

ENVSC 250: Environmental Education Fall 2010

Monday and Wednesday 11:00-12:15; Doane C103

Professor T. Eatmon, Carr 205

Office Hours: MW 1:00-4:00 and by appt.

Course Description: What is environmental education and why is it important for building a sustainable future? Can environmental education affect change in our abilities, attitudes, and actions as related to human-environment interactions? An examination of these questions is the central focus of this course. Through lectures, discussions, presentations, and active participation in a practical learning experience outside of the classroom we will test hypotheses of environmental education taken from readings and personal experience.

Course Goals and Objectives: This course is designed to introduce students to the conceptual foundations of the field of environmental education. Topics covered include systems theory, environmental ethics, ecological literacy, and place-based pedagogy as well as issues concerning the design of environmental education programs in formal and non-formal settings. By the end of the semester students will be able to contrast various processes of learning with the more formal educational process of "schooling"; assess the environmental impacts associated with these processes; justify the need for environmental education; analyze various approaches to fulfilling these needs; and design, implement, and evaluate environmental education programs.

Readings:

Meadows, D. 2008. *Thinking in Systems: A Primer*

Louv, R. 2008. *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*

Stone, M. and Z. Barlow (Eds). 2005. *Ecological Literacy: Educating Our Children for a Sustainable World*

Readings may also be assigned from a collection of web-based journals, books, reports, and news articles. Readings are expected to be read before the class period for which they are assigned.

Grading:

Take Home Exams (3): 300 points

Service Learning Assignment: 100 points

Reading Responses (10): 100 points

Class attendance and participation: 50 points

Service Learning Assignment: As part of two projects funded by the PA Department of Environmental Protection and Project Pericles, you will participate in a civic ecology service learning project. As part of this project, you will work with the Allegheny College/Local School Districts Middle School Critical Thinking Immersion Program. This program brings area Gifted and Talented (GT) students to Allegheny College on Friday's throughout the year for over 30 courses that emphasize the interdisciplinary nature of large ideas, critical thinking, and community building. We will take advantage of this opportunity to gain experience planning, implementing, and evaluating an environmental education experience.

Reading Responses: Writing assignments are meant to provide you with opportunities to stimulate critical thinking about environmental education issues. These assignments will prepare you for class discussion and will be the foundation upon which we will approach the course readings.

Class Participation: Participation and discussion is an important component of the class. Everyone is expected to be an active participant in asking questions, leading discussions, and providing insight on relevant issues. Readings should be completed prior to the class period for which they are assigned. Regular class attendance, demonstration of preparation, and participation in class discussion are required to be granted a grade of "A". Absences and lack of participation will lower the grade.

Portfolios: In order to better track your progress and to address areas of weakness throughout the course, all work for this course should be kept in a portfolio. Please use a pocket and brad folder (rather than a 3 ring binder), separating assignments using dividers. Please submit your entire portfolio when each assignment is due.

Honor Code: The honor code is strictly enforced in this class. If you have questions regarding honor code policies, please see an instructor. Anyone suspected of plagiarism, the most common form of academic dishonesty, will be reported to the Honor Code Committee. A clear statement of what constitutes plagiarism is provided at <http://webpub.allegheny.edu/dept/writingcenter/Links/plagiarism.htm>

Statement on Disability: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a documented disability requiring an accommodation, please contact John Mangine (john.mangine@allegheny.edu, 332-2898) at the Learning Commons.

Course Outline

Date		Topic	Readings	Assignment (Due)	Service Learning
M	8/30	Introduction to EE			
W	9/1	Thinking in Systems	Meadows, Introduction (pg. 1-10)		
M	9/6	System Structure and Behavior	Meadows, Chapter 1 (pg. 11-25)	Reading Response 1	
W	9/8	One Stock Systems	Meadows, Chapter 2 (pg. 35-58)		
M	9/13	Two Stock Systems	Meadows, Chapter 2 (pg. 58-72)	Reading Response 2	
W	9/15	Emergent Properties of Systems	Meadows Chapter 3 (pg. 75-85)		
M	9/20	Unsustainable System Interactions	Meadows, Chapter 4 (pg. 86-110)	Reading Response 3	
W	9/22	Coevolution and Coadaptation	Meadows, Chapter 5, (pg. 111-144)		(F) 9/24 GT 1a (S) 9/25 GT 1b
M	9/27	Leverage Points	Meadows, Chapter 6 (pg. 145-165)	Reading Response 4	
W	9/29	Living with Systems	Meadows, Chapter 7 (pg. 166-185)		

M	10/4	Introduction to the Biophilia Hypothesis	“Love it or Lose it: The Coming Biophilia Revolution” by David Orr (Handout)	Exam 1 (Due)	
W	10/6	Children and Nature	Louv, Chapter 1-3 (pg. 1-38)		(F) 10/8 GT 2a
			Fall Break		
W	10/13	Nature and Human Values	Louv, Chapter 4, (pg. 39-54)		(S) 10/16 GT 2b
M	10/18	Nature and Human Values	Louv, Chapter 5-8, (pg. 55-114)	Reading Response 5	
W	10/20	Biophobia	Louv, Chapter 9-10, (pg. 115-132)		(F) 10/22 GT 3a (S) 10/23 GT 3b
M	10/25	Extinction of Experience	Louv, Chapter 11-12, (pg. 133-162)	Reading Response 6	
W	10/27	Introduction to Ecological Literacy	“Ecological Literacy” by David Orr (Handout)		
M	11/1	Vision	Stone and Barlow, pg. 1-40	Exam 2 (Due)	
W	11/3	Vision	Stone and Barlow, pg. 41-66		
M	11/8	Place and Pedagogy	Stone and Barlow, pg. 67-95	Reading Response 7	
W	11/10	Place and Pedagogy	Stone and Barlow, pg. 96-134		(F) 10/22 GT 4a (S) 10/23 GT 4b
M	11/15	Relationship	Stone and Barlow, pg. 135-160	Reading Response 8	
W	11/17	Relationship	Stone and Barlow, pg. 161-192		
M	11/22	Action	Stone and Barlow, pg. 193-226	Reading Response 9	
Thanksgiving Break					
M	11/29	Action	Stone and Barlow, pg. 227-258		
W	12/1	<i>Field trips and visitors to be announced.</i>			(F) 10/22 GT 5a (S) 10/23 GT 5b
M	12/6				
W	12/8			Reading Response 10	

Final Exam Due Wednesday, December 15th at 9:00 am