



FLORIDA INTERNATIONAL UNIVERSITY

EVR 1017 Section UO1 Global Environment and Society

A Global Learning Foundations Course

Spring 2017

MoWeFr 1:00PM - 1:50PM

W5 MARKET STATION 134

Instructor:

Dr. David Bray

Professor, Department of Environmental Studies

Office:

Tel:

Email:

Office Hours: By appointment, send me an email or call me, I am available most times

Course Description

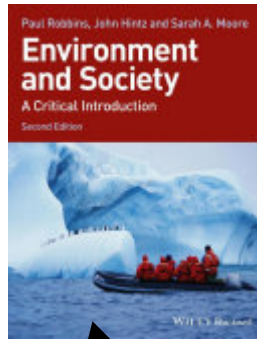
This course presents the dominant modes of thinking about relationships between the society and the environment and applies them to some everyday objects of the world in which we live. We will also devote a substantial part of the course to the most pressing environment-society challenge of our time, climate change. Throughout the semester we will be engaged in a survey of the ways human societies interact with the biophysical environment, and in turn, the effects the environment has on human societies. The scope of this course includes coverage of basic ecological concepts and the study of human environment relationships over time and across scales—individual, community, nation-state, and global. In our class discussions there is an emphasis on “the big picture”, or a global level analysis, of our current understandings of human-environment relationships.

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Class meetings will consist of lectures, films, and discussions. Students are encouraged to ask questions and participate in class. The class is scheduled for MWF. *However, as noted in the syllabus, on many, but not all, Fridays there will be no physical class. There will instead be assigned online videos and readings*

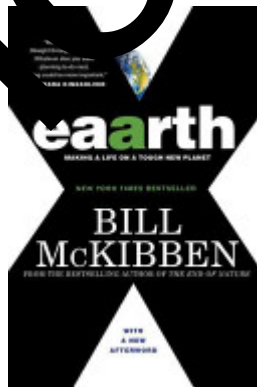
As well, and as noted in the syllabus for some Mondays and Wednesdays during the semester a taped lecture will be placed on blackboard, and there will also be no physical class.

Required Texts



Environment and Society
Paul Robbins, John Hintz, Sarah A. Moore
John Wiley & Sons, 01/28/2014
ISBN-10: 1118451562
ISBN-13: 9781118451564

[Book Info](#). You may purchase your textbook online at the [FIU Bookstore](#).



Eaarth
Bill McKibben
St. Martin's Griffin, 03/15/2011
ISBN-10: 9780312541198
ISBN-13: 9780312541194

[Book Info](#). You may purchase your textbook online at the [FIU Bookstore](#).

Assignments & Evaluation

COURSE REQUIREMENTS

WEIGHT

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COURSE REQUIREMENTS	WEIGHT
Exams (2 @ 15% each; 1 Final at 25%)	55%
Exercises (3 @ 5% each)	15%
Discussions on book <i>Eaarth</i> (2 rounds of 2 comments @ 4% each, final comment is 3% - only way to get it to come out to 100%)	15%
Film Reviews (3 @ 5% each)	15%
TOTAL	100

Exercises

You will have 3 exercises during the term which will be taken from the book *Environment and Society*. Details of the exercise are in the class schedule for that day but each one should be one page single-spaced.

Film Reviews

You will view a number of films and videos during the class, and you will be writing one-page single-spaced reviews of 3 of them, as noted in the syllabus. Details of the exercise are in the class schedule for that day, but each one should be one page single-spaced.

Discussion Forum

There will be two discussion topics in the semester, based on the book *Eaarth* by Bill McKibben. You are required to post your opinions, comments and suggestions on the book chapters. First posting in each round is ~500 words, second posting is ~250 word.

Submit your postings to Discussion Forum on Blackboard. There will be a forum for each topic and below you will find an exemplary comment.

A discussion is available for two weeks. Once you have posted your postings on Blackboard discussion forum for the first week, take some time to carefully review your classmates' postings. For the second week, pick a posting that is most interesting to you and provide your constructive feedback. Refrain from responding to students on the first week and also do not post your discussion and comments at the same time on the second week.

Exams

There are three exams for this course. Exam 1 and 2 both have 50 multiple choice and true/false questions. The last exam is comprehensive and will include 50 questions taken from the first two exams and 50 new questions. All required reading material, class presentations, and videos/films are fair game for the exams. No make-ups will be allowed for exams without a written excuse from a doctor, parent, or legal guardian.

Course Objectives

Upon successful completion of this course, students will be able to:

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- describe basic concepts about environments, ecosystems, and human social systems, and various ways that people perceive and interact with their biophysical environment;
- recognize the human “footprint” on the planet with respect to natural resources, natural resource depletion, and pollution;
- explain why the vast majority of climate scientists have come to the conclusion that global warming and climate destabilization is anthropogenic (human-caused) and rapidly increasing;
- analyze the energy systems that drive all human activity and their consequences for human well being;
- discuss the relative weight of population growth and consumption rates to their impact on the planet; and
- debate the prospects for greater sustainability with respect to market politics, policy, and environmental movements.

Global Learning Course Outcomes

Upon Completion of this course, the student will:

- Students will be able to demonstrate an understanding of the dynamic relationship between humans and the environment.
- Students will be able to demonstrate an understanding of different opinions about global and international environmental problems in light of scientific evidence.
- Students will be able to take a specific action on a global environmental issue, e.g. writing a letter to an editor or to a congressperson; attending a meeting, lecture, or documentary film on the environment; or volunteering for an environmental activity.

Major & Curriculum Objectives Targeted

EVR 1017 meets the UCC Studies and Identities requirement.

Academic Honesty

Plagiarism

a. Plagiarism is one form of academic misconduct, and I adopt the definition of the University Code of Academic Integrity, according to which plagiarism is

the deliberate use and appropriation of another’s works without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for the ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism.

b. Examples of plagiarism include, but are not limited to:

1. Term papers acquired online or from other sources;
2. Copying of original material without attribution;
3. Use of other students’ work;

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4. Copying and pasting, verbatim, information from Internet sources, without quotation marks and correct citation.

Plagiarism is easy to detect, particularly when cut and pasted from Wikipedia. I may use turnitin.com if I have to.

EVR 1017 Global Environment and Society Course Schedule

Date	Topic/Reading
Week 1	Learning Objective for Week: Describe basic concepts about environments, ecosystems, and human social systems, and various ways that people perceive and interact with their biophysical environment and introduction to climate change and global environmental degradation
January 9	Introduction to Class
January 11	<p>Introduction to Environmental Problems and the Model of all Environmental Problems: Climate Change.</p> <p>Readings:</p> <p>A Safe Operating Space for Humanity by Rockstrom et al. http://steadystate.org/wp-content/uploads/2009/17/Rockstrom_Nature_Boundaries.pdf</p> <p>Bill McKibben “Global Warming: Terrifying New Math” in Rolling Stone. July 19, 2012. http://www.rollingstone.com/politics/news/global-warmings-terrifying-new-math-20120719</p>
January 13	<p>Film Friday-Physical Class</p> <p>Watch video <i>The 11th Hour</i> narrated by Leonardo DiCaprio (two options for watching http://mediaweb.fiu.edu/Mediasite/Play/390c50b968cf489bb8d5e30cd66d5c1f1d (image is small onscreen)</p> <p>https://vimeo.com/107108296 (has subtitles in something that looks like Turkish)</p> <p>also available as a mailed dvd on Netflix.</p> <p>Assignment: Film Review #1-one page single spaced review of <i>The 11th Hour</i> due by Sunday January 15th at 11:59 pm. Submit through assignment link in Blackboard</p> <p>Review should summarize aspects of the film that were of most interest to you, and include your reaction to the content. Did you agree with it? Things</p>

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	you disagreed with or didn't like and why?
Week 2	Learning Objectives for Week: Recognize the human “footprint” on the planet with respect to population, issues of scarcity, and the role of markets and commodities in environmental problems.
January 16	No Class. Martin Luther King Federal Holiday
January 18	Introduction to Text and Population and Scarcity Reading: “Chapter 1-Introduction: The View from a Human-Made Wilderness” and Chapter 2 “Population and Scarcity” in <i>Environment and Society</i>
January 20	More on Population and Scarcity Reading: A World with 11 Billion People? Online reading http://news.nationalgeographic.com/news/2014/09/140909-population-global-united-nations-2100-boom-africa/
Week 3	Learning Objective for week: Understand the the role of the commons and the prisoner's dilemma in environmental degradation and ethical approaches to food and nature.
Jan. 23	Markets and Commodities Reading: “Chapter 3-The Bet and Markets and Commodities in <i>Environment and Society</i>
Jan. 25	The Tragedy of the Commons Reading: Chapter 4-Institutions and the Commons in <i>Environment and Society</i>
Jan. 27	Film Friday-No Physical Class Earth Days Part I https://www.youtube.com/watch?v=cBVGzffF10&list=PLD38C3C0344F1EB94&index=1
Week 4	Learning Objectives: Understanding how and why the environmental movement emerged, and how it has evolved over time. Analyzing environmental risks and hazards as a component of environmental problem-solving.
Jan. 30	From Gifford Pinchot and John Muir to Cheap Meat and on to History of the Environmental Movement Reading-Chapter 5-Environmental Ethics in <i>Environment and Society</i> <i>Exercise Assignment #1:</i> Do Exercise 5.1 on page 80 in <i>Environment and Society</i> . The exercise says “find at least 3 arguments” but finding 2 is fine. And then as instructed write two paragraphs (one page single spaced) where you support, oppose or perhaps find some middle ground (reforming factory farming?). Due on Sunday Feb. 5, 11:59 pm Submit in Link in Assignments on Blackboard
Feb.1	History of the Environmental Movement Readings: http://www.pbs.org/wgbh/americanexperience/features/timeline/earthdays/ Read both pages 1 and 2

	<p>History of Environmental Movement Full of Twists and Turns http://www.cnn.com/2008/TECH/science/12/10/history.environmental.movement/index.html?_s=PM:TECH</p>
Feb. 3	<p>Film Friday-No Physical Class Earth Days Part II https://www.youtube.com/watch?v=cBVGzffF10&list=PLD38C3C039FF1EB9E&index=1</p>
Week 5	<p>Learning Objective: Understanding why ecologists say we are undergoing the Sixth Great Extinction and the role of non-governmental organizations and publicity campaigns in reducing habitat destruction</p>
Feb 6	<p>No Physical Class: Video Lecture Uploaded Into Blackboard Calculating Environmental Risks and Hazards</p> <p>Reading: Chapter 6-Risks and Hazards in <i>Environment and Society</i>.</p>
Feb, 8	<p>No Physical Class: Video Lecture Uploaded Into Blackboard Biodiversity and Habitat Destruction</p> <p>Readings</p> <ul style="list-style-type: none"> • “Biodiversity: Combating the Sixth Great Extinction” from State of the World 2012. The Worldwatch Institute (on Blackboard) • “Don’t Flush Tiger Forests” by World Wildlife Fund-US (on Blackboard)
Feb.10	<p>No Physical Class: Film Friday Madagascar: Biodiversity Hotspot https://www.youtube.com/watch?v=PYzGo-N_VeI</p>
Week 6	<p>Learning Objective: Characterize the different types of forests in the world and the drivers of both deforestation and forest recovery and a very different kind of vegetation cover, suburban lawns.</p>
Feb. 13	<p>Exam I</p>
Feb. 15	<p>Forests and Climate Change Reading: Chapter 10-Trees in <i>Environment and Society</i></p>
Feb 17	<p>Another Kind of Vegetation Cover: Suburban Lawns Reading: Chapter 4 - “Lawns” in <i>Environment and Society</i></p>
Week 7	<p>Learning Objective: Analyze how we can re-engineer our industrial manufacturing processes so that they function more like natural systems, where nothing is wasted and, in fact, wastestocks = foodstocks.</p>
Feb. 20	<p>Can Manufacturing Work Like a Forest? Industrial Ecology and Related Concepts Reading: Different ways of thinking about industrial ecology. https://www.ellenmacarthurfoundation.org/circular-economy/schools-of-thought/natural-capitalism Click on all 7 red dots and read them</p>

Feb. 22	Video: The Next Industrial Revolution-In Class
Feb. 24	<p>Film Friday-No Physical Class “Industrial Ecology as a Source of Competitive Advantage: Forwarding Recycled Fashion in America” https://www.youtube.com/watch?v=C-eD7ZhCXJk</p> <p>Assignment:</p> <ol style="list-style-type: none"> Film Review #2 of “Industrial Ecology as a Source of Competitive Advantage”. Due on Sunday February 26, 11:59 pm Review should summarize aspects of the film that were of most interest to you and include your reaction to the content. Do you think this business model is workable? Can industrial ecology serve to reduce waste and make manufacturing systems more like natural systems? <p style="text-align: center;">Submit in Link on Assignments Page in Blackboard</p>
Week 8	Learning Objective: Understand how the re-introduction of top carnivore can completely restructure ecosystems and the role of industrial food production in environmental degradation
Feb. 27	<p>The Impacts of Industrial Agriculture and Meat Consumption on the Environment Reading:</p> <p>Chapter 16 “French Fries” in Environment and Development</p> <p>http://science.time.com/2013/12/16/the-triple-whopper-environmental-impact-of-global-meat-production/id=sci-article-mostpopl</p>
March 1	<p>Large-Scale Ecosystem Restoration: the Reintroduction of Wolves to Yellowstone National Park Reading: Chapter 11 “Wolves” in Environment and Society</p>
March 3	<p>Film Friday</p> <ul style="list-style-type: none"> Online Video; http://www.pbs.org/video/2365126837/ Return of the Wolves <p>Assignment:</p> <p>Exercise #2. Do Exercise 11.3 “Examining the Wolf Hunting Debate” on page 20 of Environment and society Write 1 page single-spaced responding to the questions in the exercise. Due Sunday March 5 at 11:59 pm</p>
Week 9	Learning Objective: Understanding that bottled water generates enormous amounts of waste and also wastes your money, so buy a good plastic or metal bottle and fill it with perfectly good tap water.

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March 6	<p>The Environmental Impacts of Bottled Water Reading:</p> <ul style="list-style-type: none"> Chapter 15: “Bottled Water” in Environment and Society <p>Assignment:</p> <ol style="list-style-type: none"> Exercise #3. Exercise 15.3 A Bottled Water Taste Test. Do exercise and 1 page single spaced report. Due Sunday March 12 at 11:59 pm, Submitted in Assignments on Blackboard
March 8	<p>Thinking about Tuna Fish Sandwiches Reading: Chapter 13 “Tuna” in Environment and Society</p>
March 10	Exam No. 2
March 13,15,17	SPRING BREAK
Week 10	Learning Objective: Understanding the impacts of Climate Change on the Planet
March 20	Watch Video: Episode Number 12 Cosmos with Neil deGrasse Tyson, The World Set Three (link on blackboard)
March 22	<p>Video: The Years of Living Dangerously https://www.youtube.com/watch?v=brvYnYvxQQ</p> <p>Film review #3: 1 page single spaced review of the Season: Years of Living Dangerously due March 26 at 11:59 pm</p>
Mar 24	Watch Film: Chasing Ice
Week 11	Learning Objective: Understanding the Science of Climate Change
March 27	<p>What is Climate Science Telling Us?</p> <p>Reading: Chapter 1 of <i>Eaarth</i> by McKibben</p>
March 29	<p>More on Climate Science Reading:</p> <ul style="list-style-type: none"> Chapter 9: Carbon Dioxide in Environment and Society Chapter 2 of <i>Eaarth</i> by Bill McKibben
March 31	<p>In Class Film Watch episode of Season 2 of Years of Living Dangerously</p> <p>Discussion Forum 1: Open Monday, March 27 @ 9:00 am – Closed Sunday, April 2 @ 11:59 pm. Post a ~500 word comment on the chapters 1 and 2 in <i>Eaarth</i>. Summarize what you thought were some of the most important points. Do you agree with them? Disagree with them? Why?</p>
Week 12	Learning Objective: Understanding the science of climate change and how and when humans first understood anthropogenic impacts on climate.

April 3	<p>The Discovery of Global Warming Reading: "<i>The Discovery of Global Warming</i>" PDF on blackboard</p>
April 5	<p>The Kyoto Process, COP, and the Paris Accords Readings:</p> <ul style="list-style-type: none"> http://www.theatlantic.com/science/archive/2015/12/a-readers-guide-to-the-paris-agreement/420345/ <p>http://350.org/paris/?akid=9646.443405.sPfk5y&rd=1&t=2 The 350.org stance</p>
April 7	<p>Film Friday-No Physical class To Be Announced</p> <p>Discussion Forum 2: open Monday, April 4th 9:00 am Closed Sunday, April 10 11:59 pm. Post a ~250 word response to the comments of one of your classmates on Chapter 1 and 2 of <i>Eaarth</i>. Do you agree or disagree with the comment and why?</p>
Week 13	<p>Learning Objective: Understanding why the nations of the world have not been able to arrive at an agreement about carbon emissions and why some people refuse to accept the science of climate change.</p>
April 10	<p>Climate Change and Climate skeptics Reading: http://www.sciencemag.org/content/306/5702/1686.full The Scientific Consensus on Climate Change http://www.ucsusa.org/global-warming/solutions/fight-misinformation/global-warming-skeptic.html#.VpPL11JPVps Climate Change "Skeptic" Organizations https://www.youtube.com/watch?v=epCYLSz6_j7I A Conversation with Michael Mann</p>
April 12	<p>Fossil Fuel Subsidies and Alternative Energy Readings: Chapter 3: <i>Eaarth</i> Bill McKibben Sustainable Energy Roadmaps. Worldwatch Institute. P. 11-24 http://www.worldwatch.org/system/files/EWP187_0.pdf</p>
April 13	<p>Film Friday-No Physical Class Climate of Doubt - http://www.pbs.org/wgbh/pages/frontline/climate-of-doubt/ http://www.youtube.com/watch?v=cjuGCJJUGsg John Oliver's representative climate change debate</p>
Week 14	<p>Learning Objectives: Understand how fossil fuel subsidies distort markets for alternative energy</p>
April 17	<p>What will the Future Bring? What Should We Do About Climate Change? Al Gore "New Hope for the Climate" http://www.rollingstone.com/politics/news/the-turning-point-new-hope-for-</p>

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April 19	Local Initiatives to Fight Climate Change Reading: Chapter 4: Earth by McKibben
April 21	Film Friday-No Physical Class Film to be announced Power Surge Documentary: http://www.pbs.org/wgbh/nova/tech/power-surge.html Birthing a Solar Age https://www.youtube.com/watch?v=Urt1nW2DnM (9 minutes) Discussion Forum 4: open Monday, April 17th @ 9:00 am - Sunday, April 23 @ 11:59 pm. Post a ~250 word response to the comments of one of your classmates on Chapters 3 and 4 of Earth. Do you agree or disagree with the comment and why?
Monday April 24	12:00PM - 2:00PM Note: NOT NORMAL CLASS TIME

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