University of Oregon
INTL 280: Global Environmental Issues
Spring 2015
123 GSH, TuTh 10-11:20
Professor Derrick Hindery
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(kindly minimize email; meeting in person preferred)
Office hours: Th 1:40-3:40, 345 Prince Lucien Campbell Hall (PLC)

GTFs (office hours and locations to be announced):

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Laura Burbano, lburbano@uoregon.edu
Ritendra Thapa Magar, ritendra@uoregon.edu

Discussion Sections:

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*All course materials, including readings, will be posted on the course webpage on Blackboard, under the heading “course documents”: blackboard.uoregon.edu*
Large-scale deforestation for soybean production, near Santa Cruz, Bolivia.
Professor’s photo. Tropical deforestation is a global environmental issue that has dire consequences for climate change, biodiversity loss, and cultural survival of native peoples. The World Bank’s “Eastern Lowlands Project” dramatically accelerated forest clearing by large-scale commercial farmers, who export this cash-crop abroad, where it is largely used to feed livestock.

International Studies Core Courses

The unique character and focus of the University of Oregon Department of International Studies (IS) is distinctly captured in the phrase ‘Culture and Development’. We integrate theory and practice, drawing pragmatically from many disciplines to find the best mix of approaches to address rapidly changing and complex global issues in our classes.

Our introductory course, INTL 101, Introduction to International Issues, and four 200 level courses (INTL 240: Perspectives on International Development; 250: Value Systems and Cross-Cultural Perspectives; 260: Culture, Capitalism, and Globalization; 280: Global Environmental Issues) are the intellectual core of the IS major, foundational courses where our students learn to link human security and people-centered social change to questions of culture, belonging and meaning. We conceive culture in a broad sense that encompasses social, political, economic, and religious institutions, processes and relations, as well as the environment. Each core course has a different emphasis that enables students to cover the range of themes and issues characteristic of the wide universe of international studies.

Students will find these courses share a common purpose of fostering critical and cross-cultural thinking, encouraging them to seek out and understand diverse perspectives on topics such as globalization, development, environment, communication, health and human rights. In the process students learn to get outside of their preconceived worldviews on these and other matters. These five courses, together, provide the foundation for deeper investigation of issues, regions, and cultures in our 300 and 400 level INTL courses.

In this particular core course, INTL 280, students will learn about:

• competing paradigms for understanding and addressing environmental issues
• underlying causes of environmental problems, focusing on links between environment and development and the nexus of culture, technology, economy, politics, and environment
• how human rights and environment are intimately connected through the framework of environmental justice
• key environmental and social consequences of global climate change, industrial agriculture, agroecological farming, deforestation, mining, dams and hydrocarbons extraction
• distinguishing socially generated scarcity from absolute scarcity
• how environmental problems manifest themselves over time, across geographic scale (e.g. locally, regionally, nationally, globally), and across different social groups and demographic characteristics (e.g. ethnicity, class and gender)
• alternative energy prospects and challenges with implementation
• alternative mechanisms for measuring “development,” such as Green GDP

INTL 280 Course Description
Human activities have resulted in a number of devastating environmental impacts, including climate change, loss of biological diversity, and contamination of air, land and water. In turn, many of these impacts negatively affect human health, and impact political and economic systems. Taking a geographical approach, we will examine root causes of so-called “environmental problems” at local, regional, national, and global scales. We will critically examine competing approaches to addressing global environmental issues. Topics will include approaches to understanding the environment in relation to development, climate change, resource consumption, population, impacts of agriculture, deforestation, ocean resources, fossil fuel exploitation, alternative energy, mineral exploitation, water conservation and conflict, greening the economy, green building and ecotourism. The course will strive to increase your appreciation for the subject-matter so that you will be motivated to learn more through subsequent studies, as well as outside the classroom setting. In addition to the readings, I encourage you to keep informed of current affairs so as to further ground the knowledge you gain through this class. A variety of resources are listed below.

Course Requirements and Grading:
The success of this course depends on your attendance and participation in lecture and discussion section. The following is the breakdown for your course grade:

15% Attendance and participation:
Attendance at lectures is mandatory. Obviously, by attending you will perform better on exams and papers, and in discussion section. You will be held responsible for all material covered in lectures, the readings and discussion section. It is your responsibility to get notes from a classmate if you miss a class. Studies show that you will do better if you take notes and review them within 24 hours after lecture, readings and discussion. This will also help you avoid last minute studying prior to exams. Attendance will be taken regularly and participation will be monitored.

• LAPTOP/PHONE/TEXTING POLICY: students using laptops must sit in the first two rows of the classroom and are asked to only use computers for taking notes (ie. not Facebook etc) out of respect for others and the Professor. Texting or using phones is not allowed in class. You will be asked to leave the classroom.

15% Reading responses: You are required to read all the required readings posted on Blackboard. In addition, for three of the required readings each week you are required to write a one paragraph summary (100 to 150 words) per reading, with 1 sentence per paragraph critically evaluating one of the major points. For weeks when there are less than 3 readings you only have to write a paragraph for however many readings there are for that week (e.g. if there are 2 readings for a week then write 2 paragraphs.) Conversely, if there are more than 3 readings you have to read all the readings but you only have to write a paragraph on 3 of the readings (you choose which). Don’t get lost in minutia. Think big picture. This will help you study for the exams, and improve your participation and comprehension during class.
** each week your weekly responses will be due on Tuesdays by the beginning of class (not afterward, as the idea is to do the reading before class). Please email them to your GTF. Paste your text in the body of the email message, NOT in an attachment. **Unlike all other weeks, the response for the first week is due on Thursday by the beginning of class. I reserve the right to have pop quizzes during lecture or discussion section.

** YOU DO NOT NEED TO WRITE A RESPONSE TO THE READINGS DURING WEEK 6 BECAUSE OF THE MIDTERM. YOU ALSO DO NOT HAVE WRITE A RESPONSE TO THE READINGS DURING WEEK 10 BECAUSE THE TERM PAPER IS DUE THAT WEEK.

5% Outside of Class Event: Attend an event of your choosing related to global environmental issues and do a 2 page summary and analysis (it must be an event, e.g. with a speaker, not a film showing). Details will be provided in discussion section. Due Friday of week 10 by noon, but I strongly encourage you to do this as early in the term as possible to make sure you can find an event and to spread out your workload during the term.

25% Term paper: (5 to 7 pages, double-spaced, due by noon on Friday of week 10)
A detailed description will be posted on the course website and explained in discussion section. Service learning is highly encouraged and will receive extra credit.

20% Midterm Exam: format will be short answer/essay. Again the best way to prepare is to take notes and review them throughout the course, while keeping up on the readings.

20% Final Exam: format will be short answer/essay

Since we will be discussing the readings each week, you will need to have done them prior to class (as mentioned, all readings will be posted to Blackboard, under “Course Documents”: blackboard.uoregon.edu). This will work to your own benefit, because you will get more out of the lecture, and will divide your workload evenly throughout the quarter, thereby avoiding “surprises” come exam time. Please focus on major concepts. You might skim each reading rapidly, extract the major points, and then read the piece more carefully with the major points in mind. The class suffers if you’re not prepared and don’t participate to your fullest. In addition, you’ll understand lectures and discussions better.

In addition to the required readings I encourage you to keep informed of current affairs so as to further ground the knowledge you gain through this class. Throughout the course, please feel free to express your ideas and enter into dialogue with myself and your fellow students. Although I do not want to discourage you from expressing your view, I expect that you will be courteous to others, respect different views, and refrain from personal attacks. Through this dialogue, you will encounter perspectives that are different from your own, which will enable you to explore new ideas, challenge your own assumptions, and develop a well-informed position. As a result of such discussion and assignments, you will improve your critical thinking and writing skills--tools that you will carry with you beyond this class.

I also encourage you to visit your GTF’s office hours or my office hours to discuss anything related to the class, whether you wish to discuss logistical issues such as grading or conceptual issues related to lecture and readings. I prefer that you come to office hours or see me after class rather than emailing me. ***Please meet with your GTF in office hours within the first three weeks to finalize a topic for your term paper, by Friday April 17. Come prepared having done some preliminary research. Please be sure to give your GTF a rough outline of your paper before meeting, along with a bibliography of three to five sources you’ve perused. Please read the term paper guidelines.

I look forward to working with all of you throughout the course, and encourage you to give your GTF or me feedback at anytime. We will do our best to incorporate your suggestions.

Course Policies:
• **Course Expectations:** As mentioned, I expect each of you to do assigned readings before class, and turn in all assignments on time (you will not be permitted to work on them during class).

• **Attendance Policy:** I expect you to attend lectures and discussion sections regularly and participate in the class discussion. If you miss a class it is *your responsibility* to obtain notes from a fellow student. Credit for missed classes will only be granted if documented and if you do an additional writeup on a reading of your choice for the topic of that day.

• **Academic Integrity:** Cheating and plagiarism will not be tolerated. You may check the University Catalog and/or the Schedule of Classes for definitions and examples of, and penalties for academic dishonesty. Plagiarism software “SafeAssign,” provided by University of Oregon, will be used to ensure compliance.

• **Due Dates/Make Up Work:** Examinations must be taken as scheduled. Make-ups will be allowed only if you have contacted your GTF before the scheduled date, with a documented serious excuse.

**Required Materials:**
- All readings will be posted to the course website on Blackboard, under “Course Documents”: [blackboard.uoregon.edu](http://blackboard.uoregon.edu)

**Students with Special Needs:**
Any student with a documented disability who would like to request accommodations should contact the Disability Services Office (346-1155; http://ds.uoregon.edu/) as early in the quarter as possible. Students with physical or learning disabilities should see your GTF or me to discuss what modifications are necessary. Please request a letter from Disability Services documents your condition and states the accommodations that I can make to improve your learning environment.

**Additional Resources**
Also, always feel free to come to office hours if you need additional help. That said, I do expect that you attempt to learn the material on your own first and come prepared to office hours.

Below and on Blackboard, I have pasted a number of online resources to help you keep informed. Beyond this, I encourage you to peruse the library’s physical and online holdings related to the course. In addition there are also some excellent multimedia resources available at the Library as well (videos, DVDs, and CDs).

**COURSE SCHEDULE AND READINGS**
-all readings will be posted on Blackboard under “Course Documents”: [blackboard.uoregon.edu](http://blackboard.uoregon.edu) You are expected to have done the readings for each week prior to our first class meeting (except for Week 1, by our second class meeting).

**Week 1:** Introduction. Paradigms and Approaches to Global Environmental Issues; Thinking about Environment and Development

  - do the Ecological Footprint quiz at [http://www.earthday.org/footprint-calculator](http://www.earthday.org/footprint-calculator) and bring your GTF your results prior to your discussion section

**Week 2:** Regional and Global Climate Change

**Week 3:** Resource Consumption, Distribution and Population

**Week 4:** Food & Agriculture: Modernization for whom? and with what consequences?; Genetically Modified Organisms

**Week 5:** Deforestation, Habitat Loss and Conservation of Biodiversity; Ocean Resources; Capitalism, Technological Change and Fisheries
Week 6: Ocean Resources; Capitalism, Technological Change and Fisheries

** you do not need to turn in a weekly writeup this week because of the midterm

Midterm will occur Tuesday of this week

Week 7: Mineral Exploitation

Week 8: International Dimensions of Fossil Fuel Exploitation and Alternative Energy

Week 9: Global Water Conservation and Water Conflicts; Dams

Week 10: Transitioning to a Global Sustainable Society: Greening the Economy, Green Building Internationally, and Ecotourism … Loving Nature to Death?

* term paper due by noon Friday of this week (week 10)

** you do not need to turn in a weekly writeup this week because the term paper is due this week

-Final exam: 8:00-10:00AM, Thursday, June 11, same classroom (PLEASE SET AN ALARM!)

Online Resources
-University of Oregon guide to International Studies resources (subject dictionaries and encyclopedias; yearbooks; directories of organizations; finding articles; finding books and government publications; statistics; news and analysis; web resources):
  http://libweb.uoregon.edu/guides/intlstudies/general.html
  UO Latin American Studies guide https://libweb.uoregon.edu/guides/intlstudies/latinamericanguide3.html

Jobs/Internships
http://www.idealist.org/
http://people.emich.edu/rstahler/

Community economies: www.communityeconomies.org “The Community Economies project is a place where new visions of community and economy can be theorized, discussed, represented and enacted. The project grew out of J.K. Gibson-Graham's feminist critique of political economy that focused upon the limiting effects of representing economies as dominantly capitalist. Central to the project is the idea that economies are always diverse and always in the process of becoming. This project developed as a way of documenting the multiple ways in which people are making economies of difference and in the process building new forms of community. The project involves an ongoing collaboration between academic and community researchers and activists in Australia, North America, and South East Asia.”

International News
-You’re probably familiar with mainstream media outlets, such as the New York Times or BBC. Here are a few others:
The Ecologist: www.ecologist.org (provides broad analysis on politics and economics, as well as social and environmental issues worldwide)
Manchester Guardian Weekly (international news): http://www.guardian.co.uk/
National Public Radio: www.npr.org
The Nation: www.thenation.com
Common Dreams Newscenter: http://www.commondreams.org/
IRC Americas Program: http://americas.irc-online.org
World News Network: http://www.wn.com/

Directories of non-governmental organizations (NGOs), and a few environmental NGOs:
http://www.wango.org/resources.aspx?section=ngodir
http://www.google.com/Top/Society/Organizations/Development/

Pacific Environment: www.pacificenvironment.org
Natural Resources Defense Council: www.nrdc.org
NRDC's Santa Monica Office Green Building Resources List:
http://www.nrdc.org/cities/building/smoffice/resources.asp
Greenpeace: www.greenpeace.org
Amazon Watch: www.amazonwatch.org

Communities for a Better Environment (Environmental Justice): http://www.cbecal.org/
CEED - Green Bldg Center for Environmental Economic Development:
http://www.ceedweb.org/greenbuilding/
IFOAM, the International Federation for Organic Agriculture Movements: http://www.ifoam.org/
The Center for Agroecology and Sustainable Food Systems at UCSC (where Steve Gliessman and Miguel Altieri are based: http://www.agroecology.org/
Maitreya Ecovillage (5 minute bike ride from Eugene city-center): www.maitreyaecovillage.org
Rare: Resource Assistance for Rural Environments (does Oregon community dev. projects) rare.uoregon.edu
Aprovecho: non-profit based in Cottage Grove, OR; does appropriate technology, sustainable forestry, organic agriculture, permaculture: http://www.aprovecho.net/
Grupo Fenix - A nonprofit working with land mine survivors and renewable energy in northern Nicaragua.
http://www.grupofenix.org/

Green for All: national organization dedicated to building an inclusive green economy strong enough to lift people out of poverty: www.greenforall.org

The Guide to Going Local:
http://startsomegood.com/Venture/center_for_a_new_american_dream/Campaigns/Show/the_guide_to_going_local
South Central Farmers (Los Angeles urban farm/env. justice): http://www.southcentralfarmers.org/story.html
Bring Recycling (Eugene, OR): non-profit organizations dedicated to reuse, reduction and recycling:
www.bringrecycling.org

Oregon Toxics Alliance http://www.oregontoxics.org/
Mapuche (Chilean indigenous group) international environmental issues link: http://www.mapuchene-nation.org/english/frontpage.htm
Eco-consumer guide: http://www.goodguide.com/

Guide to organic farms around the world (work & get travel lodging) www.wwoof.org

Technical Resources
EPA Environmental Justice Mapping Tool http://www.epa.gov/enviro/ej/
EPA - Envirofacts Multidatabases http://www.epa.gov/enviro/index_java.html