



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 12/3/08

1. ACADEMIC UNIT: School of Global Studies

2. COURSE PROPOSED: SGS 394 Introduction to Global Environmental Issues 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Pam McElwee Phone: 727-0736

Mail Code: 5102 E-Mail: pamelamcelwee@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. 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. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L [x]
Mathematical Studies-MA [ ] CS [ ]
Humanities, Fine Arts and Design-HU [ ]
Social and Behavioral Sciences-SB [ ]
Natural Sciences-SQ [ ] SG [ ]

- Global Awareness-G [ ]
Historical Awareness-H [ ]
Cultural Diversity in the United States-C [ ]

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [x] No [ ] Yes; Please identify courses: \_\_\_\_\_

Is this amultisection course?: [x] No [ ] Yes; Is it governed by a common syllabus? \_\_\_\_\_

Chair/Director (Print or Type)

Chair/Director (Signature)

Date: \_\_\_\_\_

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

**Literacy** is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

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

<b>ASU - [L] CRITERIA</b>			
<b>TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	Syllabus
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px 0;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".</p> </div> <p style="text-align: center;">C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> The composition tasks involve the gathering, interpretation, and evaluation of evidence	Syllabus
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px 0;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".</p> </div> <p style="text-align: center;">C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 3:</b> The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Syllabus
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px 0;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-3</b>".</p> </div> <p style="text-align: center;">C-3</p>			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	Syllabus
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%; background-color: yellow;">             Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-4</b>".           </div>			
C-4			

Course Prefix	Number	Title	Designation
SGS	394	Introduction to Global Environmental Issues	L

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)
C-1 (green shading on syllabus)	55% of the courses grades are based on take-home writing assignments	35% of the grade is a research paper, 10% of grade is a written review of a book chapter 10% of grade is written review of a film
C-2 (yellow shading on syllabus)	A independent research paper is required	Paper is based on evidence that students gather through research (both primary and secondary)
C-3 (blue shading on syllabus)	There are three separate writing assignments	1 research paper, 2 shorter assignments are due
C-4 (purple shading on syllabus)	Students turn in a rough draft of the research paper and get comments on it from instructor before it is due	Rough drafts and final papers due five weeks apart so student can digest feedback to improve writing

School of Global Studies  
SGS 394  
Introduction to Global Environmental Issues  
Spring 09



**Instructor:**

**Dr. Pamela McElwee**

Assistant Professor,  
School of Global Studies  
West Hall Room 150  
pamela.mcelwee@asu.edu  
727-0736

**Time: MW 3:30-4:45**

**Location: EDB 212**

**Line #: 11929**

**Office Hours:**

Wed 1:30-3:00  
Other times by email appt.

Main Office for School of Global Studies:  
West Hall Room 130  
965-7514

**Course Description**

This course is the track introduction course for the “Environment” Track at SGS and serves as an introduction to major global environmental issues from a primarily social science perspective. This course will examine the major global environmental challenges currently facing the globe – from biodiversity loss to pollution to urbanization to global climate change, among others. Emphasis of the course will be on understanding the social, political and economic factors that have contributed to environmental change and on examining the ability of communities, nations and transnational institutions to manage these global problems. We will review major issues so that students reading current events on environmental issues understand more deeply both the science and the social issues being discussed. We will in particular pay attention to questions of 'how do we know what we know about the environment'? That is, what is the role of a researcher and the role of 'science' in helping to assess and understand complicated environmental issues? And furthermore, how are public policies developed and how is the public involved in responding to these problems at local, national and international levels?

The only prerequisite for this course is that students have completed their ENG 101, 105 or 107 requirement. This course serves as the track introduction for students in the School of Global Studies on the “Environment” track and can be an elective for other tracks.

**Required Reading**

There are five required texts for the course, available at the ASU bookstore and other online bookstores. You should be able to get used copies of all these books. The texts are:

J. R. McNeill (2001). **Something New Under the Sun: An Environmental History of the Twentieth-Century World**. Publisher: W. W. Norton & Company. ISBN: 0393321835

Andrew E. Dessler and Edward A Parsons (2006). **The Science and Politics of Global Climate Change: A Guide to the Debate**. Publisher: Cambridge University Press. ISBN: 00521831709.

J. Timmons Roberts and Nikki Demetria Thanos (2003). **Trouble in Paradise: Globalization and Environmental Crises in Latin America**. Publisher: Routledge. ISBN: 0415929806.

Ramachandra Guha. (2000). **Environmentalism: A Global History**. Publisher: Longman. ISBN 0321011694

Other short articles and news reports will be included as required reading and will be handed out in class and posted on line from time to time as the course progresses. There is no additional course packet.

### Requirements & Grading

This course will serve as a vehicle to emphasize reading skills, discussion skills, writing skills, and research skills of the student. There will be a fairly intense amount of reading spread throughout the semester. Please budget your time for homework that you can devote the necessary time to staying up to date with the readings. Students are expected to do all of the required readings for the assigned dates and to be prepared to discuss them in class. I reserve the right to call on any student in class: please be prepared! Pop quizzes may be given at any time throughout the semester, particularly if I feel discussion is suffering from a lack of preparation.

Written work and their points are listed in the table below. A discussion review summary and a film review will each be 10% of your grade. Various stages of a final research paper will be 35% of your final grade (C-1). Dates and details of assignments will be finalized throughout the course. Please discuss with me if any assignment or due date is unclear.

#### Grades

There are 100 points that are possible to achieve in the work in this class. I will grade according to the following scale. (According to university policy, C- and D+ are not available.) Cutoffs are firm, especially given the use of pluses and minuses

#### Grading Scale

A	90 - 100
A-	89
B+	88
B	80 - 87
B-	79
C+	78
C	70 - 77
D	60 - 69
E	- 59

The points you will be graded on in the class include the following assignments:

Assignment	Points (100 total)	Due Date
Discussion review summary	10	Depends on dates chosen by student
Mid term exam	10	March 1, in class
Draft outline of research paper	5	March 8, in class
Film review	10	April 19, in class
Final Exam	25	May 3, 4:30 pm, in class
Final research paper	30	May 7, 5pm
Attendance/Participation/Discussion (may include pop quizzes)	10	All semester

All assignments are due in class, with the exception of the final paper, which is due at 5pm, in hard copy, in my office, by Monday, **May 8**, and the discussion review summaries, which are due 24 hours before class (see below).

### *Discussion Review Summaries (C-3):*

You will be asked to choose one date on which to help lead the class discussion by posing a one page 'review' and summary of the readings and asking two questions for discussion (C-2). This assignment needs to be distributed by email to the rest of the class no later than 24 hours before the class you will lead. Dates will be assigned the first week of class.

### *Film Review (C-3):*

We will show at least three films during class time. You must choose one of the films for a 3-4 page written review. Your film review will be written in the style of a review for a popular audience, and should focus on the stylistic conventions needed to convey to the public the environmental content in the film of your choice (C-2). The review will be due **April 19**. More details on the content and format of the review will be discussed in class. You may choose which film to review after you have seen all the films, but this will require you to take good notes on all of them! It will be difficult or impossible to arrange for you to see the films outside of class due to film rental policies, so make sure you attend the films in-class.

### *Research Paper (C-3):*

You will write a 12-20 page research paper looking at the impact of Phoenix/ASU on the global environment in one topical area (i.e. water use, energy use, recycling, etc) OR another topic related to your interests with my approval. More details on the content and format of the research paper will be discussed in class. This paper will involve both 'book research' and also potentially interviewing people and collecting data here at ASU (C-2). You will need to start working on the paper early in the semester, as a draft outline and sample bibliography for the paper are due on **March 8**. I will make comments on these outlines to help you improve them as you work toward a final paper. You will need to meet with me during office hours to discuss your choice of paper and research strategies to complete it, so please see me sometime in February so you can give yourself plenty of time to start working on it. I am also willing to review first drafts before the final paper is due – I strongly urge you to take advantage of this to improve the paper. First drafts will need to be to me **no later than April 19** in order for me to give you feedback and for you to have adequate time to react to it. The final paper will be due **Monday, May 7, at 5pm** in hardcopy in my office. (C-4).

The criteria for the research paper is as follows:

1. The paper must be typed in 12 point font and be double spaced.
2. The paper must be in a standard bibliographic format (see Chicago Manual of Style or Turabian's Manual for Writers of Term Papers, Theses, and Dissertations.)
3. You must turn in a draft outline and sample bibliography by **March 6**, so that I can see where you hope to go with the paper and give you advice on ways to approach your topic.
4. You must turn in a rough first draft with clear research question and approach and major sections of the paper sketched out, due on **April 3**.
5. The paper must be turned in on the date due of **May 8**. You will be deducted 10 points for each day the paper is late. Failure to turn in a paper will result in a failing grade for this class.
6. Papers must be turned in in hardcopy, unless there is some problem that prevents you from being on campus. In this case, you must make arrangements with me at least a week before to email the final paper to me. I cannot take responsibility for papers that are emailed without making prior arrangements with me.
7. Papers should be proofed carefully, and please pay attention to readability and writing style, as well as to



content. An A paper is not only well-researched, but well-written.

If you have questions about any assignments or class activities, please feel free to contact me by email or during office hours. However, please be aware that emailing me the night before your assignment is due is not acceptable. Please plan ahead and try to make use of my office hours. I will require each student to meet with me during office hours at least once during the semester to discuss progress toward your final paper. I encourage you to meet with me more often than this however to discuss other assignments or questions you may have.

### **Exams:**

There will be a midterm and a final exam. Content and format for the exams will be discussed in class.

### **Blackboard Information**

This course will have a Blackboard site to be developed. Details will be announced during class periods. The site will contain the syllabus, and I will post on the website announcements, some class notes and PowerPoint presentations, and handouts/readings. The website is only a supplemental aid, and not a replacement for attending class.

### **Attendance and Make-ups**

Because this is a seminar and lecture class, attendance and participation is an important part of making the class work. Excessive absences will detract from your participation grade. You will need to actively participate in most class sessions in order to earn the full 10 points for participation. Additionally, if you cannot attend a class it is YOUR responsibility to obtain notes, syllabi changes, assignments etc. from another student.

Make-ups: If you know you will have to miss class in advance because of something beyond your control (NOT, for example, a routine appointment), let me know (with relevant documentation) in time to arrange when you should hand in any work. Make-up after the fact is available only for a documented emergency. Students who will miss class due to an athletic competition or other official university events are required to follow official ASU policies if they wish to make up an assignment. Those who fail to do so will not be accommodated. You must notify me immediately, and at that time we can make arrangements for turning in missed work. In all cases, you must notify me with adequate documentation in a timely manner. Note that make-ups will not be possible for the 2 discussion reviews which will need to be turned in 24 hours before the class in which the readings are discussed; in cases of documented emergency you will have to select another day to lead the discussion of the readings.

### **Withdrawals and Incompletes**

Incompletes: I will not give incompletes for this course, except for extreme and ongoing situations such as family problems or illnesses that you or an immediate family member suffer that would make it impossible for you to come to class. Documentation is required. For more information, please see:

<http://www.asu.edu/aad/catalogs/general/undergraduate-enrollment.html#a20673>

Withdrawals: Please see me if you feel you will need to withdraw from the class. You will need to follow ASU and SGS rules on dates for withdrawal (final date: March 31, 2006).

### **Academic Dishonesty**

Plagiarism is not tolerated in any shape or form. If you are unclear on what constitutes plagiarism, please see me. I follow university policy found in the Student Code of Conduct and Student Disciplinary Procedures. An initial incident will result in the student receiving no credit for the assignment; there are no exceptions. A second incident will result in a failure in the class and a grade of XE on your record. There may be additional university consequences,

including expulsion. Please also see ASU's Office of Student Life: "Student Academic Integrity Policy", which all students are expected to follow. See: [http://www.asu.edu/studentaffairs/studentlife/judicial/academic\\_integrity.htm](http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm)

### **Other Policies**

*Please note the following.*

1. There is no extra credit work.
2. The classroom is a place of mutual respect. Everyone is expected to treat each other and his/her questions and comments with civility. Cell phones must be off or on silent. Please, no text messaging, surfing websites, reading outside material, and the like during class.
3. Announcements and instructions throughout the course (in class and on Blackboard) will amplify, supplement, and possibly change the syllabus. The student is responsible for keeping up-to-date on these announcements and for understanding any changes.
4. If you have any disability or need any special consideration in the classroom or with assignments, please see me so that we can make appropriate arrangements. You may contact the Office of Disability Resources at (480) 965-1234 or [www.asu.edu/drs](http://www.asu.edu/drs) for more information.

### **Outline and Schedule of Class Periods and Readings**

\* Indicates readings that will be posted on-line. The rest are from the four required books.

#### **WEEK ONE: Introductions**

*Jan 16*

First day of class

*Jan 18*

McNeill, Ch. 1, "Prologue: Peculiarities of a Prodigal Century" (pg. 3-19) and McNeill, Ch 2. "The Lithosphere and Pedosphere: The Crust of the Earth" (p 21-49)

#### **WEEK TWO: Air Pollution**

*Jan 23*

McNeill, Ch 3. "The Atmosphere: Urban History" (p 50- 84) and McNeill, Ch 4. "The Atmosphere: Regional and Global History" (p 84-117);

*Jan 25*

McNeill, Ch 10 "Fuels, tools and economics" (p 296-324)

#### **WEEK THREE: Global Atmospheric Changes**

*Jan 30*

Dessler, Ch 1 " Global climate change; a new type of environmental problem" (p 1-17) and Dessler, Ch 2 " Science, Politics and Science in Politics" (p.18-46)

*Feb 1*

Dessler, Ch 3: "Climate change: present scientific knowledge and uncertainties" (p. 47-89)

## **WEEK FOUR: Global Warming, continued**

*Feb 6*

Dessler, Ch 4 “The climate-change policy debate: impacts and potential responses” (p. 90-127)

*Feb 8*

Dessler, Ch. 5 “The present Impasse and steps forward” (p. 128-177)

**In-class film: An Inconvenient Truth**

## **WEEK FIVE: Global Agriculture**

*Feb 13*

McNeill, Chapter 7. "The Biosphere: Eat and be Eaten" (p 192-227)

*Feb 15*

\* Online reading on food security and GMOs

## **WEEK SIX: Trade and Industrialization**

*Feb 20*

\*Reading on WTO on Blackboard

*Feb 22*

Roberts and Thanos, Ch. 2 “Pollution Havens on the United States-Mexico Border? NAFTA, Free Trade, and the Environment”, (p 35-64)

## **WEEK SEVEN: Reviews**

*Feb 27*

Mid term review

*Mar 1*

**Mid Term Exam**

## **WEEK EIGHT: Deforestation**

*Mar 6*

Roberts and Thanos, Ch. 1 “The Scene, Its Problems and Roots” (p 1-34) and Ch. 3 “Green Revolutions, Deforestation and New Ideas” (p 65-94)

*Mar 8*

Roberts and Thanos, Ch. 5 “Bio-Splendor, Devastation, and Competing Visions in the Amazon”, (p 129-164)

**Assignment: Draft Outline and Bibliography of Research Paper Due**

**March 11-18 Spring Break – No Class**

## **WEEK NINE: Biodiversity and Endangered Species**

*Mar 20:*

McNeill, Chapter 8. "The Biosphere: Forests, Fish and Invasions" (p 228-266)

*Mar 22:*

**In-class Film: "Darwin's Nightmare"**

**WEEK NINE: Population and Urbanization**

*Mar 27*

McNeill, Ch 9, "More People, Bigger Cities" (p 269-295)

*Mar 29*

Roberts and Thanos, Ch 4 "Hazards of an Urban Continent" (p 95-128)

**WEEK TEN: Water Use and Water Scarcity**

*Apr 3*

McNeill, Ch 5, "The Hydrosphere: The History of Water Use and Water Pollution" (p 118-148)

**Assignment: First Draft of Research Paper Due**

*Apr 5*

McNeill, Ch 6, "The Hydrosphere: Depletions, Dams and Diversions" (p 149-191)

**In-class Film: "Thirst"**

**WEEK ELEVEN: World Responses to Environmental Crises**

*Apr 10*

Guha, Ch 2 "Back to the Land!" (p. 10-24) and Ch 3, "The Ideology of Scientific Conservation" (p 25-43)

*Apr 12*

Guha, Ch 4 "The Growth of the Wilderness Idea" (p. 44-58) and Ch 5, "The Ecology of Affluence" (p 69-98)

**WEEK TWELVE: Indigenous and Southern Responses**

*Apr 17*

Guha, Ch 6 "The Southern Challenge" (p. 98-124) and Roberts and Thanos, Ch. 6 "Indigenous Peoples, Development Megaprojects, and Internet Resistance" (p 165-192);

*Apr 19*

Roberts and Thanos, Ch 7. "Building a Global Civil Society" (p. 193-212)

**Assignment: Film Review Due**

**WEEK THIRTEEN: Conclusions: Global Governance Issues**

*April 24*

Guha, Ch 7 "Socialism and Environmentalism" and Ch 8, "One World or Two?"(p. 125-145)

*April 26*

McNeill, Chapter 11 "Ideas and Policies" (p 325-355) and McNeill, Chapter 12. "Epilogue: So What?" (p 357-363)

**WEEK FOURTEEN: Finals**

*May 1*

Final class review and wrap up

May 3: Final Exam, 4:30-6:30pm

May 7: Final paper due, 5pm my office