“Be the change you want to see in the world”.  
_Mahatma Gandhi_

~~Live in the moment; Think ahead~~ Tessa Joy Davis (Kristin’s niece)

There is growing concern at De Anza College about critical environmental issues:  
1) We are continuing our 23+ years of work in the Environmental Studies Department with critical issues and urge you to get involved by exploring our three degree/certificate areas and/or by engaging in stewardship projects/events. We hope that you will join us as we move along our sustainability path. We live in a hopeful time, but ACTION by all of us is necessary!  
2) We are continuing with the implementation of De Anza’s Sustainability Management Plan. You may help with the implementation of this important environmental plan.  
3) Notable environmental events will be occurring this spring, stay tuned.

**INSTRUCTOR INFORMATION:** Kristin Jensen Sullivan  
Office Hours Held: M 9:40-10:20 am; M 2:25-2:45 pm (except 4/27-6/8); W 8:20-10:20 am; W 2:25-3:25 pm; W 3:25-3:45 pm (only 4/27-6/8); other times by arrangement in KC 214. I have office time for all of you.

Phone/Voicemail #: (408) 864-8625  
Office Location: KC 214  
E-mail Address: sullivankristin@fhda.edu  
Personal Website: [http://www.deanza.edu/faculty/sullivankristin/](http://www.deanza.edu/faculty/sullivankristin/) (Please print double-sided!)  
ES Dept Website: [http://EnvironmentalStudies.deanza.fhda.edu/es/](http://EnvironmentalStudies.deanza.fhda.edu/es/)  
GreenHealth Website: [http://elc.fhda.edu/greenhealth/index.html](http://elc.fhda.edu/greenhealth/index.html)

1) **DESCRIPTION**  
Environmental Studies 2 includes a study of human evolution, biology, and ecology, including human civilizations, past and present, and the subsequent interactions with the environment. Environmental world views (ethics), past and present, of the various cultural, ethnic, gender and socioeconomic groups will be explored. This class fulfills general education requirements.  
*Your ideas and/or suggested topics are appreciated and will be considered for discussion.*

2) **ADVISORIES**  
English Writing 1A or English as a Second Language 5. A good attitude and a willingness to learn by problem solving are essential to receiving desirable grades.

3) **STUDENT LEARNING OUTCOMES (SLO’s)**  
After completing reading assignments, assessments, journals, projects, field assignments, and attending class, you should be able to:  
1. Assess (apply) the criteria necessary to be successful in this course.  
2. Analyze and communicate the relationships between our health and the health of the environment in order to apply this information in a civic and community setting. Understand the principles and concepts of local and regional governmental and community processes and the benefits of becoming civically engaged to effect positive environmental and social change.
4) COMPETENCIES
After completing reading assignments, assessments, journals, projects, field assignments, and attending class, you should be able to:
1. Analyze human evolution, by exploring the lineages from early hominids to modern humans.
2. Analyze human civilizations from hunter-gatherer through farmer-herder societies to “modern” time.
3. Understand human biology including how the human body utilizes natural resources such as air, water, nutrients, and energy.
4. Examine human ecology with an emphasis on past, current, and future impact on earth’s natural resources.
5. Examine human population with an emphasis on past, current, and future trends.
6. Analyze past and present human use and exploitation of the earth's natural resources.
7. Examine the relationship between resource degradation and the changing role of humans in society.
8. Compare and contrast human land use ethics in world cultures.
9. Assess a sustainable worldview (ethic), both past and present, among various cultural, ethnic, and socioeconomic groups worldwide.
10. Analyze and explore possible solutions and sustainable approaches occurring worldwide.
11. Understand that our survival depends upon maintaining a balance with supporting environments.
12. Be able to make informed decisions about environmental issues that affect your life.

5) COURSE MATERIALS
**Required:**
2. Compiled Chapters from Starr and Taggart (available at the KCES’S SRC)

(Copies of the text and compiled chapters are on reserve at the KCES’s Stewardship Resource Center= SRC)
(Texts are available for rent at the bookstore)

6) SCHEDULE
Please see the Tentative Class Schedule list. Note that the readings are to be read in advance of the corresponding class meeting date.

7) SUGGESTIONS/TEACHING METHODS
This course will cover a large amount of material in a short amount of time. Therefore, it is imperative that you attend all lectures (you will be keeping a journal and journal entries will be a daily event), take good notes, and complete the readings prior to attending the lectures. Additionally, I would suggest that you take advantage of the effective and efficient learning strategies that I will present periodically throughout the course. My teaching style is designed to engage you in a more active fashion. In order to meet this goal, I will combine the following teaching methods: hands-on lectures which make use of DVD’s/videos, the document camera, the Internet, website handouts, PowerPoint slides; hands-on activities such as active group/discussion sessions (participation is crucial) and learning games; and, the use of various effective learning tools such as time management, note taking, memory techniques, concept mapping/timelines, the PQ3R method of reading, and cooperative study groups. To assure your success, please read and implement the information presented on the two study strategies handouts (available on my website). Also, your *Environmental Science* textbook preface pages have valuable information regarding effective learning skills. Lastly, the BHES Division Student Handbook is available on line at [http://bhs.deanza.edu/StudentHandbook.pdf](http://bhs.deanza.edu/StudentHandbook.pdf) as well as in the BHES Division Learning Resource Center (SC3101) in hard copy. The information in the Student Handbook applies in this course and students are held accountable for this information; it contains many helpful resources on success and classroom behavior.

8) REQUIREMENTS
- **Attend all lectures and BE ON TIME** (two late days, regardless of minutes, = at least one absence).

**Journal and Active Class Participation:** Journal entries will be a daily class event and will include special 10:30-10:40 am assignments (be on time), concept maps, lecture notes, group work, discussions, thoughts, games, and DVD/video questions. Active participation is obviously crucial for completing journal entries. The journal (Due week 9) should include all discussion topics assigned by the instructor during class time (specifically, journal entry number, date, discussion questions, summaries). Discussion sessions are an important component of this course. Journal instructions will be provided during the first few class
meetings. This assignment is worth 17% of your grade. Class Participation means exactly that and not the following: talking during inappropriate times, texting, using the Internet (SRC class time is an exception) or other electronic devices; these behaviors will impact your grade as these practices are inconsiderate as they distract other students and the instructor.

- If you are late, points will be taken off of your participation grade. If you miss a day, you must make up the missed lecture in the SRC (Stewardship Resource Center) for participation credit (See KJS first).

**Instructor-Guided Field Trips:** There will be a total of three instructor-guided field trips. Two field trips will be taken during lecture time (McClellan Ranch=4% of grade, Hidden Villa=4% of grade) and one day-long field trip (10% of grade) will be taken outside of class time (two days of class are cancelled in lieu of your attending this day-long field trip). The date for the out-of-class field trip is as follows: **Saturday, May 30th** for a hike and solar straw bale home tour. **Mark your calendars!** Soon, this field trip will be discussed in full; you will receive further oral instructions. Additionally, there are journal entries that require completion after attending the field trips. These journal entries must be completed in your journal for full credit. Transportation is not provided and students will meet at the field trip destination; maps will be provided. Field trips are worth a total of 18% of your grade. For concerns about field trips, please see the instructor.

**Book Research Project and Presentation:** You will work with a maximum of four fellow students on a book research project about sustainable worldviews, sustainability solutions, or and/or sustainability approaches. Soon, the book project guidelines will be discussed in full; you will receive further oral and written instructions. You will be required to share your group PowerPoint presentation with the class. This is worth 17% of your grade. Welcome to the, to be explained, GreenHealth scenario! You must be present and ready with your USB drive at least ten minutes early on your presentation day.

**Community-Based (C.B.) Assignments:** There are two homework assignments; these assignments include the following: 1) **assessment or volunteer** (i.e., assess your diet and exercise habits, volunteer for a food organization or at a soup kitchen), 2) **interview** (i.e., interview someone knowledgeable about air quality and/or environmental injustice), **OR attend** a city council meeting, a conference, an event, or a community meeting (eg., find out what your city is doing about water quality and/or quantity). These assignment guidelines will be discussed in full; you will receive further oral and written instructions. Assignment due dates are listed in your lecture schedule and are due at the beginning of class. These TWO assignments are worth a total of 30% of your grade (15% for each assignment). Welcome to the, to be explained, GreenHealth scenario! **One of your two assignments** will be presented during class time as a GreenHealth advocacy piece (to be explained). **This class is a Community Service Learning course and, as such, students are to complete 12 hours of community service; the above-stated assignments will allow you to meet this requirement.** All instructions for assignments are on my website; refer to these instructions often!

**Final Assessment:** One final assessment that will cover material presented from class (journal entries) field trips, lectures, videos, handouts, homework assignments, group work, etc. Your textbook and supplemental reading materials are to be used as a supplement and guide. Unless otherwise stated, assessment questions will NOT come directly from the text and supplemental readings. One week prior to the final assessment you will be provided with an in-depth study guide that will further assist you in preparing for the assessment. The final assessment is worth a total of 18% of your grade.

### 9) GRADING CRITERIA

- **Journal, Class Participation**
  
  (journal complete, cooperative group work)= 17% *(graded week 9)*
  
  **90-100= A**
  
  **80-89= B**
  
  **70-79= C**
  
  **60-69= D**
  
  **0-59 = F**

- **Three Instructor-Guided field trips**
  
  18% *(4% each “in class”, 10% “out-of-class”)*
  
  **90-100= A**
  
  **80-89= B**
  
  **70-79= C**
  
  **60-69= D**
  
  **0-59 = F**

- **Book Project/Oral Presentation**
  
  17% (15% each)
  
  **90-100= A**
  
  **80-89= B**
  
  **70-79= C**
  
  **60-69= D**
  
  **0-59 = F**

- **Two Community-Based Assignments**

  30% (15% each)
  
  **90-100= A**
  
  **80-89= B**
  
  **70-79= C**
  
  **60-69= D**
  
  **0-59 = F**

- **Final Assessment**

  18%

  **100% TOTAL**
10) ADDITIONAL INFORMATION/POLICIES

1. General Information= Please be prepared to dedicate sufficient time and energy to this course (attending class on time and using and studying the course materials). Students are expected to check the lecture schedule daily.

2. Fundamental values of academic integrity= This class is based upon honesty, trust, respect, fairness, and responsibility. I always appreciate your cooperation. As in all classes, cheating and plagiarism are not tolerated; there will be consequences! Plagiarism means copying someone else’s work and presenting it as your own, without giving credit to the author. Cheating means using unfair means to fulfill an assignment or assessment, such as having someone else do your work for you. What will happen if you plagiarize or cheat: (a) you will not be learning anything, (b) you will receive an “F” on the assignment or assessment without the option to redo it; (c) the instructor will ask to meet with you to discuss the issue; (d) your name will be given to the Dean of Students; (e) you may have other severe future college(s) consequences.

3. Texting, Cell Phones and other Technological Devices will need to be turned off and/or put away once class begins. We are unplugging for a change! If you text or if your cell phone goes off in class or you are using such items after a warning, it will equal one absence. If the behavior continues, you will be asked to leave the class, which will result in another absence, etc. You are welcome to leave the classroom if you need to use an electronic device during an emergency. (The above applies unless you have an outstanding physical/mental reason to use electronic devices; see the instructor in this case).

4. An Honors cohort is being offered for this course. Eligibility requirements can be found at http://faculty.deanza.fhda.edu/honors/ or you may contact Mehrdad Khosvari at dahonors@deanza.edu. The cohort entails additional work [please see the instructor to fill out an Honors contract] in order to earn an Honors designation for this class on your transcript.

5. Safety and Evacuation Procedure= Please know the correct procedures to follow in the case of an earthquake or another emergency.

6. Final Assessment, Assignments, Add/Drop Rules, Grades= a. The final assessment must be taken during the scheduled time (except under extraordinary circumstances).
   b. You cannot pass the course without taking the final assessment. In the event of an illness or emergency on the day of the final assessment, you have 24 hours to notify me of your circumstances on my office phone.
   c. Assignments are due on the dates listed in the lecture schedule. Late assignments will not be accepted (except under extraordinary circumstances). Please see “flex” matrix below.
   d. Add/drop= See policies and procedures in the “Schedule of Classes.” It is your responsibility to follow add and drop rules (Please remember this: if you drop correctly= W, incorrectly= F).
   e. You may access your final grades through the online registration system (http://www.deanza.edu/admissions/faq.html#grades).

PLEASE NOTE: There is a fine line between my helping you to be successful and my enabling you on late assignments. I want you to be successful and will be available to help you as needed. Remember, at work, you cannot be late with deadlines. Therefore, below is my policy on your turned-in assignments (you have other assignments too). Please keep this handy in your journal by making a copy of this section (the matrix below) of your syllabus:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points off</th>
<th>Last accepted</th>
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</thead>
<tbody>
<tr>
<td>C. B. Assignment # 1</td>
<td>4/29/15 (no late for advocacy)</td>
<td>10% off per day</td>
<td>5/6/15 (written only)</td>
</tr>
<tr>
<td>C. B. Assignment # 2</td>
<td>5/18/15 (no late for advocacy)</td>
<td>10% off per day</td>
<td>5/27/15 (written only)</td>
</tr>
<tr>
<td>Journal</td>
<td>6/3/15</td>
<td>CANNOT BE LATE</td>
<td>6/3/15</td>
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<tr>
<td>Book Project/Presentation</td>
<td>6/15/15</td>
<td>CANNOT BE LATE</td>
<td>6/15/15</td>
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</table>

*= ONE of these 2 will be an oral advocacy in class (so ONE not written). Please see instructions handout on my website (“Grade Percentages 4 Assignments” and the GreenHealth link).

“I don’t really know why I care so much. I just have something inside me that tells me that there is a problem and I have to do something about it. And I’m sure it’s the same voice that is speaking to everyone on this planet, at least everybody who seems to be concerned about the fate of the world, the fate of this planet.”

Wangari Maathai, Kenya’s Green Belt Movement and 2004 Nobel Peace Prize Recipient
<table>
<thead>
<tr>
<th>Week:</th>
<th>ASSIGNMENT DUE DATES</th>
<th>This Week’s Topics</th>
<th>Text Pages to Read</th>
<th>Supplemental Pages to Read/Other</th>
</tr>
</thead>
</table>
| **Week 1: 6, 8 April** | • Review course syllabus & Withgott/Laposata reading list  
• Introduction to Environmental Studies 2, Kirsch Center for Environmental Studies (KCES) Tour and “Treasure Hunt”, Human evolution | • 4/6- Syllabus, calendar, questionnaire, journal  
• 4/8- Earth map; Human Evolution- Introduction, geologic time table, early hominids (Ardipithecus, Australopithecus, etc.). | - pp. i-x+ (KCES mission statement, our three degrees and certificates, authors, sustainability initiative, “Dear Student”)  
- pp. 2-5 (Our Island Earth)  
- pp. 8-18 (Nature of Science)  
- pp. 34-36 (Plate Tectonics)  
- pp. 54-60, 281-283 (Evolution, Extinction)  
- E-1 Appendix (Geologic Time Scale) | Handout for Readings on Human Evolution (compliments of Thompson Brooks/ Cole Publishing Co.)  
Explanation of HW #1 |
| **Journal Entry #1** | | | | |
| **Week 2: 13, 15 April** | • Human Evolution  
• Questionnaire Due | • 4/13- Early Human Lineage- Homo habilis, Homo erectus  
| **Week 3: 20, 22 April** | • Set up for 4/27- H-G groups  
• Set up for next Wednesday’s Agricultural/ Farmer Herder groups  
• 22nd=Earth Day! (really everyday) | • 4/20- Cont. with above  
• 4/22- Modern Human Lineage- Homo sapiens; Review of 3 societal types; H-G (Hunter-Gatherer) societies | - pp. 134-135 (Culture, Worldview, Environment)  
- pp. 6-7 (Easter Island)  
- pp. 15, 18, 20 (Ecological Footprint, Millennium Ecosystem Assessment) | Explaination of HW #2 |
| **Journal Entry** | | | | |
| **Week 4: 27, 29 April** | • Human Evolution  
• Human Civilizations  
• Homework #1 Due on 4/29- volunteer or assessment (food, assess diet and exercise habits). Or, food advocacy in class on 4/29 | • 4/27- H-G (Hunter-Gatherer) societies; Societal Types: Agricultural/Farmer-Herder (F-H) societies  
• 4/29- Cont. Agricultural/ Farmer-Herder societies; Food advocacy in class | - pp. 217-218 (Agriculture, Independent Invention, Industrialized Agriculture) | |
| **Journal Entry** | | | | |
| **Week 5: 4, 6 May** | • Human Civilizations, Human Biology and Ecology: Air, Water, Food  
• Explain presentation project | • 5/4- Connections Handout; Human body systems introduction; Assess utilization of air; interactions between humans and the environment;  
• 5/6- Cont. with above; Ed Wong information on air issues | Ch. 14- pp. 359-364, 372-374, 377-379, 382-384 (Environmental Health and Toxicology)  
- pp. 135-140, 148-149 (Environmental Ethics)  
Ch. 7- pp. 164-165, 180-184 (Environmental Policy and Regulations, Climate Change, Conclusions) | Reading materials: Ch. 38 & 40 on Circulation and Respiration (Compiled Chapters)  
Explaination of HW #2 |
| **Journal Entry** | | | | |
| **Week 6: 11, 13 May** | • Human Biology and Ecology: Air and Water | • 5/11- Cont. air- Human body systems  
• 5/13- Cont. air- Assess utilization of water; interactions between humans and the environment | Ch. 17- pp. 458-468, 475-478 (Atmospheric Science and Air Pollution)  
Ch. 18- pp. 484-486, 490-496, 502-515 (Global Climate Change)  
- pp. 124-125 (CO2 Future)  
- pp. 519-520 (Keystone XL)  
- pp. 546-548 (Energy Efficiency and Conservation)  
- pp. 562-563 (Chernobyl and Fukushima) | Reading materials: Ch. 38 & 40 on Circulation and Respiration AND Ch. 42 on The Internal Environment (Compiled Chapters)  
Explaination of HW #2 |
<table>
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<tr>
<th>Week: ASSIGNMENT DUE DATES</th>
<th>This Week’s Topics</th>
<th>Text Chapters and Pages to Read</th>
<th>Supplemental Pages to Read/Other</th>
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<tr>
<td><strong>Week 7: 18, 20 May</strong></td>
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<td>• <strong>Homework #2 Due on 5/18</strong> - Air (interview) OR Water (Attend a city council meeting, etc.).</td>
<td><strong>5/18-</strong> Air OR Water advocacy in class; Cont. water- Assess utilization of water; interactions between humans and the environment <strong>5/20-</strong> Water @ McClellan Ranch/SPCWC field trip during class time. Meet at McClellan at 10:40am</td>
<td>Ch. 15- pp. 391-410 (Freshwater Systems and Resources) -pp. 162-163, 166-176 (Hydrofracking)</td>
<td>Reading materials: Ch. 42 on The Internal Environment (Compiled Chapters)</td>
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<td>• <strong>Field Trip to McClellan Ranch</strong> - Please see directions as discussed in class. (Map on KC 115 door)</td>
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<td><strong>Journal Entry</strong></td>
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<td><strong>Week 8: 25, 27 May</strong></td>
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<td>• <strong>Field Trips This Weekend</strong> - Meet Saturday 5/30 @ 10:50am</td>
<td><strong>5/25-</strong> Memorial Day Holiday- Honor, Remember and Enjoy! <strong>5/27-</strong> Assess utilization of nutrients and energy; interactions between humans and the environment</td>
<td>Ch. 9 -pp. 216-218, 226-231, 237-239 (Agriculture: Soil, Erosion, Sustainability, Policy) <strong>Bring maps this Saturday for field trips</strong></td>
<td>Reading materials: Ch. 41 &amp; 42 (Digestion and Human Nutrition) (Compiled Chapters)</td>
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<td><strong>Journal Entry</strong></td>
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<td><strong>Week 9: 1, 3 June</strong></td>
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<td>• <strong>Food Solutions</strong></td>
<td><strong>6/1-</strong> Class cancelled in lieu of past field trip <strong>6/3-</strong> Field Trip: Meet at Hidden Villa for food solutions (CSA’s). Please see your map (Map will be on KC 115 door too) <strong>Journals are due in the field trip class:</strong> No late journals will be accepted.</td>
<td>Ch. 10 -pp. 224-225, 248-251, 257-260, 268-270 (Agriculture, Future of Food, Soil, Policy) <strong>Bring Map (also, map on KC 115 door) for Hidden Villa Field Trip</strong></td>
<td>Ch. 41 on Digestion and Human Nutrition (Compiled Chapters)</td>
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<td>• <strong>In TWO Weeks: Project Presentations</strong></td>
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<td>• <strong>Field Trip to Hidden Villa (Map)</strong></td>
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<td>• <strong>Journals collected for grading 6/3!</strong> In order to be graded, journal must be numbered correctly (according to the journal checklist handed out in class).</td>
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<td><strong>Journal Entry</strong></td>
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<td><strong>Week 10: 8, 10 June</strong></td>
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<td>• <strong>Wrap-up: Problems, solutions, ethics, sustainability, careers</strong></td>
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<td>• <strong>Next Week:</strong> Project Presentations</td>
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<td><strong>Journal Entry</strong></td>
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<td><strong>Week 11: 15, 17 June</strong></td>
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<td>• <strong>Student Book Project Presentations</strong></td>
<td><strong>6/15-</strong> Student Book Project Presentations <strong>6/17-</strong> Student Book Project Presentations</td>
<td>Arrive at least ten minutes early with your group USB drive in hand. You will get points taken off if late and/or may not be able to present.</td>
<td>This is a professional presentation: treat it as such.</td>
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<td>• <strong>Final Assessment next week</strong></td>
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<td><strong>Journal Entry</strong></td>
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<td><strong>Week 12: 22, 23 June</strong></td>
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<td>• <strong>6/22 is cancelled</strong> in lieu of our past day-long field trip <strong>FINAL ASSESSMENT:</strong> 23 June (Tuesday)- 9:15-11:15am</td>
<td><strong>6/22-</strong> Class cancelled in lieu of past field trip <strong>6/23-</strong> Final Assessment- Includes class information and readings from week one through week eleven.</td>
<td>Arrive at least ten minutes early for your final assessment; you are a professional student! Bring your study guide answers (Do your own work)</td>
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