Environmental Studies 260
Environmental Studies: Ideas and Institutions
Fall 2016
Bio West, Room 219        12:30-1:45 pm T&Th

Instructor: Professor Andrea K. Gerlak
Email: agerlak@u.arizona.edu
Office: ENR2, Office 518South
Office Hours: Thursdays, 2pm-4pm

Website: http://d2L.arizona.edu

Course Description

Welcome to EVS 260!

EVS 260 explores key ideas, individuals and institutions that have shaped environmental studies and policies in the US and globally. This is a required core course for the BA in Environmental Studies at the University of Arizona and is also taken as part of the Sustainable Built Environments undergraduate degree. As such, it is intended as an intermediate level course in environment and society that provides students with an understanding of some of the key thinkers and issues that have shaped our understanding of the environment, and serves as an introduction to the most important policies and organizations that have shaped management of the environment. We will do this through a focus on iconic problems that have been at the core of environmental debates ranging from attempts to halt the loss of biodiversity and protect public land to climate change and different approaches to managing pollution.

Objectives

This course seeks to provide an introduction to core environmental issues and how these have been debated over time. In the process it is intended to help you read critically, write effectively, and to reflect on your own environmental concerns in relation to the analytical and political perspectives that have been brought to bear on these issues over time. Through extensive exposure to environmental issues, solutions and institutions, the course will help prepare you for a professional career relating to environmental management and policy. After participating in this course, you will be able to:

- Identify the contributions and perspectives of individuals who have had an enduring impact on environmental study and policy in the US and internationally (e.g., Rachel Carson, Aldo Leopold, Chico Mendes, Vandana Shiva, Marjory Douglas Stoneman).
- Describe the emergence of important environmental institutions and organizations in the US (e.g. National Parks Service, Environmental Protection Agency) and environmental policies (e.g. Clean Water Act, Endangered Species Act) and
• Characterize the non-governmental institutions active in the environmental movement.
• Explain the relationship between key environmental problems, internationally coordinated responses to global issues (e.g. the Kyoto Protocol), and the creation of global institutions and organizations established to inform or manage them (e.g. Intergovernmental Panel on Climate Change).
• Compare and contrast the social causes, impacts, and responses to various environmental concerns (e.g. deforestation, water pollution, climate change).
• Define and put to use key environmental concepts (e.g. conservation, biodiversity, the commons, environmental justice, sustainable development).

Course Format

There are two weekly class sessions. Participation and attendance are required. These sessions will include a combination of lectures, class discussions, writing assignments and exercises completed outside of class. We will bring in some guest speakers from across campus in order to provide a window into the range of expertise and perspectives on environmental studies at UA. Students taking this class will be asked to answer questions in class, and participate actively in assignments outside of class.

Course Materials

There is no required textbook for this course. All required reading and/or visual media will be posted on the course D2L site at least one week in advance of the class meeting for which they are assigned. Students are expected to complete the required reading in preparation for the class meeting. Some assignments will require extra readings (such as journal articles, books or news stories) to be completed.

Course Assignments, Attendance and Grading

The course grade will be based on in-class exercises & short assignments, a mid-term exam, two essays, and a final Sustainability paper. The mid-term exam will cover material from the readings, lectures, and other audiovisual sources.

According to university policy, class attendance is mandatory. You should make every effort to attend lectures. Students who miss class without an excused absence will be unable to make up these exercises.

Note: Excused absences will include all holidays or special events observed by organized religions and will be honored for students who show religious affiliation in advance. Additionally, absences pre-approved by the University of Arizona Dean of Students or those pre-approved by the instructor will be honored as well.

Please keep in mind that attendance implies full participation – the success of this course requires your attention and active participation with the instructor and your colleagues.
You are expected to complete assignments on time. Late assignments will be penalized 10% for each day they are late.

**Grading Summary**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class exercises &amp; short assignments</td>
<td>20</td>
</tr>
<tr>
<td>Essay #1</td>
<td>20</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>20</td>
</tr>
<tr>
<td>Essay #2</td>
<td>20</td>
</tr>
<tr>
<td>Sustainability paper</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points 100%</strong></td>
</tr>
</tbody>
</table>

**Extra Credit**

- Attend up to 2 pre-approved public lectures or events and write one page summary and reaction paper
- 1 point each for possible 2% increase in your grade

Assignments will not be graded on a “curve.” Verbal participation in discussions as well as in lecture also plays a part in your final grade. Submitted assignments are expected to represent the highest possible level of scholarship; neatness, accuracy and academic integrity will be considered when assigning grades. Course grades will be assigned on the student’s proportion of total points based on the standard percentages: 90+ (A), 80-89 (B), 70-79 (C), 60-69 (D), and below 60 (E) grading scale.

**Short Assignments and Essays**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examining Environmental Values Assignment</td>
<td>Thursday, September 1st</td>
</tr>
<tr>
<td>Environmental Racism and Justice Cases Assignment</td>
<td>Tuesday, September 20th</td>
</tr>
<tr>
<td>Essay #1</td>
<td>Thursday, September 29th</td>
</tr>
<tr>
<td>What’s for Dinner? Assignment</td>
<td>Thursday, October 6th</td>
</tr>
<tr>
<td>Local Environmental Organizations Assignment</td>
<td>Tuesday, October 25th</td>
</tr>
<tr>
<td>Essay #2</td>
<td>Thursday, November 10th</td>
</tr>
<tr>
<td>Climate Change Adaptation Assignment</td>
<td>Thursday, November 17th</td>
</tr>
<tr>
<td>Sustainability paper</td>
<td>Friday, December 9th</td>
</tr>
</tbody>
</table>
Course Policies

**Electronic equipment in class (Laptops, phones etc.):** Students who inappropriately use laptops and phones in the classroom distract other students and disadvantage their own ability to learn. You may use a laptop only to take notes in class. Cell phones should be put on silent.

**Academic Integrity:** Students are encouraged to share their views and discuss course material with each other. Study groups for exams are often helpful. But all graded work must be done independently (unless otherwise specified) and you are expected to adhere to the UA Code of Academic Integrity ([http://dos.web.arizona.edu/uapolicies/cai2.html](http://dos.web.arizona.edu/uapolicies/cai2.html)).

This Code prohibits all forms of academic dishonesty, including, but not limited to:
- Cheating, fabrication, facilitating academic dishonesty, and plagiarism as set out and defined in the Student Code of Conduct, ABOR Policy 5-308-E.6, E.10, and F.1
- Submitting an item of academic work that has previously been submitted or simultaneously submitted without fair citation of the original work or authorization by the faculty member supervising the work
- Violating required disciplinary and professional ethics rules contained or referenced in the student handbooks (hardcopy or online) of undergraduate or graduate programs, or professional colleges
- Assisting or attempting to assist another to violate this Code

**Learning Assistance:** Our goal in this classroom is that learning experiences be as accessible as possible. Students needing special accommodation or services should contact the Disability Resources Center (1224 East Lowell, Tucson AZ 85721, 520 621 3268 or uadrc@email.arizona.edu). You must register and request that the DRC send official notification of your needs as soon as possible. You should also meet with me or email me so that we can discuss your needs.

**Threatening behavior:** Threatening behavior is prohibited in the classroom and will be reported. “Threatening behavior” is defined by UA to mean any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker’s statement, communication, conduct or gesture as a serious expression of intent to physically harm. See [http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students](http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students)

The University is committed to creating and maintaining an environment free of discrimination. See [http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy](http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy)

**NOTE:** All information in this syllabus may be subject to change at the discretion of the instructor.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings (and resources)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues Aug 23rd</td>
<td>INTRODUCTION TO COURSE</td>
<td></td>
</tr>
<tr>
<td>Tues Aug 30th</td>
<td>FIERCE GREEN FIRE I</td>
<td>o A Fierce Green Fire: The Battle for a Living Planet (film) <a href="http://www.afiercegreenfire.com">http://www.afiercegreenfire.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o The New York Times. 2009. What’s Wrong with the National Parks (joint editorial)</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Tues Sept 13<sup>th</sup> | SACRED COWS  
| Thurs Sep 15<sup>th</sup> | SILENT SPRINGS AND TOXIC CLOUDS  
| Tues Sep 20<sup>th</sup> | POLLUTING THE POOR AND ENVIRONMENTAL RACISM  
| Thurs Sept 22<sup>nd</sup> | DIVIDING THE WATERS  
| Tues Sept 27<sup>th</sup> | Case Study:  
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
</table>
| Thurs Sept 29<sup>th</sup> | THE BLAME GAME                                                        | Population, consumption or technology  
Guest lecture: Diana Liverman  
| Tues Oct 4<sup>th</sup>      | FEEDING THE WORLD                                                     | Agriculture, Green Revolution and alternative food systems  
Guest lecture: Christina Greene  
| Thurs Oct 6<sup>th</sup>      | Case Study: RESTORING THE COLORADO RIVER DELTA                       |  
National Geographic. 2014. *Saving the Colorado River Delta, One Habitat at a Time*.  
Raise the River: Reconnect the Colorado River.  
Raise the River: Reconnect the Colorado River. |
<p>| Tues Oct 11&lt;sup&gt;th&lt;/sup&gt;     | MIDTERM EXAM REVIEW                                                  |                                                                                                                                                                                                         |
| Thurs Oct 13&lt;sup&gt;th&lt;/sup&gt;    | MIDTERM EXAM                                                         |                                                                                                                                                                                                         |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
</table>
  o Karunananthan, Meera. 2015. The human right to ... |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs Nov 24(^{th})</td>
<td>THANKSGIVING BREAK</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Guest Speaker(s)</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>CAMPUS SUSTAINABILITY</td>
<td>Greening the U of A</td>
</tr>
<tr>
<td>Tues Dec 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>PATHWAYS FORWARD</td>
<td>Leadership, Adaptability and Hope</td>
</tr>
<tr>
<td>Thurs Dec 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>READING DAY</td>
<td></td>
</tr>
</tbody>
</table>