Course overview
In this course we will examine the concepts, approaches, and ideas that shape our understanding of the interactions, often collisions, between human activities and the rest of the world. We will seek to better understand how our ideas and expectations about the other-than-human natural world shape the way we interact with it and we will work on answering the question “What does it mean to be environmentally literate in the beginning of the 21st century?” by:

- Reading and discussing some “classic” environmental texts,
- Exploring and developing our own ecological identities, &
- Examining how contemporary issues of sustainability, environmental justice, and climate change are redefining what it means to be “environmentally literate”.

Student Learning Outcomes
Upon completion of the course the successful student will have:
1. Described some of the central ideas in the evolution of environmental thought and ethics in the United States.
2. Deepened and clarified his/her sense of “ecological identity”.
3. Explained some aspects of how environmental justice and global climate change contribute to defining environmental literacy.
4. Learned and demonstrated a skill that increases her personal resilience in the face of an uncertain climate/energy/civilization future.
Course Policies

Attendance & in-class assignments: Because this course relies heavily on active inquiry and
discussion, your presence and active participation in class counts toward your final grade. If you
miss more than 1 class without notifying Dr. Gerwing of your illness (or other emergency) and/or
consistently come unprepared for class discussions, this component of your grade will be
negatively impacted.

Late work policy: All assigned work will be collected at the beginning of class on the day that it is
due. If you arrive late or miss class, and don't turn in your assignment before class, it will be
considered late. Late work turned in by the beginning of the next class period following the due
date will receive a 25% deduction. Work that is turned in later than the class period following the
due date will not be accepted. If you are going to miss class on the day an assignment is due
because of illness, you must notify Dr. Gerwing before class for you assignment not to be
considered late.

Brief descriptions of some of the course assignments

Ecological Identity “Journal”: You are required to keep a journal for this course. The purposes of
the journal are to give you a place to organize your notes on course readings & class
discussions/guest speakers, in & out of class work on ecological identity, and “field” observations
made outside of class that could inform and enrich or in-class discussions. Your journal can be
digital if that is your preference but it needs to something that can be easily accessed by Dr.
Gerwing.

D2L reading response posts: These are short responses to the assigned readings. Each post should
specifically reference (either using quotes or paraphrasing) at least 2 of the assigned readings for
the day. These responses will provide the basis for our class discussion so they will be due at 11:59
pm the day before we discuss the readings (i.e., Sunday or Tuesday night). Posts are due almost
every week but only 4, more or less randomly selected, posts will be graded (10 points each), 2 in
the first half of the term and 2 in the second.

Take-home mid term: 4 - 5 short essay questions that will ask you to make specific references to
the readings and class discussions from the first half of the term.

Environmental Justice and Climate Change community engagement project: You will spend
approx. 8 hours working with local group that is focused on issues related to Environmental Justice
and Climate Change issues.

Resilience skills project: You will select a skill that would be useful in building your personal
resilience, spend approx 12 hours developing your skill, & demonstrate/teach your skill to the
class. May be completed in groups of up to 3 students.
Evaluation and Grading:

Attendance, preparedness for active participation in class discussions, completion of in-class exercises, & course notebook/journal 20

Theme 1 – The Environmental Literacy “Canon”
- Reading response D2L posts 20
- Take Home Midterm 40

Theme 2 – Environmental Identity Journal
- First half grade 20
- Second half grade 20

Theme 3 – Environmental Justice and Climate Change
- Community Engagement Project 30
- Reading response D2L posts 20
- Personal Resilience Skills 30

Total points 200

Final Grades:

Final grades will be assigned according to the following table:

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<td>F</td>
<td>118 or below</td>
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Winter 2014 Course Schedule  *(subject to change with prior notice)*
All readings are posted to the course D2L website unless otherwise noted

**Part 1: Roots**  
**Week 1  Environmental Literacy for the 21st Century**  
Jan 5 Welcome  
Jan 7 What are Ecological and Environmental Literacy in the 21st Century?  
**Readings:** “Ecological Literacy” (10 pp.), D. Orr; “Contested Meanings of Environment” (16 pp.), R. Cox; & “Optimism and Hope in a Hotter Time”, D. Orr (4 pp.).  
**Assignments due:** D2L post #1 & Bring course “journal”

**Week 2  Beginnings**  
Jan 12 Reading discussion  
**Reading:** “Chaps. 1 & 2, *Down to Earth*” (28 pp.); “Ch. 2 The Tragic Story of Human Success” (18 pp.), W. Catton; “Rediscovery of North America” (6 pp.), B. Lopez; & “Native Americans Define the Natural Community” (4 pp.), Black Elk  
**Assignment due:** D2L post #2

Jan 14 Environmental Identity  
**Reading:** “Buckeye”, SR Sanders (6 pp.); “The Clan of One-breasted Women” (6 pp.), TT Williams

**Week 3  Thoreau**  
Jan 19 **NO CLASS** – Martin Luther King Holiday  
Jan 21 Reading discussion  
**Reading:** “Ch. 3 – *Down to Earth*” & “Walking”, HD Thoreau  
**Assignment due:** D2L post #3

**Week 4  Preservation & Conservation**  
Jan 26 Reading discussion  
**Reading:** “Chaps. 4 & 8, *Down to Earth*” (35 pp.)  
Jan 28 Reading discussion  
**Reading:** “Ch. 9 – *Down to Earth*” (18 pp.); “The Hetch Hetchy Valley”(4 pp.), J. Muir; & “Testimony to Congress on Hetch Hetchy Dam”, G. Pinchot  
**Assignment due:** D2L post #4

**Week 5  Growing Environmental Consciousness**  
Feb 2 Reading discussion & Assign Take-home Mid-term  
**Reading:** “Ch. 15 – Shades of Green” (22 pp.) *Down to Earth*; “Thinking Like a Mountain” & “The Land Ethic” from *A Sand County Almanac* (23 pp.), A. Leopold; “A Fable for Tomorrow”, & “And No Birds Sing”, Selections from *Silent Spring* (28 pp.), R. Carson  
**Assignment due:** Turn in Ecological Identity Journal

Feb 4 TBA  
**Assignment due:** Take-home Mid-term
Week 6 Environmental Justice
Feb 9 Reading discussion
   Reading: Cox Ch. 9 “Environmental Justice, Climate Justice, and the Green Jobs Movement” (36 pp.) & “Exploring the Nexus: Bringing Together Sustainability, Environmental Justice and Equity” (13 pp.), J Agyman, Et al.
   Assignment due: D2L post #5
Feb 11 Guest speaker: Kelly Haines, Clean Energy works
   Reading: “Crossing the Green Divide” (8 pp.), O. Brooks
   Assignment due: Take-home mid-term due

Week 7 Climate Change
Feb 16 Reading discussion
   Reading: End of the Long Summer (Chaps. 1 – 4, pp. 1 – 94)
   Assignment due: D2L post #7
Feb 18 TBA

Week 8 Climate Change
Feb 23 Reading discussion
   Reading: End of the Long Summer (Chaps. 5 – 7, pp. 95 – 214)
   Assignment due: D2L post #8
Feb 25 TBA

Week 9 Climate Change
March 2 Reading discussion
   Reading: End of the Long Summer (Chaps. 8 & 9, pp. 215 – 252); “Long Tails & Ethics: Thinking About the Unthinkable” D. Orr
March 4 TBA

Week 10 Project showcases
March 9 Community Engagement Projects
   Assignment due: Community engagement projects
March 11 Resilience skills teach-in
   Assignment due: Resilience skills project