

E162: Environment and People

Spring 2010, Section 10119, 3 credit hours

Tuesday and Thursday, 11:15 to 12:30

SPEA (PV), Room 274

Instructor

Gwen Arnold

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Mailbox: SPEA 341

Office Hours and Communication

Tuesdays and Thursdays, 1:00–2:00, in SPEA 440A or Park 2, Room 100, in the Workshop in Political Theory and Policy Analysis at 513 N. Park Street. You also may make an appointment. The best way to talk with me is in person. However, you also may contact me via email and I will do my best to respond within 24–48 hours. I will not necessarily respond to emails the night before an assignment is due. Please note that instructors can respond only to emails sent from official Indiana University email addresses ending with @indiana.edu.

Important Fall 2010 Semester Dates

Classes begin	Monday, January 11
Martin Luther King Day (classes do not meet)	Monday, January 18
Last day to drop class (earning a W)	Wednesday, March 10
Spring break begins after last class	Saturday, March 13
Spring break ends and classes resume at 8 a.m.	Monday, March 22
Last day of classes	Friday, April 30
Final exam	Thursday, May 6, 12:30-2:30 p.m.

Course Contacts

Please write the names and contact information for two classmates here. I do not post slides on OnCourse unless they are particularly data heavy, so if you miss class, you will need to get notes from a classmate:

Course Goals

There are four primary objectives for this course:

- 1) To introduce students to the big ideas and issues in the study of human-nature interactions of the past, present, and future.
- 2) To encourage students to read and understand primary source environmental science and policy texts and environmental science and policy articles in the popular media.

- 3) To help students develop the capacity to discuss intelligently contemporary environmental problems and policy in the United States.
- 4) To encourage students to develop a personal and deep connection to a component of their local environment.

Course Introduction

This section describes my approach to teaching this course and what I hope you will gain from it. This course is shaped by two maxims. The naturalist and poet from Senegal, Baba Dioum, gave us the saying: “In the end, we will protect only what we love. We will love only what we understand. We will understand only what we are taught.” And Henri Frederic Amiel, a Swiss poet and philosopher, told us that “Man becomes man only by his intelligence, but he is man only by his heart.”

The course aims to expose you to the important environmental questions facing society. The readings and lectures are somewhat skewed toward the environmental issues confronting Americans; however, particularly in the third part of the course, our focus will be more global. Hopefully your understanding of these issues will then lead you, per Dioum, to feel so strongly about them that you take action. But Amiel tells us that intellectual understanding is not enough, that the heart must be involved as much as the head. This notion is foundational to much of the writing of Louv (2008), whose work you will read in the first week. Louv researches the worrisome health, behavioral, and social implications of our increasing tendency to lack a personal connection to the natural world.

It may be that Dioum took for granted, given the time (1968) and place (India) that he was speaking, that understanding the natural world implied learning about it with all five senses. This is not the case now; with the internet, we can easily learn about deforestation in the Brazilian Amazon or whale hunts off the Japanese coast without ever leaving the air-conditioned comfort of the classroom. However, if that is the only way we learn about the environment, our education will be incomplete, and the likelihood that we will come to love the natural world and personally invest in protecting it are commensurately reduced. This is the rationale that underlies the nature journal that you will add to every week as you carefully examine one particular piece of the natural world here in Bloomington. The journal prompts will encourage you to use all your senses to understand the environ you select and to describe your reactions to it. My hope is that by the end of the course you will begin to understand the environment both with your head and heart, and the combination of those two understandings will encourage you to act on its behalf.

My approach to teaching this course begins with the notion that neither the environment nor people are ever just one thing. There is a tendency, when one thinks about the environment, to draw a mental picture. This picture may depict the Grand Canyon, a coal plant spewing smoke, a tire swing in a tree where you played as a child, or a cornfield. Each of these pictures captures a different dimension of the notion of “environment.” The Grand Canyon is a jaw-dropping natural feature and a national treasure that for some constitutes part of the American identity. A coal plant is a source of pollution that degrades air quality, perhaps causing health problems such as asthma, yet also provides needed energy. The tire swing in the tree offers a child the environment as recreation; also, a child who plays in nature may reap health benefits, casting the environment as a restorative aid. The cornfield represents man’s dominion over the environment as well as the environment’s

important role as sustenance for the expanding human population. Different people may associate different attitudes and emotions with each of these mental pictures. The picture of a coal plant might elicit strong feelings in someone from a mining community in the heart of Appalachia and be no more than a blip to someone who has thought little about the source of the energy that fuels her home and workplace. If you grew up on a farm, you may have a different attitudes about agriculture than a city dweller who has never picked an apple from an orchard. The environment is defined by both physical reality and cognitive perception, and its definitions are innumerable.

Similarly, human behavior can be understood in a multitude of ways. Sometimes we may focus on the individual. For example, we can think of man as a purely rational actor, as do many economists whose theories have had a major impact on environmental policies. Or, as some psychologists are beginning to do, we can analyze the more subtle ways that the environment affects the human psyche. Often it is useful to examine human behavior in the aggregate, at the local, state, national, or international levels. We can examine the environment-related behaviors of governments, private firms in the marketplace, and non-profits and lobbying groups.

In this course, we will frequently move between different conceptions of the environment and of human behavior. We will switch levels of analysis and draw on research and writings from a multitude of academic disciplines, each of which has a slightly different understanding of the environment-human relationship.

Humans affect the environment; this is the causal arrow we most typically imagine. But the environment also affects humans. Geography has critically determined the development of cultures past and present, their size, economic opportunities, and even, some argue, their religious beliefs, forms of governance, propensity for war, and likelihood of long-run survival. Today there is a burgeoning line of research on how exposure to green space affects dimensions of health from obesity to ADHD. We will study the relationship from both directions. In the process, we will find that human impacts on the environment are not always negative. Yes, humans have seriously harmed the environment in myriad ways, but human ingenuity has also been responsible for phenomena such as the Montreal Protocol, a highly successful international agreement in the 1980s to reduce CFCs in the atmosphere and thus limit destruction of the ozone layer. There are many environmental trends that merit immediate concern, but we are not helpless in the face of these challenges.

We cannot understand the dynamic between humans and nature today unless we understand how we got to this point. Similarly, we cannot make informed predictions about what the future will hold for the human-nature dynamic unless we understand current trends. Therefore, the course is organized into three main parts: society's historical relationship with the environment, its current relationship, and its future relationship. These categorizations are necessarily somewhat artificial; for example, many of the topics considered contemporary environmental issues will likely continue to affect society for many decades in the future.

Readings

There is no textbook. We mainly will read the same primary sources read by scientists, researchers, business analysts, and policymakers. The primary source readings will be complemented by articles you gather from the mainstream news media.

The reading load averages 30–50 pages per week. I expect you to do the required reading before the day for which it is assigned. I may ask you questions about the reading and we sometimes will do class activities that require you to have completed it. You may find it helpful to bring copies of the reading to class and/or access it during class using a laptop. Roughly 60 percent of the questions on the midterm and the final exams will come from the readings.

Readings will be posted on OnCourse unless otherwise indicated.

You may find some of the primary sources readings challenging, particularly if the article or excerpt is not in an area where you have expertise. Do not get discouraged; being able to read such materials is a valuable skill to develop. Plan your time so that you are able to re-read texts if necessary. You may find it helpful to outline their main points as you read. Write down questions about points you do not understand. Ask these questions in class or talk to me about them in office hours. If you are having trouble with the readings, please alert me so that I can try to help you. You will not do well in this course if you cannot keep up on the readings.

OnCourse

You must use OnCourse to download readings and assignments and post articles. Please plan to check OnCourse regularly and configure your settings so that you are emailed promptly when our class site is updated.

Description of Course Components

General Class Structure

A typical class will have 2–3 main parts. One will involve me lecturing on the day's topic and frequently asking you questions about the lecture or the reading. The second component, which will not appear in every class, will be a hands-on group learning activity. The last component, which also will not appear in every class, will involve 1–3 students presenting and leading class discussion on topically relevant environmental news articles (one article per student) that they posted on OnCourse. (You will receive more information about these article presentations in a separate handout.)

Nature Journal

An important component of this class is an online multimedia nature journal in which you will study one natural place in Bloomington over the course of the semester. You will write 12 journal entries about this place—one entry per week for most weeks of the course—following prompts that I provide. The journal will involve writing, photography, drawing, and online and offline research. You will select a natural place from a list of approved options and you will post your journal entry online using Blogger. The journal entries will be due each week at 8 p.m. on Mondays. You will receive more information about nature journaling in a separate handout.

Midterm Exam

The in-class midterm exam will be worth 15 percent of your final grade. The questions will draw heavily on the readings. The test will contain multiple-choice and short-answer questions. You will receive a study guide that will help you prepare for the test. The guide will have more questions on it than will the test, and I encourage you to study in groups with your classmates.

Participation and Attendance

You are a grown-up and fully capable of choosing whether or not to attend class. Please do not email me with the reason you were not in class; you will not win back missed points by doing this.¹

The complexity of the environment-human dynamic generates many opportunities for discussion and I hope you will talk frequently about the issues we will be covering. There are three ways in which you can earn up to 12 participation points per week:

- 1) Attending class (3–6 points per week);
- 2) Participating in group activities in class (3–6 points per week); and
- 3) Earning points on occasional pop quizzes (3–6 points per week).

You will lose participation points for classroom incivility.

Article Presentations

Early in the semester, you will be randomly assigned to a day on which you will present an environmental news article and lead class discussion about it. This activity is worth 20 points, the distribution of which will be explained in a separate handout. If you miss class on your assigned day and fail to make adequate arrangements (see next), you will lose those points—period.² If you anticipate missing the class for which you are scheduled, you can switch places with a classmate. However, both you and that classmate must email me prior to the switch and obtain my approval.

Position Papers

Writing is a critical skill that you will need to master to be successful in your future career. Therefore, writing is an important component of this course. You may be surprised by this emphasis. To be very clear: To do well in this class, you must either be a strong writer or you need to be willing to work hard to improve your writing skills. There is little point in you learning about the relationship between people and the environment if your writing skills are so poor that you cannot communicate this information effectively to anyone else.

There will be three 4–5 page, double-spaced position papers assigned during the semester. The topics will be assigned and will relate to issues recently covered in class. Your paper will explain the problem or issue, take a position on how to proceed, and defend that position against counter-arguments. You will draw support from specific evidence gathered from quality sources. You will receive a list of approved sources. If you wish to use a source other than the ones on that list, you will need to show me the source and obtain my approval. Grammar, spelling, organization,

¹ Caveat: If you will be missing or have missed *multiple* class periods due a health problem, family issues, or other crisis, please let me know as soon as possible. You may be able to make up lost participation points with a make-up assignment. Sufficient documentation of these crises may be required.

² The only exceptions to this policy are unplanned, emergency absences associated with illness of the student or a death in the student's immediate family. Sufficient documentation of these crises may be required. In such a case, please email me as soon as possible. A make-up assignment will be required.

formatting, directness, cohesiveness, completeness, and clarity will significantly affect your grade. You will submit your papers to Turnitin, a service that helps instructors detect potential plagiarism.

The papers will have unequal, escalating point values because crafting strong arguments and developing good writing skills is an iterative process; it is likely that you will not do as well on your first paper as on subsequent ones. When returning the papers, I will give you feedback that should help you improve your writing and argumentation. I encourage you to seek additional help from me during office hours and from Writing Tutorial Services.

Final Exam

The final exam will be held on Thursday, May 6, from 12:30 to 2:30 p.m. It is worth 15 percent of your grade and will cover the material from the midterm through the last class period; it is not cumulative. The details relevant to the midterm exam apply here.

Extra Credit

You can earn up to 3 extra credit points per week by answering or asking questions during lecture, contributing to class discussions, or otherwise speaking constructively in class. Your grade will not be harmed if you do not speak up in class. However, if you do, the points you earn will be added to the numerator of your course grade and can help you make up for points lost on other assignments or tests. The number of points you earn per week (1–3) will be at the instructor's discretion.

The midterm and final exams may have extra credit questions. No other extra credit assignments or points will be given.

Course Grading Rubric

You can earn a maximum of 1,000 points in this class. The points correspond to letter grades as outlined below. The breakdown of points is:

Nature journal (12 entries)	250 total points (point values range from 15 to 25 points)
Participation	200 total points (12 points per week)
Midterm	150 points

Position papers	250 total points (first paper is 65 points, second is 85 points, third is 100 points)
Final exam	150 points

Your grades on each assignment will be posted on OnCourse. You will be able to calculate your grade in the course at any point by dividing the number of points you have received by the number of points awarded in the course thus far. You are responsible for monitoring your grades. If you are concerned about your grades, please come to my office hours or make an appointment to discuss ways you can improve your performance.

Most assignments will be accompanied by a detailed grading rubric.

Late Assignments

Late position papers will be accepted for three days after the due date for reduced credit.³ Papers submitted within 24 hours of the deadline will be eligible to receive 75 percent of the available points. Assignments submitted 24–48 hours after the deadline will be eligible to receive 50 percent of the available points. Assignments submitted 48–72 hours after the deadline will be eligible to receive 25 percent of the available points. Late position papers must be emailed directly to the instructor.

Late nature journal entries will be accepted for two days following the due date for reduced credit. Entries submitted within 24 hours of the deadline will be eligible to receive 50 percent of the available points. Assignments submitted 24–48 hours after the deadline will be eligible to receive 25 percent of the available points. If you submit a journal entry late, you must email both the TA and the instructor and let them know. If you do not send this email notification, your late journal entry will not be graded and you will not receive points for it.

The TA and I may occasionally make mistakes in grading your assignments or tests. Requests for re-grades must be submitted within 72 hours after the assignment or test is handed back. Re-grade requests will only be accepted in hard copy, submitted to my mailbox in SPEA Room 341. Re-grade requests must include a cover sheet with your name, the date, the assignment, and a full description of the error in grading that you would like corrected. The cover sheet must be stapled to the hard copy of the returned assignment or test that includes my comments. Requests not complying with these instructions will be rejected automatically. Re-grade requests will not under any circumstances be accepted via email or in person, although you are free to ask me for a clarification of your grade in person. Any re-grading will entail a re-grade of the entire assignment.

Final Grade Distribution

A	940–1000	B	840–869	C	740–769	D	600–649
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³ Late assignments may in some cases be accepted without penalty if the tardiness is due to an unplanned crisis such as the illness of the student or a death in the student's immediate family. Sufficient documentation of these events may be required. In such a case, please email me as soon as possible.

A-	900–939	B-	800–839	C-	700–739	F	<600
B+	870–899	C+	770–799	D+	650–699		

Final grades will be rounded according to acceptable mathematical principles. The final grade may be curved. Grades other than the final grade will not be curved. The overall class final grade distribution is likely to resemble a (potentially somewhat right-skewed) bell curve. For example, roughly 15 percent of the students in my E162 course last semester received an A or an A- as their final curved grade, while some students failed.

Classroom Civility

Students are expected to give one another and their instructor respect and to behave in a professional manner. Failure to meet these standards will significantly affect your participation grade and thus your final course grade. Examples of violations of professional behavior include but are not limited to:⁴

- Arriving late for class
- Reading the paper or doing crosswords or Sudoku in class
- Sleeping in class
- Working on material for another course during class
- Accessing email, Facebook, or similar web applications during class
- Using your computer in class for purposes other than note-taking
- Using your cell phone or PDA (including texting)
- Failing to silence your phone during class
- Listening to your iPod or other music player
- Talking when the instructor or another student is speaking
- Engaging in disruptive behavior such as being excessively noisy

If these behaviors occur, the student may be asked to leave the class. Serious violations of classroom civility will prompt disciplinary action that may, in the extreme, result in expulsion. Information about the disposition of disciplinary action is available from the Indiana University Code of Student Rights, Responsibilities, and Conduct; see below.

Violations of classroom civility sometimes may be such that it would be more disruptive to the class for me to call you out on your misbehavior than to ignore it. However, please do not imagine that your instructors are oblivious to when you are texting underneath your desk, posting to Facebook in class, catching up on ESPN.com, etc. You are often not as subtle as you imagine, and this misbehavior will be reflected in deductions of points.

Academic Integrity

Academic misconduct is unacceptable. Such misconduct is

⁴The list is adapted from Murphy, S. 2006. Surfing in class: a new temptation. *The ISS Newsletter* July: 4–5.

[A]ny activity that tends to undermine the academic integrity of the institution . . .
 Academic misconduct may involve human, hard-copy, or electronic resources . . .
 Academic misconduct includes, but is not limited to . . . cheating, fabrication,
 plagiarism, interference, violation of course rules, and facilitating academic
 misconduct. (Indiana University Code of Student Rights, Responsibilities, and
 Conduct)

The Indiana University Code of Student Rights, Responsibilities, and Conduct is available at <http://dsa.indiana.edu/Code>. Additionally, the SPEA Student Honor Code outlines the honesty and integrity expected from each SPEA student. The code describes SPEA's requirements for scope, violations, reporting, and handling of academic misconduct. It is available at http://www.indiana.edu/~speaweb/careers/honor_code.php. Please familiarize yourself with both codes if you have not done so already.

If you have questions about whether a specific action constitutes academic misconduct, please refer to the codes or ask me directly. You also will receive a handout that will give you citation guidelines and help you understand when and how you need to document your use of another's work so as to avoid plagiarism.

If you are suspected of academic misconduct, I will notify you and ask you to explain your actions. If misconduct has in fact occurred, you will receive 0 points for the assignment in question. Repeated instances of misconduct are grounds for failure in the course. An F received for academic dishonesty cannot be removed from a transcript. Significant incidents of academic misconduct may result in expulsion from the university.

Course Withdrawals

Students who stop attending class without officially withdrawing may receive an F. It is important that you withdraw from the course within the specified time frames (see the chart below). Please note that withdrawals after Week 12 of the semester are rarely granted. Poor performance in the course is not grounds for a late withdrawal.

No withdrawal forms will be processed by the Office of the Registrar after the last day of classes. Any requests for late withdrawals after the final day of classes must go through the grade appeals process. SPEA does not permit a student to withdraw from a course if he or she has completed the course requirements. Grade replacement should be used in such cases.

To withdraw from the course, you must obtain a withdrawal slip (DROP/ADD form) from the SPEA Student Services window. Instructions for its completion are given on the form.

Withdrawal Deadlines

Course deleted from record, no grade assigned, 100 percent refund, advisor signature NOT required	Week 1 (last day)
Withdrawal with an automatic grade of W, advisor signature required	Weeks 2–7

Withdrawal with a grade of W or F, advisor and instructor signatures required	Weeks 8–12
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Incompletes

A grade of Incomplete (I) indicates that a substantial portion of the work in the course has been completed satisfactorily but not entirely by the student by the end of the semester. This grade can be given to a student facing a hardship such that it would be unjust to hold the student to the established time limits for completing the coursework. To be eligible for an I in a SPEA course, the student's work must be of passing quality and the student must have completed 75 percent of the course requirements. Poor performance in a course is not grounds for an I grade. SPEA follows campus guidelines concerning I grades, which can be accessed at the website of the Office of the Registrar, <http://www.indiana.edu/~registra/Registration/genreginfo.html#inc>.

Incompletes must be removed within a time period not to exceed one year after the semester in which the student was enrolled in the course. The I will revert to an F if the work is not completed within the time frame established by the instructor.

Accommodation for Students with Disabilities

Indiana University is committed to creating a learning environment that promotes educational opportunities for all individuals, including those with disabilities. Please inform me at the start of the course (or the start of your disability, whichever comes first) if you have a disability that will affect your participation in E162. Your disability must be documented with the university's Disability Services for Students (DSS). Find out more about that process here: <http://dsa.indiana.edu/dss.html>. DSS is the primary intermediary between the instructor and the student whose disability requires adjustment to course obligations. I will work with you and DSS to create a more accommodating learning environment within reasonable boundaries. The services DSS offers may include but are not limited to:

- Testing modifications (e.g., extended time, use of a word processor or reader)
- Audio versions of text
- Interpreters
- Accessible van transportation to campus

Students Called to Active Duty

SPEA encourages any student who is in the Indiana Military Reserves and is called to active duty to finish his or her coursework if at all possible. Students called to active duty who cannot complete their courses have the option of withdrawing with a 100 percent fee refund. However, this request must be made within one week of being called to active duty. Students who are called to active duty may be eligible for an Incomplete if they meet the criteria specified above. For additional information, please see the policy available on the website of the Office of the Registrar, <http://www.registrar.indiana.edu/Services/reserves.html>.

Religious Observation

The university and I recognize and support a student's right to participate in and observe key religious holidays and festivals. If a conflict or potential conflict exists between a religious holiday

and a class obligation, please notify me at the beginning of the semester so that appropriate arrangements can be made.

Tentative Course Schedule

This course schedule is a work in progress. All dates and assignments are subject to change. I will announce changes in class and/or via OnCourse. You are responsible for keeping track of all deadlines.

Date	Focus	Readings	Activities	Due
Tuesday, January 12	Course Introduction		-Review syllabus -Review OnCourse contents	
Part I: Society's Historical Relationship with the Environment				
Thursday, January 14	Environmental Literacy	-Louv 2008 -Orr 1993 -Schneider 1997		

Tuesday, January 19	The Commons	-Feeny et al. 1990 -Hardin 1968		
Thursday, January 21	Review of Class Components	-Behn 2005 -GMU 2009 -University of Chicago 2003 -All applicable handouts and resources on nature journals, article presentations, and position papers	-Introduction to nature journaling, article presentations, position papers, Turnitin, Google Scholar and other research tools	
Monday, January 25				-Complete nature journal response 1 by 8 p.m. -Materials for article presentation 1 must be posted by 8 p.m.
Tuesday, January 26	Humans and Nature in History: The Myth of Harmony	-Diamond 1992		
Thursday, January 28	World Population I: Demographic Disaster?	-Muir 2008 I (follow all links all the way through until the end of the historical lecture)	-Journal 1 evaluations given at end of class -Article presentation 1	
Monday, February 1				-Journal response 2 due by 8 p.m. -Materials for article presentations 2 and 3 must be posted by 8 p.m.

Tuesday, February 2	World Population II: Current Trends	-Muir 2008 II (follow all links all the way through until the end of the lecture) -Pearce 2008	-Article presentation 2 -Position Paper 1 topic posted and discussed in class	
Thursday, February 4	The Green Revolution	-Muir 2008 III (read all except Section III and Section V Part C) -Borlaug 2000	-Journal 2 evaluations given at end of class -Article presentation 3	
Monday, February 8				-Journal response 3 due by 8 p.m. -Materials for article presentations 4 and 5 must be posted by 8 p.m.
Tuesday, February 9	U.S. Environmental Policy I: History	-Ecotopia 2005 (follow the timeline back to Carson 1962) -Rothenberg 2002 Ch3	-Article presentation 4	
Part II: Society's Current Relationship with the Environment				
Thursday, February 11	U.S. Environmental Policy II: Current Trends	-Shellenberger and Norhaus 2004 -Pope 2005	-Journal 3 evaluations given at end of class -Article presentation 5	
Monday, February 15				-Position Paper 1 due by 8 p.m. to Turnitin -Journal response 4 due by 8 p.m. -Materials for article presentations 6 and 7 must be posted by 8 p.m.

Tuesday, February 16	Environmental Economics I: Theory	-Harris 1996 -Rothenberg 2002 Ch1 and Ch2	-Article presentation 6	
Thursday, February 18	Environmental Economics II: Applications	-Econ 101: Carbon Tax v. Cap-and-Trade -Komanaff 2009 -Krupp 2009 -Fullerton and Stavins 2003	-Journal 4 evaluations given at end of class -Article presentation 7	
Monday, February 22				-Journal response 5 due by 8 p.m. -Materials for article presentations 8 and 9 must be posted by 8 p.m.
Tuesday, February 23	Water and Air Pollution	-ACS 2009 -Fischlowitz- Roberts 2002 -Kenney 2008 -"Toxic Waters" series in the <i>New York Times</i> (pick one of the seven articles and be prepared to discuss yours in class) -Pollution Issues 2009	-Article presentation 8	
Thursday, February 25	Waste Management	-Annenberg 1997-2009 (go through all six sections and for each, follow the "Find Out Possible Solutions" link) -Clean Air Council 2006	-Journal 5 evaluations given at end of class -Article presentation 9	

Monday, March 1				-Journal response 6 due by 8 p.m. -Materials for article presentations 10 and 11 must be posted by 8 p.m.
Tuesday, March 2	Biodiversity	-Jenkins and Williamson 2002 -Hopkin 2005	-Article presentation 10 -Position Paper 1 returned, graded, at the end of class	
Thursday, March 4	Urban Sprawl	-Daniels 2001 -Fackelmann 2003 -Krieger 2003–2004	-Journal 6 evaluations given at end of class -Article presentation 11	
Monday, March 8				-Journal response 7 due by 8 p.m. -Materials for article presentation 12 must be posted by 8 p.m.
Tuesday, March 9	In-class midterm			
Part III: Society's Future Relationship with the Environment				
Thursday, March 11	Public Health and the Environment	-Doll 1992 -McMichael and Beaglehole 2000	-Journal 7 evaluations given at end of class -Article presentation 12 -Position Paper 2 topic posted and discussed in class	
Tuesday, March 16	CLASSES CANCELED FOR SPRING BREAK.			
Thursday, March 18				

Monday, March 22				-No nature journal response due -Materials for article presentations 13 and 14 must be posted by 8 p.m.
Tuesday, March 23	Environmental Justice	-Environmental justice case studies 2003 (pick one and be prepared to discuss yours) -EJ Principles 1991 -Schweizer 1999	-Article presentation 13 -Midterm returned, graded, at the end of class	
Thursday, March 25	Globalization and the Environment	-Boyce 2004 -Dahl 1998	-Article presentation 14	
Monday, March 29				-Position Paper 2 due by 8 p.m. to Turnitin -Journal response 8 due by 8 p.m. -Materials for article presentations 15 and 16 must be posted by 8 p.m.
Tuesday, March 30	Climate Change I: Science	-Crowley 2000 (skim; focus on conclusions) -Oreskes 2004 -Pearce 2006	-Article presentation 15	
Thursday, April 1	Climate Change II: Debate	-Baliunas 2002 -Cook 2009 (read about the top five reasons) -Dunlap and McCright 2008 -Why Americans Don't Act 2009	-Journal 8 evaluations given at end of class -Article presentation 16	

Monday, April 5				-Journal response 9 due by 8 p.m. -Materials for article presentations 17 and 18 must be posted by 8 p.m.
Tuesday, April 6	Climate Change III: Policy	-BBC 2009 (More readings TBD and will depend on the status of U.S. climate change legislation.)	-Article presentation 17	
Thursday, April 8	Water Scarcity	-FAO 2007 -Kellman 2009 -Schneider 2008	-Journal 9 evaluations given at end of class -Article presentation 18	
Monday, April 12				-Journal response 10 due by 8 p.m. -Materials for article presentations 19 and 20 must be posted by 8 p.m.
Tuesday, April 13	Environmental Security	-Chalecki 2002 -Homer-Dixon 1998	-Article presentation 19 -Position Paper 2 returned, graded, at the end of class -Position Paper 3 topic posted and discussed in class	
Thursday, April 15	Sustainable Development	-Economist Debate 2009 (read this last) -IISD 2007 -World Commission 1987	-Journal 10 evaluations given at end of class -Article presentation 20	

Monday, April 19				-Journal response 11 due by 8 p.m. -Materials for article presentations 21 and 22 must be posted by 8 p.m.
Tuesday, April 20	Are You Eating That? I Reconnecting Food and the Environment	-Pollan 2008 -Walsh 2009	-Article presentation 21	
Thursday, April 22	Are You Eating That? II	-Biggley 2009 -Hurst 2009	-Journal 11 evaluations given at end of class -Article presentation 22	
Monday, April 26				-Position Paper 3 due by 8 p.m. to Turnitin* -Journal response 12 due by 8 p.m. -Materials for article presentation 23 must be posted by 8 p.m.
Tuesday, April 27	Ecopsychology and Ecospirituality	-Didcot 1984 -Ritz 2007 -Davis 1999	-Article presentation 23	
Thursday, April 29	Environmental Careers Panel (LAST CLASS)			
Tuesday, May 4				
Thursday, May 6	Final exam, 12:30-2:30 p.m. Location is SPEA 274 (normal classroom) unless otherwise announced.			

*Your third position paper, graded, will be available for pick-up from the instructor's office at a date TBD following the last class, and/or can be mailed to your campus address upon request.

Bibliography of Class Readings

The bibliography will be posted on OnCourse within the first week of class.