



ITESO, Universidad  
Jesuita de Guadalajara

## DEPARTAMENTO DE FORMACIÓN HUMANA

### GUÍA DE APRENDIZAJE

Periférico Sur Manuel Gómez Morín 8585. Tlaquepaque, Jalisco, México. CP: 45090. Teléfono: +52 (33) 3669 3434

<b>ASIGNATURA: Environment &amp; Society</b>	<b>CREDITOS: BCD asincrónica 2 horas TIE 2 horas</b>
<b>CLAVE DE ASIGNATURA Y GRUPO: DFH11LN</b>	<b>HORARIO: Sin horario definido, modalidad asincrónica en línea</b> <b>SALÓN: Modalidad en línea sin espacio presencial asignado</b>
<b>PROGRAMA ACADEMICO: No aplica DFH.</b>	<b>IDIOMA: Inglés</b>
<b>DEPARTAMENTO: Departamento de Formación Humana</b>	<b>PERIODO ESCOLAR: Otoño 2020</b>

<b>Nombre del profesor: M.Arq. Nadia Ayala LEED AP BD+C</b>	
<b>Correo electrónico: <a href="mailto:nadia@iteso.mx">nadia@iteso.mx</a></b>	<b>Teléfono: 36693434</b>

**PRESENTACIÓN:** Over the past 50 years, environmental issues have taken an increasingly prominent place on the local, national and international agendas. The human community has become painfully aware that our environmental resources are limited, and under severe stress. The consequences of environmental degradation have important ethical implications, such as the fair distribution of limited resources as well as of sacrifices, risks and costs; human rights and the rights of other species; intergenerational justice; responsible stewardship; solidarity; among others. However, in spite of the evident urgency of these issues, human communities have had trouble taking timely action, or even to agree on the terms of the situation.

This course seeks to help students gain insight into the complexity of environmental issues by approaching the environment as an essentially socio-cultural construct, a negotiated and communicated interpretation of inhabited space. This approach does not deny the relevance of scientific knowledge of the environment as material reality, but it highlights the importance— especially in an environmental education course called “Society & the Environment”— of confronting diverse meanings, priorities and sources of knowledge. In this course, students will assume their role as social actors and “first-hand knowers” of their environment, and will share what they have learned about it in their accumulated life experience, while at the same time considering knowledge and meanings generated by a variety of other subjects. Emphasis will be given to students’ responsibility for communicating environmental knowledge and convictions in a variety of media and formats, as one of their duties as responsible citizens. Some theoretical tools will be provided to help the students navigate critically and ethically among many competing visions of the environment, as they reflect on the new meanings they construct and try to discern the best way to act in their environment, both as an individual/ professional and as a society. Students will also work on a semester-long project designed to give them first-hand experience of an environmental problem and/or solution.

## **PROPÓSITO GENERAL:**

Students will understand the complexity and urgency of environmental issues, as well as their inherent conflictive nature, in an interdisciplinary and inter-subjective approach, in order to construct a stance for responding both individually and collectively to these issues, with priority given to the most vulnerable people and communities.

## **PROPÓSITOS ESPECÍFICOS:**

After taking this course, students will be able to:

- Understand environmental issues as inherently complex and conflictive, and approach them in an interdisciplinary and inter-subjective way.
- Recognize their own position in environmental issues as citizens, social actors, and future professionals, with an awareness of what these roles entail.
- Apply certain principles of environmental ethics (fairness to present and future generations; sustainability; protection of the most vulnerable, including non-human species; cooperation) in order to take a well-grounded stance and undertake individual and/or collective actions to deal with important environmental issues.

## **LANGUAGE AND ACADEMIC STANDARDS**

The study materials for this course will be primarily in English. Classroom activities will be conducted in English. This is not a language course, and students' mastery of English will not be explicitly evaluated; however, they should know enough English to handle academic work at a university level, especially in terms of reading and listening comprehension, the ability to participate in oral discussions and formal oral presentations, and university-caliber writing, in which they are expected to meet academic standards regarding organization, presentation, sentence structure, punctuation, originality and explicit acknowledgment of outside sources. Students must have finished and approved the 6<sup>th</sup> level of English in order to be accepted in the class.

The Canvas page will be used extensively, so students must have access to it. They are also responsible for keeping track of their grades by consulting them on Canvas.

**SITUACIONES DE APRENDIZAJE:**

Week number	Date	Work in class
1	August 17 <sup>th</sup> 's week	WELCOME TO THE COURSE
2	August 24 <sup>th</sup> 's week	BASIC CONCEPTS ON SUSTAINABILITY AND THE PLANETARY STATE
3	August 31 <sup>st</sup> 's week	ENERGY
4	September 7 <sup>th</sup> 's week	ENVIRONMENTAL ISSUES PT 1
5	September 14 <sup>th</sup> 's week	ENVIRONMENTAL ISSUES PT 2
6	September 21 <sup>st</sup> 's week	THE TRAGEDY OF THE COMMONS AND ENVIRONMENTAL FOOTPRINT
7	September 28 <sup>th</sup> 's week	LOCAL ENVIRONMENTAL ISSUES AND GROUP CAMPAIGN
8	October 5 <sup>th</sup> 's week	WATER
9	October 12 <sup>th</sup> 's week	DEBATE
10	October 19 <sup>th</sup> 's week	WASTE
11	October 26 <sup>th</sup> 's week	GREEN CAMPUS
12	November 2 <sup>nd</sup> 's week	FOOD AND SUSTAINABILITY
13	November 9 <sup>th</sup> 's week	CONSCIOUS CONSUMPTION
14	November 16 <sup>th</sup> 's week	GREEN DIRECTORY NGO'S PRESENTATIONS
15	November 23 <sup>rd</sup> 's week	PERSONAL MANIFESTOS PRESENTATION PT1
16	November 30 <sup>th</sup> 's week	PERSONAL MANIFESTOS PRESENTATION PT2

**Important note: even though in this semester the last official day of activities at ITESO is December 7<sup>th</sup>, this course is asynchronous, which means there are no holiday weeks, thus, we comply with the 16 weeks of effective sessions by November the 30<sup>th</sup>.**

## EVALUACIÓN GLOBAL, CALIFICACIÓN Y ACTIVIDAD DE CIERRE

### Evaluation criteria

Participation in class (PC)	10%
Minor assignments (MA)	30%
Team expositions (TE)	17%
Documentaries reports or quizzes (DRQ)	22%
Campaign (C)	8%
Personal manifesto (PM)	13%

## POLÍTICAS UNIVERSITARIAS

The following ITESO norms apply to this course:

- Students must comply with at least 80% of the class activities in order to pass the course.
- Students are expected to do four hours of work to earn the credits.
- Assignment must be turned in before the deadline posted on the Canvas page.
- Plagiarism will be punished according to the general dispositions of the *Departamento de Formación Humana* (DFH).
- The minimum passing grade is 60 out of 100 points. A grade of 59 is not enough to pass.
- Grades will round up only from 6 and higher. E.g. 96 is 10 while 95 is 9 except under 59.
- This course is considered an *asignatura cursativa*, which means there is no extraordinary exam.

## REFERENCIAS BIBLIOGRÁFICAS Y TELEMÁTICAS

### Selected documentaries

- A.U.M. Films & First Spark Media. (2014). Cowspiracy: The Sustainability Secret.
- Cream Productions. (2008). Aftermath: Population Zero. Canada.
- David Fedele. (2012). E WASTELAND. Retrieved from <https://www.youtube.com/watch?v=yUCoToorc9M>
- European Environment Agency. (2012). Planet RE:think (fragment). Retrieved from <https://www.youtube.com/watch?v=IF9YsVpZnSE>
- GaiaFoundationVideo. (2012). Seeds of Freedom. Retrieved from <https://www.youtube.com/watch?v=C-bK8X2s1kl>
- homeproject. (2009). HOME. Retrieved from <https://www.youtube.com/watch?v=jqxENMKaeCU>
- Nation Earth. (2005). Earthlings.
- Purple Turtle Films. (2008). Blue Gold: World Water Wars.

## **Books**

Economist Intelligence Unit. (2010). Latin American Green City Index. Retrieved from [https://www.siemens.com/entry/cc/features/greencityindex\\_international/all/en/pdf/report\\_latam\\_en.pdf](https://www.siemens.com/entry/cc/features/greencityindex_international/all/en/pdf/report_latam_en.pdf)  
OECD. (2008). OECD Environmental Outlook to 2030.

## **Others**

Global Footprint Network. (n.d.). Footprint Calculator. Retrieved from <http://www.footprintnetwork.org/en/index.php/GFN/page/calculators/>  
Grupo Reforma. (2015). Busca México limpiar sus energías. Retrieved from <http://www.reforma.com/libre/players/mmplayer.aspx?idm=35602&te=100>  
Kurzgesagt – In a Nutshell. (2014). Everything You Need to Know About Planet Earth. Retrieved from [https://www.youtube.com/watch?v=JGXi\\_9A\\_\\_Vc](https://www.youtube.com/watch?v=JGXi_9A__Vc)  
Marginal Revolution University. (2015). The Tragedy of the Commons. Retrieved from <https://www.youtube.com/watch?v=bs2P0wRod8U>  
MinuteEarth. (2015). How Do Greenhouse Gases Actually Work?. Retrieved from <https://www.youtube.com/watch?v=sTvqlijvTg>  
Monbiot, G. (2014). From the top of the food chain down: Rewilding our world. Retrieved January 18, 2016, from <https://ed.ted.com/lessons/from-the-top-of-the-food-chain-down-rewilding-our-world-george-monbiot>  
storyofstuffproject. (2007). Story of Stuff. Retrieved from <https://www.youtube.com/watch?v=9GorqroigqM&spfreload=10>