



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit CLAS Department Geographical Sciences & Urban Planning
Subject GPH Number 210 Title Society and the Environment Units: 3
Is this a cross-listed course? No
If yes, please identify course(s) No

Is this a shared course? No If so, list all academic units offering this course

Course description: Examines the interaction between social processes, key environmental issues, and nature's role as a resource at global and regional scales

Requested designation: Global Awareness-G

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
Criteria Checklist for the area
Course Catalog description
Course Syllabus
Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Kelli Larson and Ron Dorn Phone 480-965-7533
Mail code 5302 E-mail: ronald.dorn@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Elizabeth Wentz Date: 12/18/14

Chair/Director (Signature): Libby Wetnz

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	RED COLORED material in the syllabus and major assignments.
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	RED COLORED material in the syllabus and major assignments indicates that the target issue is the link between society and the environment in different global cultures YELLOW COLORATION INDICATES THE PERCENTAGE OF THE GRADE BASED ON LEARNING ABOUT HOW OTHER CULTURES INTERRELATE AND DEAL WITH ENVIRONMENTAL ISSUES

Course Prefix	Number	Title	Designation
GPH	210	Society and the Environment	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1 -studies FOCUS on understanding cultures outside of the USA	The spirit of the G requirement is truly the focus of this class that tasks students with analyzing and developing a deep understand of how other cultures view their connection with the environment that sustains them (and us)	The Critical Thinking Essay (worth 25% of the grade) and the the five reflections (worth 25% of the grade) all engage students in reflecting on connections between other cultures in the world and how they interact with the natural environment. Thus, 50% of the grade is both writing and 100% relevant to this criteria.
2d - in depth study of cultural interrelationships with the natural environment	One of the examples given of world ecology is reasonably close to the focus of this class. However, instead of just dealing with biological issues this class explores how different cultures interrelate with the environmental processes (issues)	The two examinations for the course comprise 50% of the grade. Half of the worth of each exam is based on questions exploring the courses focus on an in depth study of cultural connections and relationships with the environment.
1 and 2d	75% of the student's grade is focused on general studies criteria 1 and 2d.	Both of the major writing assignments worth 50% of the grade and half of the examination scores worth 25% of the grade deal with assessing student understanding of criteria 1 and 2. The remainder of the examination grade focuses on student learning of the basic environmental science behind environmental issues.

GPH 210 Society and Environment (3)

Examines the interaction between social processes, key environmental issues, and nature's role as a resource at global and regional scales.

General Studies: G

THE RED COLOR IDENTIFIES WORDING IN THE SYLLABUS CONNECTED TO CRITERIA 1 AND 2D.

THE YELLOW COLOR IDENTIFIES THE PIECE OF THE GRADING THAT CONNECTS TO GLOBAL AWARENESS CRITERIA 1 AND 2D.

Syllabus for *Society and the Environment* (GPH 210)
Core syllabus With a Tu/Th format

Professor: Dr. Kelli L. Larson (Kelli.Larson@asu.edu)
Schools of Geographical Science and Urban Planning and Sustainability
Office Hours: Tu X-X before class (COOR 5640) or by appointment

Teaching Assistant (TA): Name, Ph.D. Student in Geography (email)
Office Hours: W & F 1-3pm (COOR XXXX)

Course Objectives and Learning Outcomes: This course examines interactions between societal decisions made by different cultures around the world and environmental change at local to global scales, including but not limited to the causes and consequences of various problems and risks as well as strategies for resolving them. Students will gain an understanding of how people in different cultures utilize, impact, and otherwise interact with the environment while learning about fundamental biophysical and social processes pertaining to earth systems and natural resource challenges facing society. In addition to illustrating their understanding of the course material in two exams, students will demonstrate their ability to think critically about related issues through two writing assignments.

General Studies and CLAS Description

Requirement	Description	Course Objectives
Global Awareness (G)	The objective of the global awareness requirement is to help students recognize the need for an understanding of the values, elements and social processes of cultures other than those of the U.S. This course achieves the Global Awareness (G) objective through the focused issue of how human-caused environmental problems play out in different cultures outside of the USA – from the perspective of environmental issues in different cultures and also the effect of environmental problems on those cultures.	Students will employ cultural geography concepts and theory in explaining the uneven effects of environmental processes on different global societies.
Science & Society	The learning goals of the science and society requirement are: 1) Understand the reciprocal relationship between science and societies (local, regional, national and/or global). 2) Develop a critical understanding of the scientific principles underlying some of the major topical scientific issues in the public domain. 3) Demonstrate the ability to formulate, communicate, and defend well-informed views of their own concerning the issues studied.	Students will explore major environment-society debates from informed and varied stakeholder perspective (science, different global cultures).

Required Texts

Hassenzahl, D.M., M.C. Hager, and L.R. Berg. 2011. *Visualizing Environmental Science*, 4th edition (ISBN: 978-1118169834). Hoboken, NJ: John Wiley and Sons, Inc.

United Nations, T.A. 2014. *Emerging Issues in Our Global Environment*.

http://www.unep.org/yearbook/2014/PDF/UNEP_YearBook_2014.pdf

Grading Policy: Grading will be based on students' demonstration of substantive knowledge on course topics and their ability to think critically and write clearly about complex environmental issues and related societal-cultural dynamics. Students will also be graded based on their ability to follow specific assignment guidelines. Additional details on exams and assignments will be announced during class and on Blackboard as deadlines near (see our working schedule on pages 3-4). Final grades in this class will be broken down as follows.

Percent of Course Grade (out of 1,000 points total) – 750 points based on criteria 1 and 2d	
Reflections on the Environment	25% (250 points) – 100% focused on criteria 1 and 2d
Critical Thinking Essay	25% (250 points) 100% focused on criteria 1 and 2d
Mid-Term Exam	20% (200 points) 50% focused on understanding the technical details of environmental issues and 50% focused on Criteria 1 and 2d
Comprehensive Final Exam	30% (300 points) 50% focused on understanding the technical details of environmental issues and 50% focused on Criteria 1 and 2d

Assignments will be evaluated based on the content and quality of student work, in addition to formatting requirements. Scores will be assigned out of **1,000 points total**, with pluses and minuses assigned according to the following breakdown: **97-100% = A+**, **93-96% = A**, **90-92% = A-**, **with Bs in 80th percentile, Cs in 70s, Ds in 60s, and Es in 50s or below.** Note: the sure-proof way to get a D or E in this course is by: 1) not coming to class, and 2) not turning in or completing assignments or the exams on-time or according to instructions. Late assignments will be penalized by deducting 5 points for each day they are past due. Brief descriptions of key assignments and exams are provided below.

Assignments & Exams

Exams: Two exams will constitute half (50 percent) of your course grade. The second, final exam (worth 30% compared to 20% for the first one) will be comprehensive, meaning that you will be tested on the entire course content. Both exams will cover material from lectures and our textbooks, with focus on the information covered in class. The exams will include a mix of multiple choice, matching, true/false, and short answer questions. **The examination questions will be evenly split between assessing your understanding of the technical details of environmental issues and on assessing your understanding of the interplay between different global cultures and the environment.**

Reflections: Students will be responsible for **writing 5 reflections about different global cultures impact on and societal interactions with the environment based on diverse types of information.** In about 250-300 words, each reflection should address basic 'what, where, when, who, how, and why' questions pertaining to the environmental issue at hand while noting relevant sources of inspiration such as personal experiences, news stories, field observations, and films.

Essay: Based on an issue from our *Taking Sides* book, students will write a short essay presenting varying thoughts and views of different global cultures on a particular environmental matter. In approximately 500-750 words, students must articulate opposing views on an issue while also articulating their thoughts and opinions on the topic with supporting information, credible sources, and appropriate citations. Students must reference at least 3 cited sources in their essays, including an 'issue' in *Taking Sides* and at least 1 peer-reviewed journal article to back-up and justify the information and perspectives presented in their essay. Students must follow the provided bibliographic format in referencing all sources used in essays.

****Note:** As assignment deadlines near, more specific guidelines with grading rubrics will be posted on Blackboard. Additional details on exams will also be provided in class.

Assignment Formatting (points will be deducted for improperly formatted assignments): All written assignments should be formatted with 1-inch margins and a font size equivalent to 12-point Times New Roman using 1.5–2 spacing. All references should be cited according to the professional standard specified in class, which will follow the Chicago Manual of Style "Author-Date" system. Details will be provided on BlackBoard, and you can also reference the "Quick Guide" available at http://www.chicagomanualofstyle.org/tools_citationguide.html.

Honor's Opportunities: For Honor's students who wish to pursue this opportunity, you should talk to me within the first week or two of class.

Professionalism Integrity: Academic honesty is expected of all students in this course and for all exams and assignments. The possible sanctions for cheating and/or plagiarism include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification, and/or dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

Disability Accommodations: Qualified students with disabilities are encouraged to make their requests for accommodations at the beginning of the semester, either during my office hours or by appointment. Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Students who feel they will need accommodations in this class but have not registered with the DRC should contact them immediately. The DRC office is located on the first floor of the Matthews Center. For more information, visit www.asu.edu/studentaffairs/ed/drc.

Working Course Schedule (You will be assigned the readings in class for the next week. When you get this information, linkages you will need for the exams -- between in-class material and readings -- will only be explained in person.)

Note: *This schedule is tentative and subject to change.*

1/14-16 Human-Environment Interactions & Sustainable Development

1/21-23 Population Trends, Development in Different Global Cultures, & Environmental Impacts

1/28-30 Urbanization and Sustainable Cities in Different Cultures

2/4-6 Vulnerability to Various Risks & Environmental Management

2/11-13 The Environmental Movement in Historical & in Different Cultures

DUE 2/18 (Tu) → REFLECTIONS

2/18-20 Ecosystem Dynamics & the 4 Earth's Spheres

2/25-27 Endangered Species & Differing cultural approaches to environmental
Restoration

3/4-6 Midterm Review (Tu) and Exam 1 (Th)

3/6 (Th) → EXAM 1

3/11-13 SPRING BREAK (NO CLASS)

3/18-20 How Different Cultures Approach Renewable & Non-Renewable Resources;
Energy & the Environment

3/25-27 Air Quality & Politics of Scale in Atmospheric Governance

4/1-3 Climate, the Atmosphere & Global Initiatives

4/8-10 Reflecting on Cultural-Environment Issues in the Media of Different Countries

DUE 4/8 (Tu) → CRITICAL ESSAY

4/15-17 Water Scarcity & Pollution as Transboundary and Transcultural Issues

4/22-24 Poverty, Food Security, & Sustainable Agriculture in Different Cultural-
Environmental Settings

4/29-5/1 Final Review & Exam

5/1 (Th) → FINAL EXAM

Critical Thinking Essay (25% of course grade, or 250 points)
GPH 210 Society & Environment Assignment
Due by 5pm on April 8, 2014

Description & Objectives: Selecting an issue from our *Taking Sides: Clashing Views on Global Issues* book, write a short essay presenting varying thoughts and views—that compares your view with others presented in the book found in other global cultures—on a particular environmental matter. You may choose any issue in this book as long as it connects an environmental issue in a different culture outside of the USA. In an essay of approximately 500-750 words, you must articulate opposing views on an issue while articulating your thoughts and opinions on the topic. Drawing from various sources (e.g., books, news, journals), students must reference **at least 3 sources**, including the relevant issue in *Taking Sides* and 1 peer-reviewed journal article, to support and justify the information and perspectives presented in their essay using the citation format provided.

Requirements: Your critical essay must:

1. Present and explain the issue including the yes/no viewpoints and your own, with supporting scientific research and credible information.
2. Pose the chosen *Taking Sides* question at the top of your paper.
3. Support arguments with in-text citations from **at least** the following 3 sources: 1) the specific issue of *Taking Sides* addressed, 2) a peer-reviewed journal article, and 3) a third source of your choosing (e.g. news article, scientific report, book, etc.).

While drawing from particular sources, **note** in particular that:

- The two perspectives presented in the *Taking Sides* issue you choose counts as only one of the three required information sources.
 - Information on identifying *peer-reviewed* journal articles is available on Blackboard under the Course Documents section, but see the TA if you do not understand this point or what to double-check your references.
 - Aim for high-quality sources that are central to your argument. While you are free to choose your *third source*, the quality of your sources and how you integrate them into your essay will be considered when grading. A brief web page or youtube video, for example, will not likely lend a lot of strength or substance to your argument unless it is critically examined to demonstrate a particular point. While accurate in many cases, Wikipedia is **not** an acceptable source for academic work—i.e. in researching your class assignments—because it is ultimately unreliable as an ‘open’ source of information. In general, the strongest evidence for arguments comes from peer-reviewed articles, reports, investigative journalism, books, documentaries, and other in-depth works attributable to particular authors or organizations.
4. Properly cite all of information sources on which you draw while referencing all sources both in a) the narrative of your essay—after the relevant statement(s) drawn from each source (see example below)—**and** b) a Works Cited list—at the end of your essay—formatted according to the specified and provided Chicago Manual of Style Guide (see examples below and other resources on BlackBoard). **Note**, especially, that providing only a URL (Internet) address for sources is **not** sufficient for citing your sources. If you don’t understand how to cite your sources after reviewing our relevant course materials, be sure to consult your professor and your TA.
 5. List the word count at top.
 6. Contain between 500-750 words in 3-5 paragraphs.

GPH 210 Society & Environment Assignment

Reflections on Society & the Environment (25% of course grade, or 250 points)

Due Date: Feb. 18, 2014 by 5pm (in one document submitted via Blackboard)

Description & Objectives: Interactions between social processes that occur in cultures outside of the United States and environmental change at local to global scales involve complex and far-reaching relationships. This assignment requires that you engage with multiple sources of information—including “everyday” experiences with and observations of environmental issues (e.g., via reading blogs based on other cultures, news events based in other cultures, etc.)—to reflect on interconnected cultural, ecological, social, and economic dimensions of particular problems or dynamics. Your 5 reflections (200-300 words each) should answer the what, where, when, who, how, and why questions (see details below) pertaining to the issue at hand while noting the relevant sources of information or inspiration for each reflection, which will include diverse sources such as personal experiences reported in such sources as international blogs, news stories in other cultures, and field observations if you have traveled internationally.

Requirements: You must complete 1 reflection on each of the following 5 experiences or sources of information, with the specified entries listed in the following order:

1. Calculating & your *Ecological Footprint* at <http://www.myfootprint.org/> and reporting on the results, including how you might reduce your impact on the environment through changes in your personal lifestyle choices. Then, calculate the Ecological Footprint of someone living in a less developed culture using examples provided in class. Part of the reflection will involve a comparison of your culture with another's culture.
2. Reporting on a *peer-reviewed journal article* (see handout on Bb on how to identify such sources) on an environmental issue or problem in a different cultural setting outside of the USA. If you are unsure of how to identify a refereed journal article, be sure to talk to our TA and your instructor, so points are not deducted from your assignment.
3. Discussing a *news story* about societal interactions in another cultural setting outside of the USA, with the environment and your views on the matter.
4. Reporting on an *experience* or observation pertaining to human-environment interactions or impacts that allow you to compare your culture with another culture, either on the ASU campus or otherwise. This might include attending a relevant seminar or interviewing a professor who came from a different culture outside of the USA, among other possibilities (see field experiences below for additional ideas). This observation can be based on your own personal international travel, or it can be based on observations of a cultural community at ASU that originated outside of the United States. There are a great many different communities at ASU, and you can obtain information through the undergraduate student association or the international student office: <https://students.asu.edu/international/issc>
5. Watching a *movie* about an ‘environment and society’ issue that is based in another country, and then write a review on the film. See list of possible films on Blackboard.

Note, your reflections might consider the what, where, when, who, how, and why of the issue by answering questions such as:

- What is the human-environmental issue all about, including risks and/or benefits?
- Who is causing the problem, and who is being harmed? What conflicting views exist?
- Where does the problem occur, and why?
- When did it occur, and how did it develop? When might it be resolved, and how?
- How has/is/might the issue be resolved or otherwise addressed?
- How are, or might you, be involved with this issue?
- What can you do to help alleviate the problem/impact on the environment?

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Taking Sides: Clashing Views on Global Issues / Edition 8

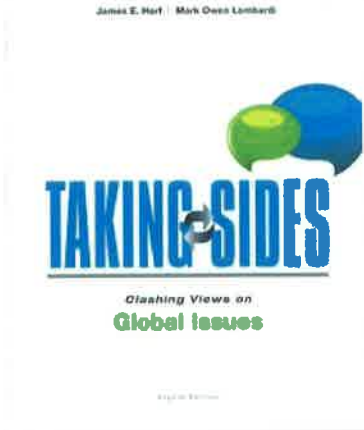
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Edition: 8
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Publisher: McGraw-Hill Higher Education

More About This Textbook

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Overview

The Taking Sides Collection on McGraw-Hill Create™ includes current controversial issues in a debate-style format designed to stimulate student interest and develop critical thinking skills. This Collection contains a multitude of current and classic issues to enhance and customize your course. You can browse the entire Taking Sides Collection on Create, or you can search by topic, author, or keywords. Each Taking Sides issues is thoughtfully framed with *Learning Outcomes*, an *Issue Summary*, an *Introduction*, and an *Exploring the Issue* section featuring *Critical Thinking and Reflection*, *Is There Common Ground?*, and *Additional Resources and Internet References*. Go to McGraw-Hill Create™ at www.mcgrawhillcreate.com, click on the "Collections" tab, and select The Taking Sides Collection to browse the entire Collection. Select individual Taking Sides issues to enhance your course, or access and select the entire Harf/Lombardi: Taking Sides: Clashing Views on Global Issues, 8th Edition, Paperback for an easy

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Product Details

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ADVERTISING

Publication date: 10/11/2013

Series: Taking Sides Series

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Taking Sides: Clashing Views on Global Issues

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Taking Sides: Clashing Views on Global Issues Eighth Edition

- UNIT: Global Population

- Issue: Is Global Aging a Major Problem?

YES: Neil Howe and Richard Jackson, from "Global Aging and the Crisis of the 2020s," *Current History* (January 2011)

NO: Calestous Juma, from "Why We Need Innovation to Prepare for the Global Aging Society," *Forbes* (October 3, 2012), Forbes.com

Neil Howe and Richard Jackson of the Center for Strategic and International Studies argue that global population aging is likely to have a profound and negative effect on global economic growth, living standards and conditions, and "the shape of the world order," particularly affecting China, Russia, Pakistan, Iran, and countries of the West. Harvard Professor Calestous Juma suggests that while technology alone will not be adequate to address elderly needs, utilizing technological advances in fields like engineering and medicine will likely result in allowing the elderly to be an asset rather than a burden.

- Issue: Does Global Urbanization Lead Primarily to Undesirable Consequences?

YES: Divya Abhat et al., from "Cities of the Future: Today's 'Mega-Cities' Are Overcrowded and Environmentally Stressed," *E/The Environmental Magazine* (September/October 2005)

NO: United Nations Human Settlements Programme, UN-Habitat, from "Productivity and the Prosperity of Cities," in *State of the World's Cities 2012/2013* (2012), www.unhabitat.org
Divya Abhat, editor of *E/The Environmental Magazine*, and colleagues suggest that the world's cities suffer from environmental ills, among them pollution, poverty, fresh water shortages, and disease. The 2012 UN-Habitat report suggests that as countries become more urbanized, national productivity increases, particularly in high- and middle-income countries. Particularly important is managing urban growth in such a way as to avoid negative consequences for future economic growth.

- UNIT: Global Resources and the Environment

•

- Issue: Should Environmentalists Continue to Be Alarmists?

Yes: Paul B. Farrell, from "The Coming Population Wars: A 12-Bomb Equation—Can Gates' Billionaires Club Stop These Inevitable Self-Destruct Triggers?" *MarketWatch* (September 29, 2009)

No: Ronald Bailey, from "Our Uncrowded Planet," *The American* (October 1, 2009)
Paul Farrell, an investing and personal finance columnist for *CBS MarketWatch*, describes 12 global time-bombs put forth by Jared Diamond, an environmental biologist. The two biggest are the overpopulation multiplier (population will increase 23 percent before it peaks) and the population impact multiplier (third-world citizens will adopt much higher first-world consumption patterns). Ronald Bailey, *Reason* magazine's science correspondent, takes Farrell to task on each of his 12 time-bombs, arguing that current trends do not "portend a looming population apocalypse."

- Issue: Will the World Be Able to Feed Itself in the Foreseeable Future?

YES: H. Charles J. Godfray et al., from "Food Security: The Challenge of Feeding 9 Billion People," *Science* (vol. 327, pp. 812-818, 2010)

NO: Lester Brown, from "The Great Food Crisis of 2011: It's Real and It's Not Going Away Anytime Soon," *Foreign Policy* (January 10, 2011)

Charles Godfray, Oxford University professor, and his team suggest that the proportion of the world's population that will be undernourished by 2030 will be 10 percent.

population that is hungry has decreased over the past half-century as a consequence of food production increases, thus boding well for the next 40 years despite a number of important challenges. Lester Brown, founder and president of Earth Policy Institute, argues that unlike in the past when weather was the culprit, the spike in food prices is now caused by trends on both sides of the food supply/demand equation that are causing higher food prices.

• Issue: Is the Threat of Global Warming Real?

YES: Bill McKibben, from "Think Again: Climate Change," *Foreign Policy* (January/February 2008)
NO: Richard Lindzen, from "A Case Against Precipitous Climate Action," *The Global Warming Foundation* (January 15, 2011)

Bill McKibben, author of numerous books on ecological issues, addresses seven myths about climate change, arguing that the global community must act now if it is to save the earth from a climate catastrophe. Richard Lindzen, Alfred P. Sloan Professor of Meteorology at MIT, cautions not to act too hastily in addressing assumed climate change as the evidence does not support such a conclusion or the need for hysteria.

• Issue: Can the Global Community Successfully Confront the Global Water Shortage?

YES: William Wheeler, from "Global Water Crisis: Too Little, Too Much, or Lack of a Plan?" *The Christian Science Monitor* (December 2, 2012)

NO: Stewart M. Patrick, from "The Coming Global Water Crisis," *The Atlantic* (May 9, 2012)
William Wheeler, in *The Christian Science Monitor* cover story, while spelling out the factors contributing to global water shortage, concludes that these pessimistic scenarios may be avoided particularly by increased agricultural efficiency and better economics. Stewart Patrick of the Council on Foreign Relations discusses why the "simultaneous ubiquity and scarcity of water" is one of today's ironies, pointing to dramatically increased demand, particularly in the poorer regions of the globe, while acknowledging that solutions to the problem lie in better water management.

• UNIT: Expanding Global Forces and Movements

• Issue: Can the Global Community "Win" the Drug War?

YES: United Nations Office on Drugs and Crime, from *World Drug Report 2012* (United Nations Publications, 2012)

NO: Global Commission on Drug Policy, from "War on Drugs: Report of the Global Commission on Drug Policy" (June 2011)

This 2012 report by the United Nations Office on Drugs and Crime suggests that efforts are paying off as the world's supply of the two main problem drugs, heroin and cocaine, continues to decline. According to the Global Commission on Drug Policy, the "global war on drugs has failed, with devastating consequences for individuals and societies around the world," and thus other approaches such as ending the criminalization of no-harm-to-others drugs, implementing new governmental models of regulation, offering health and treatment services, and also focusing on preventing initial use by young people should be considered.

• Issue: Is the International Community Adequately Prepared to Address Global Health Pandemic?

YES: The Council on Foreign Relations, from "The Global Health Regime," *The Council on Foreign Relations Issue Brief* (May 7, 2013)

NO: Heath A. Kelly et al., from "We Should Not Be Complacent About Our Population-Based Public Health Response to the First Influenza Pandemic of the 21st Century," *BMC Public Health* (vol. 11 no. 78, 2011)

The Council on Foreign Relations' overall assessment suggests that the global health regime has "unprecedented focus and funding," as the institutional landscape has an array of new players who are more diverse and better funded than before, yet several major weaknesses are apparent. Heath A. Kelly et al., at the Victorian Infectious Diseases Reference Laboratory in Melbourne, suggest that the lessons of the global community's dealing with the H1N1 virus in 2009 show that its strategies "could not control the spread" of the virus.

• Issue: Do Adequate Strategies Exist to Combat Human Trafficking?

YES: Luis CdeBaca, from "A Decade in Review, A Decade Before Us: Celebrating Successes and Developing New Strategies at the 10th Anniversary of the Trafficking Victims Protection Act," speech at 2010 Freedom Network Conference, Washington, DC (U.S. Department of State, March 18, 2010)
NO: The United Nations Office on Drugs and Crime, from *Global Report of Trafficking in Persons 2012* (United Nations Publications, 2012)

Luis CdeBaca, ambassador-at-large for the U.S. Department of State, reported in a speech at the Freedom Network Conference that "appreciable progress" has been made in understanding the issue of human trafficking and thus the global community is in "the early stages of positive change in addressing the issue. This 2012 UN report suggests that while progress has been made in creating awareness of the problem of human trafficking throughout much of the globe, only limited

progress has been made in convictions of those guilty of trafficking.

• Issue: Is the International Community Making Progress in Addressing Natural Disasters?

YES: The United Nations, from "Risk and Poverty in a Changing Climate: Invest Today for a Safe Tomorrow," *Summary and Recommendations: 2009 Global Assessment Report on Disaster Risk Reduction* (United Nations Publications, 2009)

NO: David Rothkopf, from "Averting Disaster: Calamities Like the Haiti Quake Aren't Just Predict—They're Preventable," *Newsweek* (January 25, 2010)

The International Strategy for Disaster Reduction Secretariat, a unit within the United Nations, suggests that countries are making "significant progress" in strengthening their capacities to add past deficiencies and gaps in their disaster preparedness and response. At the center of progress is the plan, *Hyogo Framework for Action 2005-2015*, which is aimed at reducing human and nonhuman disaster losses. David Rothkopf, president of Garten Rothkopf (an international consulting agency) and a member of former president Bill Clinton's international trade team, argues that the efforts of international organizations to prevent natural disasters from escalating into megadisasters "have fallen short of what is required."

• Issue: Is the International Community Making Effective Progress in Securing Global Human Rights?

YES: The Council on Foreign Relations, from "The Global Human Rights Regime," *The Council on Foreign Relations* (May 11, 2012)

NO: Amnesty International, from *Amnesty International USA* (Amnesty International, London, 2012). The Council on Foreign Relations, an independent nonpartisan and essentially American think tank, in an *Issue Brief* summarizes the development of an elaborate global system of governmental and nongovernmental organizations developed primarily over the past few decades to promote human rights throughout the world, while recognizing that the task is still far from complete. Amnesty International's annual report on the state of human rights around the world suggests major failure in all regions ("Failed leadership has gone global in the last year"), with specific restrictions on free speech in at least 91 countries and cases of torture and other ill-treatment in over 101 countries.

• UNIT: Economic and Social Aspects of Globalization

• Issue: Is the Global Economic Crisis a Failure of Capitalism?

YES: John Bellamy Foster, from "A Failed Economic System: The World Crisis of Capitalist Globalization," *Monthly Review* (March 1, 2010)

NO: Dani Rodrik, from "Coming Soon: Capitalism 3.0," *Taipei Times* (February 11, 2009)

John Bellamy Foster argues that the global financial and economic crisis of 2008 till today is a function of real structural contradictions and issues within the capitalist order and it is manifested in many countries including China. He does not surmise that capitalism is dead but he does postulate that it must undergo fundamental change to address the problems that currently plague it. Dani Rodrik, a professor of international political economy at Harvard University's John F. Kennedy School of Government, contends that the current economic downturn is not a sign of capitalism's failure but rather its need for reinvention and adaptation. Rodrik argues that this is precisely why capitalism will survive and thrive, because it is so changeable based on new trends and conditions.

• Issue: Does Globalization Increase Inequity?

YES: Vandana Shiva, from "Globalization and Poverty," an interview with Gary Null of NPR, *Globe Research* (December 30, 2008)

NO: Laurence Chandy and Geoffrey Gertz, from "With Little Notice, Globalization Reduced Poverty," *YaleGlobal Online* (July 5, 2011)

Dr. Vandana Shiva argues that globalization increases poverty and inequity because the rules of the game are rigged in favor of those countries and corporations who produce products and extract resources. She contends that only through significant change can that reality be altered and addressed. Laurence Chandy and Geoffrey Gertz contend that by looking at objective data as it relates to poverty rates and the availability of food and resources, poverty rates across the globe are falling and more people are being elevated into lower and middle class than ever before.

• Issue: Is Social Media Becoming the Most Powerful Force in Global Politics?

YES: Clay Shirky, from "The Net Advantage," *Prospect* (December 11, 2009)

NO: Malcolm Gladwell, from "Small Change: Why the Revolution Will Not Be Tweeted," *The New Yorker* (October 4, 2010)

Clay Shirky argues that social media has and will empower individuals and groups in profound ways, giving political movements power, reach, and access. He contends that it will change the power dynamic between these groups and the state (often the object if not adversary of political action) and make insurrection and revolution more likely to occur and potentially to succeed. Malcolm Gladwell contends that social media, while intriguing and fast, is another tool of social activism and is not

revolutionary. He argues that its presence does not mean that revolutions will sprout up everywhere nor does he believe that when they do they will be successful. A host of other factors are just as not more important.

- UNIT: The New Global Security Dilemma
- Issue: Are We Headed for a Nuclear 9/11?

YES: Brian Michael Jenkins, from "Terrorists Can Think Strategically: Lessons Learned from the Mumbai Attacks," *Testimony Series* (Rand

Corporation

January 2009)

NO: Graham Allison, from "Time to Bury a Dangerous Legacy—Part I," *YaleGlobal Online* (March 14, 2008)

Brian Michael Jenkins, senior advisor to the president of the Rand

Corporation

in testimony before the U.S. Senate Committee on Homeland Security and Governmental Affairs posited that a team of terrorists could be inserted into the United States and carry out a Mumbai-style attack as terrorism has "increasingly become an effective strategic weapon." Graham Allison, Harvard professor and director of the Belfer Center for Science and International Affairs, affirms that we are not likely to experience a nuclear 9/11 because "nuclear terrorism is preventable by a feasible, affordable agenda of actions that would shrink the risk of nuclear terrorism to nearly zero."

- Issue: Will China Be the Next Superpower?

YES: Jonathan Watts, from "China: Witnessing the Birth of a Superpower," *The Guardian* (June 1, 2012)

NO: Minxin Pei, from "China's Not a Superpower," *The Diplomat* (2010)

After living and reporting on China for over a decade, Jonathan Watts argues that China is becoming the next superpower. He cites its economic growth and expansion, government policies, and growing international influence as signs of this emerging status. Minxin Pei argues that the political and economic situation in China is not as stable and robust as we believe. He contends that there are structural economic concerns and growing political unrest that will mitigate China's ascension to superpower status and for the foreseeable future.

- Issue: Have Al-Qaeda and Its Jihad Against the United States Been Defeated?

YES: Fareed Zakaria, from "The Jihad Against the Jihadis: How Moderate Muslim Leaders Wage War on Extremists—and Won," *Newsweek* (February 22, 2010)

NO: Scott Stewart, from "Jihadism in 2010: The Threat Continues," *STRATFOR Weekly Terrorism Intelligence Report* (January 6, 2010)

Fareed Zakaria argues through the acts of moderate Muslims across the Islamic world, "We have turned the corner on the war between extremism and the West and now we are in a new phase—clean up and rebuilding of relationships." His argument rests on the actions of Muslim regimes in Saudi Arabia, Pakistan, and Indonesia who are fighting back against jihadism, engaging in military and political policies that are marginalizing extremists and consequently winning the war. Scott Stewart contends that despite Western victories against Al-Qaeda based in the Afghan-Pakistan border region, regional groups and cells have taken up the slack and the threat of extremism and jihad is still strong and ominous. He focuses on the work of these groups in Somalia, Yemen, and North Africa to illustrate this continued fight.

- Issue: Is the Middle East Undergoing a Democratic Revolution?

YES: Fareed Zakaria, from "How Democracy Can Work in the Middle East," *TIME* (February 3, 2011)

NO: Daniel L. Byman, from "After the Hope of the Arab Spring, the Chill of an Arab Winter," *The Washington Post* (December 4, 2011)

Fareed Zakaria argues that there are strong strands within the Egyptian polity and around other parts of the Middle East that indicate that the Arab Spring is truly a democratic revolution. Although he cautions that democratic results are dependent on a host of complex factors, he sees several reasons for optimism, including a strong and secular military and an independent judiciary system. Daniel L. Byman argues that the initial hopes for democracy in the Middle East are now tenuous at best. He points out that various groups like the Muslim Brotherhood in Egypt have moved toward renewed authoritarianism and not real democratic reforms and participation.

- Issue: Should Israel Preempt Against Iran's Nuclear Program?

YES: Elliott Abrams, from "Israel and Iran: The Grounds for an Israeli Attack," *World Affairs Journal* (May/June 2012)

NO: Colin H. Kahl, from "Before Attacking Iran, Israel Should Learn from Its 1981 Strike on Iraq," *Washington Post* (March 2, 2012)

Elliott Abrams argues that a nuclear-armed Iran represents a unique and existential threat to the survival of the state of Israel and therefore is unacceptable. He contends that some states when faced with such a threat should act to prevent destruction since the approach and policy of the Iranian regime is clear and unequivocal in its hostility to Israel's very existence. Colin H. Kahl arg that Israel's attack on the Osirak reactor in Iraq had the reverse impact it wished. Saddam Husse became even more determined to acquire nuclear weapons. Given the greater strength and resiliency of the Iranian regime, its geographic position, and its resources, an Israeli preemption Iran would merely galvanize hard liners to regroup and continue the work toward nuclear weapon And this is something that Israel or the United States cannot ultimately stop.

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