

Geography/International Studies 355i: International Environmental Issues

Summer 2015

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Meeting Times: T-Th 1:00-4:45

Room: PH1-227

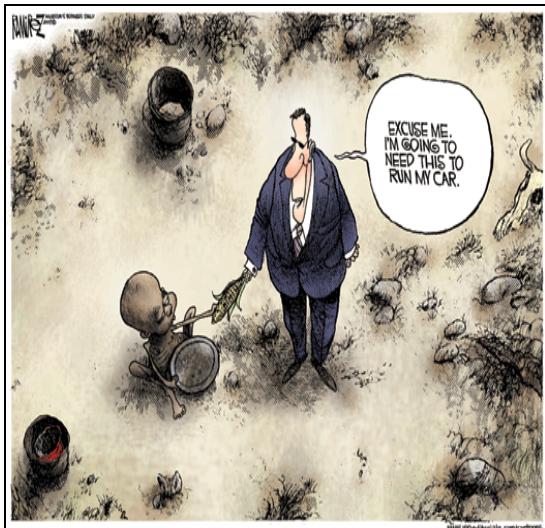
Austin Beahm

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Course Description This course challenges us to examine the linkages between the local actions and the international and global dimensions of environmental issues. It is an "issues" based course that will challenge us to critically examine and debate the relationships between numerous phenomena including:

- environmental scarcity and violence
- population vs consumption and environmental impacts
- energy, technology, poverty, and the environment
- ethics, environment, and poverty
- free/fair trade, development, and biodiversity
- climate change and environmental justice
- sustainability and solutions

We will also explore how environmental problems are socially constructed and we will debate the usefulness of ideas about future solutions to the environmental problems of today.

GOALS—By the end of the semester you will be able to: (i) understand the relationships between environmental change and human society from a variety of perspectives; (ii) critically evaluate texts concerning a variety of international environmental issues; (iii) write clear, concise reviews and critiques of articles and book chapters, and (iv) take a stand on an environmental issue and make a clear written & oral argument in support.

Expectations As a general rule you should expect to spend **at least 2 hours** preparing for each hour of class time, a total of at least **15 hours per week**. Note: this is an **intensive** writing and **reading** course. There are **weekly writing** assignments in addition to term papers.

Reading Assignments Readings are taken from articles and book chapters posted on BeachBoard.

Method of Instruction Lecture, discussion, debate, and small work groups following the outline below.

Types of Assignments

i) Response Essays

Learning to write concise descriptions and critiques of what you read is a skill of vital importance. With this in mind you will write response essays. You will complete **a total of 5 out of 12 response essays and you must complete the first 2**. The readings for the response essays are marked in **bold**. You will have the opportunity to rewrite either of the first two essays to improve your writing and **you may do more** and be graded on the top 5.

RESPONSE INSTRUCTIONS: In **no more than 500 words** (1 page, single spaced), your response will a) answer the question posed, b) identify the main arguments of the reading (what they know), c) the data and methods (how they know what they know), and the d) implications (why it is important to us). You may also state your opinion and raise a question especially if you are unclear on some aspect of the reading. In addition to improving your writing skills, responses will aid in both class discussion and exam preparation. Responses are **due to the instructor electronically by 11 AM on the day of class** for weeks 1-3. Please submit these through Beachboard. For weeks 4-6 submit paper copy at the start of class.

The purpose of the responses is twofold: 1st to improve your writing and critical thinking skills; and 2nd, to help you prepare for the midterm exams. **Late assignments** will be penalized **one point per day**.

ii) **Take Home Exam** You will write a 2-3 page paper (single spaced) on the theme of **Violence and the Environment** responding to the prompt (question) and drawing upon the readings. This exam is designed in a way that will allow you to *revisit, revise and synthesize* the writing you did in your response essays

iii) **Essay Exam** The second exam will be a traditional "blue book" in class exam.

iv) **Article Presentation** You will find an article dealing with a class topic of interest or "green-washing" advertisement from a news source to bring to class and present to the group.

v) **Attendance** is extremely important and will count for 5% of your grade. Our classroom time will involve discussion and I expect you all to be present and prepared (having read the readings) each and **every** day.

Grading Policy You will be graded on your performance on two exams which will amount to 70% of your total grade. Participation will constitute 5% of your grade, thus you should **attend class** and participate actively. This is a **discussion** and **writing intensive** course. We will grade your responses for 25% of your grade. You will also make a brief presentation to class (see above).

Summary of points for final grade:

Participation	5%	Response Essays	25%
Written Exam 1	35%		
Written Exam 2	35%	TOTAL	100%

Letter grades are awarded by fitting a "curve" to a student's total score for the semester. Historically, a student's score must be near 90% to achieve an 'A' grade; 80% to achieve a 'B'; 70% a 'C' and 60% a 'D'. The actual score required may vary. Students registered on a credit/no credit basis must earn a C or higher for credit.

A few pointers for getting a good grade: Never miss class and don't arrive late. **Attendance is an important part of the course—you will not do well if you do not attend.** If you need to be absent please e-mail me and arrange to get notes from another student. Note carefully the dates of the exams. There are no scheduled make-up exams. Any conflicts with exams and group work must be resolved within the first 2 weeks of the semester. Do all of the reading in advance. **If you're having difficulties with the course, seek help early** -- before, not after, a test. Don't wait until the last week of classes to ask for help.

My Policy: My goal is to make this course as enjoyable and beneficial to you as possible. I hope you will leave my course with useful knowledge that provides you with a new outlook on the world around you. In this course one goal I have is to help you improve your writing. I am on campus most days and am happy to meet with you discuss your work, the environment, international issues, Peace Corps, international experiences or what have you. **Office hours are for your use.** If you can't make the time listed above send me an e-mail and we can set up a time to meet. If you have any questions about anything I've covered in the lecture, please ask me during or after class, or come see me in my office. I am also the Undergraduate advisor for geography and I am happy to meet with you for advising.

Withdrawal Policy

It is the student's responsibility to withdraw from a class. During the final 3 weeks of instruction withdrawals are not permitted except in cases such as accident or serious illness.

Cheating and Plagiarism: Plagiarism is the act of taking the ideas or work of another and passing it off as one's own. Plagiarism will not be tolerated and is grounds for expulsion. In this class you will be encouraged to work in pairs or groups. If you use material created or gathered by a fellow student, you must note this on your paper/report. Likewise, if you co-author a report for the class, it must be clear to me that the work is a joint project. In general, be sure to give credit to all of your sources of information be they photographs, maps, or written descriptions. If you have a question about proper citation formats, etc. you should contact the instructor. You, as students, have **RIGHTS**. The Academic Integrity Committee for the University is responsible for dealing with cases of *plagiarism* and *cheating*.

You should make sure you know to what you are entitled in cases of accusation of plagiarism or cheating. (Consult http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/1985/19/.)

Students are encouraged to study for exams together and look toward each other for assistance. **But all exams, quizzes, and assignments must be individual work. All work prepared for this course must be original and prepared for this class only during this semester only.**

*****If you need help please ask!*****

Tentative 355i Schedule
A Complete Reading List is at the end of this Document

Questions are to help you prepare for class and to craft a good response essay.

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Readings and/or Assignment</u> <i>(Q are questions to guide your study)</i>
1	7/7 7/9	Intro to International Environmental Issues Violence and the Environment: What are the links? Environmental Scarcity and Violence Be familiar with the flow diagrams to explain the complex causes of violence. Resource Wars	Read tips & good writing examples on BB. READ Kaplan, <i>The coming Anarchy</i> Q: What is the "Coming Anarchy"? Come prepared to discuss on day 1! Homer-Dixon (see writing tips first!) Question: What is the link between violence and the environment according to Homer-Dixon? Klare 2002 Intro + Chapters 1 Q: Compare Klare and Homer-Dixon
2	7/14 7/16	Resource Curse! <i>Blood Diamond</i> Discuss the film, does it reflect reality? Political Ecology Critique, feedback on response essays. Fair Trade , Smart Alliances and <i>the Pope!</i> Chocolate and Coffee Day	Rosser 2006 Q: Are resources really a curse? Campbell 2002 Q: Why was the violence so horrific according to Campbell? Hartman Q: What is the basis of the critique by Hartman of Homer-Dixon's work? Taylor and Scharlin 2004 Q: Are there flaws in the "smart alliance" model?
3	7/21 7/23	Poverty and Environmental Degradation The Environmental Pope and climate justice Green Trade, Green washing and other Schemes Blood and Oil (video clips) Saro-wiwa (Last words before execution)	Hollander (1-27) Q: What is the cause of the environmental crisis in Hollander's view. Pope's Environmental Encyclical Hardner and Rice . Who has the best model? Bring an example of greenwashing: http://www.sourcewatch.org/index.php?title=Greenwashing Klare 2004 , Blood and Oil Why is Oil a National Security Issue?
*	7/27	Take-Home Exam due Monday (7/20) by 3PM	Read Martin 2006 (helpful for papers)
4	7/28 7/30	Oil in the Amazon Rainforest Deforestation in Latin America and Southeast Asia	W. Langewiesche : "Jungle Law" 2007 Q: What does Ecuador tell us about the plausibility of oil development in ecologically sensitive areas? Due 7/28 before class Film: Crude , 2009 Q: How did the plaintiffs "frame" their case against Chevron? (Hint: how is language used to tie local case into larger global eco struggle?) Due 7/30 before class

***** If you need help please ask! *****

		Ecotourism to the Rescue?	
5	8/4	Mining & Social Movements in Latin America	Perlez et all: Tangled Strands in Fight Over Peru Gold Mine, 2010 Q: <i>Can Newmont Mining Company co-exist with Peruvian highlanders, or must one go?</i> Due 8/4 before class
	8/6	Drug Plant Cultivation and Eradication in Sensitive Environments	M. Steinberg: "The Marijuana Milpa" 2004 Q: <i>Is the eradication of drug plants a hindrance or a help to the environment (or both!)?</i> Due 8/6 before class
6	8/11	Happiness and the Environment Bio-piracy	E. Lambin: "An Ecology of Happiness" 2009 Q: <i>What would an "Ecology of Happiness" look like in your community?</i> Due 8/11 before class. I. Mgbeoji: "Global Biopiracy: Patents, Plants, and Indigenous Knowledge" 2006
	8/13	FINAL EXAM: Bring a Green Book!	

* Schedule for Geography 355i and reading materials are subject to change (stuff happens, you may also send me your suggestions for changes at any time).

*****If you need help please ask!*****