San José State University
College of Social Sciences/Environmental Studies Department
Course #22171, Section 1/Course #23679, Section 2, Environmental Education, Spring Semester 2020

Course and Contact Information

Instructor:	Robert Foran
Office Location:	Washington Square Hall, Room #111E
Telephone:	415-940-4917 (primary for spring 2020 semester)
Email:	robert.foran@sjsu.edu (primary) / rmforan@gmail.com (secondary)
Office Hours:	Monday & Wednesday, 1:30 – 2:45 pm by appointment
Class Days/Time:	Monday and Wednesday, **Sec 1:** 10:30 – 11:45 am **Sec 2:** 12 noon – 1:15 pm
Classroom:	DMH 359, **(section 1)**, Clark Hall 303A, **(section 2)**
Prerequisites:	Eng. 1A and Eng. 1B; upper division standing or instructor consent.

"Transforming our educational system won't be easy, but I believe that it is the most important and strategic path toward creating more just, peaceful, and sustainable societies populated by healthy, happy, successful people. Because the world inevitably becomes what we teach, it's up to us–whether we are teachers, school administrators, parents, grandparents, concerned citizens, legislators, entrepreneurs, and business leaders, or any number of other professionals–to commit to transforming schooling so that it is truly worthy of children and genuinely worthwhile for the world they will both inherit and shape."

–Zoe Weil, *The World Becomes What We Teach, Educating a Generation of Solutionaries*

"The plain fact is that the planet does not need more successful people. But it does desperately need more peacemakers, healers, restorers, storytellers, [teachers] and lovers of every kind. It needs people who will live well in their places. It needs people of moral courage willing to join the fight to make the world habitable and humane. And these qualities have little to do with success as we have defined it."

–David W. Orr, *Ecological Literacy: Educating Our Children for a Sustainable World*

Course Format

This is an upper division undergraduate course that uses multiple platforms of engagement such as in-class lectures, class discussions, group work, course readings, writing assignments, lesson plan development, teaching, and class presentations as a means of exploring and communicating ideas, concepts, and theories in environmental education through an interdisciplinary pedagogical lens. We will also be using Canvas through the MY SJSU Portal as a means of accessing additional class readings, to engage in some class discussions, and as a repository for most of the assignments. Canvas will also be a medium for communications between the instructor and the students when we are not physically meeting. As ENVS 158: *Environmental Education* is an upper division undergraduate course that examines pedagogical theory, application and praxis, students are expected to have accumulated various academic skills necessary for success in this course. This includes, but by no means is restricted to, critical thinking, familiarity with academic writing and research, knowledge of resource access, reflexive thought and analysis skills, peer and community engagement skills, and the ability to read and comprehend academic, peer-reviewed journals and articles.

Course Description

The ways in which Environmental Education (EE) has been approached are quickly transforming as our individual and collective relationships with what we perceive as the 'natural world' changes. By reframing and perhaps even redefining the meaning of the 'environment' for the purposes of this course, we will be able to develop the groundwork for a deeper meaning of EE and what it entails for us as educators and for our students, both present and future. In doing this, our pedagogical lens can be diversified in order to provide a more expansive understanding against the quickly shifting landscape of our socio-cultural, political, and economic domains and how they intersect with the 'natural world.' We will explore and examine what it means to 'start where you are' and then connect these emerging EE pedagogical theories and tropes to a more global context, thus coming full circle, as we bring it back home to 'the places that we inhabit.'

This course integrates interdisciplinary pedagogical theory and practice concerning EE. EE is an effective method for developing societal understanding of social and environmental issues. Furthermore, environmental education may serve as a platform for encouraging youth participation in directly redressing the social and environmental issues that concern them, particularly in at-risk communities, while promoting a sense of individual- and collective-efficacy. Students will learn a broad range of theoretical and methodological approaches employed in EE. Students will study strategies for working with youth, while putting these strategies into practice. Furthermore, students will apply these theories and practices in their own active and original environmental education projects. Occasionally our time will be spent outdoors (weather permitting) in order for students in the course to understand how certain outside spaces can be incorporated into a place-based and experiential curriculum. This is a vital component of EE as the traditional classroom setting, although effective in many ways for transferring knowledge and communicating concepts, has a very limited scope of contextualizing EE in a more holistic way. Being present outside is essential in fostering creativity, freedom of expression, and developing hands-on techniques to better understanding the world around us.

Program Learning Outcomes (PLO)

The Department Program Learning Outcomes for all Environmental Studies undergraduates and graduate students are found at http://www.sjsu.edu/depts/EnvStudies/assessment/.

This course will be used to promote undergraduate student learning for the following outcomes:

PLO 1 - Qualitative Environmental Literacy: Students are able to write a logical analytical paper/lesson plan using good writing style and construction supported by appropriate research.

PLO 3 - Content Environmental Literacy: Students will develop proficiency in the interdisciplinary sustainability principles that are the foundation of environmental studies; they will know the key environmental challenges facing the planet, know relevant interdisciplinary information about these challenges, and be able to develop/identify feasible solutions (i.e., become a solutionary)

Course Learning Objectives (CLO)

CLO 1 – Students will be able to knowledgeably answer the questions: What is environmental education? Who am I as an educator?

CLO 2 – Students will be able to understand pedagogical approaches through theory, application, and praxis.

CLO 3 – Students will possess working knowledge of basic environmental science concepts and current environmental issues.

CLO 4 - Students will independently develop, deliver, and reflect on an original environmental education lesson plan that includes hands-on activities and integrates California Mandated K-12 Standards.

Specific Course Learning Objective (SPLO): Eco-literacy/Becoming a Solutionary

1) The ecoliterate/solutionary student/teacher will be able to integrate environmental education theory, practice, and problem solving in classroom settings.
2) The ecoliterate/solutionary student/teacher will be able to apply their knowledge and skills to new settings or in addressing complex problems that fall under the various rubrics of environmental and social issues, knowing that they are inextricably connected.
3) The ecoliterate/solutionary student/teacher will demonstrate the ability to work productively and collaboratively in groups and community settings.

Required Texts/Readings

Required Textbooks

- Weil, Zoe (2016) *The World Becomes What We Teach,* Brooklyn, NY. Lantern Books.
- Broda, H. W. (2007). *Schoolyard Enhanced Learning: Using the Outdoors as an Instructional Tool*, K-8. Portland, ME. Stenhouse Publishers

Recommended Readings

- Bigelow and Peterson. 2002. Rethinking Globalization: Teaching for Justice in an Unjust World. A Rethinking Schools Publication, Milwaukee, WI
- Bigelow and Swinehart. 2014. A People's Curriculum for the Earth. A Rethinking Schools Publication, Milwaukee, WI
- Carter, Forest. 1976. The Education of Little Tree. University of New Mexico Press, New Mexico
- Cornell, Joseph. 1998. Sharing Nature with Children. Dawn Publications, Nevada City, California.
- Gonick, Larry, and Alice Outwater. 1996. The Cartoon Guide to the Environment. HarperCollins, New York, New York. (available from Amazon.com)
- Grant, Tim and Gail Littlejohn, (eds). 2005. Teaching Green: The Middle Years.
- Grant, Tim and Gail Littlejohn, (eds). 2005. Teaching Green: The High School Years.
- Louve, Richard. 2005. Last Child in the Woods: Saving our Children from Nature-Deficit Disorder. Algonquin Books, Chapel Hill North Carolina.
- Orr, David. 1994. Earth in Mind: On Education, Environment, and the Human Prospect. Island Press, Washington, D.C.
- Orr, David W., Michael K. Stone, Zenobia Barlow, and Fritjof Capra. 2005. Ecological Literacy: Educating Our Children for a Sustainable World (The Bioneers Series) Sierra Club Books, San Francisco, CA (available on Amazon.com)
- Silko, Leslie Marmon. 1986. Ceremony, New York, NY, Penguin Books.
- Sobel, David. 2004. Place-Based Education: Connecting Classrooms & Communities. The Orion

Course Requirements and Assignments

Canvas Learning System

For this course, all take home assignments must be turned in through the Canvas Learning Management System, unless otherwise noted by the instructor.

Class Participation, Readings, In-Class Activities **(*Discussion/Activities)**
Students will be expected to actively participate in their learning. As much of this course is based on activities, presentations, and discussions, each student's participation is necessary for the class to function at its optimum. Students should arrive on time, be prepared, be creative when they are presenting, and attentive and supportive when others are sharing their work. Be sure to complete assigned readings before class. Readings may also include articles distributed by instructor through Canvas. You will receive participation points for attending class and contributing to debates and discussions and participating in activities. You must be present and prepared to receive participation points; there are no makeup points for missed class. Group activities, example games, and other in-class assignments will also count towards participation points.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (approximately three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

In-Class Discussions and Related Activities **(*Discussion/Lecture/Activity/Guest Speaker/Field Trips)**
As this class will include a combination of lectures and group discussions, all students will be expected to participate in discussions, demonstrate knowledge of assigned readings, receive feedback from the instructor and peers in a non-defensive manner, and offer constructive criticism to peers in an effort to support collaborative learning.

Canvas Discussions **(*Online Discussion)**
All students will be expected to post two points for discussion based on class readings on Canvas before class. Furthermore, all class participants will be required to respond to at least two classmates before class time. Canvas will not allow you to see the other responses until you have posted at least 2 responses yourself. Note: when using supportive research and information in your posts, you *must* cite them in APA format and include a bibliography at the end of your post. Details will be discussed in the first class.

Environmental Education Activity/Lesson Plan
A large portion of your time in this course will be spent researching and developing a lesson plan, and later, a lesson plan activity to be taught in the public sphere. Each lesson plan will relate to a particular environmental issue, whether physical/geographical in nature and/or environmental/social justice-oriented (historical or current issue) and will include a hands-on activity or game. You will work in groups of 2-3 students for the collaborative ***in-class*** teaching portion of this assignment, however the annotated bibliography and UbD lesson plan are ***individual*** assignments. **ALL** students will be turning in an annotated bibliography and a UbD Lesson Plan, the LPA is a group collaboration assignment.

Annotated Bibliography
In order to prepare a lesson plan on a particular subject, it is important to research that subject first. Giving a lesson without adequate knowledge is a nerve-racking experience. In order to prepare for your in-class teaching day and written lesson plan, you will research your assigned topic(s) and prepare a summary of the information you have learned. You ***must*** use APA format when turning in writing assignments in this class, unless otherwise noted by the instructor.

- You must use 10 sources ***minimum***: 5 primary/peer-reviewed, 3 secondary academic (i.e. textbook), 1 printed media (i.e. newspaper, magazine), 1 website (examples of appropriate websites will be covered in class)
- Include the complete publishing information for each source (APA format)
- Include a brief summary of the key points you learned from each source (the annotation)
- When using media and website sources, evaluate the quality of the source. (*Wikipedia* and *The Onion* do NOT count as reliable sources.)

Lesson Plan Development using Unit Backward (by) Design (UbD)

After developing the annotated bibliographies, each student will have a small treasure trove of information from which to begin designing an environmental education lesson plan. In pedagogical practice, backward design is a commonly used technique to ensure that lessons are developed to meet the goals of the course. Also included in this assignment, will be a written paper (3-4 pages in length) that introduces the demographic of your student population, the school district (real or imagined), and your reasoning for teaching in this particular school and *why* you are teaching *what* you are teaching. It will also contain how your lesson plan will address California State Mandated Standards (see below). Look at this paper as a synthesis of both a ***motivation & scope*** of your work and a ***statement of purpose*** that describes the goals or outcomes of your lesson plan**.** This assignment will build on the information that we have covered in class pertaining to the intersection of one's positionality, educational approach, technique, and strategies. It will also serve to further develop and inform your final assignment, your ***environmental education philosophy reflection paper***, due at the end of this course. Students are expected to demonstrate an in-depth contextual understanding of their subject matter and to provide strong supportive reasoning, not opinions, for their intention and goals of their LPs. Your (future) students won't necessarily be interested in your opinions but will be *greatly* interested in your passions and your motivations for teaching. This conjunctive assignment will be a *separate*, written introduction to your lesson plan and will include ALL of your research thus far (references, citations, images, examples, etc.). UbD templates will be provided on Canvas. Details will be discussed in class.

Lesson Plan Activity (LPA)

Based on your annotated bibliography and your lesson plan, you (and your partner/s) will develop a lesson plan activity, extracted from one of your overall lesson plans, that can be taught at the K-12 level. The lesson activity may be designed for use in a classroom, on a field trip, at a nature center, or in any other educational setting. You must include ***at least one*** experiential learning technique, such as hands-on activities, art projects, or single concept field trips. Fillable PDF/Word Doc templates for your LPA will be provided on Canvas and will be gone over in class. The lesson should be designed to be 30-60 minutes in length, contain a materials list, location and context of the lesson plan activity itself (any prior activity/lesson/lecture/guest speakers, etc.) and should include the grade level along with how it addresses California State Mandated Curriculum Standards in their various forms (NGSS , STEAM, VAPA, etc.).

https://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp,
https://www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf,
https://www.cde.ca.gov/fg/fo/r27/steamexpanrfa.asp.
http://www.corestandards.org

You will collaborate with a partner/s to move this activity into the public sphere. Meaning, that you all will be teaching this lesson plan activity at a local school (elementary, middle, high school), a local community-based organization, or some other neighborhood community center that can provide and foster an educational experience for you and your students. You and your partner/s will then document each other (written, video, pictures, etc.) teaching the lesson plan activity itself (issues and components of this process, such as MOU's ,working with youth and visual documentation, etc., will be covered in class). You and your collaborative partner/s will also create a simple pre-and-post evaluation survey to be administered to your students *prior* to the lesson plan activity and then *after* the activity to gauge the effectiveness of your efforts. Examples of these will be discussed and covered in class. You will then use this data, in addition to your teaching experience with your collaborative partners, to present your findings for your final project at the end of the semester. Your final visual presentation (i.e. PPTX presentation, a Prezi, a Keynote, etc.) will be the culmination of all your data and experience summarized for all of us to see (approximately 8-10 slides). Please have all materials, including technology requirements with you at the time of your presentation. If you require a computer, cables, dongals, adaptors, etc., you may borrow these from the Instructional Resource Center (IRC) annexed and located within Dudley Moorhead Hall.

Although this may initially appear as a daunting task, having accumulated such skills as an upper division undergraduate like those listed above in the **"Course Format"** section of the green sheet, you are ***more*** than capable of accomplishing this. It's good practice to get your 'feet wet' as it were and to 'stretch your pedagogical muscles.' I will have some resources such as possible locales for collaboration and teaching already arranged for you as much as possible, but I encourage you to think independently and outside the box when it comes to accessing a venue to teach your lesson plan activity. If you need to chat about this with me, please feel free to visit me during my office hours or make an appointment with me by email and we can meet at the Student Union or some other locale (coffeeshop, etc.) to talk it over. I am here to support you in your success.

Environmental Education Philosophy

You will conclude the course by writing your own environmental educational philosophy. This paper will be 4-5 pages in length and will express your goals as an educator, why you believe teaching is important, and what role you feel that environmental issues have in the broader context of education. You will use the results and data from your final project as comparative content (i.e. research and personal experience, literature and present educational practices, etc.) You may have done something similar in other classes; however, this educational philosophy should focus on environmental topics, and how you believe they fit into your personal views on education. It will be written in a APA formatted research paper style. You **must include** a title page, page numbers, citations, and references. You will not need a table of contents (TOC.)

Reading

As this is an upper division undergraduate course, without question, you all will be reading… ***a lot***. In this age of technology, social media, tic-tocks, fleeting visual vignettes, and wide-spread Internet surfing, there has been strong notable impact in the links between a student's ability to read an article all the way through (let alone the syllabus for a class) and their lack of knowledge acquisition. We are all used to brief encounters with information, images, and text that bombards us on the Internet, but it does not come without its consequences. Perhaps you have noticed it if you have or are presently working with youth in an educational setting… or even in yourselves. But rest assured, you will ***indeed*** be reading in this class. With the exception of some front-loaded reading assignments, readings are usually assigned in the syllabus ***on the day that they are due***. The reason for this is two-fold: You need to have participated in the online discussion ONE HOUR before we meet and also will need to have completed the reading in order to participate in the class lecture/discussion/activity.

Late Work

Pretty much all of the 'turned in' assignments are due by 11:59 pm on the due date listed in the course calendar, with the exception of online discussions, which are due ONE HOUR prior to your scheduled class time. Late work is NOT accepted. All submission will be **locked** at the appointed time. No submissions are possible after the deadline. Exceptions may be considered for legitimate and documented circumstances (medical emergency, death in the family, etc.) with proper documentation and/or upon consent by the instructor. If you foresee yourself falling behind in the class, missing class multiple times, or unable to keep up with the timeline and/or assignments due to other commitments, I *STRONGLY* suggest that you come and see me *BEFORE* it becomes a huge problem for you, me, and the class so we can arrive at a solution that is agreeable for everyone. Just to be transparent, I am ***not*** flexible nor sympathetic when it comes a student's 'cry of help' at the 11th hour of the semester.

Field Trips

We will be going on 1or 2 field trips during the course of this class if the timeline allows. All field trips will be during the scheduled class time. These field trips have been chosen to showcase some of the many wonderful educational opportunities in our area. Attending, participating, and engaging in the various activities will hopefully enhance your understanding of the class material, give you inspiration for activities and field trips for your future students, and simply be enjoyable!

Grading Policy Information

Your grade will be based on your assignments and class participation. All assignments, when noted, are to be turned in through CANVAS before the specified due date and time or at the beginning of class of the due date unless otherwise indicated. Late work is NOT accepted.

Grading Scale

90% - 100% = A
80% - 89% = B
70% - 79% = C
62% - 69% = D
>62% = F

Grading Rubric

Assignment	***Points***
Canvas Discussions	10 (5%)
In-Class Discussions/Activities	10 (5%)
Lesson Plan	70 (35%) [Break down just below]
Annotated bibliography	*(20pts.)*
Unit Backward Design/Paper	*(30pts.)*
Activity/Written Lesson Plan	*(20pts.)*
Environmental Education Philosophy	10 (5%)
Final Presentation	50 (25%)
Class Participation/Activities	50 (25%)
TOTAL:	200 (100%)

Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

Classroom Protocol

Student Responsibilities
The keys to success in this class include (1) reading all assigned materials, (2) doing all assignments, and (3) participating in class and online discussions. All course activities are designed to engage students in a robust learning experience. All students should be prepared to devote up to six (6) hours of out-of-class time to course assignments and online discussions.

Policies of the Classroom
There isn't much that I get bent out of shape about, but…cellphone and computer policies are as thus (and this is where I get *really* touchy): I don't want to even *sense* a cellphone in my classroom or see it being used while I am lecturing, during the taking of tests/exams, or while your classmates are presenting or leading a discussion. I find it rude and socially unacceptable. However… if you are waiting to hear from a childcare provider for your little one, there is an illness in the family, or if there is some other emergency where you require access to your cellphone to receive calls, then *please* let me know (prior to class or by email) and then put it face down on your desk or the table and put it on *vibrate only*. If you need to take a call, please do so in the hallway outside the classroom. If you need to leave for a

particular reason, then quietly come back into the room, collect your things, and you can scoot out the door. You can always email me later , if necessary, to explain the circumstances and the reason that you needed to leave.

Computers, on the other hand, may be used to take notes, to access Canvas discussions, to research sources for group work or discussions, and for classroom related activities. We're adults and we need to be present to the best of our ability and we can't do that by Facebooking or texting to set up the next social gathering with our friends. If we have a group activity planned, you are expected to remove ALL devices from your desktop. You are expected to be FULLY engaged and respectful of everyone in the classroom. If devices are needed for the activities, I will let you know.

Office Visits

Come visit me! One of my favorite things to do is talk to students about environmental and social justice issues and research. We can chat about the course, address any questions you have about readings and/or assignments, or just talk about your interests more broadly. My goal is to be here *for you* to the best of my ability.

University Policies

Per University Policy S16-9 *(http://www.sjsu.edu/senate/docs/S16-9.pdf)*, relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/". Make sure to visit this page, review and be familiar with these university policies and resources.

Course #22171 & #23679/ Environmental Education

Fall 2019, Mon & Wed. 10:30-11:45 am & 12:00-1:15 pm

The timeline is mutable, and the present schedule is subject to change with fair notice. You will be informed by email and/or through Canvas.

Course Schedule

Week ***(Optional)***	**Date**	**Topics, Readings, Lectures/Discussions, Assignments, Deadlines**
1	Thu, Jan 23th	*No Class, first day of instruction on Monday, January 27th
2	Mon, Jan 27th	*Syllabus/adds/introductions ***Topic/Discussion:** What is Environmental Studies? Defining the Environment & Environmental Education (EE) for ourselves
2	Wed, Jan 29th	***Topic:** Positionality: Space, place, power & identity. What is it and why should we care? ***Reading:** Cole, A.G. (2007) ***Lecture/Discussion:** Who are we and how does this affect how/what/who we teach? ***Online Discussion:** Who am I & Why Should It Matter in Education?
3	Mon, Feb 3rd	***Topic:** Seeds of Possibility (& Annotated Bibliography Intro to Assignment) ***TEDTalk** : How to Escape Education's Death Valley (Curiosity vrs. Compliance) ***Activity:** Observation Exercise, PPTX mini-lecture and discussion
3	Wed, Feb 5th	***Readings:** Weil, Z. (2016) Intro & Part I; Martusewicz et al. (2014) chapter 1 ***Lecture Discussion:** Seeds of Possibility, how do we shift our pedagogical lens

Week *(Optional)*	Date	Topics, Readings, Lectures/Discussions, Assignments, Deadlines
		in EE? ***Online Discussion:** Transforming the Classroom and How It Happens
4	Mon, Feb 10th	***Topic:** Who's Afraid of the Big, Bad Wolf? ***Readings:** Sobel (1998); Glossary of Env. Terms (for review & reference) ***Lecture:** What is this Nature Thing, Anyway? (Definitions and What You Know)
4	Wed, Feb 12th	***Lecture:** Who's Afraid of the Big, Bad Wolf? Youth and Ecophobia. ***Reading:** Broda (2007) chapter 2; Kellert (2002) ***Online Discussion:** Lion and Tiger and Bears, Oh My!
5	Mon, Feb 17th	***Topic:** What Environmental Issues are Important for You and Why? ***Video:** YouTube, Sea Level Rise & Puerto Rico's Beaches (watch for today) https://www.youtube.com/watch?v=RdixQEweDco ***Activity:** Climate Change Mixer (Bigelow, PCfE) ****Assignment Due:** Annotated Bibliography
5	Wed, Feb 19th	***Lecture/Discussion:** Environmental Issues (Ecological, socio-cultural, political, & economic implications) ***Activity/Quiz:** Short but Sweet, Environmental Studies Quiz (15 terms) ***Reading:** Davis (1998) ***Online Discussion:** Environmental Issues, both Local & Global
6	Mon, Feb 24	***Topic/Lecture & Discussion:** UbD Lecture Introduction ***Activity:** UbD Working Group Sessions
6	Wed, Feb 26th	***Activity:** UbD Working Group Sessions ***Reading:** Wiggins (2005); Wiggins & McTighe (2005) ***Online Discussion:** Logistics and Creativity in the Classroom: What is Critical Thinking and Why Do We Need It?
7	Mon, Mar 2nd	***Topic:** Children's Exploration ***Activity:** Backward Design Working Group Sessions
7	Wed, Mar 4th	***Topic/Lecture/Discussion:** Children's Exploration, Standards & Creativity in the Classroom ***Reading:** Broda (2007) chapter 4; Fortino, et al. (2014) ***Online Discussion:** The Intersection of Creativity and Standardization ****Assignment Due:** Backward Design Template & SOP/M&S paper
8	Mon, Mar 9th	*****Field Trip:** San José Children's Discovery Museum, Bill's Big Backyard ***Activity:** Observations & Recording Data in Outdoor Classrooms
8	Wed, Mar 11th	***Guest Speaker:** Alex Dahl, Program Coordinator, Growing Sustainably Garden Education Program, CommUniverCity ***Reading:** Broda (2007) Chapter 5 ***Online Discussion:** Observations in the Outdoor Classroom ****Assignment Due:** Rough draft of LPA, check-in.
9	Mon, Mar 16th	**Topic:** Thinking Spatially ***Lecture/Discussion:** How Mapping Can Enhance Youth Experience in EE ***Reading:** Broda (2007) chapter 6; Bourke (2013); National Geographic Mapping Fundamentals (PDF: primarily for reference, but please read/review)
9	Wed, Mar 18th	***Topic:** Thinking Spatially ***Activity:** Space, Place, & Context, Mapping for the Classroom ****Assignment Due:** Lesson Plan Activity (LPA)

Week *(Optional)*	Date	Topics, Readings, Lectures/Discussions, Assignments, Deadlines
10	Mon, Mar 23rd	***Topic:** Youth Participation & Social Change ***Movie, in-class:** TBA, Discussion to follow
10	Wed, Mar 25th	***Topic/Lecture Discussion:** Youth Participation & Social Change ***Reading:** Douglas (2016); Hart (1993) ***Online Discussion:** Where are the Children?
11	Mon, Mar 30th	**NO CLASSES: SPRING BREAK!** ***Reading:** Weil (2016) Part II (over spring break)
11	Wed, Apr 1st	***NO CLASSES: SPRING BREAK!**
12	Mon, Apr 6th	***Topic:** Thinking Democratically as an Educator ***Activity:** Democratic Processes and how they Shape Student Youth Experience, PBS Voting in the Classroom Exercise ***Reflection Exercise:** Break out group sessions
12	Wed, April 8th	***Lecture/Discussion:** What Does Democracy Look Like in the Classroom and Beyond? ***Reading:** Saltmarsh (1996); Martusewicz et al. (2014) chapter 2 ***Online Discussion:** What democracy?
13	Mon, April 13th	***Topic:** Raising Solutionary Youth ***Lecture/Discussion:** Environmental Issues and Creating Solutions, Garden Education & Food Justice
13	Wed, April 15th	***Guest Speaker:** Kayla Kumar, Development Director for *Food What?!* Santa Cruz, CA ***Activity:** Q&A
14	Mon, April 20th	*****EARTH WEEK***, Topic:** Earth Day and the Classroom *** Activity:** Eco-centric and Sustainability Games (in-class game playing) ***Reflection Exercise:** Brainstorming Games for the Classroom
14	Wed, April 22nd	*****EARTH WEEK***:** We will be attending the Earth Day Resource Fair on the Tower Lawn and engaging with the various SJSU clubs, associations, San José organizations, and groups. ***Activity:** Self-Tour. Visit 5-6 sites at the Resource Fair, gather information, fill out observations sheet and investigate any youth-friendly events/classes that they might offer. These can be used as resources for your own ideas!
15	Mon, April 27th	****Topic:** Teaching for a Just Climate *** Lecture/Discussion:** What is Environmental Justice? ***Reading:** Devin-Wright & Devine- Wright (2004)
15	Wed, April 29th	***Topic:** Teaching for a Just Climate **Activity:** Indigenous Climate Summit (Bigelow, PCfE) ***Online Discussion:** How Should Climatic Justice be Taught and Who Should be Teaching it?
16	Mon, May 4th	***FINAL PRESENTATIONS!**
16	Wed, May 6th	***FINAL PRESENTATIONS!**

Week *(Optional)*	Date	Topics, Readings, Lectures/Discussions, Assignments, Deadlines
17	Mon, May 11th	***FINAL PRESENTATIONS!** **** Assignment Due:** EE Philosophy Paper

Course Readings/References:

Berman, S. (1997). Children's Social Consciousness and the Development of Social Responsibility. State University of New York Press.

Broda, H. W. (2007). Schoolyard-Enhanced Learning: Using the Outdoors as an Instructional Tool, K-8. Portland, Me: Stenhouse Publishers.

Chawla, L. (1999). Life paths into effective environmental action. The Journal of Environmental Education, 31(1), 15–26.

Chawla, L. (2001). Putting Young Old Ideas into Action: The relevance of Growing Up in Cities to Local Agenda 21. Local Environment, 6(1), 13–25. https://doi.org/10.1080/13549830120024224

Chawla, L., & Hart, R. A. (1995). The Roots of Environmental Concern. NAMTA Journal, 20(1), 148-57.

Cole, A.G. (2007). Expanding the Field: Revisiting Environmental Education Principles Through Multidisciplinary Frameworks. Journal of Environmental Education, Heldref Publications. Vol. 38, no. 2

Devine-Wright, P., Devine-Wright, H., & Fleming, P. (2004). Situational Influences upon Children's Beliefs about Global Warming and Energy. Environmental Education Research, 10(4), 493–506.

Douglas, J. A. (2016). What's Good in the'Hood: The Production of Youth, Nature, and Knowledge in Children, Nature, Cities: Tacoma, Washington.

Douglas, J. A., & Katz, C. (2009). It's all happening at the zoo. Afterschool Matters, 36. Retrieved from http://3bhuf2134ms42er36k19to8a.wpengine.netdna-cdn.com/wpcontent/uploads/sites/13/2014/12/asm_2009_8_spring.pdf#page=40

Duhn, et al. (2017). Troubling the intersections of urban/nature/childhood in environmental education. Environmental Education Research, vol. 23, no.10, 1357-1368 https://doi.org/10.1080/13504622.2017.1390884

Fisher, S. R. (2016). Life trajectories of youth committing to climate activism. Environmental Education Research, 22(2), 229–247. https://doi.org/10.1080/13504622.2015.1007337

Fortino, et al. (2013). Growing Up Wild, Teaching Environmental Education in Early Childhood. International Journal of Early Childhood Environmental Education, 2(1), p. 156-171.

Greene, S., Burke, K., & McKenna, M. (2013). Forms of Voice: Exploring the Empowerment of Youth at the Intersection of Art and Action. The Urban Review, 45(3), 311–334. https://doi.org/10.1007/s11256-012-0228-z

Hart, R. A. (1992). Children's Participation: From Tokenism to Citizenship. UNICEF International Child Development Centre.

Jensen, B. B. (2002). Knowledge, action and pro-environmental behaviour. Environmental Education Research, 8(3), 325–334.

Kellert, S. R. (1985). Attitudes toward animals: Age-related development among children. In Advances in Animal Welfare Science 1984 (pp. 43–60). Springer. Retrieved from http://link.springer.com/10.1007/978-94-009-4998-0_3

Kellert, S. R. (2002). Experiencing Nature: Affective, Cognitive, and Evaluative Development in Children. In P. H. Kahn & S. R. Kellert (Eds.), Children and Nature: Psychological, Sociocultural, and Evolutionary Investigations (pp. 117–152). Cambridge, Mass: The MIT Press.

Kelley, M. (2016). Unexpected Encounters with Nature in the City: Urban Youth and the Margins of Public Space in Children, Nature, Cities: Tacoma, Washington.

Martusewicz, R. A., Edmundson, J., & Lupinacci, J. (2014). Ecojustice education: Toward diverse, democratic, and sustainable communities. Routledge.

Sobel, D. (1996). Beyond ecophobia. Great Barrington, MA: Orion Society. Retrieved from http://www.eenorthcarolina.org/Documents/beyond_ecophobia.pdf

Sobel, D. (2008). Childhood and Nature: Design Principles for Educators. Portland, Me: Stenhouse Publishers.

Vining, J. 2003. The Connection to Other Animals and Caring for Nature. Human Ecology Review, 2, 89 - 99.