

ESI4020: Advanced Environmental Studies (3)

Dept of LJWL

Fall 2024

Course Time and Location: T/R 9:30-10:45am BAC102

Instructor: Ben Cater, Ph.D.

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Office hours: drop-ins and by appointment

### PLNU Mission: To 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

A senior-level capstone course for Environmental Studies majors and an advanced course for non-majors, incorporating practices and experiences from concentration coursework as well as the internship.

### Program Learning Outcomes

*Students who complete the program in Environmental Studies will be able to:*

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

### Course Learning Outcomes

*Students who complete ESI 4020 will be able to:*

1. Create (synthesis) and present (application) a portfolio of work that demonstrates reflection and community engagement. **(PLO 1, 2, 3, 4)**
2. Consider (evaluation & analysis) the human relationship with the natural world through diverse disciplines. **(PLO 2, 3)**
3. Exhibit (application) competency in gathering knowledge from diverse places. **(PLO 3)**

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

### Required Texts

Chouinard, *Let My People Go Surfing* (9780143109679)

Kimmerer, *Braiding Sweetgrass* (9781571313560)

### Course Communication

Students are responsible for all messages from and to their PLNU email and Canvas accounts. Since Dr. Cater frequently provides clarifying notes about course content and assignments, please check your accounts daily. If you have questions or comments, please contact the instructor at: [bcater@pointloma.edu](mailto:bcater@pointloma.edu). However, please do not expect your professor to respond during the weekend (Friday evening to Sunday evening) unless it is an emergency. If that is the case, please indicate it in the subject line of your email.

### Grading Policy (Scale and Weights)

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	0-59%

Participation 25 pts. (total)

Quizzes 25 pts. (total)

Coursework 300 pts. (total)

#### Warmup Assignments

- Scholarship Map 25 pts.
- Two Best Essay 25 pts.
- Literature Review 25 pts.

#### Portfolio Assignments

- Introductory Essay 25 pts.
- Action Plan/Proposal 25 pts.
- Three Artifacts 25 pts.
- Project Poster 50 pts.
- Capstone Project 100 pts.

## Participation

Participation is vital to success in this course. Please do not show up with an ambivalent attitude. Ways to participate include showing up on time to class, contributing to discussions, and taking notes. Another way is by providing regularly scheduled updates about your project. The first update requires you to present preliminary ideas about your project - its subject, form, and purpose. The second update will include a Literature/Resource Review, while the third will reveal your thoughts about a possible career in Environmental Studies. This can include evidence of conversations with professionals in the field, research into graduate programs, visits to labs/offices/other workspaces, and more.

ESI4020 is a three-unit course, which means it will require about 6 hours of studying per week. Studying includes doing the assigned readings, writings, and film viewings, as well as scheduling voluntary office hours and showing up to co-curricular events.

Use of cell phones will not be permitted unless you have an academic accommodation OR I give you specific permission. **If you use your device to disengage from course discussion, I will ask you to leave that day and try again next time.**

## Coursework

### (A) Warm-up Assignments

- Scholarship Map (25 pts): Make a visual map of your mental landscape. Indicate the course/s that have shaped your thinking about the environment, our relationship to it, and the particular issues you're interested in. **Due Sept 5**
- Two Best Essay (25 pts): Write a 500-word essay on two projects you've produced in the ESI major and that you consider your best work. Explain why you consider them your "best," using at least two different rubrics of measurement. The purpose of this assignment is to help you begin thinking about which work you'll include in your portfolio. **Due Sept 12**
- Literature Review (25 pts): Create an annotated bibliography of credible sources that will serve as a knowledge foundation for your capstone project. This assignment will have a minimum of 25 sources and will be related to your particular field within Environmental Studies. For example, a writer may have eco-literature in their review while a biologist would include scientific papers. **Due Oct 17**

### (B) The Portfolio

The portfolio is a body of work that reflects your intellectual growth at PLNU. To be considered for full credit, students must include the following components: an introductory reflection essay, action plan/proposal, three artifacts, project poster, and capstone project.

- Introductory Essay (25 pts.): This essay will introduce yourself as a thinker and scholar in Environmental Studies, relying on elements of your portfolio to support your claims. It will be 2-4 pages, double-spaced in MLA format and demonstrate your development. Its purpose is to give you space to define and

reflect on what has been most important in your development and investigate how these elements continued to affect you in your capstone project.

In particular, you should address what you explored and learned during your college career as a PLNU Environmental Studies major, whether or not your time here has been significant, and how this affects your current thinking about your capstone project. While warm-up assignments are not included in the portfolio, you might want to reference them to help guide your thoughts. The structure of this essay is up to you. You can make it a thesis-driven argumentative essay or you can write it as a narrative that begins from a key moment and expands from there into the past and future. If you want to do a close reading of parts of your work to support your claims, go for it. Or you can do something completely different! Just remember to hit the above goals of the essay and that your essay needs to be focused on an explicit guiding idea and demonstrates this idea through detailed evidence and careful analysis (remember, your evidence is primarily your portfolio). I will expect you to quote, paraphrase, and synthesize your sources just like you would with any evidence-based argument. At a minimum, you must draw on at least three different assignments (the three artifacts you include your portfolio are ideal) and reference at least two different courses that were part of your Environmental Studies major requirements. **Due Dec 19 10:30AM-1PM**

- Action Plan/Proposal (25 pts.): Provide a written description of the form, content, and purpose of your project. Include an action plan that details how/when you plan to gather and choose research materials and create your project. **Due Oct 29**
- Three Artifacts (25 pts.): These do not need to be revised, but they need to be intentionally chosen to demonstrate your evolution as a scholar and thinker at PLNU. You will explain your choices in your Introductory Reflection Essay. **Due Dec 19 10:30AM-1PM**
- Project Poster (50 pts.): You will create a professional poster that presents your project in a visually appealing way. Excellent posters are displayed at the Association for Environmental Studies annual meeting. **Due Dec 19 10:30AM-1PM**
- Capstone Project (100 pts.): The Project will allow students to deepen their knowledge about a particular aspect of Environmental Studies. The project can be completed by individuals or in groups. It can take many forms (a research paper, short story, website, etc.) but reflect what you're most interested in, your creativity in relating to the environment, the problems you want to help solve or issues you want to address. A 200-word abstract and a public presentation of the project will be required at the end of the course and serve as the final exam. As you work on this project, think about related career paths you might take after graduation. **Due Dec 19 10:30AM-1PM**

### Incomplete and Late Work

Don't submit incomplete or late work. Incomplete work can be completed and resubmitted for reduced credit (5% off) within one day of its original due date. Late

work can be submitted for reduced credit (5% off each day) until two days of the original date; after that, it counts as an incomplete.

### 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. **All work submitted electronically is automatically checked against Turn-It-In.** 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\\_HonestyLinks\\_to\\_an\\_external\\_site.](https://catalog.pointloma.edu/content.php?catoid=41&navoid=2435#Academic_HonestyLinks_to_an_external_site.)

### 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

If it is part of your creative process, you are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski, etc.) in this course. However, I would like you to speak to me before 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 and work.

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/Links\\_to\\_an\\_external\\_site..](https://chat.openai.com/Links_to_an_external_site..)"

Further, you must include with your work the sequential prompts and methodology that you used to generate it. Failure to indicate AI as part of the work will be considered plagiarism.

It is important that you protect your colleagues' intellectual property. 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](mailto: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](#)[Links to an external site.](#)

### 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](http://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](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://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, 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 withdrawal date or, after that date, receive an "F" grade.

See [Academic Policies](#) [Links to an external site.](#) in the Undergraduate Academic Catalog.

### Use of Technology

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

### PLNU Recording Notificationⓧ

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel. Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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

Sept 3 – Course design and goals

Sept 5 – Scholarship Map Due

example map: <https://mindmapsunleashed.com/10-really-cool-mind-mapping-examples-you-will-learn-from> [Links to an external site.](#)

Sept 10 – Choosing a Project (Group Conversations)

Reading: Kimmerer, "Planting Sweetgrass" and

<https://www.franciscanmedia.org/st-anthony-messenger/st-francis-and-the-birds/> [Links to an external site.](#)

Sept 12 – Two Best Essay Due

Reading: Kimmerer, "Tending Sweetgrass"

**Sept 13** - Welcome Back Dinner at Cater's House (4644 Adair) at 5pm

Sept 17 – Choosing a Project (Group Conversations)

Reading: Kimmerer, "Picking Sweetgrass"

Sept 19 – Project Consultation with Dr. Cater

Sept. 24 - Check-in #1 (Project Form/Content/Purpose)

Aiyanna Durepo, Alexis Lighter, Ally Gilmeister, Ashley Velazquez, Belle Rudd, Daniel Zapata, Khloe Bracken

Reading: Kimmerer, "Braiding Sweetgrass"

Sept 26 – Check-in #1 (Project Form/Content/Purpose)

Lea Reese, Maria Palestini, Noah Thompson, Paige Peterson

Oct 1 – Watch in class: Wendell Berry's Hope for Humanity <https://www.youtube.com/watch?v=2ejYAfcjJmY> Links to an external site.



Oct 3 – Putting Idealism to Work: Robert Carr, US Green Building Council California

Reading: Kimmerer, "Burning Sweetgrass"

**Oct 5** - Putting Idealism to Work: "A Public Health Forum on the Tijuana Watershed Pollution Crisis" sponsored by the Surfrider Foundation. Listen to a moderated discussion with Dr. Mona Hanna-Attisha and Imperial Beach Mayor Paloma Aguirre. Balboa Park 9:30-11AM. Lunch to follow.

4-6PM (in Balboa Park) there will be a forum on transboundary green infrastructure and nature-based solutions.



Oct 8 – What is a Literature/Resource Review? How do I write one?

<https://lib.arizona.edu/research/write-cite/lit-review>Links to an external site.

Oct 10 – Check-In #2 (Literature/Resource Review)

Aiyanna Durepo, Alexis Lighter, Ally Gilmeister, Ashley Velazquez, Belle Rudd, Daniel Zapata, Khloe Bracken

Oct 15 – Check-In #2 (Literature/Resource Review)

Lea Reese, Maria Palestini, Noah Thompson, Paige Peterson

Reading: Chouinard, pp. 1-72

Oct 17 – Research Methods: Professor Robin Lang

Meet in the Bresee Computer Lab on the Main Floor of the Ryan Library.

Literature Review Due

Oct 22 – Putting Idealism to Work: Rowdy Keelor, New Roots Institute

Oct 24 – **NO CLASS**

Oct 29 – Action Plan/Proposal Due

Oct 31 – Putting Idealism to Work: Patagonia

<https://www.youtube.com/watch?v=ilqtzCYsNr4>Links to an external site.



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Reading: Chouinard, pp. 72-136

Nov. 5 – Putting Idealism to Work: Dr. Bronner's Magic Soap

Join a conversation about green business with the Chief of Sustainability, Kevin Lee and Employee Engagement Associate and PLNU alum, Brennan Ziegler

Nov. 7 – TBD

Reading: Chouinard, pp. 137-166

Nov 12 – NO CLASS. Attend guest lecture by Matt Bell on Wed, **Nov 13** at 7pm in Crill Hall.

Nov 14 – Making an Effective Poster

Reading: Chouinard, pp. 167-232

Nov 19 – Project Consultation with Dr. Cater

Nov 21 – Project Consultation with Dr. Cater

Nov. 26 – **NO CLASS**

Nov. 28 – **NO CLASS**

Dec. 3 - Check-in #3 (Careers in Environmental Studies)

Aiyanna Durepo, Alexis Lighter, Ally Gilmeister, Ashley Velazquez, Belle Rudd, Daniel Zapata, Khloe Bracken

Dec. 5 - Check-in #3 (Career in Environmental Studies)

Lea Reese, Maria Palestini, Noah Thompson, Paige Peterson

Dec. 10 – TBD - Watermark?

Dec. 12 – TBD - Watermark?

Dec 19 - Final Exam - 10:30AM-1PM - Project Presentation and Portfolio Due