GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course Information:
Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>College/School</th>
<th>Select One</th>
<th>Department/School</th>
<th>Mary Lou Fulton</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix:</td>
<td>SCN</td>
<td>Number: 302</td>
<td>Title: Environmental Education: A Global Perspective</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Units: 3</td>
</tr>
</tbody>
</table>

Course description: This class is designed to ignite questions, wonder, and reflection related to the ways we educate ourselves and the next generations as stewards of this planet. Through lived experiences, classroom exercises, relevant readings, individual and group projects and activities, students will gain a wider and deeper appreciation of the global ecological, sustainability, and science practices and how those are manifested in urban, rural and natural areas throughout the world. Students will explore the historical and philosophical foundations of the diverse emphases and uses of the outdoors, nature study, experiential education and place-based education. Pre-requisites: ENG 101, ENG 105, or ENG 107.

Is this a cross-listed course? No
If yes, please identify course(s):

Is this a shared course? No
If so, list all academic units offering this course:

Chair/Director Initials: 

Note: For courses that are cross-listed and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Requested designation: Global Awareness–G

Mandatory Review: Yes

Eligibility: Permanent numbered courses must have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:
For Fall 2018 Effective Date: October 1, 2017
For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:
- Signed course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

<table>
<thead>
<tr>
<th>Name</th>
<th>Molina Walters</th>
<th>E-mail</th>
<th><a href="mailto:Drmo@asu.edu">Drmo@asu.edu</a></th>
<th>Phone</th>
<th>4807271510</th>
</tr>
</thead>
</table>

Department Chair/Director approval: (Required)

Rev. 3/2017
<table>
<thead>
<tr>
<th>Chair/Director name (Typed):</th>
<th>Nicole Thompson</th>
<th>Date:</th>
<th>9-20-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair/Director (Signature):</td>
<td>Handwritten Signature</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>GLOBAL AWARENESS [G]</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ASU--[G] CRITERIA</strong></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>Studies <strong>must</strong> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>The course must match at least one of the following descriptions: (check all which may apply):</td>
</tr>
<tr>
<td>a.</td>
<td></td>
<td>In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <strong>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</strong></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td>The course is a language course for a contemporary non-English language, and has a significant cultural component.</td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td>The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
</tr>
<tr>
<td>d.</td>
<td></td>
<td>The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue’s place within each culture and the effects of that issue on world cultures.”</td>
</tr>
</tbody>
</table>
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2d: study the cultural significance of a non-U.S. centered global issue</td>
<td><strong>SAMPLE:</strong> The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td><strong>SAMPLE:</strong> Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
</tr>
<tr>
<td>2d: study of cultural significance of non-U.S. centered global issues.</td>
<td>This course examine organized efforts to teach how natural environments function, and particularly, how human beings benefit from a relationship with nature, how human beings can manage behavior and ecosystems to live sustainably in a global society setting.</td>
<td>Module 2 addresses the impacts of nature on humanity as a whole. The module explores Costa Rica, the most environmentally advanced and happiest place on earth for the last couple of years. Costa Rica has built a reputation as one of the world’s greenest countries the after passing a series of “green culture” laws in the 1990 that protected forests, waters, biodiversity and natural beauty. This transformation came after decades of deforestation and banana plantations contributed to the rapid shrinking of the Costa Rican wilderness. Module 3 examines the attitudes of European countries toward the environment and the need for nature and many of these countries are leading the way in sustainable development. Module 6 addresses the research from Europe, China and North America regarding prescribing time in nature as an alternative to traditional medicine.</td>
</tr>
</tbody>
</table>

Debate #1
Earth Environmental Leader Cards
Field Experience Activities
Position Papers 1 & 2
Environmental Self-Portrait
| 2d: study of cultural significance of non-U.S. centered global issues. | The course addresses the teaching of individuals, and communities, in transitioning to a society that is knowledgeable of the environment and its associated problems, aware of the solutions to these problems, and motivation to solve them. | Modules 4 and 7 address the United Nations Educational, Scientific and Cultural Organization (UNESCO) mission of imparting an inherent respect for nature amongst society and in enhancing public environmental awareness safeguarding future global developments of cosetial quality of life, through the protection of the environment, eradication of poverty, minimization of inequalities and the insurance of sustainable development, by looking at the Environmental Performance Index (EPI) and the countries that are leading the way in developing a sense of place and nature connectedness. Europe (Finland, Sweden, Denmark), Iceland and North America efforts and nature study programs will be discussed and compared. Debate #2 Earth Environmental Leader Cards Field Experience Activities Position Papers 1 & 2 |
| 2d: study of cultural significance of non-U.S. centered global issues. | This course examines worldviews regarding development and sustainable development. It engages with citizens of all demographics to evaluate environmental issues, make educated judgments about those environmental issues and enhance their appreciation of the environment. | Module 8, 10 and 11 will address the Sustainable Development Goals (SDGs), otherwise known as the Global Goals, which came into effect at the beginning of 2016 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The 17 Goals build on the successes of the Millennium Development Goals, while including new areas such as climate change, economic inequality, innovation, sustainable consumption, peace and justice, among other priorities. Many countries in Africa, working with the UN Country Teams are empowering the younger generations with learning opportunities and the means necessary to flourish (Module 8). Module 10 focuses on New Zealand and Australia’s environmental education programs in schools and community. Module 11 introduces Europe and North America’s efforts to learn from nature through biomimicry. Module 13 addresses place based education movement in Europe, New Zealand and Australia. Debate #3 & 4 Action Learning Project Earth Environmental Leader Cards Field Experience Activities |
**SCN 302 Environmental Education: A Global Perspective**  
**Schedule Line #**  
**3 credits**

**Instructor Information**  
Lead Instructor: Insert your information here.  
ASU Email:  
Phone:  
Office Hours:  
Office Location:

**Catalog Description**  
This class is designed to ignite questions, wonder, and reflection related to the ways we educate ourselves and the next generations as stewards of this planet. Through lived experiences, classroom exercises, relevant readings, individual and group projects and activities, students will gain a wider and deeper appreciation of the global ecological, sustainability, and science practices and how those are manifested in urban, rural and natural areas throughout the world. Students will explore the historical and philosophical foundations of the diverse emphases and uses of the outdoors, nature study, experiential education and place-based education. Pre-requisites: ENG 101, ENG 105, or ENG 107.

This course carries a Literacy designation. That means the course has at least 50% of the assignments must involve reading, analyzing, and writing critically about the subject matter. Literacy is competence in written and oral discourse. Critical inquiry is the gathering, interpretation and evaluation of evidence. The literacy and critical inquiry requirement helps students sustain and extend their ability to reason critically and communicate clearly through language.

**Course Format**  
Hybrid/ Field Study or iCourse/ Field Study

**Required Course Texts, Materials and Resources**  

Purchase the course text(s) from the ASU Bookstore (http://bookstore.asu.edu/) or another retailer.

**Required Materials and Resources**  
- **Science Tool Kit:** A basic kit you put together consisting of: colored pencils, sharpener, markers, tape, glue stick, scissors, ruler, stapler/staples, post-it notes and highlighters. You can organize this in a pencil box or pouch.  
- **Composition or Spiral Notebook**  
- **Spiral Bound 4x6 index cards**

**Provided Materials**  
- ASU Blackboard Course Management Website at [http://myasucourses.asu.edu](http://myasucourses.asu.edu) (All ASU students have FREE access to this web resource).
Student Learning Outcomes

Upon completion of this course, the student should be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>NAAEE Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify nature study and environmental education components and describe ways that</td>
<td>2.2A, C 2.4A</td>
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<tr>
<td>these contribute to personal well-being.</td>
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<tr>
<td>2. Describe ways to take collective action to develop strategies to rectify a mistake</td>
<td>2.4A-C,E; 3.1A-C</td>
</tr>
<tr>
<td>or enhance an aspect of the natural environment.</td>
<td></td>
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<tr>
<td>3. Analyze and compare people’s collective and individual views regarding responsibilities</td>
<td>2.3A-E 2.4A-C,E</td>
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<tr>
<td>for protecting our natural environments in different parts of the world.</td>
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<tr>
<td>4. Describe environmental science concepts in social, personal, political and global</td>
<td>2.3A-E</td>
</tr>
<tr>
<td>perspectives.</td>
<td></td>
</tr>
<tr>
<td>5. Design effective nature based and environmental activities that teach nature concepts,</td>
<td>1A-CE; 2.4A 3.1A-D</td>
</tr>
<tr>
<td>sustainability and stewardship.</td>
<td></td>
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<tr>
<td>6. Analyze and compare international research and identify how outdoor recreational</td>
<td>2.4A</td>
</tr>
<tr>
<td>activities and being in nature can contribute to personal health care and physical fitness.</td>
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<td>7. Identify organizations and people from around the world who have contributed to the</td>
<td>4B</td>
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<tr>
<td>field of environmental education.</td>
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<tr>
<td>8. Develop an understanding of your sense of place and your role in local and global</td>
<td>2.2A,C; 2.4A-E; 3.1A-D</td>
</tr>
<tr>
<td>ecosystems.</td>
<td>4A-B</td>
</tr>
<tr>
<td>9. Develop an understanding of the civic, social and global responsibility of environmental</td>
<td>2.3A-E 2.4A-E 4A-B</td>
</tr>
<tr>
<td>stewardship.</td>
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<tr>
<td>10. Develop self-efficacy as an environmental steward.</td>
<td>3.2A-D 4A-D</td>
</tr>
</tbody>
</table>

• NAAEE Standards: [https://cdn.naaee.org/sites/default/files/learnerguidelines_new.pdf](https://cdn.naaee.org/sites/default/files/learnerguidelines_new.pdf)

Course Assignments

Please Note: The major assignments for this course will be automatically routed through SafeAssignment, a web-based plagiarism detection service. This service generates an originality report that identifies all material in the student paper that appears to be derived from other sources, including both sources that are properly acknowledged and cited and any that are not. The report will be reviewed before your assignment is graded. All work is to be original.

<table>
<thead>
<tr>
<th>Assignment and Description</th>
<th>Course Learning Outcomes</th>
<th>Score/Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Focus Questions: Learning how to actively engage with the materials you read is a</td>
<td>1, 2, 3, 4, 6, 7, 8, 9</td>
<td>Score/Points 10-35/240</td>
</tr>
<tr>
<td>skill that takes practice. The goal of this assignment is to make you a better critical</td>
<td></td>
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<tr>
<td>thinker and to encourage you to be an active, engaged reader. Students will respond to</td>
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<td>writing prompts pertaining to assigned readings to increase knowledge and understanding.</td>
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<tr>
<td>World Leaders in Environmental Education: Students will research and read about</td>
<td>1, 2, 3, 4, 7</td>
<td>Score/Points 120</td>
</tr>
<tr>
<td>environmentalist and scientist who have shaped our global awareness and conservation</td>
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<tr>
<td>practices. Students will complete an environmentalist card depicting the contributions of</td>
<td></td>
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<tr>
<td>these individuals. 40 Environmentalist cards @3pts each.</td>
<td></td>
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<tr>
<td>Field Experience Activities: (Laboratory Experience) Students will complete three</td>
<td>1, 2, 3, 4, 5, 6, 8, 9, 10</td>
<td>Score/Points 30/90</td>
</tr>
<tr>
<td>laboratory field assignments that will reinforce class content and session learning</td>
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<tr>
<td>outcomes. Field assignments are designed to get students in the field exploring nature and</td>
<td></td>
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<tr>
<td>applying what has been learned in class. Students will complete the field assignments and</td>
<td></td>
<td></td>
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<tr>
<td>share their learning with their peers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment and Description</td>
<td>Course Learning Outcomes</td>
<td>Score/Points</td>
</tr>
<tr>
<td>----------------------------</td>
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</tr>
</tbody>
</table>
| **VISA: Very Important Student Activities:**  
Class activities will be used to reinforce your learning, understanding and application for each session based on the learning outcomes. These activities will cover a range of topics that correspond to the week’s theme, and will be completed individually or in groups. You must be present in class to complete and earn credit. These activities cannot be made up due to late arrivals, early departures or absences. These activities will range from 10 – 30pts each for a total of 230. | 1, 2, 3, 4, 6, 7, 8, 9, 10 | Score/Points 10-30/230 |
| **Position Debates:**  
Students will engage in four in-class position debates to practice taking a stand on a topic and supporting their position with personal insights gained through class readings, lessons and activities. These debates will help students prepare for their position paper assignments.  
*Position Debates cannot be made up due to an absence.* | 1, 2, 3, 4, 6, 7, 8, 9 | Score/Points 4@15/60 |
| **Position Paper #1:**  
Each student will write a position paper that states and defends a position that we have addressed in class, using class resources and research to support their argument. Students will complete the assignment based on requirements outlined by the assignment rubric. All papers will follow APA format.  
*Papers may be run through Safeassign for review and to analyze for originality and intellectual integrity.* | 1, 2, 3, 4, 7, 8, 9 | Score/Points 85 |
| **Position Paper #2:**  
Building off feedback and learning from Position Paper #1, each student will select a second prompt posed and write a second position paper that states and defends a position using research to support their argument. Students will complete the assignment based on requirements outlined by the assignment rubric. All papers will follow APA format.  
NOTE: *If students do not score in the Proficient range for Position Paper #1, they will be required to visit the writing center and produce evidence that PP2 was reviewed by a writing tutor. The paper will not be graded without proof of writing center visit.*  
*Papers may be run through Safeassign for review and to analyze for originality and intellectual integrity.* | 1, 2, 3, 4, 7, 8, 9 | Score/Points 110 |
| **Action Learning Project**  
Design and pilot a learning experience or resource for children or adults in environmental, sustainability or ecojustice education for a school, university or community setting. Working in individually or in a small group (max 3), the learning experience must incorporate strategies to develop learners environmental literacy about a specific issue and encourage them to take action on it, drawing from a balance of learning in, about and for the environment. A one page proposal will outline your plans, and a presentation in class will share your experience with your peers. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | Score/Points 50 |
| **Environmental Self-Portrait**  
Describe your connection to the environment and an environmental issue (pollution, habitat destruction, overpopulation, green space, sense of place, etc.), summarize your learning about that issue, identify three key readings, links or videos that have influenced your understanding of the issue, and relate it to two to three environmentalists/artists/scientists/etc. whose work in this area inspires you. | 1, 2, 3, 4, 6, 7, 8, 9 | Score/Points 50 |
<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Readings or Media</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Module 1 | Introduction to environmental education  
- Introductions / Course overview  
- What is Environmental Education?  
- The 3 pillars of Environmental Education  
- VISA Activity | Article: Why is Environmental Education Important?  
Article: A new Green Enlightenment  
Article: EE: An International Perspective | View: Module 1 PowerPoint Complete: Bullet Point Reading |
| Module 2 | Gifts of nature and nature’s impact  
- What are the gifts of nature?  
- Natures impacts on humanity  
- VISA Activity | Louv Chapter 1 – 2  
Earth Heroes Wilderness | View: Module 2 PowerPoint Complete: Leader Cards Complete: Bullet Point Reading |
| Module 3 | Need for nature: A global perspective  
- What is our need for nature?  
- Inheriting and protecting nature  
- VISA Activity | Louv Chapter 3 – 5  
Earth Heroes Wilderness | View: Module 3 PowerPoint Complete: Leader Cards Complete: Bullet Point Reading |
| Module 4 | Nature smart- underlying principles  
- Research: What is nature smart?  
- Sense of place: cultural/global perspective  
- Position Debate #1  
- VISA Activity | Louv Chapter 6 – 7  
Earth Heroes Wilderness | View: Module 4 PowerPoint Complete: Leader Cards Complete: Bullet Point Reading |
| Module 5 | Field Study: Developing a sense of place  
- Complete Field Study Activity 1:  
- Developing a Sense of Place | Article: How Walking in Nature Changes Brain  
Article: 5 Reasons to Spend Time Outdoors  
Article: Proof Going Outside Makes You Healthier.  
Video: Your Brain on Nature | Complete: Field Activity #1 Complete: Focus Questions |
| Module 6 | Nature deficit disorder: world view  
- Research: Nature Deficit Disorder  
- Natures impact on our well-being  
- VISA Activity | Louv Chapter 8 – 9  
Earth Heroes - Animals | View: Module 6 PowerPoint Complete: Leader Cards Complete: Bullet Point Reading |
| Module 7 | Building nature connections  
- Becoming Nature Conscious  
- Nature Study: a historical review  
- VISA Activity | Louv Chapter 10 – 11  
Earth Heroes - Animals | View: Module 7 PowerPoint Complete: Leader Cards Complete: Bullet Point Reading |
| Module 8 | The next generation  
- Empowerment: Nature Stewards  
- Environmental action: Ecological Literacy  
- Position Debate #2  
- VISA Activity | Louv Chapter 12 – 13  
Earth Heroes - Animals | View: Module 8 PowerPoint Complete: Leader Cards Complete: Bullet Point Reading |
| Module 9 | Field Study 2: Nature steward characteristics  
- Complete Field Study Activity #2  
- Nature Stewards: Serving nature  
- Complete Position Paper #1 | Article: Importance of Urban Green Spaces  
Article: Environmental Education and Ecological Literacy.  
Article: Sustainable Living, Ecological Literacy, and the Breath of Life | Complete: Field Activity #2 Complete: Focus Questions DUE: Position Paper #1 |
## Module 10
**Environmental education a global practice**
- Principles & practice: teaching and learning
- Making EE come alive: community
- VISA Activity

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93%-100%</td>
</tr>
<tr>
<td>B</td>
<td>83%-92%</td>
</tr>
<tr>
<td>C</td>
<td>73%-82%</td>
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<tr>
<td>D</td>
<td>63%-72%</td>
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<tr>
<td>E</td>
<td>62% and below</td>
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</tbody>
</table>

The Grading Scale does not include pluses or minuses.

*In order to receive a grade for this course, all course assignments must be completed.*


## Module 11
**Nature as a teacher**
- Lessons learned- a world view
- Identifying Natures Voice
- Position Debate #3
- VISA Activity

| Louv Chapter 16 – 17 Earth Heroes – Saving Wild | View: Module 11 PowerPoint Complete: Leader Cards Complete: Bullet Point Reading |

## Module 12
**Field Study 3: Learning in the environment**
- Complete Field Study Activity #3
- Explore ecoliteracy.org
- Complete Position Paper #2


## Module 13
**Resilience: Navigating nature education**
- Place-based education
- Present: Action Learning Project
- VISA Activity

| Louv Chapter 18 – 19 Earth Heroes – Saving Wild | View: Module 13 PowerPoint Complete: Leader Cards Complete: Bullet Point Reading DUE: Action Learning Project |

## Module 14
**Bringing it all together**
- Friends of nature
- Where do we go from here?
- Position Debate #4
- VISA Activity

| Louv Chapter 20 – 21 Earth Heroes – Saving Wild | View: Module 14 PowerPoint Complete: Leader Cards Complete: Bullet Point Reading |

## Module 15
**Practice, purpose and preparation**
- Environmental Self Portrait

| Click here to enter text. | Due: Environmental Self-Portrait |

*Click here to enter text.*


## Module 11
**Nature as a teacher**
- Lessons learned- a world view
- Identifying Natures Voice
- Position Debate #3
- VISA Activity

| Louv Chapter 16 – 17 Earth Heroes – Saving Wild | View: Module 11 PowerPoint Complete: Leader Cards Complete: Bullet Point Reading |

## Module 12
**Field Study 3: Learning in the environment**
- Complete Field Study Activity #3
- Explore ecoliteracy.org
- Complete Position Paper #2


## Module 13
**Resilience: Navigating nature education**
- Place-based education
- Present: Action Learning Project
- VISA Activity

| Louv Chapter 18 – 19 Earth Heroes – Saving Wild | View: Module 13 PowerPoint Complete: Leader Cards Complete: Bullet Point Reading DUE: Action Learning Project |

## Module 14
**Bringing it all together**
- Friends of nature
- Where do we go from here?
- Position Debate #4
- VISA Activity

| Louv Chapter 20 – 21 Earth Heroes – Saving Wild | View: Module 14 PowerPoint Complete: Leader Cards Complete: Bullet Point Reading |

## Module 15
**Practice, purpose and preparation**
- Environmental Self Portrait

| Click here to enter text. | Due: Environmental Self-Portrait |

*Click here to enter text.*
COURSE/INSTRUCTOR EVALUATION
The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL:
http://www.asu.edu/emailssignup.

ATTENDANCE AND PARTICIPATION
- All courses in MLFTC require the participation and presence of all class members. Tardiness will negatively affect a student’s final grade. **Three (3) absences** or more than **four (4) hours** during the semester will automatically result in a grade of E for the course.
- Active participation of both students and instructor requires that every class member is willing to share ideas, questions, and concerns. It is the responsibility of the instructor to develop an environment conducive to supportive sharing. It is the responsibility of the students to come to class prepared to fully participate in the learning experience. Failure to participate or failure of appropriate attitude may result in a student earning a zero for the day’s participation. Students are also expected to bring questions, based on course text readings and/or individual research, to each class session.
- Students must respect each other and their instructors and act professionally at all times. Failure to maintain appropriate professor demeanor in class is reason for a zero for participation for the day or withdrawal from the class.
- The format of this class is interactive. Participation, discussion, conversation, and dialogue as a whole class and small groups will occur regularly. Participation is defined as relevant and consistent contributions to the class in a manner appropriate for a professional. A student’s attitude and behavior contribute to participation and professionalism.

CELL PHONE POLICY
Please turn off cell phones or place on vibrate during class. Should an emergency occur that requires the use of the cell phone or communication device, quietly exit the classroom completely prior to responding to the device. If student continues to use cell phones in class in ways the instructor deems as inappropriate, the student may be placed on a PIP. **Absolutely NO texting or checking of email** during class time. **Phones are NOT to be out during class**—meaning they are put away in your purse or backpack. If phones are seen out or in use without permission this behavior may result in a zero for the day’s VISA assignment and for professionalism, participation and class activity points.

ELECTRONIC COMMUNICATION
Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (http://www.asu.edu/aad/manuals/usi/us104-01.html) and in the University’s Computer, Internet, and Electronic Communications Policy (http://www.asu.edu/aad/manuals/acd/acd125.html).

GRADE APPEALS
The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth for the undergraduate and graduate programs are available at https://education.asu.edu/student-forms-policies

HANDLING DISRUPTIVE, THREATENING, OR VIOLENT INDIVIDUALS ON CAMPUS
Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office
determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.  

HARASSMENT PROHIBITED
ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (Downtown campus- 522 N. Central Ave., Post Office Room 247, 480-496-4111; Polytechnic campus- Administration building suite 102, 480-727-1060; Tempe campus- Student Services Building room 263, 480-965-6547; or the West campus- UCB 301, 602-543-8152) if you feel another student is harassing you based on any of the factors above. Contact Equal Opportunity/Affirmative Action (EO/AA) at 480-965-5057 if you feel an ASU employee is harassing you based on any of the factors above. 

LATE AND MISSING ASSIGNMENTS
- To receive full credit for an assignment, it must be turned in on time. Late assignments will receive a reduced score.
- Assignment due dates will be provided on the course calendar. Students are responsible for reading the calendar, noting due dates and times, and planning accordingly.
- In order to earn a passing grade for the course, all assignments must be thoroughly completed (incomplete assignments will earn a zero) and submitted on time. It is the student’s responsibility to know the due dates and submission requirements.
- All assignments must be thoroughly completed and turned in by the end of the semester to pass the course whether they receive a passing grade or not.

MILITARY PERSONNEL STATEMENT
A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request a complete or partial administrative unrestricted withdrawal or incomplete depending on the timing of the activation. For information, please see http://www.asu.edu/aad/manuals/usi/usi201-18.html.

MISSED CLASSES DUE TO UNIVERSITY-SANCTIONED ACTIVITIES
- Students who participate in university-sanctioned activities that require classes to be missed, should be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.
- The specific activity program coordinator (e.g., assistant athletics director for academic services, director of forensics, director of bands) should, as early as possible,
- Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any academic unit or college requirements, which may apply. http://www.asu.edu/aad/manuals/acd/acd304-02.html

PROFESSIONAL BEHAVIOR (THIS SECTION IS ONLY NECESSARY FOR INITIAL CERTIFICATION STUDENTS)
It is expected that students exhibit professional behavior inside the classroom, during intern placements, and working with other students outside of the class on assignments related to this class in addition to behavior in the classroom on ASU’s campus. If at any time your behavior is ‘unprofessional’, the instructor may refer the student to the Director of the Office of Student Services (OSS) for the development of a Professional Improvement Plan (PIP).  

TITLE IX
Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who
believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at http://sexualviolenceprevention.asu.edu/faqs/students

UNIVERSITY SERVICES

DISABILITY ACCOMMODATIONS FOR STUDENTS
Mary Lou Fulton Teachers College is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with the Disability Resource Center https://eoss.asu.edu/drc. The Mary Lou Fulton Teachers College encourages admitted students with disabilities or disabling health conditions who believe that they may need an accommodation to register with the DRC prior to enrolling in the program. That way, all reasonable accommodations can be in place at the beginning of the program. Students who are registered with DRC will be key participants in establishing reasonable and appropriate accommodations with course instructors.

SI (SUPPLEMENTAL INSTRUCTION)
SI seeks to help students process material presented in class through group facilitated discussion led by a trained peer (SI Leader) who has already successfully completed the course. More information will be available on Blackboard under the SI Study Group. Students can receive tutoring for various courses through University Academic Success Programs (UAAS). Refer to our website: https://tutoring.asu.edu.

TECHNOLOGICAL SERVICES AND SUPPORT
The Mary Lou Fulton Teachers College encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some school sites. The following support services are available to support student computing needs.

Student Purchases:
Discounted pricing for students purchasing laptop or desktop computers is available at through the ASU bookstore or online. (http://www.bkstr.com/arizonastatetore/shop/technology)

ASU Campus Classroom Connectivity:
In-class use of laptops is encouraged by the Mary Lou Fulton Teachers College. In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites.

Hardware and Software Support:
ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software, operating systems, security, networking, etc. (https://ucc.asu.edu/techstudio/)
MyApps provides free software tools including free virus scan software, online applications, and information about discounted software for purchase. (https://webapp3.asu.edu/myapps/)

TUTORING
Tutoring is available on all ASU campuses and Online for a variety of courses in small groups on a walk-in/drop-in basis. Appointments are not taken. For a full list of sites and courses, visit https://tutoring.asu.edu.

WRITING CENTERS
One Center, Many Places: The Writing Center, located on all four ASU campuses and online, offers free tutoring for all enrolled students. All writers—all ASU undergraduate or graduate students—can benefit from visiting the Writing Center to:
• explore, plan, and develop ideas;
• organize and structure a paper;
• integrate and cite sources; and
• write, revise, edit, and proofread.
For more information about ASU’s Writing Centers, including how to make an appointment, please visit our website at https://tutoring.asu.edu/writing-centers.
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