

GEOG/ENVS 600-02 Spring 2007

ENVIRONMENTAL PROBLEMS & SOLUTIONS

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Geography and Human Environmental Studies

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Office Hours: T, Th 10:30-11:30 (or by appointment)

Web: <http://bss.sfsu.edu/aperi>

Schedule: Class meets Tuesday and Thursday from 12:35 PM-1:50 PM in HSS 278;
Please be on time.

Final: Tuesday May 22 10:45-1:15

Course Objectives: This course examines several major environmental problems at global, state and local levels. We will discuss basic ecological concepts and mechanisms involved and the impact of these phenomenon on ecological systems including effects on animals, plants and humans. The course will have a strong focus on solutions and strategies to improve the environment at these various scales. Solutions include ones at levels that include policy, personal choice, business practices, innovation, activism and deepening personal connection.

Required Readings: Miller, G. Tyler. 2004. *Environmental Science: Working with the Earth (10th edition)*. Brooks/Cole Publishing.

Starke, Linda- Editor, 2006. *State of the World 2006: A World Watch Institute Report on Progress Toward a Sustainable Society*. W.W. Norton and Company, New York and London.

Sever, Sheryl R.: 2006: *Sustainable World SourceBook. Critical Issues, Viable Solutions, Resources for Action*. Sustainable World Coalition- Download from:
<http://www.swcoalition.org/SymSourcebook06.html>

Hawken, Paul, Amory Lovins and L. Hunter Lovins: 2000. *Natural Capitalism*. Back Bay Books/Little Brown and Company/Time Warner Group, New York, NY. Selected chapters can be downloaded from: <http://www.natcap.org/sitepages/pid20.php>. **Purchase of this book is optional.**

Miscellaneous articles as listed in the syllabus or on the class website.

The reading list for the course is on the course website and needs to be downloaded. It can be found at: <http://bss.sfsu.edu/aperi/>

Click on *the Geog/Envs 600* link and then download the reading list by clicking on the *Semester Reading List* link.

Most or all of the following **Documentaries and Slide Shows** will be shown in class. You will be expected to do a write-up for each. If you miss the documentary, you will be expected

to borrow notes, view the documentary in the library (if available), or do some web or library research on the documentary's themes so you can do your weekly documentary write-up.

1. Coal River Mountain Watch (PowerPoint)
2. Synthetic Sea
3. Empty Oceans Empty Nets
4. Farming the Seas
5. The Corporation
6. NOW- Mercury Rising
7. Moyers- Trade Secrets
8. Fair Trade documentary
9. Solar Cookers Documentary
10. Future of Food
11. Organic Agriculture
12. Once a River
13. Who Killed the Electric Car

Exams & Grading: There will be 2 exams (midterm and final), short weekly writing assignments (essays, critiques, reflections, etc.) and a project. Exams will cover readings, handouts, lectures, speakers, slides, movies and any other material assigned or discussed in class. Exams will be multiple choice, short answer and short essay. The Final Exam will be cumulative and will be held on the date listed at the top of this document.

GRADING:	Percent
Weekly Logs	25%
Exam I	25%
Final Exam	30%
Project and Project Write Up	15%
<u>Attendance/Participation</u>	<u>5%</u>
TOTAL	100%

Course grading will be on a percentage basis: Attendance and participation will influence "borderline" grades. The grading scheme is as follows:

A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-65
F	64 or below

Weekly Logs- Weekly Logs are weekly write-ups that very briefly summarize your readings and the documentary (if applicable) for the week. There are several reasons that I require Weekly Logs. The first is to get you to do the readings; the course is far more useful if you are reading what I assign. The Weekly Logs also serve you by allowing you to quickly find material when you are studying for tests. Weekly logs need to be typed, legible, and your writing is expected to be at college level in terms of grammar and punctuation.

Weekly Logs are due on Thursdays. Weekly Logs MUST use the header format that is attached to this document. Weekly Logs that do not have this header formatting (including relative font sizes and bold faced text) will have points taken off.

Late assignments will lose one or two points (out of 10) if turned in after the Thursday they are due (unless you have a good/creative excuse). Missing reading elements or the documentary write-up will also reduce score.

Weekly Logs CANNOT be turned-in in small segments. It's all or nothing. If you choose to turn in a Weekly Log that is incomplete you will have points taken off from the maximum score of 10 points. It might be better to turn in a Log late rather than incomplete; you need to discern this on your own. Weekly Logs are a significant part of your grade (25%- see above); your grade will be seriously affected if you do not turn in Logs!

Online Subscription- All students are required to subscribe online to ENN (www.enn.com) or Grist (www.grist.org). These two organizations produce daily summaries of environmental news. Each week you will be asked to share *one* short summary of *one* article from these daily news summaries for your weekly log in addition to the other elements of the log. These online subscriptions help keep the discussions in the class alive. I particularly like (and recommend) the Grist subscription because of its selection of news stories and because of its humor, which is nice in the midst of topics that are often times quite disturbing.

Course Policies:

This is a large class and I expect for everyone to conduct themselves in a respectful way, even if views expressed are different than your own. Also, please arrive to class **on time**, and please turn off cell phone ringers before you attend class. Please do not answer your phone in the classroom during class.

Be aware that the range of abilities and backgrounds in the class is wide. What may seem quite easy to you may seem difficult to others, and vice versa. Be prepared to share your knowledge with others and to learn from your classmates.

I require participation by everyone. For students that are challenged by speaking in class, I encourage you to take a risk and share your views and understanding in class. For those of you that have a lot to share I encourage you to share in a balanced way so that others have an opportunity to share as well. I very much want to see an electric spirit of community in this class such that we can engage each other in lively discussions about the environment of which we are very much a part!

The nature of this course, in both breadth and content, draws on themes that may bring up strong feelings and opinions. I encourage independent thought and freedom for you to express yourself. However, you should be aware of a few brief conditions and qualifications that I would like you to observe. I encourage you to be curious, participate in a mature manner and again, to treat your colleagues with the highest degree of respect and professionalism. I, in turn, will treat you and the opinions/beliefs you may hold in an equal manner. Please raise your hand if you have a question/comment. I will moderate all discussions in a fair and equal manner. Please help me, this University and your colleagues foster an environment of critical thought, learning, respect and mutual understanding as we explore the ecological/human environment together.

Students who need special accommodations should contact me the first week of course and we will work with the Disability Resource Center to make arrangements. Any other special accommodations/questions/situations should be directed to me the first week of course.

Academic Integrity:

The University has established codes concerning proper academic conduct and the consequences resulting from improper behavior. Please be aware of these policies. The most important of which are academic misconduct (outside of classroom conduct-see above). Please be aware of these codes as they are observed from this classroom to the California Code.

(1) Students are responsible for knowing the San Francisco State University regulations concerning cheating and plagiarism that are described in the University Bulletin.

(2) Misconduct includes, but is not limited to: cheating on exams; fabrication of reports, assignments, sources, etc.; plagiarism or the reproduction of others' work without *proper* acknowledgment; interfering with another student's work; or helping another student cheat.

(3) Plagiarism is specifically defined as copying another person's words without appropriate acknowledgment. This includes: (a) quoting another person's actual words; (b) paraphrasing another person's words; (c) use of another person's idea, opinion, or theory; or (d) borrowing of facts, statistics, or other illustrative material, unless the information is common knowledge.

Below is the cover sheet that **MUST be used** for Weekly Logs. I would like the relative font sizes and the position of the student *number to be the same as this template below (*the "7" is a placeholder; I will assign this number to you). Bolded heading in the write-up are also required. I strongly recommend cutting and pasting this page into a new Word document as a template. I would prefer that the log be printed two sided. It's a little more work for you to do but saves huge amounts of paper over the semester. The log should be two to three pages; my preference is two pages double-sided.

7**Week 2 Log**

Your Name
Geography 600

This Week's Readings:

- **Text ABC Chapter 1**
- **State of the World Chapter X**
- **Web Article (if assigned)- Use title of article**
- **Video (if completed that week on Tuesday or on Thursday of previous week)- You must have the proper title of the video!**
- **Summary of one article from Grist or ENN**
- **Two questions from video or readings**

Text ABC Chapter 1

Your write up here

State of the World Chapter X

Your write up here

Web Article (if assigned)- Use title of article

Your write up here

Video Write-up (Use proper title)

Your write up here

Summary of one article from Grist or ENN

Your write up here

Two questions from video or readings and any other comments you may have for me.

Your write up here