

Environmental and Sustainability Studies 3364
CHALLENGES TO GLOBAL SUSTAINABILITY
Spring 2021

Instructors:

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Course Description:

This course addresses some of the major themes, arguments, and historical processes associated with challenges to global sustainability, while encouraging students to use knowledge of these challenges to think creatively about potential solutions. The course is organized around five key sustainability issues: climate change, oceans, biodiversity/extinction, agriculture, and the relationship between militarization and the environment. Coverage of each key issue in the course is not exhaustive, but provides insights on some of humanity's fundamental challenges to sustainability.

This course is grounded in the environmental social sciences and draws connections with the natural and earth sciences. While covering each sustainability issue, we will engage in a critical assessment of human causes, consequences, and potential solutions. We will also engage themes of technology, geopolitics, gender, and political-economic processes, among others. Additionally, we will examine how socio-ecological systems relevant to each sustainability issue generally operate. We will develop an understanding of the ecological and biophysical processes that generally underpin the operation of climate, oceans, biodiversity, and agriculture. Put differently, you will get an in-depth survey of important problems, in which you will gain familiarity with the human drivers of sustainability issues spanning the local to the global (with an emphasis on global earth-system and human-driven processes), with a particular emphasis on how anthropogenic factors disrupt a variety of ecological processes. You will be encouraged to approach these readings critically and creatively, in order to facilitate their own distinctive syntheses and understanding of the challenges to global sustainability.

This course requires dedication from students. *Challenges to Global Sustainability* is a **reading-heavy** course (as you can see by reading the syllabus). The readings are a mixture of popular press books and scientific articles. I recommended that you spread out the readings throughout the week and not try to read all in one evening. The readings are manageable, if you manage your time appropriately. Please see the tips on how to approach the readings in the “Reading Strategically” folder under the “Files” link on our CANVAS course page.

Additionally, this course is also heavily dependent upon class discussion (described below). Reading, reflecting, and then engaging with others will facilitate students in processing and understanding the readings.

Required Texts (available for purchase online or in the bookstore):

Klein, Naomi. 2014. *This Changes Everything*. New York: Simon & Schuster. ISBN: 978-1451697391.

Roberts, Callum. 2012. *The Ocean of Life*. New York: Viking. ISBN: 978-0143123484.

Kolbert, Elizabeth. 2014. *The Sixth Extinction*. New York: Picador. ISBN: 978-1250062185.

Cook, Christopher D. 2006. *Diet for a Dead Planet*. New York: The New Press. ISBN: 978-1595580849.

Course Requirements and Evaluation:

Complete the readings. This course is rooted in reading, critical reflection, and group discussion. Your notes and reflections will serve as the basis for your contribution to the class discussion. You should rely on your books, notes, questions, reflections, and comments for online class discussions. I will make accommodations for students who have a disability and need assistance in taking notes (see below). For the midterm and final essay examinations (see below), you should use whichever citation style guide best matches your academic major.

Late assignments will **not** be accepted, except for reasons deemed excusable as per university policy (e.g., family/medical emergencies).

Course Grading and Assessment Summary:

<u>Assessment Percentage Points:</u>		<u>Grade Scale:</u>	<u>Points:</u>	<u>Explanation:</u>
Reading Quiz 1	5%	A 94-100%	4.0	Excellent performance, superior achievement
Reading Quiz 2	5%	A- 90-94%	3.7	
Reading Quiz 3	5%	B+ 87-90%	3.3	Good performance, substantial achievement
Reading Quiz 4	5%	B 83-87%	3.0	
Reading Quiz 5	5%	B- 80-83%	2.7	
Discussion 1	4.17%	C+ 77-80%	2.3	Standard performance and achievement
Discussion 2	4.17%	C 73-77%	2.0	
Discussion 3	4.17%	C- 70-73%	1.7	
Discussion 4	4.17%	D+ 67-70%	1.3	Substandard performance, marginal achievement
Discussion 5	4.17%	D 63-67%	1.0	
Discussion 6	4.17%	D- 60-63%	0.7	
Midterm Essay Exam	22%	E <60%	0.0	Unsatisfactory performance and achievement
Final Essay Exam	28%			
Total	100%			

Assessments:

(25%) Reading Quizzes: During most weeks in which there is no assigned group discussion, you be required to complete reading quizzes. The reading quizzes are designed to ensure that you are doing the readings on a weekly basis. **There will be 6 quizzes throughout the semester, and you will receive credit for the 5 quizzes on which you receive your highest scores. Your lowest quiz score will be dropped.** Each quiz will be available for one week, and you will have one attempt to complete and submit your quiz response. Each quiz will consist of several questions related to the readings, and each of your 5 highest scoring quizzes will be worth 5 percent of your overall grade. Some quiz questions will require short essay answers and others will be multiple choice type items. If you have completed the required reading, then you should do well on the quizzes.

(25%) Group Discussion: Discussion in an online class with a large number of students can be challenging. Therefore, I will split the class into groups, each of which includes about 10 students. You must participate in **6 group discussions** throughout the semester. **The first discussion is due on the first Friday of class (January 22) and is an icebreaker.** Following that introductory discussion, there will be 5 group discussions throughout the semester that engage substantive course themes. Each of the 6 group discussions is worth 4.17 percent of your overall grade. Links to each discussion are available in each corresponding weekly module; you can also access each discussion via the “Discussion” link on the left sidebar menu of the CANVAS course page. Instructions for how to participate in the group discussion, along with specific expectations, are posted inside each of the discussion assignments. Your first group discussion requires you to have read the materials in the Week 1 and Week 2 Modules and viewed the accompanying video lectures. Each week in which there is a group discussion, you must answer the question by the Wednesday (11:59 PM at the latest) of that week. In addition to answering the discussion question(s) you must respond to at least one other student's post by the Friday (11:59 PM at the latest) of that week. Your interactions should advance the conversation and push your own thinking. You are encouraged to respond to multiple people, but this is not required. Class discussion must be firmly rooted in the course readings in order to flesh out key arguments and concepts. In other words, your answers to the assigned questions and your responses to other students should comprehensively engage the course readings. Each discussion will require you to analyze, challenge, and/or extend the analyses of the authors whose work we read.

(50%) Essay Exams: There will be **2 essay exams** throughout the semester (a midterm and a final). The **midterm essay exam is worth 22 percent** of your final grade and covers the themes of sustainable development and climate change. The **final essay exam is worth 28 percent** of your final grade and covers the entire course. Each exam will consist of one essay in which you will write no more than a six-page (double-spaced) response to assigned questions.

Important Due Dates:

Week/Module 1 (1/19-1/22): **Discussion 1** due by 1/22

Week/Module 2 (1/25-1/29): **Discussion 2** due by 1/27 (answer) & 1/29 (reply)

Week/Module 3 (2/1-2/5): **Quiz 1** due by 2/5

Week/Module 4 (2/8-2/12): *No graded assignment due*
Week/Module 5 (2/15-2/19): **Quiz 2** due by 2/19
Week/Module 6 (2/22-2/26): **Discussion 3** due by 2/24 & 2/26
Week/Module 7 (3/1-3/5): **Midterm Essay Exam** due by 3/5
Week/Module 8 (3/8-3/12): **Midterm Feedback Survey & Quiz 3** due by 3/19
Week/Module 9 (3/15-3/19): **Discussion 4** due by 3/17 & 3/19
Week/Module 10 (3/22-3/26): **Quiz 4** due by 3/26
Week/Module 11 (3/29-4/2): **Discussion 5** due by 3/31 & 4/2
Week/Module 12 (4/5-4/9): **Quiz 5** due by 4/9
Week/Module 13 (4/12-4/16): **Discussion 6** due by 4/14 & 4/16
Week/Module 14 (4/19-4/23): **Quiz 6** due by 4/23
Week/Module 15 & 16 (from 4/26-5/5): **Final Essay Exam** due by 5/5

Course Reading Schedule:

Week/Module 1: Introduction/The Anthropocene/Planetary Boundaries/Four (Informal) Laws of Ecology/Acceleration of History (week of January 19-22)

Required Reading:

Steffen, Will, Paul J. Crutzen, and John R. McNeill. 2007. "The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature?" *Ambio* 36(8): 614-621. (available on CANVAS)

Steffen, Will, et al. 2015. "Planetary Boundaries: Guiding Human Development on a Changing Planet." *Science* 347(6223): 1-10. (available on CANVAS)

Commoner, Barry. 1971. *The Closing Circle*. New York: Alfred A. Knopf. (Read only pp. 33-48 on "The Four Laws of Ecology" in the PDF available on CANVAS)

Optional Reading:

Rockstrom, J. et al. 2009. "A Safe Operating Space for Humanity." *Nature* 461(24): 472-475. (available on CANVAS)

Wiedmann, Thomas O., Heinz Schandl, Manfred Lenzen, Daniel Moran, Sangwon Suh, James West, and Keiichiro Kanemoto. 2015. "The Material Footprint of Nations." *Proceedings of the National Academy of Science* 112(20): 6271-6276. (available on CANVAS)

Week/Module 2: Mainstream and Critical Discussions of Sustainability (week of January 25-29)

Required Reading:

Our Common Future (Brundtland Report). Read Part I, and Chapters 1 and 2 only. (available on CANVAS)

Banerjee, Subhabrata Bobby. 2003. "Who Sustains Whose Development? Sustainable Development and the Reinvention of Nature." *Organization Studies* 24(1): 143-180. (available on CANVAS)

Dawe, Neil K., and Kenneth L. Ryan. 2003. "The Faulty Three-Legged-Stool Model of Sustainable Development." *Conservation Biology* 17(5): 1458-1460. (available on CANVAS)

Optional Reading:

Our Common Future (Brundtland Report). Chapter 3 is optional. (available on CANVAS)

- Imran, Sophia, Khorshed Alam, and Narelle Beaumont. 2014. "Reinterpreting the Definition of Sustainable Development for a More Ecocentric Reorientation." *Sustainable Development* 22: 134-144. (available on CANVAS)
- Longo, Stefano B., Brett Clark, Thomas E. Shriver, and Rebecca Clausen. 2016. "Sustainability and Environmental Sociology: Putting the Economy in its Place and Moving Toward an Integrative Socio-Ecology." *Sustainability* 8: 437-453. (available on CANVAS)
- Whyte, Kyle Powys, Chris Caldwell, and Marie Schaefer. 2017. "Indigenous Lessons about Sustainability are not Just for 'All Humanity.'" In *Situating Sustainability: Sciences/Arts/Societies, Scales and Social Justice*, edited by Julie Sze. New York: NYU Press. (available on CANVAS)
- Whyte, K.P., Brewer II, J.P. and J.T. Johnson. 2016. "Weaving Indigenous Science, Protocols and Sustainability Science." *Sustainability Science*. 11(1): 25-32. (available on CANVAS)

Week/Module 3: Climate Change (Introduction to the Science/Regional Variation/Climate Model Predictions/Trillionth Ton of Carbon) (week of February 1-5)

Required Reading:

- Klein, Naomi. 2014. *This Changes Everything*. Read Introduction (Pp. 1-28).
- Lacis, Andrew A., Gavin A. Schmidt, David Rind, Reto A. Ruedy. 2010. "Atmospheric CO₂: Principal Control Knob Governing Earth's Temperature." *Science* 330: 356-359. (available on CANVAS)
- Intergovernmental Panel on Climate Change. 2018. "Global Warming of 1.5C: Summary for Policymakers." Pp: 1-34. (available on CANVAS)
- Brown, Patrick T. and Ken Caldeira. 2017. "Greater Future Global Warming Inferred from Earth's Recent Energy Budget." *Nature* 552: 45-50. (available on CANVAS)

Optional Reading:

- Hansen, James and Makiko Sato. 2016. "Regional Climate Change and National Responsibilities." *Environmental Research Letters* 11: 034009. (available on CANVAS)
- Intergovernmental Panel on Climate Change. 2019. "Climate Change and Land: Summary for Policymakers." Pp: 1-34. (available on CANVAS)

Week/Module 4: Climate Change (Climate Denialism/Capitalism and Climate Change/Extractivism) (week of February 8-12)

Required Reading:

- Klein, Naomi. 2014. *This Changes Everything*. Part I (pp. 29-190).

Optional Reading:

- Farrell, Justin. 2016a. "Network Structure and Influence of the Climate Change Counter-Movement." *Nature Climate Change* 6: 370-374. (available on CANVAS)
- Farrell, Justin. 2016b. "Corporate Funding and Ideological Polarization about Climate Change." *Proceedings of the National Academy of Sciences* 113(1): 92-97. (available on CANVAS)

Week/Module 5: Climate Change (Political Economy/Technology/Decoupling/Displacement) (week of February 15-19)

Required Reading:

- Klein, Naomi. 2014. *This Changes Everything*, Chapters 6 and 8 (p. 191-229; 256-290).

- York, Richard. 2012. "Do Alternative Energy Sources Displace Fossil Fuels?" *Nature Climate Change* 2: 441-443. (available on CANVAS)
- Pearse, Rebecca and Steffen Böhm. 2014. "Ten Reasons Why Carbon Markets Will Not Bring About Radical Emissions Reduction." *Carbon Management* 5(4): 325-337. (available on CANVAS)

Optional Reading:

- York, Richard, and Shannon Bell. 2019. "Energy Transitions or Additions?: Why a Transition from Fossil Fuels Requires More Than the Growth of Renewable Energy." *Energy Research & Social Science* 51: 40-43. (available on CANVAS)

Week/Module 6: Climate Change (Power/Global Divisions and Action Against Climate Change) (week of February 22-26)

Required Reading:

- Klein, Naomi. 2014. *This Changes Everything, Part III* (pp. 291-466).
- Roberts, J. Timmons and Bradley C. Parks. 2007. *A Climate of Injustice: Global Inequality, North-South Politics, and Climate Policy*; Read Chapter 2. (available on CANVAS)
- Ciplet, David. 2015. "Rethinking Cooperation: Consent and Inequality in International Climate Change Politics." *Global Governance* 21(20): 247-274. (available on CANVAS)
- Falkner, Robert. 2016. "The Paris Agreement and the New Logic of International Climate Politics." *International Affairs* 92(5): 1107-1125. (available on CANVAS)

Optional Reading:

- Roberts, J. Timmons and Bradley C. Parks. 2007. *A Climate of Injustice: Global Inequality, North-South Politics, and Climate Policy*; Chapter 5 is optional. (available on CANVAS)
- Ciplet, David, J. Timmons Roberts, and Mizan Khan. 2013. "The Politics of International Climate Adaptation Funding: Divisions in the Greenhouse." *Global Environmental Politics* 13(1): 49-68. (available on CANVAS)
- Ciplet, D., J., Roberts, and M. Khan. 2015. *Power in a Warming World: The New Global Politics of Climate Change and the Remaking of Environmental Inequality*. Chapter 9 "Power in a Future World." Pp. 205-234. (available on CANVAS)
- Diffenbaugh, Noah S., and Marshall Burke. 2019. "Global Warming Has Increased Economic Inequality." *Proceedings of the National Academy of Science* 116(20): 9808-9813. (available on CANVAS)
- Alston, Philip. 2019. "Climate change and poverty: Report of the Special Rapporteur on extreme poverty and human rights." United Nations Human Rights Council, 41st session, agenda item 3. (available on CANVAS)

Week/Module 7: MIDTERM ESSAY EXAM (week of March 1-5)

Midterm Essay Exam Questions Available: Monday, February 15, 12:01 AM (in the Week 7 Module on CANVAS)

Midterm Essay Exam Due: Friday, March 5, 11:59 PM

Week/Module 8: Oceans (Trophic Levels/Acidification/Tragedy of the Commons?) (week of March 8-12)

Midterm Feedback Survey Due: Friday, March 12, 11:59 PM

Required Reading:

- Roberts, Callum. 2012. *The Ocean of Life, Prologue-Chapter 7*.

Hardin, Garrett. 1968. "The Tragedy of the Commons." *Science* 162: 1243-1248. (available on CANVAS)

Hardin, Garrett. 1998. "Extensions of the 'Tragedy of the Commons.'" *Science* 280: 682-683. (available on CANVAS)

Optional Reading:

Pauly, Daniel, Rainer Froese, and Maria Lourde Palomares. 2000. "Fishing Down Aquatic Food Webs: Industrial Fishing Over the Past Half-Century Has Noticeably Depleted the Topmost Links in Aquatic Food Chains." *American Scientist* 88(1): 46-51. (available on CANVAS)

Christensen, Villy, et al. 2014. "A Century of Fish Biomass Decline in the Ocean." *Marine Ecology Progress Series* 512: 155-166. (available on CANVAS)

Doney, Scott C., William M. Balch, Victoria J. Fabry, and Richard A. Feely. 2009. "Ocean Acidification: The Other CO₂ Problem." *Annual Review of Marine Science* 1:169–192. (available on CANVAS)

Week/Module 9: Oceans (Aquaculture/Plastics/Tragedy of the Commodity?) (week of March 15-19)

Required Reading:

Roberts, Callum. 2012. *The Ocean of Life*, Chapter 8-15.

Longo, Stefano B., and Rebecca Clausen. 2011. "The Tragedy of the Commodity: The Overexploitation of the Mediterranean Bluefin Tuna Fishery." *Organization and Environment* 24(3): 312-328. (available on CANVAS)

Optional Reading:

Clausen, Rebecca and Stefano B. Longo. 2012. "The Tragedy of the Commodity and the Farce of AquaAdvantage Salmon." *Development & Change* 43(1): 229-251. (available on CANVAS)

Naylor, Rosamond L., et al. 2009. "Feeding Aquaculture in an Era of Finite Resources." *Proceedings of the National Academy of Science* 106(36): 15103-15110. (available on CANVAS)

Lebreton, L., et al. 2018. "Evidence that the Great Pacific Garbage Patch is Rapidly Accumulating Plastic." *Scientific Reports* 8: 1-15. (available on CANVAS)

Geyer, Roland, Jenna R. Jambeck, and Kara Lavender Law. 2017. "Production, Use, and Fate of All Plastics Ever Made." *Science Advances* 3(7): 1700782. (available on CANVAS)

Week/Module 10: Biodiversity and Extinction (The Science of Biodiversity and Extinction) (week of March 22-26)

Required Reading:

Kolbert, Elizabeth. 2014. *The Sixth Extinction*, Prologue-Chapter 7.

Ceballos, Gerardo, Paul R. Ehrlich, and Rodolfo Dirzo. 2017. "Biological Annihilation via the Ongoing Sixth Mass Extinction Signaled by Vertebrate Population Losses and Declines." *Proceedings of the National Academy of Sciences* 114(30): 6089-6096. (available on CANVAS)

Optional Reading:

- Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services. 2019. "Summary for Policymakers of the Global Assessment Report on Biodiversity and Ecosystem Services." Read pages 11-37. (available on CANVAS)
- Hallmann, Caspar A., et al. 2017. "More than 75 Percent Decline Over 27 Years in Total Flying Insect Biomass in Protected Areas." PLoS ONE 12(10): 0185809. (available on CANVAS)
- Barnosky, Anthony D., et al. 2011. "Has the Earth's Sixth Mass Extinction Already Arrived?" Nature 471: 51-57. (available on CANVAS)
- Cardinale, Bradley J., et al. 2012. "Biodiversity Loss and Its Impact on Humanity." Nature 486: 59-67. (available on CANVAS)
- Naeem, Shahid, J. Emmett Duffy, Erika Zavaleta. 2012. "The Functions of Biological Diversity in an Age of Extinction." Science 336: 1401-1406. (available on CANVAS)
- Estes, James A., et al. 2011. "Trophic Downgrading of Planet Earth." Science 333: 301-306. (available on CANVAS)

Week/Module 11: Biodiversity and Extinction (Human Drivers) (week of March 29-April 4)

Required Reading:

- Kolbert, Elizabeth. 2014. The Sixth Extinction, Chapter 8-Chapter 13
- Newbold, Tim, et al. 2016. "Has Land Use Pushed Terrestrial Biodiversity Beyond the Planetary Boundary? A Global Assessment." Science 353: 288-291. (available on CANVAS)

Optional Reading:

- Williams, Mark, Jan Zalasiewicz, P.K. Haff, Christian Schwägerl, Anthony D. Barnosky, and Erle C. Ellis. 2015. "The Anthropocene Biosphere." The Anthropocene Review 2(3): 196-219. (available on CANVAS)
- Brosimmer, Franz. 1991. "Botanical Imperialism: The Stewardship of Plant Genetic Resources in the Third World." Critical Sociology 18(1): 3-17. (available on CANVAS)

Week/Module 12: Agriculture (Soil Nutrient Cycles/Meat Consumption/Concentration and Centralization/Green Revolution/Ecological Rifts) (week of April 5-9)

Required Reading:

- Cook, Christopher D. 2006. Diet for a Dead Planet: Big Business and the Coming Food Crisis, Parts I and II
- Conniff, Richard. 2017. "The Nitrogen Problem." Yale Environment 360. (available online at: <https://e360.yale.edu/features/the-nitrogen-problem-why-global-warming-is-making-it-worse>)
- Townsend, Alan R. and Robert W. Howarth. 2010. "Fixing the Global Nitrogen Problem." Scientific American. (available online at: <https://www.scientificamerican.com/article/fixing-the-global-nitrogen-problem/>)

Optional Reading:

- Weis, Tony. 2013. "The Uneven Geography of Meat." Pp. 53-92 in The Ecological Hoofprint. (available on CANVAS)

- Erisman, Jan Willem, James N. Galloway, Sybil Seitzinger, Albert Bleeker, Nancy B. Dise, AM Roxana Petrescu, Allison M. Leach, and Wim de Vries. 2013. "Consequences of human modification of the global nitrogen cycle." *Philosophical Transactions of the Royal Society B: Biological Sciences* 368(1621): 20130116. (available on CANVAS)
- Pimentel, David. 2006. "Soil Erosion: A Food and Environmental Threat." *Environment, Development and Sustainability* 8: 119-137. (available on CANVAS)
- Montgomery, David R. 2017. Chapter 3 from *Growing a Revolution: Bringing our Soil Back to Life*. (available on CANVAS).
- Shiva, Vandana. 2015. *The Violence of the Green Revolution: Third World Agriculture, Ecology, and Politics*. Read Introduction, Chapters 1-3. (available on CANVAS)
- Weis, Tony. 2007. *The Global Food Economy: The Battle for the Future of Farming*. Read Chapters 2-3. (available on CANVAS)

Week/Module 13: Agriculture (Agriculture (Ecological Agriculture/Sustainable Peasant Agriculture/Food Sovereignty) (class meets April 12-16)

Required Reading:

- Cook, Christopher D. 2006. *Diet for a Dead Planet: Big Business and the Coming Food Crisis, Part III*
- Magdoff, Fred. 2007. "Ecological Agriculture: Principles, Practices, and Constraints." *Renewable Agriculture and Food Systems* 22(2): 109-117. (available on CANVAS)

Optional Reading:

- Rosset, Peter Michael, Braulio Machín Sosa, Adilén María Roque Jaime, and Dana Rocío Ávila Lozano. 2011. "The Campesino-to-Campesino Agroecology Movement of ANAP in Cuba: Social Processes Methodology in the Construction of Sustainable Peasant Agriculture and Food Sovereignty." *The Journal of Peasant Studies* 38(1): 161-191. (available on CANVAS)
- Altieri, Miguel A. and Clara I. Nicholls. 2017. "The Adaptation and Mitigation Potential of Traditional Agriculture in a Changing Climate." *Climatic Change* 140(1): 33-45. (available on CANVAS)

Week/Module 14: Militarization and the Environment (week of April 19-23)

Required Reading:

- Jorgenson, Andrew K., Brett Clark, and Jennifer E. Givens. 2012. "The Environmental Impacts of Militarization in Comparative Perspective." *Nature and Culture* 7(3): 314-337. (available on CANVAS)
- Greenberg, M.I., K.J. Sexton, and D. Vearrier. 2016. "Sea-Dumped Chemical Weapons: Environmental Risk, Occupational Hazard." *Clinical Toxicology* 54(2): 79-91. (available on CANVAS)
- Vine, David. 2015. "Toxic Environments." Pp. 135-148 in *Base Nation*. (available on CANVAS)
- Lustgarten, Abraham. 2017. "Open Burns, Ill Winds." *ProPublica* (available online at: <https://www.propublica.org/article/military-pollution-open-burns-radford-virginia>)

Optional Reading:

- Securing America's Future Energy. 2018. "The Military Cost of Defending the Global Oil Supply." Pp. 1-18. (available on CANVAS)

Week/Module 15 &16: FINAL ESSAY EXAM (from April 26-May 5) [Finals run from April 28-May 5])

Final Essay Exam Questions Available: Friday, April 16, 12:01 AM (in the Week 15 & 16 Module on CANVAS)

Final Essay Exam Due: Wednesday, May 5, 11:59 PM

Policies, Procedures, and Additional Information:

Scheduling Conflicts: Please speak with the lead instructor within the first two weeks of class regarding any known conflicts you may have with the course schedule.

Academic Integrity: The University of Utah is committed to nurturing academic excellence, truth, honesty, and personal integrity. The faculty expects all students to maintain high ethical standards. Academic misconduct will not be tolerated. As stated in the Student Code (<http://regulations.utah.edu/academics/6-400.php>); “‘Academic misconduct’ includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.”

- “‘Cheating’ involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise.”
- “‘Misrepresenting one’s work’ includes, but is not limited to, representing material prepared by another as one’s own work, or submitting the same work in more than one course without prior permission of both faculty members.”
- “‘Plagiarism’ means the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one’s own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.”
- “‘Fabrication’ or ‘falsification’ includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results.”

This course has a zero-tolerance policy for academic misconduct. For any coursework in which it is demonstrated that a student engaged in academic misconduct the resulting academic sanction will be a score of zero for the coursework. Additionally, the student will be required to meet with the academic advisor from Environmental and Sustainability Studies and/or their respective major department, the instance of academic misconduct will be entered into a university database, and the student may be subject to further academic sanctions. See the Student Code for additional information on academic sanctions.

Student and Faculty Responsibilities: In this course, I emphasize maintaining a classroom environment where the utmost respect for diversity and all participants' perspectives is upheld. Therefore, students are expected to conduct themselves in a considerate manner.

The class will follow accepted University of Utah policies and procedures as discussed in the Student Code. Specifically: All students are expected to maintain professional behavior, according to the Student Code, spelled out in the Student Handbook. Students have specific rights as detailed in the Code. The Code also specifies proscribed conduct that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content (<http://www.admin.utah.edu/ppmanual/8/8-10.html>).

According to Faculty Rules and Regulations, it is the faculty person's responsibility to enforce responsible behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Students in Need of Accommodations and Support Services: In accordance with *The Americans with Disabilities Act*, the University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. Additionally, the University endeavors to provide reasonable accommodations and to ensure equal access to qualified persons with disabilities. If you will need accommodations in this course, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 801-581-5020. CDS will work with you and the lead instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

Withdrawal Policy and "I" Grade Policy: Failure to withdraw from school results in an "E" or "EU" grade being recorded in all classes. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade of "W" is not used in calculating the student's GPA. You may not receive an "E", "EU", or "W" and retake a course without paying tuition. If you attend class during a subsequent term, in an effort to complete the coursework, you must register for the course. An incomplete (I) grade can be given for work not completed due to circumstances beyond your control. You must be passing the course and have completed at least 80% of the required coursework. Arrangements must be made between you and the lead instructor concerning the completion of the work. Once the work has been completed, the lead instructor submits the grade to the Registrar's Office. The "I" grade will change to an "E" if a new grade is not reported within one year. A written agreement between you and the lead instructor may specify the grade to be given if the work is not completed within one year. Copies of the agreement are kept by the lead instructor and the academic department.

Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a

person with a disability, veteran's status or genetic information. It is the policy of the University of Utah to maintain an academic and work environment free of sexual harassment or violence for students, faculty, staff and participants. A claim under this policy may be brought by any faculty, staff member, student or participant based on the conduct of any University employee or student that is related to or in the course of University business. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Help with Writing and English as an Additional/Second Language: Please be aware of several resources on campus that will support you with your writing development; these resources are relevant to all students, but may be especially important for learners of English as an additional/second language. These resources include: the Writing Center (<http://writingcenter.utah.edu/>) and the English Language Institute (<http://continue.utah.edu/eli/>). If you are a learner of English as an additional/second language, please let the lead instructor know so we can discuss the possibilities for additional support in this course.

Commitment to Undergraduate Students: As the only institution in the state classified in the highest research category (R1), at the University of Utah you will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in [programs](#) that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.

Safety & Wellness: The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677); this number will get you to a dispatch officer at the University of Utah Department of Public Safety (DPS; dps.utah.edu). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

The University of Utah seeks to provide a safe and healthy experience for students, employees, and others who make use of campus facilities. In support of this goal, the University has established confidential resources and support services to assist students who may have been affected by harassment, abusive relationships, or sexual misconduct. A detailed listing of University Resources for campus safety can be found at <https://registrar.utah.edu/handbook/campussafety.php>

Your well-being is key to your personal safety. If you are in crisis, call 801-587-3000; help is close.

The university has additional excellent resources to promote emotional and physical wellness, including the Counseling Center (<https://counselingcenter.utah.edu>), the Wellness Center (<https://wellness.utah.edu>), and the Women's Resource Center (<https://womenscenter.utah.edu>). Counselors and advocates in these centers can help guide you to other resources to address a range of issues, including substance abuse and addiction.

Non-Contract Note: The syllabus is not a binding legal contract. It is meant to serve as an outline and guide for our course. Please note that the lead instructor may modify it with reasonable notice to you. The lead instructor may also modify the Course Schedule to accommodate the needs of our class. Note that modifications are most often made to rectify an error that would confuse and/or disadvantage students. Any changes will be posted on CANVAS under Announcements.