

# Societies in the World

## SYLLABUS

### COURSE INFORMATION

**Course Number:** SYP 3456 RVA (20145)

**Term:** Spring, 2019

**Place:** Online

**Instructor:** Katherine Lineberger, PhD

**Email (PREFERRED):** *Please message me on the course website.*

- I check my course email 2-3 times per week, on business days throughout the semester and usually reply within 48 hours (business days) of receipt.
- Due to a high volume of emails, my general policy for email is to respond only to emails which relate to the course content (e.g. questions/comments related to medical sociology) and questions which cannot be answered by any other available course-related resource (e.g. FIU Tech Support, the Course Syllabus, In-class announcements, emails, etc.). **If I experience an overload of emails, it may take many days before I can respond.**
- I utilize email as a means of keeping in regular contact with students, to inform about technical issues, to announce when grades have been posted, and so forth.
  - *Students are required to check their course-related announcements/email regularly and to keep apprised (and respond appropriately and immediately, if necessary), especially, of information communicated by Dr. Lineberger.*

**Phone:** 305-348-0352-I check voicemails 2-3 times per week on weekdays throughout the semester and usually reply within 48 hours (on business days) to voicemails.

### REQUIRED READINGS

Paul Robbins, John Hintz, Sarah A. Moore (2014). *Environment and Society: A Critical Introduction* (2<sup>nd</sup> ed.). Wiley Publishers. ISBN: 9781118451564

Additional required readings and videos can be viewed on the course website.

### COURSE DESCRIPTION:

An introduction to the study of local societies in worldwide perspective. Addresses local-global issues such as gender, social class, economy, politics, migration, and environmental destruction. 3 credit hours. In this course, we examine problems/issues within and between societies as they grapple with earth's environment.

## **COURSE OBJECTIVES:**

*“Humans are obviously environmental beings subject to organic processes. Equally problematically, environmental processes are also fundamentally social, in the sense that they link people and influence human relationships.” – Robbins, Hintz, & Moore (2018).*

Upon completion of this course students will:

1. Identify, define, and correctly apply terms related to a study of environment and society.
2. Identify, summarize, and correctly apply at least 2 theoretical perspectives or theoretical concepts used in studies of environment and society.
3. Identify and summarize several socio-environmental problems. Discuss the relationship between society and the environment.
4. Discuss the relationships between environmental degradation and social inequality.
5. Identify and summarize examples of at least 2 cultures and their relationship to environmental issues.

## **COURSE REQUIREMENTS**

There are several activities within each lesson to assist you in building knowledge of Societies in the World. Eight lessons are organized on a bi-weekly basis. Most students can expect to spend 8-10 hours per week on the course. *All lessons are open to you once you have passed the SYLLABUS QUIZ with 100% accuracy.*

<b>1. Syllabus Quiz</b>	<b>REQUIRED BY January 19th, 2019 FOR EVERYONE! STUDENTS WHO FAIL TO PASS THE SYLLABUS QUIZ WITH 100% ACCURACY BY January 19th WILL BE ADMINISTRATIVELY DROPPED FROM THE COURSE.</b>  You will take a quiz based on the course requirements and the use of course technology. <i>The purpose is to ensure that you clearly understand the course requirements and how to use the course online tools.</i> You will gain access to the remaining course materials once you have passed the quiz with 100% accuracy.  <i>This assignment is worth about 4% of your total grade</i>
<b>2. Bi-Weekly Adobe Connect Sessions (and Live Office Hours):</b>	For each Lesson, I will conduct a 1 one-hour online discussion/activity related to one of the current topics. The objective of these meetings is to <i>provide opportunities for us to more fully unpack the concepts, issues, and research covered in the course, as well as to maintain a “Course Housekeeping” dialogue throughout the semester.</i> The meetings <i>also provide</i>

you with the opportunity to demonstrate the knowledge you've gained and to ask questions related to the course material. Online discussions provide time each week for you and me to have direct, live interaction. Each discussion is recorded, and the recordings are posted on the course website immediately after each meeting.

You have 2 options in this assignment:

1. You may attend and participate in the meetings, or
2. You may watch the meeting recordings and take a short quiz related to the information shared and discussed.

- **NOTE:** "Life is something that happens when you're making other plans..." (John Lennon). There have been times when, for a variety of reasons, it has been necessary for me to cancel an Adobe Connect Session. *In the event an AC session is cancelled, students are required to summarize (about 250-300 words) a film associated with the lesson, the PPT Lecture related to the lesson, or a reading associated with the lesson.*
  - In this event, the Summary Grading Rubric will be used for grading. Please use it to complete the alternative assignment.
  - "Tips on Writing a Summary" and a "Sample Summary" can be found in the Adobe Connect Sessions folder on the left-hand menu of the course website. Please use these to help you do the assignment.

<b>Adobe Connect Session Schedule, Spring 2019</b>	
January 14	7PM
January 29	12 PM
February 13	12 PM
February 28	5:30 PM
March 7	7 PM
March 18	12 PM
April 2	5:30 PM
April 17	7 PM

*This assignment is worth about 10% of your total grade.*

**3. Quiz Yourself/  
Study for Exams:**

Multiple choice exam questions for each lesson are pooled and offered for practice. "Quiz Yourself" can be found within each Lesson's folder.  
*This assignment is worth about 1% of your total grade*

**4. Exams:**

Within each lesson is an exam which covers the material in that lesson.  
Exams provide the opportunity for you to gauge your growing knowledge

	<p><u>about Sociological Theories, including vocabulary, summarizing major areas of research, and application of theoretical perspectives/concepts.</u> Exams are structured within the following parameters:</p> <ul style="list-style-type: none"> <li>• Thirty minutes is allotted for Exams 1-8. <i>Exams exceeding their deadline will be considered <b>late</b> and not accepted.</i></li> <li>• You are required to download and utilize <b>Respondus Lockdown Browser</b> for taking exams online. The browser and instructions for using it are provided on the course website.</li> <li>• <i>Exams will only be reset with a report from FIU Online technical support.</i></li> </ul> <p><i>This assignment is worth about 20% of your total grade</i></p>
<p><b>5. Group Assignment: Question Development:</b></p>	<p>A number of materials are used in this course to study sociological theories, each filled with a variety of concepts, histories, outlines of theoretical systems, and more. Each of these materials contributes important perspective to an overall understanding of sociological theories. Each of these materials also is required to complete assignments throughout the course. <i>One of the highest demonstrations of learning is the ability to craft a good question about it.</i></p> <ul style="list-style-type: none"> <li>• Your group will create multiple choice questions from the resources in each lesson. <ul style="list-style-type: none"> <li>○ Questions can be of three types: <ul style="list-style-type: none"> <li>a. <i>Definition of Key Terms</i></li> <li>b. <i>Summary of Key Ideas</i></li> <li>c. <i>Critical Thinking/Application Questions</i></li> </ul> </li> </ul> </li> </ul> <p>Please see additional handouts (QD Assignment Handout &amp; QD Assignment Rubric) on the course website to assist you in completing this assignment.</p> <p style="text-align: center;"><b>QD ASSIGNMENT SCHEDULE</b></p> <p><b>LESSON 1</b></p> <p>Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question.</p> <ol style="list-style-type: none"> <li>1. Text, Ch. 1</li> <li>2. Lecture 1-Why Study Societies in the World?</li> <li>3. Film: "A Burning Question: Propaganda and the Denial of Climate Change"</li> </ol> <p><b>LESSON 2</b></p> <p>Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question.</p>

1. Text, Ch. 2
2. Text, Ch. 3
3. Reading: *Culture Summary of the Rapanui by Wulf Schiefenhövel*
4. Reading: "The Secrets of Easter Island"
5. Reading: Diamond, Jared. *Twilight at Easter* in "Collapse: How Societies Choose to Fail or Succeed (2011)." New York: Penguin.
6. Lecture 2-Overview of the concept of culture
7. Lecture 3-Malthus: Premises, strengths, and limitations
8. Film: "Consumerism and the Limits to Imagination"
9. Film: "Growth the Green Way"

### LESSON 3

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question.

1. Text, Ch. 4
2. Text, Ch. 5
3. Readings on Rapanui- "Reclaiming Land and Dignity on Easter Island"-*NOTE: Please create 3 questions from the following short readings:*
  - a. "Lenca Solidarity with the People of Rapanui"
  - b. "Gunshot Wounds & Evictions: Taking Advantage of the Wikileaks White-out"
  - c. "Chilean Police Violently Dislodging Rapanui Parliament"
  - d. "Under-Reported Struggles, December 2010"
  - e. "Under-Reported Struggles, January 2011"
  - f. "Rapanui Protest against Esoteric Conference at Hanga Roa Hotel"
  - g. "The Fight for Rapanui"
  - h. "The Unknown Truth about the Moais"
  - i. "Call for Immediate Release of Rapanui Leaders"
  - j. "Rapanui Leaders seek Protection from Chile Armed Forces"
  - k. "Ancestral Lands Returned to the Rapanui After 129 Years of Chilean Control"
4. Reading: "Chile to Restrict Tourists and Non-Locals on Easter Island"
5. Lecture 4- Agriculture
6. Lecture 5-The Ideology of Environmental Domination
7. Video: "Easter Island: A Tourist Attraction & a Dying Ancient Culture"
8. Film: "Owners of the Water: Conflict and Collaboration Over Rivers"
9. Film: "Green fire: Aldo Leopold and a land ethic for our time"
10. Film: "Climate Refugees: The Global Human Impact of Climate Change"

### LESSON 4

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question.

1. Text, Ch. 6
2. Text, Ch. 7
3. Lecture 6-Globalization & Risk
4. Lecture 7-The State & Policy
5. Film: "When Two Worlds Collide: A Battle for Indigenous Amazonian Land"
6. Film: "Naomi Klein: Addicted to Risk"
7. Film: "Politics, People, & Pollution"
8. Film: "Fighting for the right to a healthy environment: Ada Lockridge and Ron Plain"

### **LESSON 5**

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question.

1. Text, Ch. 8
2. Lecture 8-The Social Construction of Nature & Environment
3. Lecture 9-The Human Part of Nature
4. Film: "Oil and Water"
5. Film: "Standing on Sacred Ground: Profit and Loss"
6. Film: "Awake: A Dream from Standing Rock"

### **LESSON 6**

Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question.

1. Text, Ch. 9
2. Text, Ch. 10
3. Text, Ch. 11
4. Reading: "What's the Point of Saving Endangered Species?"  
<http://www.bbc.com/earth/story/20150715-why-save-an-endangered-species>
5. Lecture 10-Social Inequality and Environmental Justice
6. Film: "[National Geographic] Expedition Wild: Inside The Wolf Pack"
7. Film: "A Sea Change"
8. Film: "The Age of Stupid"
9. Film: "Before the Flood"

### **LESSON 7**

	<p>Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question.</p> <ol style="list-style-type: none"> <li>1. Text, Ch. 12</li> <li>2. Text, Ch. 13</li> <li>3. Text, Ch. 14</li> <li>4. <b>Lecture 11:</b> Indigenous Cultures &amp; the Environment</li> <li>5. Film: "An Inconvenient Truth"</li> <li>6. Film: "Yellow fever: the Navajo uranium Legacy"</li> <li>7. Film: "The Story of Cap &amp; Trade" - <a href="https://www.youtube.com/watch?v=pA6FSy6EKrM">https://www.youtube.com/watch?v=pA6FSy6EKrM</a></li> <li>8. Film: "Environmental Racism" - <a href="https://www.youtube.com/watch?v=OPB5RzReiY">https://www.youtube.com/watch?v=OPB5RzReiY</a></li> </ol> <p><b>LESSON 8</b></p> <p>Please review the course materials for this lesson and create at least one question from each of the following sources. Please remember to develop at least one of each type of question.</p> <ol style="list-style-type: none"> <li>1. Text, Ch. 15</li> <li>2. Text, Ch. 16</li> <li>3. Text, Ch. 17</li> <li>4. Reading: <i>Executive Summary</i> in "The United Nations World Water Development Report, 2015: Water for a Sustainable World" - <a href="http://www.zaragoza.es/contenidos/medioambiente/onu/1455-eng-ed2015%20Water%20for%20a%20sustainable%20world.pdf">http://www.zaragoza.es/contenidos/medioambiente/onu/1455-eng-ed2015 Water for a sustainable world.pdf</a></li> <li>5. Reading: <i>Chapter 2: Poverty &amp; Social Inequality</i> in "The United Nations World Water Development Report, 2015: Water for a Sustainable World" - <a href="http://www.zaragoza.es/contenidos/medioambiente/onu/1455-eng-ed2015%20Water%20for%20a%20sustainable%20world.pdf">http://www.zaragoza.es/contenidos/medioambiente/onu/1455-eng-ed2015 Water for a sustainable world.pdf</a></li> <li>6. Lecture 12: Women, Ecology, &amp; Environment</li> <li>7. Film: "Food for Tomorrow: Critical Issues in Global Agriculture"</li> <li>8. Film: "The Water Front"</li> <li>9. Film: "Blue Gold: World Water Wars"</li> <li>10. Film: "Death by Design"</li> </ol> <p><i>Grades on Group assignments are assigned to the whole group. This assignment is worth about 30% of your total grade</i></p>
<p><b>6. Group Assignment: Collage</b></p>	<p>A variety of resources are utilized within each lesson. The Collage Assignment requires that students pull together the various ideas and examples presented by these resources into a pictorial representation, with a one-page, written description.</p> <p><i>This assignment provides you the opportunity to demonstrate your knowledge of medical sociology-related perspectives and</i></p>

	<p><i>concepts; to develop and demonstrate creativity and originality in your approach to medical sociology; and to develop and demonstrate your ability to clearly communicate scholarly perspectives and concepts in writing.</i></p> <p>Please utilize the assignment rubric to help you complete this assignment.</p> <p><i>Grades on group assignments are assigned to the whole group. Groups will be given the opportunity to revise their Collages once.</i></p> <p><i>This assignment is worth about 15% of your total grade.</i></p>
<p><b>7. Group Assignment: Article Summary</b></p>	<p>The Article Summary Assignment is designed to provide opportunities for students to <i>develop skills in searching for and interpreting scholarly resources</i>. It is also designed to <i>deepen students' knowledge of medical sociology through exposure to and work with scholarly sociological research and theoretical writing</i>. Finally, this assignment is developed so that students may <i>develop team building/work skills, develop and demonstrate clear communication about theory and research through writing</i>.</p> <p>Please utilize the Article Summary Handout and the Article Summary Rubric to help you complete this assignment.</p> <p><i>This assignment is worth about 15% of your total grade</i></p>
<p><b>8. Group Contracts &amp; Self/Peer Review Surveys:</b></p>	<p>The working world requires the skills and abilities related to group/team work. Group/Team work is never as perfect as we imagine we could do by ourselves. This will always be the case ☺ Most employment requires a certain level of skill working in teams. Please treat this assignment as an opportunity to build group working skills. Groups will fill in a <i>contract</i>, identifying each member's strengths and commitment to tasks. Issues such as timing and scheduling will be outlined and signed by all group members. Also, to help group members to identify their strengths and weaknesses, and hopefully so they improve in future assignments, an <i>anonymous survey</i> will be filled out by each member of the group, two times during the semester. The survey asks each group member to identify the specific strengths and weaknesses in both their own work and for each other group member in accomplishing the assigned tasks.</p>



	<p><i>If troubles arise in the group, students must address these through the group contract and self/peer review assignments.</i></p> <ul style="list-style-type: none"> <li>• <i>Group contract = about 2.5% of your total grade</i></li> <li>• <i>2 Self-peer review surveys =about 2.5% of your total grade</i></li> </ul>
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## GRADING

Assignments	GRADES
<ul style="list-style-type: none"> <li>• Syllabus Quiz = 4%</li> <li>• Group: Question Development Assignment=30%</li> <li>• Group: Collage Assignment: 15%</li> <li>• Group: Article Assignment: 15%</li> <li>• Group: Contract=2.5%</li> <li>• Self/Peer-Review Surveys (2) =2.5%</li> <li>• Quiz Yourself/Exam Practice =1%</li> <li>• Exams = 20%</li> <li>• Adobe Connect Sessions = 10%</li> </ul> <p><b>Total = 100%</b></p>	<p><b>A= 95-100%</b>  <b>A-= 90-94%</b>  <b>B+= 85-89%</b>  <b>B= 83-84%</b>  <b>B-= 80-82%</b>  <b>C+= 75-79%</b>  <b>C= 70-74%</b>  <b>D= 60-69%</b>  <b>F=&lt;60%</b></p>

## TENTATIVE COURSE SCHEDULE

SYP 3456-Tentative Course Schedule		
Date	Materials/Activities	What's Due and When?
<p><b>January 7-January 19</b></p> <p><b>Introduction &amp; Lesson 1:</b></p> <ul style="list-style-type: none"> <li>• <i>Organization of the class and resources</i></li> <li>• <i>Introduction to a Study of Societies in the World</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Familiarize yourself</b> with the course &amp; its components</li> <li>• <b>Prepare your computer</b> for the course (Browser check, download Respondus, Practice test, etc.)</li> <li>• <b>Identify and enroll</b> in a group. Organize yourselves for and complete the first group assignment.</li> <li>• <b>Read:</b> Text, Ch. 1</li> <li>• <b>Review: Lecture 1</b></li> <li>• <b>View Film:</b> "A Burning Question: Propaganda &amp; the Denial of Climate Change"</li> <li>• <b>Adobe Connect Session-</b> Attend/Participate or Review/Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Syllabus Quiz.</b> REQUIRED FOR EVERYONE! STUDENTS WHO FAIL TO PASS THE SYLLABUS QUIZ WITH 100% ACCURACY BY <i>January 19th, 2018</i> WILL BE ADMINISTRATIVELY DROPPED FROM THE COURSE.</li> <li>• NOTE: ALL REMAINING ASSIGNMENTS FOR LESSON 1 ARE ALSO DUE NO LATER THAN <i>January 19th</i> AT 11:59 PM.</li> <li>• <b>Adobe Connect Session-</b> Attend/Participate or Review/Quiz</li> <li>• <b>Quiz Yourself/Exam Practice</b></li> <li>• <b>Group Contract</b></li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Group: Question Development Assignment</b></li> <li>• <b>Exam 1</b></li> </ul>
<p><b>January 20-February 2</b></p> <p><b>NOTE: January 21<sup>st</sup> is MLK DAY, University closed</b></p> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• <i>Culture</i></li> <li>• <i>Malthus/ Population Issues</i></li> <li>• <i>Markets, Commodities, &amp; Environment</i></li> <li>• <i>Environmental Issues of Indigenous Persons and Groups: Easter Island and the Rapanui</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> Text, Ch. 2</li> <li>• <b>Read:</b> Text, Ch. 3</li> <li>• <b>Read:</b> <i>Culture Summary of the Rapanui by Wulf Schiefenhövel</i></li> <li>• <b>Read:</b> “The Secrets of Easter Island” <a href="https://www.smithsonianmag.com/history/the-secrets-of-easter-island-59989046/">https://www.smithsonianmag.com/history/the-secrets-of-easter-island-59989046/</a></li> <li>• <b>Read:</b> Diamond, Jared. <i>Twilight at Easter</i> in “Collapse: How Societies Choose to Fail or Succeed (2011).” New York: Penguin. - <a href="https://www.e-reading.by/bookreader.php/133781/Collapse:_How_Societies_Choose_to_Fail_or_Succeed.pdf">https://www.e-reading.by/bookreader.php/133781/Collapse: How Societies Choose to Fail or Succeed.pdf</a></li> <li>• <b>Review:</b> Lecture 2-Overview of the concept of culture</li> <li>• <b>Review:</b> Lecture 3-Malthus: Premises, strengths, and limitations</li> <li>• <b>View Film:</b> “Consumerism and the Limits to Imagination”</li> <li>• <b>View Film:</b> “Growth the Green Way”</li> <li>• <b>Adobe Connect Session-</b> Attend/Participate or Review/Quiz</li> <li>• <b>Group Work</b> (ongoing assignments)</li> </ul>	<ul style="list-style-type: none"> <li>• NOTE: ALL ASSIGNMENTS FOR LESSON 2 ARE DUE NO LATER THAN February 2 AT 11:59 PM.</li> <li>• <b>Adobe Connect Session-</b> Attend/Participate or Review/Quiz</li> <li>• <b>Quiz Yourself/Exam Practice</b></li> <li>• <b>Group: Question Development Assignment</b></li> <li>• <b>Exam 2</b></li> </ul>
<p><b>February 3-February 16</b></p> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• <i>Institutions/the Commons</i></li> <li>• <i>Agriculture</i></li> <li>• <i>The Rapanui (cont.)</i></li> <li>• <i>Ideology and Discourse of Environmental Domination</i></li> <li>• <i>Intro to Environmental Ethics/Justice</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> Text, Ch. 4</li> <li>• <b>Read:</b> Text, Ch. 5</li> <li>• <b>Readings on Rapanui-</b> (NOTE: These short readings are all on the same website) <ul style="list-style-type: none"> <li>○ “Reclaiming Land and Dignity on Easter Island”-</li> <li>○ “Lenca Solidarity with the People of Rapanui”</li> <li>○ “Gunshot Wounds &amp; Evictions: Taking Advantage of the Wikileaks White-out”</li> <li>○ “Chilean Police Violently Dislodging Rapanui Parliament”</li> <li>○ “Under-Reported Struggles, December 2010”</li> <li>○ “Under-Reported Struggles, January 2011”</li> <li>○ “Rapanui Protest against Esoteric Conference at Hanga Roa Hotel”</li> <li>○ “The Fight for Rapanui”</li> <li>○ “The Unknown Truth about the Moais”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• NOTE: ALL ASSIGNMENTS FOR LESSON 3 ARE DUE NO LATER February 16<sup>th</sup> AT 11:59 PM.</li> <li>• <b>Adobe Connect Session-</b> Attend/Participate or Review/Quiz</li> <li>• <b>Quiz Yourself/Exam Practice</b></li> <li>• <b>Group: Question Development Assignment</b></li> <li>• <b>Group: Collage Assignment (1<sup>st</sup> submission)</b></li> <li>• <b>Exam 3</b></li> </ul>

	<ul style="list-style-type: none"> <li>○ “Call for Immediate Release of Rapanui Leaders”</li> <li>○ “Rapanui Leaders seek Protection from Chile Armed Forces”</li> <li>○ “Ancestral Lands Returned to the Rapanui After 129 Years of Chilean Control”</li> <li>● <b>Read:</b> “Chile to Restrict Tourists and Non-Locals on Easter Island”</li> <li>● <b>Review:</b> Lecture 4- Agriculture</li> <li>● <b>Review:</b> Lecture 5-The Ideology of Environmental Domination</li> <li>● <b>View Film:</b> “Easter Island: A Tourist Attraction &amp; a Dying Ancient Culture”</li> <li>● <b>View Film:</b> “Owners of the Water: Conflict and Collaboration Over Rivers”</li> <li>● <b>View Film:</b> “Green fire: Aldo Leopold and a land ethic for our time”</li> <li>● <b>View Film:</b> “Climate Refugees: The Global Human Impact of Climate Change”</li> <li>● <b>Adobe Connect Session-</b> Attend/Participate or Review/Quiz</li> <li>● <b>Group Work</b> (ongoing assignments)</li> </ul>	
<p><b>February 17-March 2</b></p> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>● <i>Risk/Risk Society/ Globalization</i></li> <li>● <i>Environment, State, &amp; Policy</i></li> <li>● <i>Economics and Environment</i></li> <li>● <i>Environmental Issues of Indigenous Persons and Groups (cont.)</i></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Read:</b> Text, Ch. 6</li> <li>● <b>Read:</b> Text, Ch. 7</li> <li>● <b>Review:</b> Lecture 6-Globalization &amp; Risk</li> <li>● <b>Review:</b> Lecture 7-The State &amp; Policy</li> <li>● <b>View Film:</b> “When Two Worlds Collide: A Battle for Indigenous Amazonian Land”</li> <li>● <b>View Film:</b> “Naomi Klein: Addicted to Risk”</li> <li>● <b>View Film:</b> “Politics, People, &amp; Pollution”</li> <li>● <b>View Film:</b> “Fighting for the right to a healthy environment: Ada Lockridge and Ron Plain”</li> <li>● <b>Adobe Connect Session-</b> Attend/Participate or Review/Quiz</li> <li>● <b>Group Work</b> (ongoing assignments)</li> </ul>	<ul style="list-style-type: none"> <li>● NOTE: ALL ASSIGNMENTS FOR LESSON 4 ARE DUE NO LATER March 2<sup>nd</sup> AT 11:59 PM.</li> <li>● <b>Adobe Connect Session-</b> Attend/Participate or Review/Quiz</li> <li>● <b>Quiz Yourself/Exam Practice</b></li> <li>● <b>Group: Question Development Assignment</b></li> <li>● <b>Self/Peer Review Survey (1<sup>st</sup> submission)</b></li> <li>● <b>Exam 4</b></li> </ul>
<p><b>March 3-March 16</b></p> <p><b>NOTE: March 11-16 is Spring Break and no classes will be held.</b></p> <p><b>Lesson 5</b></p>	<ul style="list-style-type: none"> <li>● <b>Read:</b> Text, Ch. 8</li> <li>● <b>Lecture 8-</b>The Social Construction of Nature &amp; Environment</li> <li>● <b>Lecture 9-</b>The Human Part of Nature</li> <li>● <b>Film:</b> “Oil and Water”</li> <li>● <b>Film:</b> “Standing on Sacred Ground: Profit and Loss”</li> <li>● <b>Film:</b> “Awake: A Dream from Standing Rock”</li> <li>● <b>Adobe Connect Session-</b> Attend/Participate or Review/Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Group: Collage Assignment Revision (optional)</b></li> <li>● <b>Group: Article Summary Revision (optional)</b></li> <li>● <b>Exam 5</b></li> <li>● NOTE: Since Spring Break falls during March 11-16, I will still accept assignments through</li> </ul>

<ul style="list-style-type: none"> <li>• <i>Social Construction of the Relationship between Humans and Environment</i></li> <li>• <i>Human Nature</i></li> <li>• <i>Environmental Issues of Indigenous Persons and Groups (cont.)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Group Work</b> (ongoing assignments)</li> </ul>	<p>March 16. However, I've made this lesson a light one, so if you would like to submit early (maybe on the 9<sup>th</sup>-or anytime), I will accept your work and you may enjoy your break.</p>
<p><b>March 17-March 30</b></p> <p><b>Lesson 6</b></p> <ul style="list-style-type: none"> <li>• <i>Carbon Dioxide/Trees/Wolves/Ocean</i></li> <li>• <i>Endangered Species</i></li> <li>• <i>Rewilding</i></li> <li>• <i>Environmental Issues of Indigenous Persons and Groups (cont.)</i></li> <li>• <i>Culture and environment (general)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> Text, Ch. 9</li> <li>• <b>Read:</b> Text, Ch. 10</li> <li>• <b>Read:</b> Text, Ch. 11</li> <li>• <b>Read:</b> "What's the Point of Saving Endangered Species?" <a href="http://www.bbc.com/earth/story/20150715-why-save-an-endangered-species">http://www.bbc.com/earth/story/20150715-why-save-an-endangered-species</a></li> <li>• <b>Review Lecture 10</b>-Social Inequality and Environmental Justice</li> <li>• <b>View Film:</b> "[National Geographic] Expedition Wild: Inside The Wolf Pack"</li> <li>• <b>View Film:</b> "A Sea Change"</li> <li>• <b>View Film:</b> "The Age of Stupid"</li> <li>• <b>View Film:</b> "Before the Flood"</li> <li>• <b>Adobe Connect Session</b>- Attend/Participate or Review/Quiz</li> <li>• <b>Group Work</b> (ongoing assignments)</li> </ul>	<ul style="list-style-type: none"> <li>• NOTE: ALL ASSIGNMENTS FOR LESSON 6 ARE DUE NO LATER THAN <i>March 30</i> AT 11:59 PM.</li> <li>• <b>Adobe Connect Session</b>- Attend/Participate or Review/Quiz</li> <li>• <b>Quiz Yourself/Exam Practice</b></li> <li>• <b>Group: Question Development Assignment</b></li> <li>• <b>Group: Article Summary Assignment (1<sup>st</sup> submission)</b></li> <li>• <b>Exam 6</b></li> </ul>
<p><b>March 31-April 13</b></p> <p><b>Lesson 7</b></p> <p><b>NOTE: 11/12 is Veteran's Day- University Closed</b> <b>NOTE: 11/22-24- Thanksgiving Holiday- University closed</b></p> <ul style="list-style-type: none"> <li>• <i>Uranium/Tuna/ Lawns</i></li> <li>• <i>Culture and environment (general-cont.)-e.g. cap &amp; trade; environmental racism</i></li> <li>• <i>Environmental Issues of Indigenous Persons and Groups (cont.)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> Text, Ch. 12</li> <li>• <b>Read:</b> Text, Ch. 13</li> <li>• <b>Read:</b> Text, Ch. 14</li> <li>• <b>Review Lecture 11:</b> Indigenous Cultures &amp; the Environment</li> <li>• <b>View Film:</b> "An Inconvenient Truth"</li> <li>• <b>View Film:</b> "Yellow fever: the Navajo uranium Legacy"</li> <li>• <b>View Film:</b> "The Story of Cap &amp; Trade" <a href="https://www.youtube.com/watch?v=pA6FSy6EKrM">https://www.youtube.com/watch?v=pA6FSy6EKrM</a></li> <li>• <b>View Film:</b> "Environmental Racism" - <a href="https://www.youtube.com/watch?v=0PB5RzReiIY">https://www.youtube.com/watch?v=0PB5RzReiIY</a></li> <li>• <b>Group Work</b> (ongoing assignments)</li> <li>• <b>Please note that there is no AC session required for this lesson.</b></li> </ul>	<ul style="list-style-type: none"> <li>• NOTE: ALL ASSIGNMENTS FOR LESSON 7 ARE DUE NO LATER THAN <i>April 13</i> AT 11:59 PM.</li> <li>• <b>Adobe Connect Session</b>- Attend/Participate or Review/Quiz</li> <li>• <b>Quiz Yourself/Exam Practice</b></li> <li>• <b>Group: Question Development Assignment</b></li> <li>• <b>Group: Article Summary Revision (Optional)</b></li> <li>• <b>Exam 7</b></li> </ul>
<p><b>April 14-April 27</b></p> <p><b>Lesson 8</b></p> <ul style="list-style-type: none"> <li>• <i>Water</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> Text, Ch. 15</li> <li>• <b>Read:</b> Text, Ch. 16</li> <li>• <b>Read:</b> Text, Ch. 17</li> <li>• <b>Read:</b> <i>Executive Summary</i> in "The United Nations World Water</li> </ul>	<ul style="list-style-type: none"> <li>• NOTE: ALL ASSIGNMENTS FOR LESSON 8 ARE DUE NO LATER THAN <i>April 27<sup>th</sup></i> AT 11:59 PM.</li> </ul>

<ul style="list-style-type: none"> <li>• Food</li> <li>• E-Waste</li> <li>• Culture and environment (general-cont.)</li> <li>• Environmental Issues of Indigenous Persons and Groups (cont.)</li> </ul>	<p>Development Report, 2015: Water for a Sustainable World” - <a href="http://www.zaragoza.es/contenidos/medioambiente/onu/1455-eng-ed2015_Water_for_a_sustainable_world.pdf">http://www.zaragoza.es/contenidos/medioambiente/onu/1455-eng-ed2015_Water_for_a_sustainable_world.pdf</a></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Chapter 2: Poverty &amp; Social Inequality in “The United Nations World Water Development Report, 2015: Water for a Sustainable World” - <a href="http://www.zaragoza.es/contenidos/medioambiente/onu/1455-eng-ed2015_Water_for_a_sustainable_world.pdf">http://www.zaragoza.es/contenidos/medioambiente/onu/1455-eng-ed2015_Water_for_a_sustainable_world.pdf</a></li> <li>• <b>Review:</b> Lecture 12: Women, Ecology, &amp; Environment</li> <li>• <b>Review Film:</b> “Food for Tomorrow: Critical Issues in Global Agriculture”</li> <li>• <b>Review Film:</b> “The Water Front”</li> <li>• <b>Review Film:</b> “Blue Gold: World Water Wars”</li> <li>• <b>Review Film:</b> “Death by Design”</li> <li>• <b>Adobe Connect Session-</b> Attend/Participate or Review/Quiz</li> <li>• <b>Group Work (wrap-up</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Adobe Connect Session-</b> Attend/Participate or Review/Quiz</li> <li>• <b>Quiz Yourself/Exam Practice</b></li> <li>• <b>Group: Question Development Assignment</b></li> <li>• <b>Self/Peer Review Survey #2</b></li> <li>• <b>Exam 8</b></li> <li>• <b>OPTIONAL/EXTRA CREDIT CUMULATIVE FINAL EXAM</b></li> </ul>
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## Additional Issues

### 1. Early Alert

To help you succeed in your academic courses, FIU utilizes an Early Alert system. Instructors are now able to notify students’ academic advisors if there are concerns about class performance. If an alert is submitted, your academic advisor will send you a message via your Student Dashboard (accessed via your MYFIU page) to discuss ways to improve your performance. Please respond to any communication you receive from your academic advisor about an early alert. Our goal with this program is to help you to be successful by identifying any issues as early on as possible and working to address them.

2. **Extra Credit: {OPTIONAL}** *Students may earn up to 50 extra credit points by taking the Comprehensive Final Exam. All exam questions are pooled from all lessons for this exam, 50 multiple choice questions are randomly assigned to each student, and 60 minutes is allotted.*

3. **Missed or Late Assignments:** *Excepting religious holidays and/or dire circumstances (which should be reported to the Disability Resource Center), under no circumstances will missed or late assignments (including exams) be accepted. On the bright side, you may work as far ahead as you can or wish!*

4. **Students with Disabilities:** Students with disabilities should contact me in the first two weeks of class and plan for any accommodations they may need. Please contact the Disability Resource Center on campus to get started with this process. They can be reached at:

11200 SW 8th Street Miami, FL 33199

**Graham Center 190**

Phone: (305) 348-3532 • Fax: (305) 348-3850

Email: [drcupgl@fiu.edu](mailto:drcupgl@fiu.edu)

5. **IMPORTANT:** *Should you encounter any technical difficulties in the course, it is your responsibility to report these to tech support and work with them to resolve the problem. Tech support will contact me if they need anything from me. I will only answer emails about technical problems from tech support. Failing to contact tech support will result in the loss of your grade on whichever assignment you are working on.*