Syllabus

EES 2600: Environmental Science and Society: A Cross Cultural Perspective
3 credit hours

Instructor: David Dominic, 260 Brehm, 775-2201 david.dominic@wright.edu
Office Hours: TBD

Objectives: This course provides students with observations and ideas necessary to understand environmental problems and the ethical, social, political, and technological bases for their solution while using examples from many cultures from around the world.


Communication: Announcements and other information will be posted in Course Studio (under My Courses in WINGS). These postings may include general class information such as PowerPoints, handouts, and assignments. Grades will be posted in Pilot (also under My Courses in WINGS).

Class Policies

Students are expected to attend all class meetings, especially when guest lectures are scheduled. Attendance will be monitored on days with guest lectures; students who miss those days may be penalized 5% for each day missed.

Classroom announcements will be made on changes to the syllabus, such as changes in exam and assignment dates, topics covered, and reading assignments; all changes are the responsibility of the student. Make-up exams are strongly discouraged. Exams cannot be made up except in case of absence due to illness, court appearance, or military duty when properly authenticated in writing by the appropriate authority. Make-up tests will only be given to students that have a valid excuse (Medical/Family Emergency). Makeup exams are at the discretion of the Instructor.

As a course in the Wright State Core, this course meets the University Learning Objectives:

a) communicate effectively
This course requires students to write summary papers on in-class videos and reflection papers of class discussions.

b) demonstrate mathematical literacy
The text contains numerous graphs and tables that require some mathematical literacy. In addition, some conversions between metric and English are required.

c) evaluate arguments and evidence critically
The text includes sections on the importance of critical thinking when analyzing information and arguments.
d) apply the methods of inquiry of the natural sciences, social sciences, or the arts and humanities
The scientific method is explicitly discussed. This method depends on critical thinking to evaluate observations and analyses, and is appropriate in the broader context of social issues.

e) demonstrate global and multicultural competence
This course is subtitled: a cross cultural perspective to emphasize that the course looks at environmental problems faced by many different cultures throughout the world. Discussions stemming from videos also provide a global perspective.

f) demonstrate understanding of contemporary social and ethical issues
Environmental science is by definition interdisciplinary and the text and lectures discuss economic, social, and ethic ramifications of environmental problems and their solution.

g) participate in democratic society as informed and civically engaged citizens
The text and lectures discuss the importance of informed and engaged citizens for both recognizing and addressing the many environmental issues we all face.

This course also meets the Learning Outcomes for Element 3 Global Traditions

a. Critically describe some of the political, social or economic systems; historical, cultural or spiritual traditions; and/or technological innovations around the world
This course is both cross cultural and interdisciplinary. As such, differing political, social and economic systems are discussed and given historical context. Technology has created many problems we face and technological innovations will be necessary help to correct those problems. Because solutions must be culturally sensitive, we explore various solutions from around the world.

b. Demonstrate an awareness of the diversity of people or traditions in our world in ways that promote effective engagement, both locally and globally
This course develops an awareness of the diversity of people and traditions in our world using both the domestic and international examples given in the class, in the text, and in videos.

c. Use political, social, economic, historical, cultural, spiritual or technological knowledge to evaluate contemporary issues
A major theme of this course is sustainability, which has economic, social and environmental components. The course constantly looks at the interactions between environmental conditions and their relationship to economic and social conditions.

This course also satisfies the learning outcomes for Multicultural Competence

a) Demonstrate knowledge of cultural, economic, social, political or racial diversities in the United States or throughout the world

b) Apply the methods of inquiry of the natural sciences, social sciences or the arts and humanities to understand cultural, economic, social or racial diversity
c) Demonstrate an understanding of contemporary social or ethical issues related to diversity

d) Demonstrate skills required to engage in an informed and respectful way with diverse people, cultures and histories

SUGGESTED EVALUATION AND POLICY

Exams

There will be three equal and non-cumulative tests, worth a total of 70% of the final grade. You are expected to attend all tests, unless previously excused.

In-class Discussions and Papers

Approximately 30% of the class meeting time will focus on discussions of specific issues to develop critical thinking and prompted by readings. A written component will be evaluated as 30% based on written reports.

The written reports have these specific writing requirements:

- Write a summary (300-350 words) of each of the five videos and ensuing class discussion. The summaries must be submitted to www.turnitin.com by midnight following the next class period. Each paper is worth 6% (30% total) and there will be a loss of 1%/day for any late paper.

- In a heading at the beginning of the paper, put the course # (EES 2600), video name and #, the date and your name. Content of your summary should include the region(s) portrayed, issue(s) addressed, solution(s) offered, and your comments on those solutions. Because each video covers a lot of material, you will need to summarize the major concepts.

- Use full sentences in your papers with proper spelling, grammar, and separation of ideas into paragraphs.

- The University Writing Center located in 031 Dunbar Library is highly recommended as a resource to help you write better papers. I encourage you to take advantage of this free and useful resource.

SUGGESTED GRADING POLICY

Final grades will be assigned letter grades based on the following scale:

- 90 – 100 ..........................................................A
- 80 – 89 ..........................................................B
- 70 – 79 ..........................................................C
- 60 – 69 ..........................................................D
- Below 60 .......................................................F
### SUGGESTED ASSIGNMENTS AND COURSE OUTLINE

(Topic and/or typical assignments) C= Chapter in Environmental Sciences Text

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<tr>
<th>week</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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<tr>
<td>1</td>
<td>Course Introduction; Pre-Test</td>
<td>Env. Issues in China; China Rising video</td>
<td>C1: Understanding Our Env.</td>
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<td>4</td>
<td>Video 1: Env. Revolution</td>
<td>Guest Lecturer- Dr. Riordan</td>
<td>C4: Human Populations</td>
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<td>5</td>
<td>C5: Biomes and Biodiversity (1)</td>
<td>C5: Biomes and Biodiversity (2)</td>
<td>Video 2: Eden</td>
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<td>Test 1, Chapt. 1-5</td>
<td>C6: Environ. Conservation (1)</td>
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<td>Video 3: Farming</td>
<td>C7: Food and Agriculture</td>
<td>Water – City of Dayton</td>
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<td>C9: Air (1)</td>
<td>C9: Air (2)</td>
<td>Guest Lecturer – Mr. Steve Farrell</td>
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<td>C10: Water (1)</td>
<td>C10: Water (2)</td>
<td>Test 2, Chapt. 6-10</td>
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<td>11</td>
<td>C11: Env. Geology</td>
<td>Guest Lecturer- Dr. Dominic</td>
<td>C12: Energy (1)</td>
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<td>14</td>
<td>Guest Lecturer-Dr. Dustin</td>
<td>Video 5: The Next Ind. Rev.</td>
<td>C15: Env. Policy and Sustain. (2)</td>
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<td>15</td>
<td>Final discussion &amp; review</td>
<td>Final discussion &amp; review</td>
<td>Test 3, Chapt. 11-15</td>
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