Global Environmental Problems: ENSC-2801  
Department of Earth and Environmental Sciences  
California State University, East Bay  
Fall 2013

Instructor: Dr. Gita Dunhill  
Office Hours: Tues/Weds 12:00-1:00  
Phone: (510) 885-4716  
Lecture Schedule: Tues/Thurs 10:00-11:50

Office: North Science 351  
Email: gita.dunhill@csueastbay.edu  
Location: South Science, Room #143


Course Description: In this course we will examine the scientific basis of a wide range of multidisciplinary environmental problems. This course explores the complex relationships between society and our natural environment by examining the biological, chemical and physical aspects of environmental problems. We will explore how the expanding human population has changed the demand for natural resources both renewable and non-renewable, altered species diversity and ecosystems, and degraded water and air quality throughout the world. A portion of the class highlights the impact global climate change is having on our planet including the biological community, oceans and our atmosphere.

In addition to introducing major environmental problems this class will familiarize the student with the scientific method and the different tools associated with scientific studies such as data interpretation and presentation including graphs and tables. You will learn to evaluate and analyze data and viewpoints that are often conflicting.

As a result of this class you will understand:

- the complex relationship between humans and the environment
- how nature works in terms of basic scientific principles
- the difference between science and pseudoscience
- the causes and effects of major environmental problems

Class Format: This class is a four-unit lecture class with two midterms, a final exam. The format of the exams will be a combination of multiple choice, short answer and essays. The material will come from the required textbook, lectures, and supplementary material.

Blackboard Site: I will place viewable PDF files of the lectures on the class's Blackboard site. You will not be able to print these, but you will be able to view them and take notes from them. I will also put review sheets and supplementary reading material on the site.

Course Requirements:

Your grade will be determined by:

- Quizzes 20%
- Midterm 30%
- Homework 20%
- Final Exam 30%
A strict grading scale will be applied.

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A grade of “incomplete” can only be given if a major portion (> 50%) of the course has been completed at a passing level (“C” or better). If an “I” is assigned, you will have one academic year to complete only the unfinished portion of the course.

Extra Credit: I do not give extra credit assignments. So, please do not ask. A better use of your time is concentrating on the required aspects of the class instead of diverting your effort.

Make-Up Exams
Make-up exams are extremely rare. I reserve the right to deny anyone a make-up exam, in which case a zero is recorded. Official documentation is required for any unannounced, unplanned absence. This includes emergency room admittance form with physician signature, police report, death certificate, etc. This will be handled on a case-by-case basis. Make-up exam will be all essay format.

Attendance: The material on the exams will come from lectures, the textbook, and handouts. Attendance is required if you wish to do well in the course. Please feel free to ask questions at any time. Please do not wait for a problem to get out of hand before coming to see me.

Academic Integrity: I take academic honesty very seriously. Plagiarism (cheating) of any sort will not be tolerated. Plagiarism is the use of someone else’s ideas or words as your own. This definition includes copying another student’s exam or assignment as well as using material from a book or internet site without acknowledging the source. If you plagiarize any part of an assignment, you will receive a zero for the entire assignment or exam and disciplinary action will be taken.

Tips for success in this class: The whole point of this course is for you to learn something interesting about our environment and our relationship to it. While you’re at it, you might as well perform up to your capabilities. Everyone can succeed in this course. Below are some things you can do to help yourself.

1. Take class attendance seriously. Coming to class and paying attention is the single most important thing you can do. Come to every class meeting promptly, stay awake, and pay attention. You’ll be amazed how much easier the class will be.

2. Take notes in class that will help you review before the exams. One strategy that might help is to leave space in the margin of your notes for later comments, while you’re reading or studying. Make your notes concise and well organized. Bring your notes and textbook to class every day.

3. Work a little on this course every day. Spend a few minutes going over your notes after class. Have a look at the assigned reading before coming to that class period and read it seriously after lecture.

4. Most importantly, take an active role in learning. Interact with your classmates, ask questions, and try to understand the material as you hear it. Don’t just take notes and say to yourself, “I’ll study that later.” If you don’t understand something, ask a question. Odds are, you’re not the only one with that question.
Lecture Schedule
Note: schedule is likely to change, exam dates will not

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<th>Week</th>
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<th>Reading</th>
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<td>Part 1: Background &amp; Life on Earth</td>
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<td>1</td>
<td>Thurs</td>
<td>9/26</td>
<td>Ch. 1</td>
<td>Introduction, Earth Systems</td>
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<td>2</td>
<td>Tues</td>
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<td>Ch. 2</td>
<td>Scientific Method: What is pseudo-science?</td>
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<td>Thurs</td>
<td>10/3</td>
<td>Ch. 5</td>
<td>Human Population Growth: Are there too many people?</td>
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<td>Human Population Growth (con’t)</td>
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<td>Thurs</td>
<td>10/10</td>
<td>Ch. 3, 4, 13</td>
<td>Quiz #1 Biodiversity: Who cares if a frog goes extinct?</td>
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<td>Biodiversity (con’t)</td>
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<td>Non-renewable Energy: Fossil Fuels</td>
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<td>Tues</td>
<td>10/22</td>
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<td>Nuclear Power</td>
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<td>Tues</td>
<td>10/29</td>
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<td>Midterm</td>
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<td>Thurs</td>
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<td>Food Resources - Can we feed the world?</td>
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<td>7</td>
<td>Tues</td>
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<td>Ch. 9</td>
<td>Water Resources</td>
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<td>Thurs</td>
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<td>Catch Up</td>
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<td>Part 3: Environmental Degradation</td>
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<td>Tues</td>
<td>11/12</td>
<td>Ch. 9</td>
<td>Water Pollution</td>
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<td>Thurs</td>
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<td>Ch. 10</td>
<td>Quiz #2 and Air pollution</td>
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<td>9</td>
<td>Tues</td>
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<td>Air Pollution (con’t)</td>
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<td>Thurs</td>
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<td>Paleoclimate Proxies - Is the world get warmer?</td>
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<td>10</td>
<td>Tues</td>
<td>11/26</td>
<td>Ch. 14</td>
<td>Short Term Climate Records</td>
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<td>11</td>
<td>Tues</td>
<td>12/3</td>
<td>Ch. 14</td>
<td>Short Term Climate Records</td>
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<td>Thurs</td>
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<td>Catch up, review</td>
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Chapters refer to your text book and BB indicates readings for that topic will be on Blackboard.

Final Exam: Thursday December 12th, 10:0011:50
Philosophy 1104/Spring 2014

Dr. Vida Pavesich

Office Hours: T/Th 9:30-10; 2:00-2:30

MI 4002 vpavesich@gmail.com (horizon account linked to this address)

510-536-0807

"Treat the earth well: it was not given to you by your parents; it was loaned to you from your children." —Oglala Sioux proverb

"If we change our daily lives—the way we think, speak, and act—we change the world. The best way to take care of the environment is to take care of the environmentalist." —Thich Nhat Hanh

Growing risks to water supplies, coasts, and ecosystems around the world are predicted as a result of the atmospheric buildup of carbon dioxide and other heat-trapping greenhouse gases; mining of coal and gold releases toxins into the environment; most plastic bottles and bags do not break down and are a major source of "sea trash"; and environmental laws in the U.S. have been eroded over the past few years. There are many grassroots efforts to cope with environmental damage, but many argue that we also need a large scale to change from a fossil fuel based economy to one based on sustainable energy sources. These practical issues raise ethical questions about human obligations both to the natural world and to each other—as well as to future generations. That is: what ought we to do and why? Ethics is that branch of philosophy concerned with determining what is right and wrong and how we ought to act. Environmental ethics is a specific part of ethics concerned with our place in the natural world and how we ought to act in relation to it, both as individuals and as a species.

What is philosophy generally? The word "philosophy" comes from the Greek and means "love of wisdom." In practice, philosophy involves the examination of beliefs to see if they are true and the evaluation of practices to see if they are ethical. Hence, environmental philosophy pertains to our worldview about the proper relation between humans and the environment.

In a sense, everybody has an environmental ethic. Everyone, that is, has an operating pattern of attitudes, feelings, and behavior toward the natural environment and future generations. However, very few have a critical, informed,
or even explicit environmental ethic—i.e., an ethic with philosophical merit—that is, one based on a careful examination of the reasons supporting an ethic that can guide sustainable decision making. The overriding objective of this course is to invite you to improve the philosophical merit of your codes of responsibility toward the natural world—and to develop thoughtfully and critically your own "environmental ethic."

This course is designed to help you:

- Learn what counts as an ethical claim—and how it differs from a factual or legal claim.
- Learn about some of the leading theorists and problems of environmental ethics
- Develop skills of applying abstract theory to concrete problems—emphasizing environmental issues.
- Increase your understanding of the relationship between ethics and contemporary environmental issues
- Understand and evaluate the facts involved in discussions of ethics and the environment
- Become proficient at writing about these issues and problems
- To become acquainted with philosophical questioning and argumentation, which is useful for work in any major—while learning to detect and address weaknesses in arguments and take positions on various environmental issues while being able to support those positions
- Collaborate with other students on environment-related issues.

Texts:

- Reader, available at Copymat at the corner of Foothill and A streets in Hayward.
- Possible articles posted on Blackboard that you must print out and bring to class on the assigned days—see syllabus schedule.

Lower Division Humanities / Letters Learning Outcomes (C2 / C3)

Courses in Letters examine significant written and/or oral texts of the creative intellect. The major goals are: (a) to teach the critical examination of ideas and theories through the use of historical, linguistic, literary, philosophical, and/or rhetorical approaches and methods; and (b) to encourage understanding of enduring human concerns and the intellectual and cultural traditions within which they arise.

1. Students will demonstrate through oral and written work how foundational works in the humanities illuminate enduring human concerns and the intellectual and cultural traditions within which these concerns arise, including both classical and contemporary artists and/or theorists.

2. Students will demonstrate a developing understanding of the interaction among historical and cultural contexts, individual works, and the development of humanities over time.

3. Through oral and written work, students will demonstrate their ability to critically employ concepts, theories, and methods of analysis used in the humanities to interpret and evaluate enduring human concerns.

4. Students will critically reflect on the formation of human goals and values, and will articulate an understanding of the creativity reflected in works of the humanities that influenced the formation of those values.
**Peer Information:** Take down the names and numbers of at least three classmates in case you must miss a class or you would like to discuss a reading or assignment. This is a good way to make new friends.

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**Attendance & Classroom Etiquette:**

- I take attendance each class meeting promptly at the beginning of class. Excess absences, chronic tardiness, and early departures may adversely affect your grade. I tend to make announcements at the beginning of class and you are responsible for what goes on in class even if you are not there.
- More than three absences without a doctor’s excuse may lower your grade. Two late arrivals and early departures count as one absence. You are responsible for correcting your attendance at the end of class if you come in late. If, because of some unforeseen emergency, you must arrive late or leave early, please do so quietly and sit near the door. In the event of borderline grades, attendance will be taken into consideration.
- Contact me if you develop a long-term illness or have other problems. Do not disappear for several weeks and automatically expect to be able to make up missed assignments. I will make evaluations on a case-by-case basis.
- Please be sure your cell phones and pagers are turned off in class and stowed away.
- No computer use during class unless you have a documented reason. See me individually about this.

**Evaluation:** Your grade will be determined by earning points for assignments, including quizzes, film reflections, (see schedule), two tests, the introduction of at least one reading to the rest of the class, and a panel discussion/presentation/paper. Class participation and attendance will be used to make adjustments to the final grade in the event of a borderline grade. Cheating on an exam or plagiarizing on an assignment will automatically result in the loss of all credit for that particular assignment and may result in failure in the course overall.

**Assignments to be graded:**

- Reflection (April 3)—10 points possible
- Student introduction/summary (group of two students—no more) of 1) an optional article, i.e., an article that is not required reading for the entire class but is in the reader so it is available to anyone
who is interested, or 2) an issue listed in the syllabus (10 points possible). Limit of three five-minute reports per class meeting when there is not a test or film, so don’t wait until the end of the term if you want to do this assignment. It is first come first serve. You can book your presentation ahead of time. This report cannot be done individually.

- Quizzes (see schedule)—5 points each possible; 6=30 points (can take up to three more quizzes for credit to make up for missed assignments or to substitute for a lower grade on an earlier quiz, but only six five point quizzes will be figured into your final grade unless you substitute quizzes for another missed assignment)
- Two tests—60 points each possible=120 points
- Two film reflections—20 points each possible=40 points. There will be three film assignments. You can also do the third film assignment to substitute for a lower grade on an earlier film assignment or to make up for another missed assignment)
- Summaries—5 points each possible; 5=25 points (can turn in up to 3 more summaries for credit to make up for missed assignments)
- Group oral presentations—20 points each possible; 2=40 points (can do one extra oral presentation—group minimum of two people—maximum four people).
- Participation grade—35 points

Your Grade is up to you: You determine which assignments you want to skip.

Summary of the above 310 points:

1. Reflection=10 points
2. One two-student report=10 points (can do one more if there is room in the schedule)
3. Six quizzes=30 points (can take three more)
4. Two tests=120 points
5. Two film reflections=40 points (can do one more but only on the dates due)
6. Five summaries=25 points (can do four more, but only on the dates they are due)
7. Two Group oral presentations/written summary=40 points
8. Participation=35 points
9. [65 extra points—for make-ups/substitutes for missed work.]

Total=310 points. The extra points possible in parentheses above are only substitutes: They are not extra credit.

*The catch is that nothing can be turned in later than the specified due date in the syllabus for any reason whatsoever, including no printer ink or illness, so plan accordingly.

No assignments can be turned in more than five minutes after the beginning of class on the due date. I will not accept late work for any reason—including illness—because you have opportunities to make up the points.
Participation Grade: You earn points simply for being in class. Think of the participation grade as a bank account. Here are ways you can lose participation points:

1. Minus 2 points for absence (beyond two absences)
2. Minus 2 points for being late (beyond two late arrivals)
3. Minus 2 points for early departures, i.e., leaving class before I dismiss you.
4. Minus 2 points for getting up during class, leaving, and returning—unless you are violently ill, vomiting, etc. The break is for using the bathroom and checking your phone.
5. Minus 5 points for each use of cell phone in class except during the break. Phones must be off—including the vibrating function—and invisible (not sitting on your desk) during class except for the break period. Phones on the desk, behind the purse or backpack, on the lap=minus 5 points.

*Students who have perfect attendance for the duration of the quarter—no late arrivals and no early departures, no getting up and leaving and returning during class—will receive a bonus of five points extra credit.

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<td>89-100%: A</td>
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<td>79-88%: B</td>
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<td>69-78%: C</td>
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<td>59-68%: D</td>
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<td>0-58%: F</td>
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Make-up exams, quizzes, etc: There will be no make-ups for quizzes, summaries, or any other assignments. They are due on the day specified in the syllabus. If you miss something, you can make up the points with the optional assignments, summaries, and quizzes but you cannot make up missed assignments. My recommendation to you is to go ahead and do extra assignments so that if you must miss an assignment you will have points in the bank, so to speak.
Withdrawal: Withdrawing from the class is entirely the responsibility of the student. You must officially withdraw by contacting the registrar. Failure to drop will result in an F in the course.

Incompletes: Incompletes are given only for last minute emergencies and only to students who have successfully completed all pre-final work.

Plagiarism: Using other people’s ideas and words without proper documentation is plagiarism. All ideas that are borrowed from outside sources require a reference even if there is no direct quoting. Direct quotes require “quote marks.” If you plagiarize material, you will lose all credit for the assignment in question and risk failing the course. I will file an academic dishonesty report and it will remain on your permanent record. If you have any questions about plagiarism, ask me.

Special Needs: If you have any special needs or problems, please don’t hesitate to tell me so we can address them. If you have a documented disability and wish to discuss your approved academic accommodations, please make an appointment to meet with me as soon as possible.

- Note: Schedule/readings/films are subject to occasional, minor changes.

- Be sure to check your Blackboard email—I will send an email to your horizon email address if I post new material or if there is an announcement.

- I tend to make announcements at the beginning of class. You are responsible for what goes on in class whether you are present or not.


Readings and Schedule
[Note: Assignments will not be accepted after the first five minutes of class.]
Week 1—What is philosophy, what is environmental ethics, how do human beings fit into the natural world?

4/1: Introduction, discussion of environmental ethics, syllabus, and assignments and expectations.


and Frans De Waal’s “The Evolution of Empathy,”

http://givereport.berkeley.edu/article/item/the_evolution_of_empathy,

and brief excerpt from Thich Nhat Hanh’s Love Letter to the Earth, (posted on BB).

- Questions to think about: Do these articles challenge any beliefs you have about people, animals, and the environment, or how are we related to nature?
- Reflection: Turn in one-page, carefully organized, typed response—proofread for grammar, spelling, and typos—to the above questions at the beginning of class. You may single space this reflection if you need extra space (10 points possible).
- Optional: Dacher Keltner’s article “The Compassionate Species,” http://greatergood.berkeley.edu/article/item/the_compassionate_species

Week 2: Note—the Pollan article due on Thursday will be on BB so you can get a head start.

4/8: Read for today: Val Plumwood, “Being Prey” (on Blackboard); read handout on writing summaries (also on Blackboard)—print it out and bring it to class because we will discuss it.

- Optional reading for today: “Animals, Our Selves” (by a Native American) on BB or http://www.yesmagazine.org/issues/can-animals-save-us/our-animal-selves “Restoring the Wild,” posted on BB (10 points possible)
- Purchase reader in class today, or buy it at Copymat in Hayward.
- Quiz on Plumwood article (5 points).

4/10: Read for today: “Mad Cowboy” (reader) and Michael Pollan, “The Agricultural Contradictions of Obesity” (BB).

- Optional readings for today: “Reclaiming the Joy of Real Food” and “Why Cook?” (previous two count as one); “6 Ways to Feed a Community” and “Journey into my Mother’s Kitchen” (counts as one article) and “Italian Love Story: Slow Food” (10 points possible)
- Summary, Pollan (5 points)
- Summary, “Mad Cowboy” (5 points)
- Quiz on this week's readings (5 points—10-15 minutes).
Week 3

4/15: Read for today, and “The Human Cost of Stuff”; “What We Do about The End”, and “Life After Stuff” (short articles, reader)

- **Optional readings for today:** “The Chocolate Fix,” “From Kenya to Costco: The Real Value of Things” (10 points possible)
- **Optional Topics/Activity:** 1) What is BPA and why is it harmful? You will have to look up what this chemical is and how it is used—be sure to provide sources in your summary;
- 2) Report on a trip to a local Farmer’s Market (see Blackboard for instructions)—(10 points possible).
- **Summary “The Human Cost of Stuff” (5 points)**
- **Quiz (5 points—15 minutes)**

4/17: Read for today: “Advice from an Accidental Activist” (written by the man who is the “no impact man” in the film you will see today)

- Film, *No Impact Man*—do not skip class if you plan on doing this assignment because this film is not easily available.
- **Summary: “Advice from an Accidental Activist” (5 points)**
- Retrieve film assignment from Blackboard before watching the film so you will know what to watch for. Film assignment due next class meeting.

Week 4

4/22: Read for today, Peter Singer, “Down on the Factory Farm” and “All Animals are Equal”

- **Optional reading for today:** “What’s So Special About Humans?” “Should We Eat Animals? Yes?” “Should We Eat Animals? No”
- **Summary of “All Animals are Equal” (5 points)**
- **Film assignment (20 points).**

4/24: Read for today: Cohen, “Why Animals Have No Rights” (possible substitute article)

- **Optional articles for today:** “Warrior Baboons Give Peace a Chance”; “Wildlife Right of Way”;
- **Summary of Cohen (5 points)**
- **Quiz (5 points—10-15 minutes)**

Week 5

4/29: First group oral reports (NDRC) plus summary of findings—See Blackboard (20 points)

5/1: Print out study guide and bring it to class. Review for test.

https://mail-attachment.googleusercontent.com/attachment/u/0/?ui=2&ik=ed59406cda&vie...

4/4/2014
- Optional reports on articles not covered so far (from the list in the syllabus): Maximum two during this class period.

Week 6

5/6: Test (60 points)

5/8: Read for today: Bill McKibben, “Deep Economy”

- Optional Readings for today: “The Good Corporation”; “We’re The People”; “Three Things Everybody Knows and Why They’re Wrong”; “Better than Money”
- Optional reading (link): http://billmovers.com/2014/03/19/how-would-buddha-organize-our-cutthroat-modern-economy/ (How Would Buddha Organize our Cutthroat Economy?)
- Summary of McKibben (5 points)
- Quiz (5 points—10-15 minutes)

Week 7


Optional readings for today: “Hello CEO?”; “Will There Be Enough?” (about water, not about feminism); “Why is Costa Rica Smiling?” (also not about feminism but useful information)

- Summary of Hessler and Willott, “Feminism and Ecofeminism”
- Summary of Gaard and Gruen, “Ecofeminism”
- Quiz (5 points—15 minutes)


- Optional readings for today: “Phaedra Ellis-Lamkins: Climate Hero”; “No Fairness, No Deal”; “Homegrown Solutions”
- Summary of environmental justice article (5 points)
- Quiz (5 points—10-15 minutes)

Week 8

5/20: Read for today: Dave Foreman, “Monkeywrenching”; film If a Tree Falls—print out the assignment on Blackboard ahead of time so you know what you will be writing about.

- Summary of “Strategic Monkeywrenching” (5 points)
5/22: Group Oral Reports, TBA

- Quiz (5 points—10-15 minutes)

Week 9


Optional Readings for today: “Why Do we find it So Hard to Act Against Climate Change?”; “Who’s Polluting the Climate Conversation?”; “End of Big Coal?” “No Fairness, No Deal”

Optional reading (link): http://www.psychologytoday.com/blog/feeling-relating-existing/201312/death-afterlife-and-doomsday-scenario (more on why we have trouble thinking about climate change)

- Film reflection (If A Tree Falls) due (20 points)
- Summary of “A Perfect Moral Storm” (5 points)
- Quiz (5 points—10-15 minutes)

5/29: Read for today: Leopold, excerpt from The Land Ethic and “Thinking Like a Mountain”

- Optional readings: “What the Greatest Generation Knew”, “A Different Kind of Boardroom—The Economy Under New Leadership”
- Optional Topic: What are “crowd companies”? What purpose do they serve?
- Optional reading (link): http://www.motherjones.com/environment/2014/03/marijuana-weed-pot-farming-environmental-impacts (Marijuana’s environmental impact)
- Summary of Leopold (5 points)
- Quiz (5 points)

Week 10

6/3: Second Group oral reports plus summary of findings (20 points)—ewg.org website (see BB for instructions)

6/5: Print out study guide and bring it to class.

Grace period for optional oral reports: Two maximum reports from articles/topics listed during the term but no one chose them. First come, first serve.

Week 11

Final Exam Week—Test #2
ENVIRONMENTAL POLITICS (POLSC 1171-Spring 2014)

BASIC INFORMATION Instructor:
Craig Collins, Ph.D.  
https://www20.csueastbay.edu/directory/profiles/posc/collins craig.html  
Office: MI 4093  
Office Hours: Tu/Th, 2-3:30 (or by apt.)  
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Email: ccollins@igc.org  
Course Time: Tu/Th, 10-11:50  
Place: MI 2038

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HOW TO USE THIS SYLLABUS:  
This is more than a syllabus --- IT'S A STUDY GUIDE ALSO!  
Like a syllabus, parts 1 & 2 are designed to answer most of the 
detailed questions students have about how this course functions; 
what your assignments are; how you'll be graded; and when things 
are due. Part 3 is a study guide. Its week-by-week schedule 
includes weekly questions designed to focus your attention upon 
the most important material in the assigned reading. 
Unless you bring your laptop to class, print off a hard copy of 
this syllabus. Always remember to bring it to class along with 
the assigned readings (text and/or internet). The questions the 
syllabus asks about each reading assignment will generally be the 
subject of small group discussions and will be used to develop quiz 
& exam questions.

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IMPORTANT! This syllabus is subject to revision over the quarter.  
Check any hard copy you print off against the current online 
syllabus for significant changes before you begin an assignment.  
The instructor will attempt to notify students (in class or via email) 
of any major changes to the syllabus.

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PART 1 ------- COURSE OVERVIEW

WHAT ARE THE OBJECTIVES OF THIS COURSE? HOW WILL THEY BE ACHIEVED?
This course will introduce students to the subject of political science by critically examining the efforts of our political system to protect the environment. The entire course will revolve around 2 basic questions:
- Does the US government and the international community do an effective job of protecting people and the planet from environmental threats?
- What are the major weaknesses in these political systems? Can they be fixed, or are these systems so dysfunctional that they must be replaced altogether?

Student Learning Outcomes:
Students will demonstrate an understanding of:
1) The causes & impacts of the most serious environmental problems facing society today, including: air & water pollution, toxic waste, loss of biodiversity, ozone depletion & global climate disruption.
2) The different philosophies that inform & shape efforts to protect the environment & build sustainable societies.
3) The economic & political forces & institutions that undermine, constrain & shape efforts to regulate environmentally destructive practices.
4) The environmental policymaking process, including: a) the creation of environmental laws by Congress; b) the transformation of laws into specific regulations (as well as their enforcement & adjudication) by executive agencies; & c) the effectiveness of these laws & agencies to meet their stated goals.
the process of judicial review.
6) Four contending theories of international relations & how they answer the question: can the international community cooperatively address threats to the global environment?
7) Two of the major international efforts to address global environmental threats--ozone depletion & global climate change--including a critical assessment of their effectiveness.

Recognizing that everyone's learning processes are somewhat unique, this course will provide students with several pedagogical approaches to learning & methods of measuring student understanding of the course content, including:
1) analyzing course readings in small group discussions, based on weekly study/discussion questions.
2) presenting group answers to weekly discussion questions orally in front of the class.
3) developing written definitions for important terms found in the course readings, lectures & films on a weekly basis.
4) "digesting" instructor lectures (in class & available in powerpoint format) & critically assessing classroom videos.
5) answering questions during unannounced quizzes, as well as midterm & final exams.

HOW WILL THE COURSE BE ORGANIZED & WHAT WILL BE EXPECTED OF STUDENTS?
Class time will be divided between lectures, class discussions & occasional films. Students are expected to complete the assigned reading BEFORE each topic section begins & be prepared to discuss the weekly questions which will cover both the reading assignment & lecture. Grades are based on performance in three areas: 1) midterm exam; 2) final exam & 3) best 4 of 5 unannounced quizzes. There will also be some extra credit assignments offered.

WHAT WILL GRADES BE BASED ON?
REQUIRED ASSIGNMENTS (300 points total)
• Best 4 of 5 unannounced 25 point quizzes: 100 points
• Midterm Exam: 100 points
• Final Exam: 100 points
Optional EXTRA CREDIT (45 points total)
• 4 Term Definition Sets: 10 points each = 40 points
• Ecological Footprint: 5 points

HOW WILL GRADES BE CALCULATED?
The fixed grade scale below is based on the total points for all REQUIRED assignments (300 points).
Above 269=A/A-; 269-241=B+/B/B-; 240-211=C+/C/C-; 210-181=D+/D/D-; Below 181=F
**Actual points possible for all course assignments including extra credit (345 points).
(See "Assignments & Grading Criteria" section below for a full explanation of assignments & grading process.)

WHAT MATERIALS ARE REQUIRED FOR THIS COURSE?
Course Text:
• TOXIC LOOHOLES, by Craig Collins
*available at the Pioneer Bookstore or online
Optional Supplement:
• THE SUICIDAL PLANET: How To Prevent Global Climate Catastrophe, by Mayer Hillman (Thomas Dunne Books)
Internet Access is required to access some reading & research assignments (as well as this course website).

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PART 2 ------- TEACHING POLICIES, ASSIGNMENTS & GRADING CRITERIA

GENERAL SUGGESTIONS & WARNINGS:
WARNING! When communicating with the instructor via email or submitting written assignments (like extra credit) always be sure to put your first & last name and the course—POLSC 1171—on your communication. Points may be deducted from your grade if your assignment is not typed or if your name & the course name do
not appear on the top of your paper. Make a copy of any assignment you submit for a grade; if your assignment is misplaced you will have another copy as a back-up. Always keep returned assignments, quizzes & exams; if there is any disagreement over total points, you have all your graded assignments to refer to. You can always check your scores on Blackboard.

**ATTENDANCE POLICY:**
WARNING! Though attendance is not taken, missing class risks missing quizzes, announcements, lectures, & films—**all of which can seriously undermine your grade.**

**LECTURES:**
Students are responsible for being familiar with the content of ALL lectures. To assist students with this, many—but not all—lectures will be presented as Powerpoints which will be made available for students to download & study in Course Materials. Some lectures are available as documents or charts found in Course Materials as well. Lectures without these study aides require students to retain this information by taking careful notes. **The midterm and final will contain questions based on lectures, as will quizzes that are given after a lecture on that topic.**

**HOW TO USE WEEKLY DISCUSSION QUESTIONS:**
The discussion questions (and term definitions) in each subject section below are designed to guide students’ study. Do the assigned reading with the goal of being prepared to discuss these questions in class. **THIS MEANS ALL THE ASSIGNED READING FOR THAT SECTION MUST BE DONE BEFORE THE FIRST CLASS SESSION ON THAT TOPIC.** Use the questions as a study guide—they highlight the major issues raised by the assigned readings & assist in preparation for quizzes, midterm & final. Students who can thoroughly answer these study questions & define these terms can be fairly confident that they have a strong grasp of the essential material they will be tested on.
FIVE UNANNOUNCED QUIZZES: (Best 4 X 25 points each = 100 Points)
To encourage class preparation, attention to lectures, thoughtful reading, careful study & prompt attendance, there will be FIVE unannounced quizzes during the semester, usually at the beginning or end of class on either Tuesday or Thursday. Quizzes will cover only that week's section topic--the reading assignments (& term definitions), lectures & films. They will be objective type questions: i.e., definitions, fill-in-the-blank, multiple choice, true or false. BECAUSE ALL SECTION READING ASSIGNMENTS MUST BE DONE BEFORE THE FIRST CLASS COVERING THAT TOPIC, THE QUIZ QUESTIONS WILL ASSUME THAT ALL OF THE ASSIGNED READING FOR THAT WEEK HAS BEEN DONE & that the term definitions & study questions have been used to prepare for the quiz. There will be ABSOLUTELY NO make-ups for the first missed quiz. Make-ups for other missed quizzes will not be given without a doctor's note or evidence of some other very serious problem. Your FOUR highest scoring quizzes will count toward your final grade. You can figure your grade for them by realizing that you drop one grade for each 2 points lost.

MIDTERM & FINAL EXAMS: (100 points each)
Like the quizzes, these are in-class objective type exams with fill-in-the-blank, multiple choice, & true or false questions. The final exam IS NOT CUMULATIVE; it covers all material not covered by the midterm. No Scantron is necessary.

What will you be tested on? Although quizzes primarily test students' comprehension of the weekly readings, the midterm & final test students' grasp of the material covered by lectures, films & assigned readings. Therefore, students should prepare for these major exams by studying their lecture & film notes, as well as the reading material that provides insight into answering the weekly questions & the term definitions in the syllabus--as well as looking over past quizzes.
EXTRA CREDIT: TERM DEFINITION SETS: (4 X 10 pts. = 40 possible)
At the end of each weekly topic section there is a list of 5 TERMS drawn from the reading for that week. These terms focus your attention on important concepts and new vocabulary in the reading. To earn extra credit, definitions for these 5 terms must be turned in at the BEGINNING of the week (hard copy/typed only--handwritten copies are not graded). Late submissions are NOT graded. A maximum of 10 points can be earned if all terms are accurately defined & their significance to the reading material is clearly explained. The definitions must be formulated by the student (not copied) from the assigned readings and must include an explanation of the term's significance (why is this term important for understanding the subject being covered?). No more than 4 of these weekly sets of definitions may be submitted during the quarter. These assignments must be no more than ONE page in length. Assignments over ONE page in length will be penalized.

OFFICE HOURS: T/Th: 12:30-2:00 (or by apt.); MI 4093
You are encouraged to take full advantage of my office hours to clear up any confusion or questions you have about any aspect of the course. If you need assistance, but my office hours are not convenient for you, please see me before or after class to make an appointment for another time. Questions may also be handled via email (ccollins@igc.org).

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PART 3 ------ SCHEDULE OF SECTIONS, ASSIGNMENTS & QUESTIONS

WEEK 1------ INTRODUCTION TO SUBJECT, CLASSMATES & INSTRUCTOR
April 1, 3
April 1:
• Brief Lecture: Course Overview--What it takes to make it through this class (syllabus, texts, assignments, grading, etc.)

Preparation for Jan. 9:
• Buy the Text
• Study Your Syllabus (if there is anything you have questions about, please ask during class or office hours)
• Read & Study the first 2 items in COURSE MATERIALS:
  1) The Chart: Contending Views on the Human-Environment Relationship (bring this chart to class)
  2) The article: “Shades of Green,” by C. Collins
• WATCH: "300 Years of Fossil Fuels in 300 Seconds"
  http://www.youtube.com/watch?v=cJ-I91SwP8w

In Class: Thursday, April 3:
• Film: "Endangered Planet"
• Lecture: “Shades of Green: Contending Views on the Human-Environment Relationship” (lecture & chart available in Course Materials)

• Study/Discussion Questions:
  1) How would you describe the essential differences between mainstream regulatory conservationism & the radical green perspective? How do these views affect the way they each assess the EPA?
  2) What, if anything, do Greens & mainstream conservationists have in common?
  3) What are the essential differences between homo-centric & eco-centric Greens? How would these differences manifest themselves in the kind of organizations they create & the activities they engage in?

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Section #1 ———— The EPA: POLICING or PROTECTING POLLUTERS?
April 8, 10

- **Reading Assignment**
  Toxic Loopholes (TL): Intro & Ch. 1

- **Films:**
  *Monsanto vs. Anniston, AL*  
  *The Regulators*

- **Lecture/Discussion:**
  The System of Environmental Regulation & the EPA (powerpoint in Course Materials)

- **Study/Discussion Questions:**
  1) According to TL (Toxic Loopholes), how does the process of making environmental laws harm their effectiveness? Once environmental bills become law, what weakens them further?
  2) When & why was the EPA created?
  3) What keeps even the “greenest” presidents from ordering the EPA to crack down on polluters? According to TL, how much difference is there between Democratic & Republican presidents when it comes to environmental protection? What evidence is used to illustrate this point?
  4) Who was William Ruckelshaus and what does TL say he was the “quintessential master” of? Explain.
  5) What reforms of the current political system does TL advocate? Why?
  6) What was the Ombudsman’s Office and what happened to it?
  7) After viewing the film, The Regulators, how effective were the final regulations created by the EPA to protect the National Parks from air pollution? Did they fulfill the requirements of the law? What were the weaknesses in this rule-making process?
  8) Do the videos support or undermine the textbook’s view of the EPA? Explain.
Terms:
- front & back burner issues
- revolving door
- enviros, careerists, & program honchos
- Ombudsman & whistleblowers
- bad boy laws

Section #2———- CLEARING THE AIR?
April 15, 17

- Reading Assignment
TL, ch. 2

- Film(s):
The Search for Clean Air--&--Rush to Burn

- Lecture: Loopholes in the CAA

- Study/Discussion Questions:
1) How serious is the problem of air pollution? Who does it impact the most? Why?
2) Has the Clean Air Act made a difference? Which of the 6 pollutants regulated by the EPA have been most & least successfully controlled?
3) How strictly is the CAA enforced? What explains this enforcement record?
4) How did industry undermine New Source Review? What role did the Clinton and Bush administrations play in this tragedy?
5) According to the film Rush to Burn, what air quality & health problems are caused by the incineration of toxic waste? Is there a better solution?
Terms:
• Title 5 permits
• NSR
• Clear Skies Initiative
• Carol Browner
• Pioneers & Rangers.

Section #3 ——— UP SH*T CREEK
April 22, 24

• Reading Assignment
TL, ch. 3
Internet Reading
"That Tap Water Is Legal but May Be Unhealthy" C. Duhigg (NYT)
"Tap Water in 42 States Contaminated by Chemicals," L. West
http://environment.about.com/od/waterpollution/a/tap_water_probe.htm
"EWG's Drinking Water Analysis"
http://www.ewg.org/tap-water/home
http://www.ewg.org/research/your-bottled-water-worth-it/bottle-vs-tap-double-standard

• Films:
"We All Live Downstream"
• Lecture/Discussion: Swimming Upstream

• Study/Discussion Questions:
1) What evidence do the readings supply that indicates how serious problem of water pollution is? What uncertainties
surround this question?
2) What were the goals (and deadlines) of the Clean Water Act? Were they met?
3) What flaws & loopholes in the CWA make it impossible to reach its stated goals? What are the weaknesses of the permit system?
4) How is water pollution control linked to the legal sale of toxic fertilizer?
5) According to the NY Times article and the report by the Environmental Working Group (EWG), how safe is our drinking water? What do they say are the major weaknesses of the Safe Drinking Water Act (SDWA)?
6) What types of water pollution are discussed in the film? What health problems do they create? Why do you think Louisiana has the worst water pollution record of any state along the Mississippi?

Terms:
- point & non-point source pollution
- sludge/biosolids
- NPDES
- POTWs
- SDWA: bottled vs. tap water safety

Section #4 ———- TOXIC TRASH & ENVIRONMENTAL JUSTICE
April 29, May 1

• Reading Assignment
TL, ch. 4
WATCH: Majora Carter Speech "Greening the Ghetto" (TED)
http://www.ted.com/talks/majora_carter_s_tale_of_urban_renewal.html
• Film(s):
Toxic Racism & Town Under Siege
• **Lectures:** [In Course Materials]
  "What Is Environmental Racism?" (powerpoint lecture in Course Materials)
  "RCRA & Superfund: Tossing Toxics" (powerpoint lecture in Course Materials)

• **Study/Discussion Questions:**
  1) How are CERCLA and RCRA designed to prevent problems like Love Canal and Times Beach? How do they reinforce each other?
  2) How has the Superfund law (CERCLA) been made less effective over time?
  3) Why does the EPA avoid source reduction as the primary solution to toxic waste and refuse to crack down on waste management companies that violate the law?
  4) Why have communities fought against incineration as a way to turn toxic waste into energy?
  5) What are the dangers of RCRA's recycling loophole?
  6) Why are military wastes generally exempt from RCRA & CERCLA regulations? How serious is this?
  7) According to lecture & the film, what is environmental racism? What 3 types of inequity characterize this type of injustice? What examples does the film provide for each of these 3 types?

**Terms:**
• Love Canal & Times Beach
• strict, joint & several liability
• dioxin
• petroleum exclusion
• source reduction/zero waste

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**Section #5 ——— The ESA: NOAH'S ARK OR TITANIC?**
May 6, 8
Alert! MIDTERM EXAM: May 8 (Covers week 1 thru section 5)

- **Reading Assignment**
  TL, ch. 6

- **Film:** *Endangered*

- **Lecture:** “Loopholes in the ESA” (powerpoint available in Course Materials)

- **Study/Discussion Questions:**
  1) Why is biodiversity important? What is threatening it today? How serious is this threat?
  2) How does the ESA work? What are the major loopholes in this law? Which one do you think is the most serious? Use the terms: listing, critical habitat, recovery plan, jeopardy and takings prohibitions in your answer.
  3) How effective has the Endangered Species Act been in saving imperiled species from extinction? How does the text differ from the film’s conclusions about the effectiveness of the ESA?
  4) What powerful interests would like to dismantle the ESA? Why? What did the Bush administration do to undermine the ESA’s protections?

**Terms:**
- biodiversity
- 6th extinction episode
- rate of recovery
- critical habitat
- recovery plan

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**Section #6 ———— TSCA: The Toothless Tiger**
May 13, 15
• **Reading Assignment**
  TL, ch. 5; conclusion (pgs. 233-37)
  WATCH: The Story of Cosmetics (short animation)

• **Film:** *Trade Secrets*

• **Lecture:** "The Mother of All Loopholes" (powerpoint available in Course Materials)

• **Study/Discussion Questions:**
  1) What is the goal of TSCA? How does it attempt to accomplish this goal?
  2) What are TSCA's weaknesses?
  3) TSCA gives the EPA sweeping authority to control any chemical that poses an "unreasonable risk" to human health or the environment. What must the EPA do to prove "unreasonable risk" in a court? In over 20 years, how many times has the EPA taken section 6 actions against a chemical?
  4) What is the precautionary principle & how could it improve our system of environmental protection?
  5) According to lecture, what are risk assessment and risk management? How can this process be distorted to underestimate the risk of many substances?

**Terms:**
- unreasonable risk/the testing loophole
- old & new chemicals
- the precautionary principle

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**Section #7 ———— THE BIG PICTURE: IS COOPERATION POSSIBLE?**
May 20, 22

• **Reading Assignment**
TL, ch. 7, pgs. 145-150 (“Prospects for Environmental Cooperation—4 Theories”)
*WARNING: Next week’s reading (the rest of chapter 7) is LONG, so I would encourage you to read as much of chapter 7 as possible this week.

In “Course Materials”
“Green Theory & the Crisis of High Energy Civilization”
“World Systems Theory”
“The Tragedy of the Commons”
Chart: “Theories of International Relations” (in powerpoint lecture below)

• **Film(s):** *A Crude Awakening* -or- *An Inconvenient Truth* (part 1)

• **Lecture:** *Can World Leaders Protect the Planet? Four Theories* (powerpoint available in Course Materials)

• **Study/Discussion Questions:**
1) Why are the notions of “international anarchy” and “security dilemma” important to neorealist theory?
2) What is “complex interdependence”? Why is this notion so important to neoliberal theory? How does it undermine neorealism?
3) What does neorealist theory conclude about the chances of nations cooperating to protect the global environment? Why is this conclusion so different from neoliberalism?
4) What is the “tragedy of the commons”? Which theory of IR is it most compatible with? Why?
5) What do world systems theory and Green theory have in common? How are they different?
6) Why do Green theorists think the global system is unsustainable? Do they think nations will cooperate to protect the environment? Use the terms “civil society” and “NGOs” in your
answer.
7) According to world systems theory, what are the core and the periphery? How does the relationship between them undermine the chances for international cooperation to protect the environment?
8) What is the difference between the neoliberal view of the global economy and the world systems view? How does this lead to different conclusions about the prospects for global cooperation around the environment?
9) Which of the four perspectives is most compatible with the viewpoint of the film, Crude Awakening? Explain why.

Terms:
• complex interdependence
• tragedy of the commons
• security dilemma
• core-periphery
• unsustainable

EXTRA CREDIT (5 points) Due: May 27
Take the Ecological Footprint Quiz: http://www.myfootprint.org/
When you reach the results page of the quiz, print the results page and put your name on it, then turn it in this hard copy. Late assignments NOT accepted.

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Section #8——— ATMOSPHERE of CRISIS
May 27, 29; June 3, 5
*Final: June 5

• Reading Assignment
TL, rest of ch. 7 (150-232) & ch. 8 (bottom of 237-240)
Online Viewing: You may have to leave Blackboard to access these videos
WATCH: "How It All Ends" [link]
WATCH: "Earth 2100" (all 9 parts) [link]
WATCH: "Ozone Depletion Over Antarctica" (NASA, on YouTube) [link]
WATCH: "Ozone Hole" [link]

Review in COURSE MATERIALS:

PowerPoint Lectures:
"Ozone Depletion & Climate Disruption: Different But Related Atmospheric Problems"
"The Politics of Atmospheric Protection"

Optional:
Stratospheric Ozone: [link]
Earth's Sunscreen--The Ozone Layer: [link]

• **Film:** *The Economics of Happiness*

• **Lectures:**
"Ozone Depletion & Climate Disruption: Understanding the Differences" (powerpoint available in Course Materials)
"The Politics of Atmospheric Protection" (powerpoint available in Course Materials)

• **Study/Discussion Questions:**
1) Compare ozone depletion to climate change. What causes each of these problems? Who has benefited most from the activities that have caused these disturbances? How do their impacts differ? Who will be harmed most by these threats?
2) Assess the science & the scientists on either side of the climate change issue. Which group seems more credible? Why? Is the science of either (or both) sides marred by a conflict of interest? Why do you think the “skeptics” had the ear of the Bush
administration?
3) What 3 types of coalitions became involved in atmospheric negotiations? How did the problem (ozone depletion or climate disruption) affect the membership of these 3 coalitions? Do the same countries join the same coalitions in each of these negotiations, or do they differ?
4) What 3 major issues have blocked the path to creating strong atmospheric agreements? Ozone negotiators overcame these roadblocks, but climate change negotiators remain mired in disagreement. Why?
5) Why has the United States played such a different role in these two negotiations?
6) Who (which nations, classes of people) is primarily responsible for global warming? What impact will developing countries have on climate change in the coming years? Will climate change produce winners & losers or will all countries suffer? Who will suffer most?
7) According to Toxic Loopholes, which theory of International Relations does the best job of explaining why ozone negotiations succeeded while climate negotiations have not?
8) What are the global environmental implications of our domestic energy policy? How (and how much) does US domestic energy policy impact the world? What changes should be made to reduce the negative impact of our energy use upon the global environment?

Terms:
• framework-protocol approach
• activist/blocking/equity coalitions
• scientific uncertainty roadblock/barrier
• interest assessment (cost-benefit) roadblock
• equity roadblock

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• FINAL EXAM: Th, June 5, 10 AM (This exam will last only 45 minutes)