

Spring 2012 Environmental Studies Department

Environmental Science 112_Section 1 (GE D2)

International Environmental Problems

MW 12:00-1:15 pm

Acad Res Cntr 1009

Instructor Dr. Michelle Stevens
Office 555B Amador Hall
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Teaching Assistant: Rachel Halop
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Required Texts

- 1) *Peace Parks: Conservation and Conflict Resolution*. 2007. Ed. Saleem H. Ali. M.I.T. Press
- 2) Articles provided on Web CT
- 3) Suggested Reading: Knisely, Karin. 2009. *A Student Handbook for Writing in Biology. Third Edition*. Bucknell University

Class Organization Information for the class is on Sac CT. It is critical that you are signed up to receive course communications and to review course assignments and check gradebook. This is essential for the class! Course content will be organized by topic such as lectures, readings, assignments, etc.

Commitment The more you put into the course, as everything in life, the more you will receive from your experience. Successful people keep their promises, and I am here to help you be successful. Let's make a commitment to make this a successful semester, and to learn and grow all we can in this time we have.

Talking Circle I am part Native American, and we have a tradition that is called a talking circle; we will implement this process for discussions in this class. FYI, this circular format has been adopted for many high level international political negotiations such as peace agreements, evaluating human rights violations, or negotiating equitable watershed water rights sharing through forums provided by agencies of the United Nations. My objective for using this format is to provide a safe context for deeper evaluation and more intense discussions than you will normally experience in college classes; this allows us the opportunity to delve into international issues in a more relevant, personal and meaningful process.

Catalog Description Global perspective on current problems of environmental protection and resource use. Population growth, food production, industrialization, technology and cultural change are considered, with heavy emphasis on the social dynamics of environmental problems. A variety of political views is studied, and an attempt is made to develop a perspective useful to students in personal and political decisions.

Prerequisite: Passing score on the WPE. **Graded:** Graded Student. **Units:** 3.0.

Specific Course Description One of the most confounding and unpredictable factors influencing our future is climate change. In this course we will evaluate both how climate change impacts both

environmental quality and social justice in countries outside the United States. We will focus on four inter-related international environmental themes: 1) impacts of climate change and adaptations to changing conditions; 2) marine and freshwater systems; 3) conservation biology and biodiversity; and 4) indigenous/local human rights and social justice impacts. This course is a Writing Intensive course, with a minimal writing requirement of 5,000 words for papers required for the course. Students will learn about international conservation conventions, biosphere reserves, peace parks, indigenous and local knowledge, agro-ecology, and sustainable development. Students will learn to analyze the stressors on functioning, sustainable ecosystems including habitat fragmentation, invasive species, deforestation, desertification, pollution, urbanization, industrialization, sociopolitical systems, and globalization. We will analyze and develop integrated and holistic solutions to specific environmental and socio-economic problems in a country/ locality of your choice. The Tigris Euphrates watershed in Turkey, Syria, Iraq, Iran and Kuwait will be used as a case study. Loss of ecosystem integrity, biodiversity, and social justice impoverishes each of us on the globe.

Student Learning Objectives

- To better understand international environmental problems as a set of social issues
- To better understand how these international environmental problems pose domestic issues that confront and divide America today. (GE criteria D2/A)
- Because we are involved in a global economy, a global culture, and a global political system, thousands of acts we all perform have environmental ramifications around the world. Our third objective is to better understand the consequences of our acts for the global environment. (GE criteria D2/B)
- To better understand how corporations, governments, cultural groups, non-governmental organizations, and international organizations inter-relate with respect to international environmental problems. This includes a consideration of the diversity of human society as an aspect of understanding and dealing with international environmental problems. (GE criteria D2/B)
- To better understand poverty, population, resource scarcity, ethnicity, gender, and socio-economic status as facts involved in international environmental problems. This includes the contribution of men and women and people of various ethnicities and socio-economic groups make in dealing with international environmental problems. (GE criteria D2/D,F)
- To define and understand various perspectives on how to interpret and act upon these issues. (GE criteria D2/C,G,H)
- To sharpen analytical skills (GE criteria D2/F)
- To improve reading and writing skills (GE criteria D2/I)
- To improve skills of speaking and persuasion.

Important Dates

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| • Class Begins | Jan 23 |
| • Spring Break | March 16-25 |
| • Final | <u>Friday May 18 10:15-12:15 am</u> |

Academic Honesty: Students are expected to be familiar with and abide by the CSUS Policy of Academic Honesty, found in both the CSUS 2008-2010 Catalog (p. 96) or on the University's website ("Policies and Procedures Regarding Academic Honesty.") Failure to abide by the policy – i.e. cheating, plagiarism, or other forms of academic dishonesty – may result in a failing grade on the assignment or even in the course.

Late Work

Late assignments will be penalized by 10% within one week due. The deadlines for mastering environmental studies assignments are final. I do not accept emailed assignments. All assignments will be collected at the beginning of class on the day they are due. Assignments can be turned in early to my office in Amador 555B or mailbox in Amador 554B.

E-mail Please email me with questions about the class or assignments directly at stevensm@csus.edu, I am happy to help you!

Disability Information I am very sensitive to students with diagnosed learning disabilities; please discuss with me privately. If you have a disability and require accommodations, you will need to provide disability documentation to SSWD, Lassen Hall 1008, and (916) 278-6955

Class Requirements

1. **CLASS PARTICIPATION**– Class attendance, including being on time, is heavily weighted in this grade. Questions, comments, critiques of readings and participation in discussions are encouraged (10% grade).
2. **EARTH STEWARDSHIP COMMUNITY SERVICE** - ONE community service assignment is expected for this class. Recommendations and assignment will be handed out (5%)
3. **GROUP PRESENTATION #1**. Students will lead one class discussion, preparing a presentation on assigned r reading. Notice you are provided an opportunity for freedom of selection. If you miss your time slot for presentations, you will receive a grade of zero on the presentation – there are no opportunities for re-scheduling. (10%)
4. **SHORT ESSAYS**– Students will turn in a (minimum of) one-to-two page paper evaluating and integrating required readings. There are two types of essays: 1) reflective essays where you think through and comment from a first person narrative perspective; and 2) scientific or policy evaluations of readings with references and more formal scientific writing approach. (20%)
5. **READING ASSIGNMENTS** During days with student presentations on reading, you will choose one of the reading assignments, cite the full citation of the reading, then tell me three key points of the article and summarize what you thought of the reading. This is a ½ page assignment to ensure you have done the reading.
6. **BIODIVERSITY PAPER** - You will be assigned a paper on biodiversity/ conservation and will be required to use scientific peer-reviewed and/ or government sources. The content and structure will be reviewed in class, with explicit instructions and library assistance. (10%)
7. **MODEL UNITED NATIONS** – Students will conduct a model United Nations session based on a country of their choice, emphasizing a renewed Kyoto protocol and climate change. Failure to attend any of the three United Nations class sessions will result in a zero on this assignment. (10%)
8. **COURSE TERM PAPER** Write one essay of 3, 5 00 words. The paper will include analyzing and proposing planning/ conservation/ management measures for a specific International Biosphere Reserves, Peace Parks, transboundary area, Wetland of International Significance, Marine Refuge, watershed, etc. We will analyze conservation of the ecosystem within the context of climate change, globalization, local cultures, sociopolitical structures, industrialization, pollution/ energy concerns within the country. Knowledge gained from the course will be integrated through evaluating a specific site in the world and making recommendations for its long term conservation. I will help you define issues and ideas for your papers. This assignment is flexible so that you may incorporate your own interests and passions into the topic, as long as it is international in focus. (20%)
9. **FINAL CLASS PRESENTATION**– Students will complete either an oral or poster class presentation on their class paper. The presentation will be similar to one you would do at a professional conference, designed to help you prepare for professional and academic success. The poster choice also involves a public presentation to the class. You must be present for your assigned presentation time or you

will receive a zero for the assignment. We will have a prize awarded for best oral presentation and best poster in class! (10%)

10. TAKE HOME FINAL ESSAY (5%)

EXTRA CREDIT OPPORTUNITIES WILL BE AVAILABLE THROUGH THE SEMESTER. YOU WILL HAVE THE OPPORTUNITY OF TAKING A SATURDAY FIELD TRIP FOR EXTRA CREDIT.

Course Grading & Assignments

Grading scale: The grading scale for final grades is as follows: A = (92-100%), A- = (91-90), B+ = (88-89%), B = (82-87%), B- = (81-80%), C+ = (78-79%), C = (72-77%), C- = (70-71%), D+ = (68-69%), D = (62-67%), D- = (60-61%), < 60 = F.

Weighting: Course components are weighted as follows:

- Participation and Attendance 10%
- Earth Stewardship Community Service 5%
- Student Group Presentation 1 10%
- Short Essays and Reading Assignments 20%
- Biodiversity Paper 10%
- Model United Nations 10%
- Oral Presentation or Poster 10%
- Course Term Paper (3,500 words) 20%
- Take Home Final Essay 5%

CLASS SCHEDULE

<u>DATE</u>	<u>TOPIC</u>	<u>Reading</u>	<u>Assignment</u>
Jan 23	Introduction	Aldo Leopold " <i>Marshland Elegy, Thinking Like a Mountain</i> "	
Jan 25	Spirit Bear Movie	Read " <i>Icon for an Endangered Ecosystem</i> "	
Jan 30	Dr. Stevens Lecture, Mesopotamian Marshes	Peace Parks Ch 17: Mesopotamian Marshes of southern Iraq	<i>Reflective Essay</i> Spirit Bear
Feb 1	Movie – Tigris Euphrates Rivers in Turkey		<i>Reflective Essay:</i> Mesopotamia and Peace
Feb 6	Use of primary and secondary literature, Writing Skills, Plagiarism		In Class: Normative Assessment and In Class Writing
Feb 8	Dr. Stevens Lecture on Climate Change	" <i>The Effects of Climate Change on Agriculture, Land Resources, Water Resources and Biodiversity in the US</i> "	
Feb 13	Class Discussion on Sustainability	Chapin, S. et al. 2009. <i>Ecosystem Stewardship: sustainability strategies for a rapidly changing planet</i> . Trends in Ecology and Evolution 25(4): 241-249	Scientific Short Essay on Climate Change
Feb 15	People	1) Environmentalism	Scientific Short Essay

		2) Prober et al. 2011. Australian Aboriginal Peoples' Seasonal Knowledge: a Potential Basis for Shared Understanding in Environmental Management. <i>Ecology and Society</i> 16(2): 3) Eradicating Poverty	on Sustainability 3 Student Group Presentations
Feb 20	Water and Fish	1) World Fisheries_ Clover 2) Squid and Ocean Biodiversity _Guerra 3) Ainsworth, C.H. et al. 2012. Full compliance with harvest regulations yields ecological benefits: Northern Gulf of Ca case study. <i>Journal of Applied Ecology</i> 49:63-72	3 Student Group Presentations Reading Assignment
Feb 22	Land	1) Reforestation Women In Kenya_Brownhill 2) Desertification_ Thebaud 3) Biodiversity and First Nations_Turner	3 Student Group Presentations Reading Assignment
Feb 27	Sustainable Agriculture – Coffee Movie <i>Black Gold</i>		
Feb 29	Sustainable Agriculture	1) Ericksen PJ. 2007. Conceptualizing food systems for global environmental change research. <i>Global Environmental Change</i> 18: 234-245 2) German et al. 2011. Local, Social and Environmental Impacts of Biofuels: Global Comparative Assessment and Implications for Governance. <i>Ecology and Society</i> 16(4):29 3) De Souza et al. 2012. Protective shade, tree diversity and soil properties in coffee agroforestry systems in the Atlantic Rainforest biome . <i>Agriculture, Ecosystems & Environment</i> 146(1):179-196	Coffee Collage 3 Student Group Presentations Reading Assignment
March 5	Biodiversity Lecture	Rachel Halop	3 Student Group Presentations
March 7	Library Research – Biodiversity Paper	<u>Meet at Library 2024</u>	
March 12	<i>Globalization and Environmental Economics</i>	1) Globalization and Environmental Economics 2) Globalization, Trade, and the	Reading Assignment

		Environment	
March 14	In class peer review		Draft Biodiversity Paper Due
Mar 16-25	SPRING BREAK		NO CLASS
March 26	Park Public Policy, Conservation, and Resource Management <i>Hand out Final Paper Instructions</i>	1) Kennington, Zoning, a fundamental cornerstone of effective Marine Planning Great Barrier Reef, Australia 2) Wernberg, Impacts of climate change in a global hotspot for temperate marine biodiversity and ocean warming 3) Peace Parks – Mexico and the United States	Reading Assignment
March 28	Dr. Stevens gone – show Green Fire by Aldo Leopold (Rachel) Biodiversity Movie – Titus King of the Mountain Gorillas		
April 2	United Nations, Kyoto Protocol, Energy and Climate Change	<u>Final Paper Assigned</u>	Biodiversity Final Paper Due
April 4	Introduction of Model United Nations – In Class Discussion		
April 9	Country Background		
April 11	Preliminary Green Earth Protocol - Caucus		
April 16	Model UN – Caucusing over Protocols		
April 18	Model United Nations - Final		
April 23	Peace Park Chapters (3 Chapters Chosen by Students)	<u>3 Student Presentations</u>	Reading Assignment
April 25	Final Student Presentations		Draft Final Paper Due – Optional Peer Review
April 30	Movie or Guest Speaker		
May 2	Final Student Presentations	<u>Final Essay Handed Out</u>	<u>Final Paper Due</u>
May 7	Final Student Presentations		
May 9	Final Student Presentations	<u>Posters</u>	Final Essay Due
May 18	FINAL	<u>Potluck and Poster Presentations</u>	<u>10:15-12:15 am Food – International Potluck</u>

Final Note: Information contained in the syllabus is subject to possible modification. Any changes will be announced in advance in class. It is your responsibility to be aware of these changes.