

**EVR 1017 - Global Environment and Society**  
**Spring 2010 TuTh 9:30-10:45 AM**  
**Classroom: CP 151**

**Instructor:** Jim Riach [riachj@fiu.edu](mailto:riachj@fiu.edu)

**Office hours:** TuThu :11 AM-12 PM; Th: 2-4 PM; MW: 10 AM-12PM

**Location:** ECS 335

**Course Description:**

The course provides a broad introduction to the study of human-environmental relations by integrating information from the natural and social sciences. The approach involves analyzing relationships between human and ecological systems from local to global geographical perspectives. The course examines the roles of culture and worldview on shaping relationships. Students will learn about the current status and trends of human populations and the world's major ecosystems and about the implications of these patterns to the future of biodiversity and human well-being. The course also provides a review of different cultural and ideological responses to environmental and humanitarian concerns in light of global processes of social and ecological transformation.

**Course Objectives:**

After successfully completing this course, students will be able to:

- Recognize the global environment as the integration of human and ecological systems;
- Identify key components and processes of ecological systems;
- Identify key components and properties of human systems, particularly cultural and social dimensions;
- Summarize past and current dominant social theories regarding human-environment relations;
- Identify major global environmental issues of concern today;
- Explain how world views, human actions, and social forces contribute to major global environmental problems; and
- Describe different human-environment relations of different cultures from around the world;
- Identify the causes of and possible solutions to environmental problems threatening the world's major ecosystems.

**CE6:**

This as a web-assisted course. All students will be assigned a CE6 account for online access to the course, which will contain all review quizzes, **all reading materials**, lecture supplements, professor e-mail access, assignment submission tools, and suggested links.

**Optional Materials for the Course:**

Available for free download at: <http://www.earth-policy.org/Books/PB3/Contents.htm>

Brown, Lester R. 2008. Plan B 3.0: Mobilizing to Save Civilization. New York: W.W. Norton & Company.

**Grading:**

Exam I	20
Exam II	20
Exam III	20
Env Scavenger Hunt (4x)	20 (four @ 5 pts each)
<u>In-Class Activities</u>	<u>20</u>
<b>Total</b>	<b>100</b>
Video Project (in place of 1 exam)	20 (can replace 1 exam above)
CE 6 Review Quizzes	NONE

**Grades** are based on the following percentages

<b>A</b> = 94-100	<b>A-</b> = 90-93	<b>B+</b> = 87-89
<b>B</b> = 83-86	<b>B-</b> = 80-82	<b>C+</b> = 77-79
<b>C</b> = 73-76	<b>C-</b> = 70-72	<b>D+</b> = 67-69
<b>D</b> = 63-66	<b>D-</b> = 60-62	<b>F</b> = 0-59

### **Exams:**

There will be three non-cumulative exams during the semester. Exams will cover material from the readings and lecture. Lectures will not duplicate the material found in the readings, so class attendance is essential for a good grade in the exams. Several movies may be shown in class. The movies may appear on the exams. If you miss class on a day a movie is shown, it is your responsibility to get notes from a classmate and/or try to see it.

### **Environmental Scavenger Hunt**

Students will be required to participate in a total of 4 scavenger hunts throughout the semester. These hunts will require that students go to different areas around campus, complete an on-site assignment, and obtain information and artifacts from these locations. To receive a grade for the hunt, students will have to complete an online assessment for each of the scavenger hunts and may also be requested to bring to class the artifacts that they collected.

### **In-Class Activities**

Several **GRADED** activities will take place during class time. These activities will be **UNANNOUNCED** and will be related to the content of that day's lecture topic or reading assignment (so have notes and readings with you in class). There are **NO MAKE-UPS** for these activities. Failure to participate in any activity will earn you a zero for that activity.

### **Optional Video Project**

Students will be able to opt out of taking one exam in exchange for creating a 3-5 minute video addressing some of the issues covered in class. Further details will be discussed in class. There will be two in-class video project workdays to help students organize their video projects. **Students working on videos will be required to attend the in-class video project workdays.** Students working on video projects who miss the workdays will result in the student receiving a zero for the video project and will be required to take all three exams.

### **Review Quizzes:**

Short **non-graded** quizzes based on lecture, the textbook readings, and online content will be posted on CE6. Students will have up to 3 attempts to take the quizzes as review for upcoming exams. Students will have 20 minutes to complete each attempt of the quizzes.

### **Extra Credit:**

Help with Video project

FIU Environmental Preserve work days. Points will be added to the final grade for the semester according to the following guidelines. One full day = 5 points; Half-day = 2.5 points. Less than half day = 1.3 points. No more than 5 points will be given as extra credit for the semester.

### **Academic Misconduct:**

All students are held to the following pledge

**As a student of this university:**

- **I will be honest in my academic endeavors.**
- **I will not represent someone else's work as my own.**
- **I will not cheat, nor will I aid in another's cheating.**

All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

### **Procedure**

All matters relating to academic misconduct are referred to the Office of the Provost for Academic Affairs. Acts of academic misconduct may be alleged by faculty, staff or students. Two actions that may be taken are:

- **Expulsion:** Permanent separation of the student from the University, preventing readmission to the institution. This sanction shall be recorded on the student's transcript.
- **Suspension:** Temporary separation of the student from the University for a specific period of time.

## Readings and Course Schedule

### *I. COURSE FRAMEWORK*

#### **Week One: January 5-7**

##### **1/5: Introduction**

##### **1/7: Modeling the Environment**

Readings:

Brown: Ch. 1 - Entering a New World

### *II. ECOLOGICAL SYSTEMS*

#### **Week Two: January 12-14**

##### **1/12-14: Biodiversity**

Readings:

Biodiversity

### *III. HUMAN SYSTEMS: CULTURE, SOCIETY AND HUMAN ECOLOGY*

#### **Week Three: January 19-21**

##### **1/19-21: Human Systems: Culture**

Readings:

Concept of Culture

#### **Week Four: January 26-28**

##### **1/26-28: Evolution of Social Forces that Drive Global Environmental Problems**

Readings:

Adaptive Strategies (chart)

Human Societies are Defined by their Food

##### **1/28: Video Project work day**

**Environmental Scavenger Hunt #1 assigned: Due 2/4 @ 9:30 AM**

#### **Week Five: February 2-4**

##### **2/2-4: Human-Environment Relations among Traditional Societies**

Readings:

Managing the Rainforest: Maya Agriculture in the Town of the Wild Plums

A Legacy of Maldevelopment: Environmental Devastation in the Arctic

#### **Week Six: February 9-11**

##### **2/9: Exam I**

##### **2/11: Cultural Diffusion and Consumption**

Readings:

Cultural Geography: Ch. 6, pp. 220-247

How much do we consume?

**Environmental Scavenger Hunt #2 assigned: Due 2/18 @ 9:30 AM**

#### **Week Seven: February 16-18**

##### **2/16 Video work day** \*video work day may be cancelled and replaced with cultural diffusion lecture

##### **2/18: Diffusion of European and Western Culture and Human-Environment Relations**

Readings:

Cultural Geography: Ch. 6, pp. 247-263

#### **Week Eight: February 23-25**

##### **2/23: Diffusion of European and Western Culture and Human-Environment Relations continued**

##### **2/25: World Views and their Influence on Human-Environment Relations**

Readings:

Beyond the Enlightenment Mentality

*IV. STATUS OF ECOLOGICAL AND HUMAN SYSTEMS: ENVIRONMENTAL ISSUES*

**Week Nine: March 2-4**

**3/2: World Views and their Influence on Human-Environment Relations continued**

**Video research, storyboard, video draft due**

**Environmental Scavenger Hunt #3 assigned: Due 3/9 @ 9:30 AM**

**3/4: Ecosystem Change and well-being**

Readings:

Ecosystem Change and well-being

**Week 10: March 9-11**

**3/9: Ecosystem Change and well-being continued**

**3/11 Exam II**

**Week 11: March 15 – 20 SPRING BREAK – NO CLASSES**

**Week Twelve: March 23-25**

**3/23: Environmental Scavenger Hunt #4 assigned: Due 3/30 @ 9:30 AM**

**3/23-25 Population and the Human Condition**

Readings:

Brown: Chs. 6 and 7- Early Signs of Decline and Eradicating Poverty, Stabilizing Population  
Dimensions of poverty

**Week Thirteen: March 30-April 1**

**3/30-4/1: Food Today and Tomorrow**

Readings:

Brown: Ch. 9 - Feeding Eight Billion Well

**4/1: Finished Video Project Due**

**Week Fourteen: April 6-8**

**4/6-4/8: Climate**

Readings:

Brown: Ch. 3: Rising Temperatures and Rising Seas;

**Week Fifteen: April 13-15**

**4/13: Public screening of video projects**

**4/15: Exam III**