

EG483

Environmental Issues in a Global Society

[Onsite]

Course Description:

Building on the ecological principles, this course explores the environmental issues in our global society. Students apply the systematic problem solving approach to critically evaluate the latest environmental issues and review policies and recommendations.

Prerequisite(s) and/or Corequisite(s):

Prerequisites: EG371 Research Methods or equivalent, An introductory course in ecology or environmental science course

Credit hours: 4

Contact hours: 40 (40 Theory Hours)

SYLLABUS

Instructor: _____

Office hours: _____

Class hours: _____

MAJOR INSTRUCTIONAL AREAS

1. Global Consequences of Environmental Issues
2. Environmental Policies
3. Science and Politics related to Environmental Issues
4. Global Climate Change
5. Globalization impact on Environmental Policy
6. Creation of a Sustainable World

COURSE OBJECTIVES

After the successful completion of this course, the student will have the opportunity to:

1. Differentiate between local and global environmental issues.
2. Analyze the forces driving current global environmental issues and the policies that are being proposed to address them.
3. Examine the environmental impacts associated with consumption.
4. Critically analyze environmental data.
5. Critically evaluate current news on environmental policies.
6. Recognize the global interdependency of environmental issues.

7. Compare the views of globalization and the anti-globalization movements as related to environmental issues.
8. Identify the social changes that need to occur in order to improve the quality of the natural environment.
9. Use the ITT Tech Virtual Library and Internet resources to research current policies of a specific global environmental topic illustrating the difficulties in negotiating policies between resource-rich and resource-poor countries.

Related SCANS Objectives

1. Apply new knowledge and skills.
2. Understand the causes of environmental problems.
3. Recognize problems, examine consequences, and devise a plan of action.
4. Evaluate situations and devise an appropriate plan of action.
5. Acquire, evaluate, and organize information.
6. Effectively present data using written, graphic, or pictorial methods.

TEACHING STRATEGIES

The curriculum is designed to promote a variety of teaching strategies that support the outcomes described in the course objectives and that foster higher cognitive skills. Delivery makes use of various media and delivery tools in the classroom.

COURSE RESOURCES

Student Textbook Package

- Harper, Charles L. *Environment and Society: Human Perspectives on Environmental Issues*. 3rd ed. Upper Saddle River, New Jersey: Prentice Hall, 2004.

References and Resources

ITT Tech Virtual Library

Login to the ITT Tech Virtual Library (<http://www.library.itt-tech.edu/>) to access online books, journals, and other reference resources selected to support ITT Tech curricula.

■ General References

• Books

The following books are related to this course and are available through the ITT Tech Virtual Library>Ebrary

- Adams, W. M. *Green Development: Environment & Sustainability in the South*. NY: Routledge, 2001.
- Bocking, Stephen. *Nature's Experts: Science, Politics, and the Environment*. Piscataway, NJ: Rutgers University Press, 2004.
- Cahill, Michael. *Environment and Social Policy*. New York: Routledge, 2001.
- Committee on Programmatic Review of the U. S. Department of Energy's Office of Power Technologies. *Renewable Power Pathways : A Review of the U. S. Department of Energy's Renewable Energy Programs*. Washington DC: National Academies Press, 2000.
- Kutting, Gabriela. *Environment, Society and International Relations: Towards More Effective International Environmental Agreements*. New York: Routledge, 2000.

- Leautier, Frannie. *Cities in a Globalizing World : Governance, Performance, and Sustainability*. Washington DC: World Bank, 2006.
 - National Research Council Staff. *Envisioning the Agenda for Water Resources Research in the Twenty-First Century*. Washington DC: National Academies Press, 2001.
 - Sampson, Gary P. and Bradnee W. Chalmers. *Trade, Environment, and the Millennium*. Tokyo: United Nations University Press, 2001.
 - Shapiro, Susan G. *Environment and Our Global Community*. NY: International Debate Education Association, 2005.
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- **Periodicals**
 - **Periodicals>EbscoHost**
 - Cunningham, Virginia L., Mary Buzby, Thomas Hutchinson, Frank Mastrocco, Neil Parke, and Nicholas Roden. "Effects of Human Pharmaceuticals on Aquatic Life: Next Steps." *Environmental Science & Technology* 40, no. 11 (June 1, 2006): 3456–3462, 2 charts, 1 graph.
 - Dalton, Louisa. "Two Sides To CO₂ Rise." *Chemical & Engineering News* 82, no. 29 (July 19, 2004): 6, 1c.
 - Dentener, F., D. Stevenson, K. Ellingsen, Noije T. Van, M. Schultz, M. Amann, C. Atherton, N. Bell, D. Bergmann, I. Bey, L. Bouwman, T. Butler, J. Cofala, B. Collins, J. Drevet, R. Doherty, B. Eickhout, H. Eskes, A. Fiore, and M. Gauss. "The Global Atmospheric Environment for the Next Generation." *Environmental Science & Technology* 40, no. 11 (June 1, 2006): 3586–3594, 2 charts, 4 graphs.
 - Gambini, Barbara. "Cultural Assumptions against Sustainability: An International Survey." *Journal of Geography in Higher Education* 30, no. 2 (July 2006): 263–279.

- Herring, Horace. "Green Alternatives to Globalization: A Manifesto." *Organization & Environment* 18, no. 4 (December 2005): 505–507.
 - "Living With Nature." *Beijing Review* 48, no. 28 (August 14, 2005): 4.
 - Lewis, Alastair C., Nicola Carslaw, Philip J. Marriott, Russel M. Kinghorn, Paul Morrison, Andrew L. Lee, Keith D. Bartle, and Michael J. Pilling. "A Larger Pool of Ozone-Forming Carbon Compounds in Urban Atmospheres." *Nature* 405, no. 6788 (June 15, 2000): 778, 4p, 4 graphs.
 - "Meeting the Challenges of Globalization." *Journal of Chemical Education* 83, no. 1 (January 2006): 7.
 - Purdum, Traci. "Sustaining the Future." Special Leadership Report. *Industry Week/IW* 254, no. 13 (December 2005): 52–53.
 - Scheunpflug, Annette and Barbara Asbrand. "Global Education and Education for Sustainability." *Environmental Education Research* 12, no. 1 (February 2006): 33–46.
 - Shi, David. "Sustainability as a Strategic Initiative." *Presidency* 9, no. 1 (Winter 2006): 34.
 - Spooner, John. "Ecological Footprints." *Times Educational Supplement* no. 4652, Special Section (September 16, 2005): 11.
- Reference Resources>Environment
 - *National Library for the Environment.*
The NLE Web site provides access to CRS reports on environmental topics, news, and reference resources.
 - *OECD Environment Directorate.*

A forum provided by the Organization for Economic Co-operation and Development for countries to share their experiences and to develop policies that can address environmental problems in an effective and economically efficient way.

- *US Environmental Protection Agency.
A comprehensive environmental site offering news and research information.*

EVALUATION AND GRADING

COURSE REQUIREMENTS

1. Attendance and Participation

Regular attendance and participation are essential for satisfactory progress in this course.

2. Completed Assignments

Each student is responsible for completing all assignments on time.

3. Team Participation (if applicable)

Each student is responsible for participating in team assignments and for completing the delegated task. Each team member must honestly evaluate the contributions by all members of their respective teams.

Evaluation Criteria Table

The final grade will be based on the following weighted categories:

CATEGORY	WEIGHT
Writing Assignments	35%
Participation	20%
Project	25%
Quizzes	20%

Total	100%
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Note: Please refer to Appendix 1 for more information on grading for participation.

Grade Conversion Table

Final grades will be calculated from the percentages earned in class as follows:

A	90-100%	4.0
B+	85-89%	3.5
B	80-84%	3.0
C+	75-79%	2.5
C	70-74%	2.0
D+	65-69%	1.5
D	60-64%	1.0
F	<60%	0.0

COURSE OUTLINE

Note:

- **Readings:**

For all units, except unit 1: It is recommended that students complete the readings before attending the class.

Unit 1: All the concepts will be covered in class; therefore, the specified readings are merely for students' reference.

- **Discussions:**

In addition to general class participation and in-class activities, all discussion questions will be graded under the Participation evaluation category.

All assignments are due the following week unless otherwise documented

Unit #	Activities for the unit
1	<ul style="list-style-type: none"> • Reference <ul style="list-style-type: none"> ○ Chapter 1: Introduction-Pages 1-25 ○ Chapter 2: Human Systems, Environment, and Social Sciences-Pages 33-78 • Writing Assignments: 1 and 2
2	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Chapter 3: The Resources of the Earth: Sources and Sinks-Pages 84-90, 107-116 • Discussion: 1 • Writing Assignments: 1 and 2 • Project: Start Part 1
3	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Chapter 3: The Resources of the Earth: Sources and Sinks-Pages 90-94 and pages 116-123 • Discussion: 1 • Writing Assignment: 1 • Project: Continue Part 1
4	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Chapter 3: The Resources of the Earth: Sources and Sinks-Pages 96-107

Unit #	Activities for the unit
	<ul style="list-style-type: none"> • Quiz # 1 • Writing Assignments: 1 • Project: Submit Part 1
5	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Chapter 4: Global Climate Change, Scientific Uncertainty, and Risk-Pages 131-162 • Discussion: 1 • Writing Assignments: 1 and 2 • Project: Start Part 2
6	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Chapter 5: Population, Environment, and Food-Pages 179-194, 204-218 • Discussion: 1 • Writing Assignments: 1 and 2 • Project: Continue Part 2
7	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Chapter 6: Energy and Society-Pages 225-235, 248-267 • Quiz # 2 • Writing Assignment: 1 • Project: Submit Part 2
8	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Chapter 7; Alternative Futures; Sustainability, Inequality, and Social Change-Pages 274-279, 288-295, 305-307 • Discussion: 1

Unit #	Activities for the unit
	<ul style="list-style-type: none"> • Writing Assignment: 1 • Project: Start Part 3
9	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Chapter 7: Alternative Futures; Sustainability, Inequality, and Social Change; pages 279-288, 295-304, and 307-313 ○ Chapter 10: Globalization: Trade, Environment, and the Third Revolution; pages 404-405 • Writing Assignments: 1 • Project: Continue Part 3
10	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Chapter 8: Transforming Structures: Markets, Politics, and Policy-Pages 332-340 ○ Chapter 10: Globalization: Trade, Environment, and the Third Revolution-Pages 404-424, 432-440 • Discussion: 1 • Writing Assignments: 1 • Project: Continue Part 3
11	<p>Summary Activity</p> <p>Project Presentation</p>