expected of an A. If you do not do

A quality work, then I will not accept it. The fluctuation in the percentage allows that there can be variable effort and quality put in at the A level. Thus you can earn an A- or an A (sorry there are no A+s, but you are all A+ in my heart).

It's halfway through the course, and I haven't had any emails from you about my grade. How will I know if I am awesome and still on contract? Should I be nervous?

First, you are awesome! Never doubt that. Your grades do not make you an awesome person; how you engage in life does. But I know we all care about grades, so second, if you are doing the assignments according to one of the contracts listed above and you have not heard from me about them, it means that you are doing a great job and are on track for your contracted grade. **The only time I will initiate contact about your grade is if you are NOT meeting your contract.** However, you are always welcome to ask me about your grade or performance in the course at any time in the semester.

Grades will be based on the following:

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning

What if I encounter something in this course that feels uncomfortable or triggers me?

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In ESI 2050, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. While I cannot possibly know the topics that will be troubling to each individual, I know that sometimes we can encounter topics that are intellectually challenging and can manifest in feelings of discomfort and upset. In response, I encourage you to

come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of environmental studies, and I will support you throughout your learning in this course.

You can also read more about my policy about potentially triggering content in my pinned posts on Instagram: @naturenarratives

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

That said, sometimes life happens. If you turn in a late assignment, you risk negating your contract. We will talk about this further as a class.

What if you don't accept an assignment?

If your assignment does not meet the standard of our contract, I will hand it back to you. You will then have until the next class period to revise it to meet contract. You have 2 redos in the semester.

What if I don't turn in an assignment at all?

I will still like you. However, failing to do assignments (or adequately revising any ones I request) will result in a voided contract and a possible letter grade of D or F for the course. Of course, you should chat with me about any circumstances that maybe had you miss an assignment because we may be able to revise your contract to a satisfactory end.

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the Office of Spiritual Life and Formation.

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the

student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow online (distance education) outside of California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

If it is part of your process, you are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski, etc.) in this course. However, you are required to speak to me before you begin an assignment about how you plan to use this tool in your work. Another thing to note: most publications DO NOT allow use of AI in creative works. At this current cultural moment, using AI will limit where you can publish.

Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. For example, if you use ChatGPT, you must cite ChatGPT including the version number, year, month and day of the query and the statement "Generated using OpenAI. <https://chat.openai.com/>."

Further, you must include with your draft(s) the sequential prompts and methodology that you used to generate the creative piece. **Failure to indicate AI as part of the work will be considered plagiarism.**

It is important that you protect your colleagues' intellectual property. Critiques of your colleagues' works may not be done with the help of AI. Providing AI with samples of your colleagues' works will result in an F in this course.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX

Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (3 classes), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (6 classes), the student may be de-enrolled without notice until the university drop date or, after that date, receive an “F” grade. If you are late four times, this will count as an absence.

Course Modality Definitions

1. In-Person: Course meetings are face-to-face with no more than 25% online delivery.

Use of Technology

In order to be successful, you'll need to meet the minimum technology and system requirements; please refer to the *Technology and System Requirements* information. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

This syllabus is a contract. If you continue in this course, then you agree to comply with the class policies as stated here.

Assignments At-A-Glance

Schedule

(*Subject to Change as needed to facilitate course goals*)³:
Readings and assignments are due on the date listed.
HL denotes readings from *Humans in the Landscape*.
CR denotes readings can be found in the COURSE READER

REMEMBER:

*All INSTAdiscussion POSTS are DUE THURSDAY by 11:59pm.
*All COMMENTS to INSTAposts DUE SATURDAY by 11:59pm.

*Quizzes and other ASSIGNMENTS are DUE by CLASS TIME on the day listed in the schedule.

WEEK	Date	Read	Discuss	Do/Due
1	9 January		Syllabus	
	11 January	Dillard <i>A Pilgrim at Tinker Creek</i> “Seeing” (CR) Solnit <i>Call Them By Their True Names</i> “Politics and The American	What is an EIR/EIS Comment (aka your final project) Syllabus Questions	DUE: Quiz #1 (syllabus quiz) DUE: INSTAdiscussion #1

³ I reserve the right to change the syllabus as needed to facilitate our course goals. You will receive notification of these changes; after which time, you are responsible for required material.

Disclaimer: This class is taught at the college level; therefore, reading materials may be adult and/or controversial in connotation and/or denotation. The purpose of presenting such material is to expose you to various viewpoints—viewpoints that will act as sources for discussions. For this reason, no alternate materials will be provided.

Final Disclaimer: You will write A LOT. Writing is a muscle that must be exercised.

		Language” (CR)		
2	16 January	<p><i>HL</i> Chapter 1 “Humans in the Landscape: Environmental Studies and Environmentalism” (pp. 3 – 18)</p> <p>Readhearn “Record Heat Over Great Barrier Reef Raises Fears of Second Summer of Coral Bleaching” (CR)</p>	<p>Environmental Frameworks</p> <p>How to Lead a Frameworks Discussion</p>	
	18 January	<p><i>HL</i> Chapter 2 “What is Natural” (pp. 19 – 44)</p>	<p>The Built Natural World</p> <p>Visualizing Data</p>	<p>DUE: Quiz #2 (all the reading up to this point)</p> <p>DUE: INSTAdiscussion #2</p>
3	23 January	<p><i>HL</i> Chapter 3 “Commons” (pp. 45 – 76)</p> <p>Weisman <i>The World Without Us</i> “A Monkey Koan” (CR)</p>	<p>No formal class (Canvas Resources)</p> <p>Tragedy of the Commons</p>	<p>DUE: PARTICIPATION – Content Resources EIS/EIR</p> <p>DUE: Quiz #3</p>
	25 January	<p>Harden “The Tragedy of the Commons” (CR)</p>	<p>No formal class (Canvas Resources)</p> <p>Tragedy of the Commons</p>	<p>DUE: PARTICIPATION – Content Resources on Canvas</p> <p>DUE: Contract for</p>

				Grade DUE: INSTAdiscussion #3
4	30 January	<i>HL</i> Chapter 4 “A World Without Edges”	Knowledge + Agency with Data Visualization Scales of Place	DUE: Frameworks Discussion (A-contract) DUE: Data Visualization #1(Whaling) DUE: Quiz #4
	1 February	Snyder <i>The Practice of the Wild</i> “The Place, The Region, and The Commons” (CR pp. 32 – 54)	Finding Sources	DUE: Frameworks Discussion (A-contract) DUE: INSTAdiscussion #4 DUE: Choice of EIS or EIR
5	6 February	<i>HL</i> Chapter 5 “The Architecture of the Planet” (pp. 100 – 124)	Everything Is Hitched to Everything Else	DUE: Frameworks Discussion (A-contract) DUE: Quiz #5 DUE: EIS/EIR Bibliography Source #1
	8 February	Carson <i>Silent Spring</i> excerpt (Canvas)	No Formal Class	DUE: INSTAdiscussion #5
6	13 February	Leopold <i>Sand County Almanac</i>	Can We Have a	DUE: Frameworks

		“The Land Ethic” (CR)	Global Land Ethic Data Visualization	Discussion (A-contract) DUE: Data Visualization (Own Question, Whaling)
	15 February	<i>HL</i> Chapter 6 “The Most Successful Species” (pp. 127 – 154)	Ecosystem Services Data Visualization (thinking outside the box)	DUE: Frameworks Discussion (A-contract) DUE: EIS/EIR Bibliography Source #2 DUE: INSTAdiscussion #6
7	20 February	<i>HL</i> Chapter 7 “Climate Change” (pp. 155 – 190)	Climate Change and Energy	DUE: Frameworks Discussion (A-contract) DUE: Quiz #6 DUE: EIS/EIR Bibliography Source #3
	22 February	TBD	No formal class (go see Elizabeth Gilbert)	DUE: INSTAdiscussion #7
8	27 February	<i>HL</i> Chapter 8 “Humans and Their Habitats” (pp. 191 – 224) E.O. Wilson “Half Planet” + Responses (CR)	Where Should We Live?	DUE: Frameworks Discussion (A-contract) DUE: Quiz #7 DUE: EIS/EIR Bibliography Source #4

	29 February	TBD	Data Visualization Workshop	DUE: Mid-Course Survey DUE: Contract Reflection #1
9	5 March	NO CLASS SPRING BREAK		
	7 March			
10	12 March	<i>HL</i> Chapter 9 “Biological Diversity” (pp. 225 – 257)	Resilience and Human Desires	DUE: Frameworks Discussion (A-contract) DUE: Data Visualization (Own Question, Own Data) DUE: EIS/EIR Bibliography Source #5
	14 March	<i>HL</i> Chapter 10 “A Perspective on Sustainability” (pp. 258 – 283) Berry “The Futility of Global Thinking” (CR)	Competence and Economic Value	DUE: Frameworks Discussion (A-contract) DUE: INSTAdiscussion #8 DUE: Quiz #8
11	19 March	<i>HL</i> Chapter 11 “Environmental Awareness” (pp. 287 – 309)	Is Awareness Enough? Writing a Critical Conversation Paragraph	DUE: Frameworks Discussion (A-contract) DUE: EIS/EIR Annotated Bibliography

	21 March	<i>HL</i> Chapter 12 “Collective Action” (pp. 310 – 346)	How Does Activism Create Agency	DUE: Frameworks Discussion (A-contract) DUE: Quiz #9 DUE: INSTAdiscussion #9
12	26 March		Workshop	DUE: Rough Draft EIS/EIR Proposal (2 paper copies to class)
	28 March	NO CLASS EASTER BREAK		
13	2 April	<i>HL</i> Chapter 13 “Markets” (pp. 347 – 371) Sagoff Arizona Law Review “At the Shrine of Our Lady of Fatima” (CR)	Is It All Money?	DUE: Frameworks Discussion (A-contract) DUE: Revised EIS/EIR Proposal DUE: Quiz #10
	4 April	<i>HL</i> Chapter 14 “Addressing Affluence” (pp. 372 – 401)		DUE: Frameworks Discussion (A-contract) DUE: INSTAdiscussion #10
14	9 April	White “The Historical Roots of Our Ecological Crisis” (CR) Minteer “An	Is Religion the Problem?	DUE: Frameworks Discussion (A-contract) DUE: Quiz #11

		Appraisal Of The Critique Of Anthropocentrism And Three Lesser Known Themes In Lynn White's "The Historical Roots Of Our Ecologic Crisis" (CR)		
	11 April	TBD	Work on EIS/EIR	DUE: INSTAdiscussion #11
15	16 April	TBD	Workshop	DUE: Rough Draft EIS/EIR Comment (1 paper copy to class)
	18 April	HL Chapter 15 "Learning" (pp. 402 – end) Solnit Hope in the Dark excerpt (CR)		DUE: Frameworks Discussion (A-contract) DUE: Quiz #12 DUE: INSTAdiscussion #12
16	23 April	TBD	TBD	DUE: Course Evaluations
	25 April	TBD	TBD	DUE: Revised EIS/EIR Comment DUE: Contract Evaluation #2

Finals Week	<p style="text-align: center;">FINAL EXAM 30 April, 10:30pm</p> <p style="text-align: center;">DUE: ASSIGNMENT: Presentations (Everyone)</p> <p style="text-align: center;">DUE: ASSIGNMENT: Portfolio of Work (including Reflective Essay)</p>
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