
 <p>POINT¹⁹  LOMA⁰² NAZARENE UNIVERSITY</p>	<p>LJWL(es)</p> <p>ESI 2050 Introduction to Environmental Studies</p> <p>3 units</p>
Spring 2022	

Meeting days: Tues/Thurs	Instructor title and name: Breeann Kyte Kirby
Meeting times: 9:30-10:45am	Email: bkirby@pointloma.com
Meeting location: BAC102	Office: BAC108 (by appointment)
Final Exam: T, 3 May, 10:30am	Instagram: @naturenarratives
	WhatsApp: https://chat.whatsapp.com/H89D5eC0atr2MdAQXJgPzK

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.

Foundational Explorations Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

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) 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.

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

1. Integrate scientific and humanistic environmental studies with ongoing reflection and community engagement;
2. Employ strong research and analytical skills with diverse sources of information, demonstrating critical thinking and quantitative reasoning appropriately;
3. Identify and articulate sociocultural dynamics as they relate to the natural world;
4. Present analyses to formal audiences, demonstrating appropriate strategies for audience engagement and oral communication of written work.

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 lens (a way of seeing) the world that will help you approach conversations in multiple disciplines with agency¹ in the field of environmental studies.

¹ The ability to act with power and authority.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES**What do I have to buy for this course?****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
(There are used options for this book on Amazon for less than \$40)
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 books). 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:

Hours	Activity	
20	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
112.5		

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?

As I said earlier, 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 lens 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. Your course's INSTAdiscussion prompt will be color-coded for this course. You will only get credit for responses to your course's discussions prompts. See Canvas for more details.

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

****Lead Class Roundtable (10%):** Starting Week 3, each week students will present a current environmental issue to the class through the lens 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.

DataProject (10%): For your midterm project, you work on collecting, assessing, and presenting data. You will do two different data-collecting projects and then have an opportunity to revise one of them for your midterm

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 five 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.

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 the third week of 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 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;
2. Create a contract for your grade, evaluating it twice in the semester (7%);
3. Contribute to general course discussion and annotate the readings (15%);
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 (25%);
8. Participate in the DataProject (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 and provide reading take-aways;
2. Create a contract for your grade, evaluating it twice in the semester (7%);
3. Contribute to general course discussion and annotate the readings (15%);
4. Turn in your assignments on time;
5. Pass 10 quizzes with an average score of 70% (8.5%);
6. Contribute to 10 discussion questions on Instagram (10%);
7. Research and create an EIS/EIR comment (25%);
8. Create a portfolio and present it at the final (4%);
9. Write a reflection essay for your portfolio (4%);
10. Participate in the DataProject (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 (4%);
2. Lead two class discussions (10%);
3. Submit reading take-aways for all our readings;
4. Pass the 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	

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.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the times they are due as indicated on Canvas or the course schedule. All readings should be done by the day listed. Incompletes will only be assigned in extremely unusual circumstances.

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.

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.

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, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

PLNU COVID POLICY

Our updated masking policy effective August 4, 2021:

Individuals on a Point Loma campus, **regardless of vaccination status, must be masked indoors.**

Individuals on a Point Loma campus who are **unvaccinated should remain masked outdoors** when 6 feet of distance cannot be maintained.

Individuals on a Point Loma campus who are **vaccinated may remain unmasked outdoors.**

Even if you aren't masking and distancing elsewhere, I'm asking you to respect these requirements while you are in my course. If you don't want to wear a mask, I respect that choice, but I will ask you to leave our gathering which will count as an absence for the day.

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 the [Office of Spiritual Development](#).

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

Schedule³

Subject to Change as needed to facilitate course goals.

Readings and annotations are due the day they are listed in the course schedule.

****HL* denotes readings from *Humans in the Landscape*.***

(Canvas) denotes readings found on Canvas.

REMEMBER:

***All INSTAdiscussion POSTS are DUE THURSDAY by 11:59pm.**

***All COMMENTS to posts DUE SATURDAY by 11:59pm.**

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

WEEK 1 – Nuts and Bolts (REMOTE)

13 January Dillard *A Pilgrim at Tinker Creek* “Seeing” (Canvas)
DUE SATURDAY: Quiz #1 – Syllabus Quiz

WEEK 2 – Humans in Nature

18 January *HL* Chapter 1 “Humans in the Landscape: Environmental Studies and Environmentalism” (pp. 3 – 18)

20 January Weisman *The World Without Us* “A Monkey Koan” (Canvas)
DUE: INSTAdiscussion #1

WEEK 3 – What is Natural

25 January *HL* Chapter 2 “What is Natural” (pp. 19 – 44)
DUE: Quiz #2

27 January Solnit *Call Them By Their True Names* “Politics and The American Language” (Canvas)
DUE: INSTAdiscussion #2
DUE: Class Discussion: TBD (A-Contract)

³ Note: 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.

This is a literature class. You will read A LOT. Please plan to give yourself time to curl up with the texts and read them.

WEEK 4 – Tragedy of the Commons

- 1 February** *HL* Chapter 3 “Commons” (pp. 45 – 76)
Harden “The Tragedy of the Commons” (Canvas)
DUE: ASSIGNMENT: Contract for Grade (Everyone)
- 3 February** Snyder *The Practice of the Wild* “The Place, The Region, and The Commons” (Canvas pp. 32 – 54)
DUE: Quiz #3
DUE: INSTAdiscussion #3
DUE: ASSIGNMENT: DataProject #1 – Urban Wildlife
DUE: Class Discussion: TBD (A-Contract)
- ATTEND (XT CREDIT):** First Friday Hike, San Diego Canyonlands (Friday, 4 February, 9am, Azalea Park City Heights)

WEEK 5 – A World Without Edges

- 8 February** *HL* Chapter 4 “A World Without Edges”
Carson *Silent Spring* excerpt (Canvas)
DUE: Class Discussion: TBD (A-Contract)
DUE: Quiz #4
- 10 February** TBD
DUE: INSTAdiscussion #4
DUE: ASSIGNMENT: Choose an EIS/EIR (Everyone)

WEEK 6 – Architecture of the Planet

- 15 February** *HL* Chapter 5 “The Architecture of the Planet” (pp. 100 – 124)
DUE: ASSIGNMENT: EIS/EIR Bibliography Source #1 (Everyone)
- 17 February** Thomas *The Lives of a Cell* excerpt (Canvas)
DUE: Class Discussion: TBD (A-Contract)
DUE: Quiz #5
DUE: INSTAdiscussion #5

WEEK 7 – Environmental Awareness

- 22 February** *HL* Chapter 11 “Environmental Awareness” (pp. 287 – 309)
DUE: Class Discussion: TBD (A-Contract)
DUE: ASSIGNMENT: DataProject #2
- 24 February** Leopold *Sand County Almanac* “The Land Ethic” (Canvas)
DUE: Quiz #6
DUE: INSTAdiscussion #6
DUE: ASSIGNMENT: EIS/EIR Bibliography Source #2 (Everyone)
DUE: Class Discussion: TBD (A-Contract)

WEEK 8 – The Most Successful Species

1 March *HL* Chapter 6 “The Most Successful Species” (pp. 127 – 154)
DUE: Quiz #7
DUE: Class Discussion: TBD (A-Contract)

3 March TBD
DUE: INSTAdiscussion #7
DUE: ASSIGNMENT: Contract Reflection #1 (Everyone)
DUE: PARTICIPATION: Mid-Course Survey (Everyone)

ATTEND (XT CREDIT): First Friday Hike, San Diego Canyonlands (Friday, 4 March, 9am, Azalea Park City Heights)

**WEEK 9 – SPRING BREAK
(NO CLASS)**

DO: Breathe

Research for your EIS/EIR Comment Assignment
Work on your DataProject Revision
Start reading *HL* Chapters 7 – 9

WEEK 10 – The Challenges

15 March *HL* Chapter 7 “Climate Change” (pp. 155 – 190)
HL Chapter 8 “Humans and Their Habitats” (pp. 191 – 224)
HL Chapter 9 “Biological Diversity” (pp. 225 – 257)
DUE: Quiz #8

17 March E.O. Wilson “Half Planet” + Responses (Canvas)
DUE: INSTAdiscussion #8
DUE: ASSIGNMENT: EIS/EIR Bibliography Source #3
DUE: Class Discussion: TBD (A-Contract)

WEEK 11 – Perspective on Sustainability

22 March *HL* Chapter 10 “A Perspective on Sustainability” (pp. 258 – 283)
Berry “The Futility of Global Thinking” (Canvas)
DUE: Quiz #9
DUE: Revised DataProject
DUE: Class Discussion: TBD (A-Contract)

24 March TBD
DUE: INSTAdiscussion #9
DUE: ASSIGNMENT: EIS/EIR Bibliography Source #4

WEEK 12 – Collective Action

29 March HL Chapter 12 “Collective Action” (pp. 310 – 346)
DUE: Class Discussion: TBD (A-Contract)
DUE: Quiz #10

31 March TBD
DUE: INSTAdiscussion #10
DUE: ASSIGNMENT: Bibliography EIS/EIR (Everyone)

WEEK 13 – WORK ON EIS/EIR

5 April TBD

7 April TBD
DUE: ASSIGNMENT: Proposal of EIS/EIR (Everyone)

ATTEND (XT CREDIT): First Friday Hike, San Diego Canyonlands (Friday, 4 March, 9am, Azalea Park City Heights)

WEEK 14 – Markets

12 April HL Chapter 13 “Markets” (pp. 347 – 371)
Sagoff *Arizona Law Review* “At the Shrine of Our Lady of Fatima”
(Canvas)
DUE: Quiz #11

14 April **NO CLASS – EASTER BREAK**

WEEK 15 – Addressing Affluence

19 April HL Chapter 14 “Addressing Affluence” (pp. 372 – 401)
White “The Historical Roots of Our Ecological Crisis” (Canvas)
Minteer “An Appraisal Of The Critique Of Anthropocentrism And Three Lesser Known Themes In Lynn White's "The Historical Roots Of Our Ecologic Crisis" (Canvas)
DUE: Quiz #12
DUE: Class Discussion: TBD (A-Contract)

21 April WORKSHOP
DUE: INSTAdiscussion #11
DUE ON PAPER: ASSIGNMENT: Draft EIS/EIR Comment (Everyone)

WEEK 16 – Learning

25 April (Monday)

26 April

HL Chapter 15 “Learning” (pp. 402 – end)
Solnit *Hope in the Dark* excerpt (Canvas)
DUE: Class Discussion: TBD (A-Contract)

28 April

TBD
DUE: INSTAdiscussion #12
DUE: ASSIGNMENT: Revised EIS/EIR Comment
DUE: ASSIGNMENT: Contract Reflection #2

WEEK 17 – FINALS WEEK

3 May (Tuesday)

3 May

FINAL EXAM – 10:30am – 1pm (Everyone)
DUE: ASSIGNMENT: Presentations of Portfolio (Everyone)
DUE: ASSIGNMENT: Portfolio of Work (including Reflective Essay)