Liberal Studies Colloquium EVR 4934/IDS4920—Global Environmental issues
Spring 2011: Wed 2-4:45 PM
Classroom GL 523

Instructor: Jim Riach riachjim85@gmail.com
Office hours: M/F 1:30-3:30; Tues/Thurs 10-12
Office: ECS 335

Course Description:
In this course, students will explore various environmental issues of global dimensions. They will do so by examining human-environment relationships and the various ecological and social benefits and consequences of these relationships. The course is structured with the premise that human-environment relationships reflect the various alternative models of reality represented by the diversity of human cultures in the world. For this reason, students will analyze human-environment relations from Western scientific perspectives as well as from the perspectives of other cultures. Students will also apply learning methods practice by different cultures across time, incorporating not only the reading and writing style of the West, but will also use dramatic oral traditions, arts, crafts, music, and dance to express their understanding of the subject matter.

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

Required Texts:


Optional Materials for the Course:
Portions of text from the following books are going to be required throughout the semester. The required readings will be available through CE 6, but students have the option of purchasing or downloading (where available) the entire text.


Available for free download with registration at http://www.worldwatch.org/sow10

Grading:
Exams 40% (20% each)
In class group activities 10%
Guerilla skits/reading w/ script 10%
Frost Report 10%
Project w/ paper 25%

Grades are based on the following percentages:
A = 94-100  A- = 90-93  B+ = 87-89
B = 83-86  B- = 80-82  C+ = 77-79
C = 73-76  C- = 70-72  D+ = 67-69
D = 63-66  D- = 60-62  F = 0-59

Class Period:
Given the extended duration of the class, we will break the class into two parts. Part 1 will normally run from 2-3:15 and Part 2 will run from 3:30-4:45. Of course, this will be subject to change depending on material that needs to be covered.

One entire class period will be dedicated to a visit to the FIU Frost Museum for purposes on analyzing the environmental and cultural influences of the artwork on display. Students will be responsible for reviewing any reading content assigned for that day prior to going to the museum.

Exams:
There will be two 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. Questions about 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. No electronic handheld devices of any kind are allowed during the exam. If a student is caught using a handheld device during the exam the exam will be taken from the student and the student will receive a zero on that exam. If the violation is found to be severe enough, the student may receive an F for the semester and will be referred to the Office of the Provost for Academic Affairs for further action that may include suspension or expulsion from the university.

In-Class Activities
In-class activities are scheduled for Part 2 of the class periods. These activities include assigned skits as well as group activities designed to answer questions and provide discussion on the readings assigned for Part 2 of the class in the schedule section of the syllabus.

Guerilla Skits and Scripts
The first day of class students will be assigned specific skits that they will be required to perform during the semester. Students will have to provide a detailed 500 word written script that explains the message that is intended to be conveyed by the skit. The message must be based on topics covered in class and must provide referenced sources from the assigned readings to support the credibility of the message.

Frost Report
Students will provide a 750 word written analysis of the environmental and cultural influences of one piece or a series from an artist whose artwork on display at the Frost Museum during the class field trip to the museum. More details about this project will be discussed in class.
Project with Paper
Students will be required to work individually to produce an artistic representation of human-environment relations as they see them according to the model of reality they ascribe to in their own worldview. The format is of the student's choosing and can be video, photography, painting, sculpture, music, dancing, or other formats agreed upon with the instructor.

The project will be exhibited or performed in public. I will work to see if we can set up the presentation in the FIU Ecological Preserve as a form of environmental art so your project should be able to resist the natural elements. On the day of the presentations, students will provide an artist's statement that explains the purpose of the artwork, how it was conceived and produced, including the influences guiding the work.

The paper portion of the project will include the student's biography and worldview and the student's "artist statement". The report will also include text on the human-environment relation the student chose to create the project about. The paper must be 1250-1500 words in length, double-spaced with a minimum of 6 references (only one internet reference will be accepted per paper).

Attendance and Participation
Attendance will be taken on a regular basis at the start of Part 1 and Part 2 of the class. Students do not earn points for being in class, but will lose points if you do not come to class. Starting week 2, after 1 unexcused absence students will be deducted 5 points from their final semester grade for every additional unexcused absence. Five unexcused absences will result in an F 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.
January 12
Introduction
Part 1: Intro to course

Part 2: Activity 1: Environmental perceptions and attitudes
Assign skits

January 19
Part 1: Humans and Sustainability: An Overview
Miller, Ch. 1: Environmental problems, causes and sustainability

Part 2: Skit 1: A very environmental fairy tale
Activity 2: Assadourian: Rise and fall of consumer cultures (in CE 6)

January 26
Part 1: Science, Ecological Principles, and Sustainability
Miller, Ch. 3: Biodiversity and Evolution

Part 2: Skit 2: Nature’s revenge - the Chernobyl aftermath
Activity 3: Environment, Articles 16-18, 20

February 2
Part 1: Culture and Human-Environment Relationships
Davis: Sacred Geography (in CE 6)
Han: Music: using education and entertainment to motivate change (in CE 6)

Part 2: Guest speaker - TBA

February 9
Part 1: Sustaining Biodiversity
Miller, Chs. 5-6; Sustaining biodiversity: the species and The ecosystem approach (6-4 to 6-7 only)

Part 2: Skit 3 and skit 4: Non-humans and humans: emergence - crisis - resolution
Reading: Environment, Article 19
Video: TBA

February 16
Art and Environmental Issues
Field trip to the Frost Museum - report
Reading: TBA

February 23
Part 1: Exam 1 - DVC in EVR 1017

Part 2: Video: TBA

March 2
Part 1: Food
Halweil and Nierenberg: Charting a new path to eliminating hunger (in CE 6)
Buck and Scherr: Moving Ecoagriculture into the mainstream (in CE 6)
Milano: Safeguarding local food biodiversity

Part 2: Skit 5: Food super heroes vs super villains
Activity 4: Environment, Articles 14 and 22: The biofuel future and How much is clean water worth? Using theatre to help women farmers (in CE 6)

March 4
Last day to drop course with DR

March 9
Part 1: Sustaining Environmental Quality
Miller, Ch. 11: Environmental hazards and human health

Activity 5: Environment, Articles 2 and 25: Global warming battlefields and Landfill-on-sea

March 12-20
Spring break

March 23
Part 1: Amazon Environmental Issues
Hemming: Planes, chainsaws, and bulldozers (in CE 6)

Part 2: Activity 6: Video: TBA

March 30
Part 1: Environmental Issues and Indigenous Rights

Part 2: Guest speaker: TBA

April 6
Part 1: Exam 2 - DVC in EVR 1017

Part 2: Video: Activity 7: TBA

April 13
Part 1 and Part 2: Projects

April 20
Part 1 and Part 2: Projects