

Course time and location: 9:30-10:45am T/R
Instructor: Dr. Ben Cater
Office Hours: 1-2pm T/R and MWF and by appointment.
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PLNU MISSION: TEACH, SHAPE, SEND

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

COURSE DESCRIPTION

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.

COURSE CATALOG DESCRIPTION

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 (3 units)

PROGRAM AND COURSE LEARNING OUTCOMES

- 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.
- CLO1. Memorize (knowledge) and employ (application) fundamental concepts in the field of environmental studies. (PLO 1, 2, 3);
- CLO2. Consider (evaluation & analysis) the human relationship with the natural world through diverse disciplines. (PLO 2, 3);

CLO3. Exhibit (application) increasing competency in gathering knowledge from diverse places. (PLO 3);

CLO4. Communicate (application, comprehension) ideas with increasing competency addressing appropriate audience, purpose, and medium. (PLO 2, 3, 4).

REQUIRED TEXTS

Rachel Carson, *Silent Spring*

Robin Wall Kimmerer, *The Serviceberry*

Aldo Leopold, *A Sand County Almanac*

Sandra Richter, *Stewards of Eden*

Additional readings will be available on the syllabus, in the Course Reader located in Modules, or distributed in class.

COURSE COMMUNICATION AND DIGITAL DEVICES

Students are responsible for all communication sent by Dr. Cater to their PLNU email and Canvas accounts. Dr. Cater prefers face-to-face communication and welcomes office drop-ins. He frequently emails students about lectures and assignments, so please check your Canvas inbox regularly.

MAKE-UPS AND ACCOMMODATIONS

Make-up exams and quizzes will not be allowed without a university-approved reason that is agreed to in writing by the university Provost. Students have 1 day from the original date of the exam/quiz to request a makeup; after that, the exam/quiz becomes a zero. In compliance with federal and state laws, students requesting academic accommodations “must file documentation with the Educational Access Center (EAC), located in the Bond Academic Center.” The EAC will then contact the student’s instructor and “provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student.” For more information, see “Academic Accommodations” in the Undergraduate Catalog.

ASSESSMENT AND GRADING

Participation	25 pts
Quizzes	50 pts
Outdoor Reflections	75 pts
Book Review	100 pts
Reading Notes	150 pts
Final Exam	150 pts

Outdoor Reflections

Three times during the semester, students will find an outdoor space to sit/walk/hike/paddle for 30 minutes. Each space must be different and identified in the reflection (ex. the surf in front of campus, the natural park at Sunset Cliffs, hiking at Mission Trails, etc.). Take notes of what you see, hear, and smell, paying careful attention to plants, animals, insects, distant noises, and scents. Then use your notes to compose a well-written reflection that describes in sensory detail how the experience affected you.

Include insights or connections to class discussions or readings if relevant, as well as a selfie of your time outdoors. Be prepared to share your reflection in class.

Reading Notes

Every week students will be assigned readings that correlate with lecture topics. Readings are intended to deepen understanding of topics brought up in lectures. Students will be required to take notes that will come due at the beginning of class every Thursday. Notes must be hand-written and include 1) a summary of the readings' main arguments and sub-arguments 2) three questions for class discussion. Failure to include these items will result in a zero for the assignment.

Book Review

Meet with Dr. Cater to choose a book on one aspect of Environmental Studies that especially interests you. Read it and take detailed notes. Then use your notes to write a 2–3-page book review (12-point font, 1-inch margins) that identifies the book's main argument, evidence, and contribution to the field. Dr. Cater will provide a detailed rubric and model book review to emulate. Upload your book review and reading notes to Canvas.

FINAL EXAM POLICY

Successful completion of this class requires taking the final exam on its scheduled day. No requests for early examinations or alternative days will be approved.

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. For more information, see the following link:

https://catalog.pointloma.edu/content.php?catoid=41&navoid=2435#Academic_Honesty

UNIVERSITY COPYRIGHT POLICY

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

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

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 located here: https://www.pointloma.edu/bias?market_source=vp

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.

SCHEDULE

Below is an approximate schedule of topics, assignments, and assessments. To support student learning, Dr. Cater reserves the right to make adjustments if necessary.

Week 1: The Roots of Environmental Imagination

Jan 13: Course intro.

Jan 15: Creation, Dominion, Stewardship

- Psalms 8, 19, and 104

Week 2: The Roots of Environmental Imagination

Jan 20: Christianity and Western views of nature

- Reading: Lynn White Jr., "The Historical Roots of Our Ecologic Crisis" (Canvas)

Jan 22: Discussing White and Sider

- Reading: Sider, "Redeeming the Environmentalists"
(<https://www.christianitytoday.com/1993/06/redeeming-environmentalists>Links to an external site.)

Week 3: The Roots of Environmental Imagination

Jan 27: Romanticism, Solitude, Nature

- Reading: Excerpts from Thoreau, *Walden*

Jan 29: Mary Oliver, Poetry and Prose

- Reading: Oliver, "Wild Geese"

Week Four: The Industrial Imagination and Its Discontents

Feb 3: Industrialization, Technology, and Progress

Feb: 5: Rachel Carson

- Reading: Carson, *Silent Spring*, chpts 1-5
- Outdoor Reflection #1 due

Week Five: The Industrial Imagination and Its Discontents

Feb 10: Environmental Justice and Public Responsibility

- Reading: Carson, *Silent Spring*, chpts 6-11
- Viewing (in-class) - <https://www.pbs.org/video/american-experience-rachel-carson>Links to an external site.

Feb 12: Poetic VS. Scientific Critiques of Industry

- William Blake, various poems

Week Six: The Industrial Imagination and Its Discontents

Feb 17: Science, Activism, and Moral Imagination

- Reading: Carson, *Silent Spring*, chpts 12-17

Feb 19: Wendell Berry

- Reading: Berry, "The Whole Horse" and "The Ecological Crisis as a Crisis of Character"

Week Seven: Ethics, Theology, and Responsibility

Feb 24: Environmental Ethics as a Field

- Reading: Leopold, *A Sand County Almanac*, Part I

Feb 26: The Land Ethic, or "Thinking Like a Mountain"

Week Eight: Week Seven: Ethics, Theology, and Responsibility

Mar 3: Ecology, Humility, and Moral Vision

- Reading: Leopold, *A Sand County Almanac*, Part II

Mar 5: Dominion vs. Stewardship

- Reading: Selections of *Laudato Si'*
- Outdoor Reflection #2 due

March 9-13: Spring Break (NO CLASS)

Week Nine: Week Seven: Ethics, Theology, and Responsibility

Mar 17: Biblical Theology of land and care

- Reading: Sandra Richter, *Stewards of Eden*, chpts 1-4

Mar 19: Ecological Virtue and Responsibility

- Reading: Sandra Richter, *Stewards of Eden*, chpts 5-7 and conclusion

Week Ten: Indigenous and Postcolonial Ecologies

Mar 24: Indigenous Knowledge and Ecology

- Robin Wall Kimmerer, *The Serviceberry*, pgs. 1-50

Mar 26: Gift Economies and Relational Ecology

- Robin Wall Kimmerer, *The Serviceberry*, pgs. 53-112

Week Eleven: Indigenous and Postcolonial Ecologies

Mar 31: Colonialism, Climate, and Narrative

- Reading: "The Great Derangement," chpts 1-3

Apr 2: Land, Healing, Memory

- Reading: Leslie Marmon Silko, *Ceremony* (excerpts)

Easter Break (NO CLASS)

Week Twelve: Storytelling and the Future of the Planet

Apr 7: Climate Crisis and the Limits of Storytelling

Apr 9: Storytelling as Moral Action

- Outdoor Reflection #3 due

Week Thirteen: Storytelling and the Future of the Planet

Apr 14: Satire, Warning, Futurity

- Reading: Margaret Atwood, "Time Capsule Found on the Dead Planet"

Apr 16: Climate Writing

Week Fourteen: Storytelling and the Future of the Planet

Apr 21: Imagining Sustainable Futures

Apr 23: Evaluating Narrative Strategies

- Book Review due

Week Fifteen: Storytelling and the Future of the Planet

Apr 28: Stewardship, Technology, Justice, and Virtue

Apr 30: Course conclusion

Week Sixteen

May 5: Final Exam 10:30am-1pm