

## Environmental Studies 112

### INTRODUCTION TO ENVIRONMENTAL STUDIES: THE SOCIAL PERSPECTIVE

Spring Semester 2010

3 Credits

M, W 9:55-10:45

#### Professor Jack Kloppenburg, Jr.

Department of Community and Environmental Sociology

Office Hours: Mondays 1:00-3:00pm, Tuesdays 9:00-11:00am, and by appointment

340A Agriculture Hall

262-6867, [jrkloppe@wisc.edu](mailto:jrkloppe@wisc.edu)

<http://www.drs.wisc.edu/faculty/kloppenburg/index.php>

#### Teaching Assistants

TA Office: 175A Science Hall, 263-3985

Courtney Berner ([cberner@wisc.edu](mailto:cberner@wisc.edu))

Trish O’Kane ([pokane@wisc.edu](mailto:pokane@wisc.edu))

Ashleigh Ross ([jaross2@wisc.edu](mailto:jaross2@wisc.edu))

Vincent Smith ([vmsmith2@wisc.edu](mailto:vmsmith2@wisc.edu))

Office Hours: consult your TA

#### Wednesday Sections:

Sec #:	Time:	Room:	TA:
302	12:05	175 Science Hall	(Ashleigh Ross)
311	1:20	175 Science Hall	(Ashleigh Ross)
312	2:25	175 Science Hall	(Trish O’Kane)
301	3:30	175 Science Hall	(Trish O’Kane)

#### Thursday Sections:

Sec #:	Time:	Room:	TA:
303	11:00	175 Science Hall	(Courtney Berner)
304	12:05	175 Science Hall	(Courtney Berner)
305	1:20	175 Science Hall	(Courtney Berner)
306	2:25	175 Science Hall	(Trish O’Kane)
307	3:30	175 Science Hall	(Ashleigh Ross)

#### Friday Sections:

Sec #:	Time:	Room:	TA:
308	8:50	175 Science Hall	(Vincent Smith)
309	9:55	175 Science Hall	(Vincent Smith)
310	11:00	175 Science Hall	(Vincent Smith)

This course is intended to introduce you to contemporary environmental issues. The focus is on the manner in which human social organization and institutions operate both to create problems and also to provide resources for the development of solutions to the difficulties we face. The class is intended to help you improve your ability to read critically, to explore new subject matter creatively and efficiently, and to communicate your ideas effectively in written and oral formats.

**ATTENDANCE.** I hope that you will find it interesting and instructive to attend all lectures and discussion sections. In order to encourage you in this, **you will receive one point for each lecture and discussion section at which you are present.** Comment cards (see below) will be evidence of your attendance at lecture. TAs will take attendance at each meeting of their discussion sections. If you miss a lecture or discussion section because you are ill or for serious personal issues you may do make-up work by arrangement with and at the discretion of your TA.

**COMMENT CARDS.** During each lecture, you will write a short (two or three sentence) question or comment pertaining to the content of the lecture. You will write this question/comment on a 3x5 card (please purchase a pack of these cards for use in class). Write your name and section number and TA's name at the top of the card. At the end of class deposit your card in the basket marked with your TA's name.

**NOTE: Do not ask other students to turn in comment cards for you when you do not attend lecture. Do not turn in comment cards for other students when they do not attend lecture. Do not enter the room at the end of lecture and turn in a comment card if you have not been in lecture. Students found to be engaging in any of these practices will be charged with academic misconduct.**

**LECTURE.** Lectures will start promptly at 9:55am. **I will expect you to show me and your fellow students the courtesy of coming to class on time. Further, please do not sleep, read, use a laptop computer, text message, or listen to an i-Pod during class.** If you do so, you may be asked to leave the lecture hall.

In the 5 minutes **before** class, I will play a recording of a song that is linked in some fashion to the theme of the lecture for the day. Song lyrics will be e-mailed to you before class. The song is a kind of warm-up and welcome to each day's class. **When the song ends, be ready to listen to me.** I will appreciate it if you bring me recordings of songs that connect to the issues raised in class.

**READING REACTION PAPERS.** Your main tasks in this course are to listen carefully in lecture, to do the readings thoughtfully, and to help discuss lectures and readings in section. In order to help you do the readings well and to facilitate discussion in sections, you will write **ten** short reaction papers during the semester. These papers **MUST** be typed and should be in **12 point font** and have **one inch margins**. Make sure you put your name and your section number at the top of the page. Reaction papers should be a minimum of 1 page in length if single-spaced or 2 pages in length if double-spaced. Please don't "pad" the paper via formatting (spacing, margins, font size, white space, etc.) or by listing the bibliographic references for the articles you write about. Use the "reading questions" (described below) if you need ideas. Reaction papers should be well organized and grammatically correct. **You will write ten papers, submitted in any 10 weeks of your choosing (but you may only submit one per week).**

Reaction papers should be evidence of your *engagement* with the reading, not a simple summary of the content of the reading. These papers can take a variety of forms including:

- = grappling with things you don't understand in the readings;
- = comments on all or part of the readings that you agree or disagree with;
- = how the readings relate to a personal experience you have had;
- = how the readings relate to other readings or ideas in this or another course.

Your reaction paper for any one week **MUST relate to at least two of the readings for that week, one from Monday and one from Wednesday (NOTE: starred "\*" readings do not count for this requirement)**. Reacting to more than two assigned articles is cool and desirable and enhances your prospects for a good score on the paper.

**Reaction papers are to be handed in at discussion sections and must be hard copy. Electronic submissions are not accepted except in individual instances approved by your TA. You may hand in only one reaction paper per week.**

A set of “**Reading Questions**” will usually be provided for each set of readings. These questions are meant to inform or guide your thinking. I suggest that you look them over *before* you do the readings. If you wish, you may use these reading questions to structure a reaction paper. The reading questions will be sent to you via e-mail prior to the class session for which the readings are scheduled.

The reaction papers will be scored principally according to how seriously and extensively and accurately you *engage* readings, rather than on how well you follow my own or your TA’s point of view. I want to see evidence that you are *thinking about* and *interacting with* and *processing* the readings. **Specific references in your papers to particular sections or passages or ideas in the readings will be helpful evidence of your engagement.**

The TAs and I will meet in the first two weeks to read papers together and establish a consistent approach to scoring them. A “0 ” means the paper does not meet minimum expectations. A “1” means the paper could be better. A “2” means the paper is adequate. A “3 ” means the paper is good. A “4” means the paper exceeds expectations. The large majority of papers can be expected to receive scores of “2 ” or “3.” There is no recipe for getting a “3” or a “4.” **However, papers of “3 ” or “4 ” quality generally manifest several of the following characteristics:**

- greater length (but length alone is not sufficient)
- well organized and grammatically correct
- specific reference to particular sections or passages or ideas or quotes from the readings (but avoid long quotes)
- especially effective analysis (rather than simple description)
- reference to more than two readings
- assesses links, relationships, comparisons or contrasts between readings
- especially well written
- especially beautiful, elegant, or creative
- teaches your TA something new
- provides a different but compelling perspective

**Papers may receive a “1 ” for a variety of reasons including but not limited to:**

- inadequate length
- failure to cover at least two unstarred readings
- poorly or carelessly written (poor organization, many grammatical and spelling errors)
- inaccurate interpretation of data or arguments in the readings
- failure to engage key contradictory arguments or evidence in other assigned readings

Why do I assign the reaction papers? Since there are no exams in this course, the reaction papers are a means of assuring that you do many of the readings (and the readings are the principal mode of knowledge transmission in the class). Having to write about the readings forces you to think

and engage and process; that is, to think critically rather than just doing them superficially. Having to write what you think encourages you to think more carefully and also gives you practice at the critical skill of translating thought to written expression. If you have thought it and written it, you should be able to say it. If you have something to *say*, discussion sections should go great. So, writing reaction papers contributes significantly to your learning, your skills at critical thinking/writing/speaking, and to your participation in class. If you have not written a lot, you may find the papers hard at first, but you will almost certainly discover that doing them gets easier as the semester goes on. You should also consider taking advantage of the university's writing center (see <http://writing.wisc.edu/>). Its services are free, and improving your writing skills is one of the best things you can do to enhance your academic achievement and your future job prospects.

**EXERCISES.** You will do two exercises for this class. A list of possible exercises can be found on pages 6-8 of this syllabus. Exercises entail doing some research/exploration/activity on your own. **One exercise is due in lecture on Wednesday, March 17 and the other is due at Professor Kloppenburg's office (340A Agriculture Hall) by 4:30pm, on Friday, May 7.**

#### **LECTURE/SEMINAR/EVENT ATTENDANCE OUTSIDE CLASS.**

Each semester there are many lectures/seminars/events organized across campus that address the issues we treat in this class. These presentations are organized by a wide variety of departments and centers and involve a broad diversity of normative, disciplinary, empirical, and theoretical perspectives. **Over the course of the semester, you should attend two such lectures/seminars/events.** You will write a 1 page, single spaced reaction paper for each lecture/seminar/event you attend. Turn the paper in to your TA within a week of the date you attend the lecture/seminar/event. Professor Kloppenburg and the TAs will regularly notify you by e-mail of lectures/seminars/events that you may choose from. You may also identify your own lectures/seminars/events, just check with your TA to make sure that the one you want to attend qualifies. Each lecture/seminar/event attendance reaction paper will be worth **2 points**.

#### **EXTRA CREDIT.**

You may also attend lectures/seminars/events outside class and receive extra credit for doing so. Just turn in a 1 page, single spaced reaction paper to your TA. You will receive **1 point** for each lecture/seminar/event you attend and react to. In addition, you may go on a CSA Work Day (see exercise 5 on page 7) and receive 3 points of extra credit if you do not use it as an exercise. You may accrue extra credit points **up to a limit of 6**.

**DISCUSSION SECTION PARTICIPATION.** The discussion sections are an extremely important part of the course and attendance at them is required. They should allow you to explore further the ideas introduced in lecture, to clarify things you have not fully understood, and to hear the diverse and interesting points of view held by other students. Discussion sections will also provide an opportunity for you to put into oral form the ideas you develop in written form in the reaction papers. The ability and confidence to make verbal interventions in a discussion is a valuable skill that needs to be developed through practice. The TAs for the course will use various techniques to encourage you to speak up and engage your fellow students. **Your TA will allocate you 0-2 points to reward your participation (and up to 2 points additional extra credit for exceptional performance in section).**

**EXAMS.** There are no exams in this course.

**GRADING.** Points are earned in a variety of ways:

1 point for every lecture that you attend	29 possible points (29 lectures)
1 point for every section you attend.	15 possible points (15 sections)
0-4 points for each reading reaction paper	30+ possible points (10 papers, 3 points @)
0-10 points for each exercise	20 possible points
0-4 points for outside lecture/event attendance	4 possible points (2 events, 2 points @)
0-2 points for section participation	2 possible points
0-6 points for extra credit	up to you
Total	100 possible points

Final grades are computed according to the following table:

A	=	93-100
AB	=	85-92
B	=	77-84
BC	=	69-76
C	=	61-68
D	=	55-60
F	=	0-54

**ADVISING.** Both I and your TA have established regular office hours. In order for us to get to know each other and for me to be of assistance, **I urge you to come see me during my office hours.** You might find that I have sensible things to say about your education, your career path, and your engagement with the world around you. My office hours are Mondays 1:00-3:00pm, Tuesdays 9:00-11:00am, or by appointment. I am in 340A Agriculture Hall. I can be reached at the office at 262-6867 or at home at 231-3058, or via e-mail at [jrkloppe@wisc.edu](mailto:jrkloppe@wisc.edu).

**COURSE READINGS.** All required readings for the course are compiled in a hard copy reader which is available at the Social Science Copy Center, 6120 Social Science Building. It will be available in two installments.

**LECTURE IMAGES.** You will find that I use many images as I lecture. I hope that you will find them striking and interesting and informative. They will go by you pretty quick, though. If you want another look at them, they will be available on my departmental web page at <http://www.drs.wisc.edu/faculty/kloppenburg/ies112.php> under the link labeled "Lecture Images."

## EXERCISES

Each student should complete two exercises. Professor Kloppenburg will read and score all exercises. He will expect exercises to be an example of your best work. Results of all exercises should be reported in papers a **minimum of 5 pages (double spaced) in length** worth **10 points each**. Books for the “Read a Book” exercise are available at campus libraries. New and used copies are obtainable at local book stores. In particular, Rainbow Bookstore Cooperative (426 W. Gilman St., 257-6050) carries limited quantities of all or most of the books listed.

1. **Read a Book.**

This is your opportunity to *read* a book with care. Explain to me what the book taught you. You should *not* spend time summarizing plot or content in “book report” fashion since I am very familiar with these books. I want to see you grappling with ideas in the books, with what the author has to say, and making sense of what you read. Select from among the following books (and **only** these books):

Aldo Leopold, *A Sand County Almanac*

Edward Abbey, *The Monkey Wrench Gang*

Marge Piercy, *Woman on the Edge of Time*

Sandra Steingraber, *Living Downstream: A Scientist’s Personal Investigation of Cancer and the Environment*

Julia Butterfly Hill, *The Legacy of Luna*

Eric Schlosser, *Fast Food Nation: The Dark Side of the All-American Meal*

Barbara Kingsolver, *Prodigal Summer*

Ruth Ozeki, *My Year of Meats*

George Monbiot, *Heat: How to Stop the Planet From Burning*

Gustave Speth, *Red Sky at Morning: America and the Crisis of the Global Environment*

Tracy Kidder, *Mountains Beyond Mountains*

Michael Pollan, *The Omnivore’s Dilemma*

2. **Green Marketing.** Visit both a conventional supermarket (e.g., Kohl’s, Sentry, Woodman’s, Cub Foods, etc.) and the Willy Street Co-op. **OR** Visit a conventional clothing/shoe store and the alternative Hemen Goods (917 Williamson St.) or Fair Indigo (570 North Midvale Blvd. in the Hilldale Mall). **OR** Visit a conventional building materials store (e.g., Menard’s, Home Depot) and the alternative ReStore (208 Cottage Grove Rd.). How does the “conventional” differ from the “alternative” on such dimensions as mission, product selection, ambiance, information availability, pricing, ownership structure and other salient dimensions? What claims are made for the alternative products? Do you believe the claims? Why or why not? Which store do you prefer? Why?
3. **Secret Lives of Stuff (Commodity Analysis).** Pick a product or item that you commonly use. Do your best to trace its “secret life,” its social and environmental “wake” as it is produced, transported, purchased and used by you. Don’t worry if it is hard to do this. The story of why you *cannot* find information you need is as important as what you *do* find. **(Have your plans for this exercise approved by Professor Kloppenburg before you do it.)**

4. **A Place to Which You (Might) Belong.** Select a place that has meaning for you or that you would like to know more about (e.g., a special spot near your home, or a place like Parfrey's Glen, Walking Iron County Park, Devil's Lake State Park, Natural Bridges State Park, Madison Metropolitan Sewage District, Ferry Bluff, Gibraltar Rock, the Blackhawk Stone in front of Social Sciences Building on campus, etc.). Research the place (natural history, history of human use, contemporary issues). **Visit the place** and spend some time there (**NOTE:** you must **GO** there, not just remember or research it). Learn about it. Write about it. Show me that you have *added* to your store of knowledge about the place, not just relied upon your own memories of the place. Explain how your learning has affected your appreciation of the place. I do **NOT** want just a sentimental journey of reminiscences.
5. **Work The Land.** We will arrange work days with local Community Supported Agriculture (CSA) farms. Participate in a work day. Write about your experience in the context of the larger issues and concerns dealt with in this course. **Note: this exercise will have to be done in the month of April.** Check with your TA for more information if you are interested in this exercise.
6. **Follow the News.** Follow *The New York Times* for 2 weeks. **DO NOT** use the on-line version, go to the hard copy. Read all the articles and advertisements that relate to the environment. You should define "environment" fairly broadly. Write an essay that explores what was covered, what you learned, how the environmental "state of the world" appeared to you, how satisfied you were with the coverage and analysis provided by the articles, how useful or interesting you found it to follow the news so closely. How do you like obtaining the news from the hard copy versus the web? In an appendix to your paper, provide a list of the articles you found.
7. **Where You At?** Find the answers to the questions posed in "Where You At? – A Bioregional Quiz" (by Leonard Charles, Jim Dodge, Lynn Milliman, and Victoria Stockley, published originally in *Co-Evolution Quarterly*, Winter 1981 (available at <http://www.drs.wisc.edu/faculty/kloppenburger/ies112.php> under the link labeled "Resources." Take the quiz first without looking up answers to give you a baseline of your knowledge of "where you at?" Then check the answers you think you got right. Then try to find the answers to the questions you blanked on or had only a vague or partial answer for. **DO NOT** treat this mechanistically or obsessively. This should be a **journey** through the internet (and some real world places) and what you encounter along the way is actually more important than the end point/answer. Write a reflective essay on what the exercise has meant to you. You might want to cover such things as what the data collection process taught you, how you reacted to what you learned, the utility (or lack thereof) of this exercise, or how you would change the quiz to update it (it was created in 1981). Especially, I would like you to reflect on the way in which the exercise did or did not enhance your understanding and appreciation for "Where You're At." Again, I am more interested in your journey and your own reflections than I am in the "answers." Note: you might prefer to do an updated version of this quiz by Barb Davy, get it at the course "Resources" link with the title "How Well Do You Know This Place."

8. **Write a Children's Book.** Identify and read three children's picture books treating issues of environment/sustainability (e.g., *the Lorax* by Dr. Seuss). Write and illustrate your own children's book. Write a reflective essay describing how and why you wrote the book you did, and how your creative process was informed by this course and by the strengths and weaknesses of the children's books you looked at.
9. **Advise a Politician.** Make an appointment to see an *elected* official (in Madison or your home town, doesn't matter, any level, but it cannot be a relative). Go talk to that official and find out which issues/problems that official finds most important (for whatever reason). Write a memo to that official explaining to her/him how you think sustainability (however you define it) relates to the principal issues that engage him/her.
10. **Get Published: Op-Ed Essay.** Identify an environmental/sustainability issue that is being covered in a local or national newspaper. Research it, determine where you stand on it. Write an op-ed (opposite the editorial page) essay on the issue and send it to a newspaper. **Advice:** watch your own hometown paper - they will love to publish a piece from one of their homeboys/girls off at college. See Prof. Kloppenburg or TA Trish O'Kane for guidance on writing an op-ed essay. You must actually send the article to a paper. **NOTE: a letter to the editor is NOT an op-ed article. Automatic 10 points if your op-ed is published. Automatic A for the course if it is published by *The New York Times*.**

**NOTE: One exercise is due in lecture on Wednesday, March 17 and the other is due at Professor Kloppenburg's office (340A Agriculture Hall) by 4:30pm, on Friday, May 7.**

## READINGS

### WEEK 1: INTRODUCTION

1. **Wed, Jan 20 What Is Education For? Tipping Points and the Privilege of Partial Perspective**

### WEEK 2: THINKING LIKE A MOUNTAIN IN THE 21<sup>st</sup> CENTURY

2. **Mon, Jan 25 A World of Wounds That is Hot, Flat, and Crowded?**  
Speth, James Gustave  
2004 "A world of wounds." Pp. 13-22 in *Red Sky at Morning: America and the Crisis of the Environment*. New Haven, CT: Yale University Press.  
Friedman, Thomas L.  
2008 Today's date: 1 E.C.E.; Today's weather: hot, flat, and crowded." Pp. 26-49 in *Hot, Flat, and Crowded: Why We Need a Green Revolution – and How it Can Renew America*. New York, NY: Farar, Straus and Giroux.
3. **Wed, Jan 27 Sustainability: Can We Think Like Mountains ?**  
Leopold, Aldo  
1949 "Foreword" (pp. vii-ix), "Thinking Like a Mountain" (pp. 129-133), and "The Land Ethic" (201-206). From *A Sand County Almanac*, New York, NY: Oxford University Press.  
Wackernagel, Mathis and William Rees  
1996 Pp. 31-40 in "Footprints and sustainability" in *Our Ecological Footprint: Reducing Human Impact on the Earth*. Philadelphia, PA: New Society Publishers.

### WEEK 3: ALLOCATING RESPONSIBILITY

4. **Mon, Feb 1 We Have Met the Enemy and He Is...Us?**  
Eldredge, Niles  
1998 "Life in the Balance." *Natural History* 107:5 (June):42-53.  
Korten, David C.  
1998 "Do corporations rule the world? And does it matter?" *Organization & Environment* 11:4: 389-398.
5. **Wed, Feb 3 Population and Lifeboat Ethics (A Tragedy of the Commons)?**  
Hardin, Garret  
1974 "Lifeboat ethics: the case against helping the poor." *Psychology Today* (September): 38-40, 123-124, 126.  
Hertsgaard, Mark  
1998 "How population matters." Pp. 189-220 in *Earth Odyssey: Around the World in Search of Our Environmental Future*. New York, NY: Broadway Books.  
(\*Crossette, Barbara  
2002 "Population estimates fall as poor women assert control." *The New York Times* (March 10).

**WEEK 4: HOW MUCH IS ENOUGH?****6. Mon, Feb 8 Consumption and Cruise Ship Ethics (A Common Tragedy)?**

Diamond, Jared

2008 "What's your consumption factor?" *The New York Times* (January 2).

Friedman, Thomas L.

2008 "Energy poverty." Pp. 154-169 in *Hot, Flat, and Crowded: Why We Need a Green Revolution – and How it Can Renew America*. New York, NY: Farar, Straus and Giroux.

Monbiot, George

2007 "Introduction: the failure of good intentions." Pp. ix-xix in *Heat: How to Stop the Planet From Burning*. Boston, MA: South End Press.

**7. Wed, Feb 10 Appetite for Oil (and Coal): Energy Addictions and their Alternatives**

Udall, Randy and Steve Andrews

2004 "When will the joy ride end? Community Office for Resource Efficiency.

McKibben, Bill

2007 "Energizing America." *Sierra* (January/February): 3030, 32-37, 112-113.

(\*)Koppel, Ted

2006 "Will fight for oil." *The New York Times* (February 24): A27.

**WEEK 5: GLOBAL WARNING: CLIMATE CHANGE****8. Mon, Feb 15 The Global Warming Debate: Apocalypse Now, or Never? (Guest: Prof. Jack Williams, UW Department of Geography)**

Kolbert, Elizabeth

2005 "The climate of Man - III." *The New Yorker* 81:12 (May 9): 52ff.

Monbiot, George

2007 "A Faustian pact." Pp. 1-19 in *Heat: How to Stop the Planet From Burning*. Boston, MA: South End Press.

**9. Wed, Feb 17 From Kyoto to Copenhagen: Global Governance and Sustainable Energy Transitions**

Friedman, Thomas L.

2008 "205 easy ways to save the earth." Pp. 203-216 in *Hot, Flat, and Crowded: Why We Need a Green Revolution – and How it Can Renew America*. New York, NY: Farar, Straus and Giroux.

(\*)Zeller, Tom

2009 "Forecast: expect temperatures to rise in Copenhagen." *The New York Times* (December 6): WK3.

(\*)Krugman, Paul

2009 "An affordable truth." *The New York Times* (December 7): A27.

(\*)Hansen, James

2009 "Cap and fade." *The New York Times* (December 7): A27.

**WEEK 6: POLITICS IN A HOTTER TIME****10. Mon, Feb 22 Fighting For the Environment Inside the Capitol: Challenges and Victories (Guest: State Rep. Spencer Black)**

Tidwell, Mike

2007 “Consider using the N-word less.” September 4, *Grist: Environmental News and Commentary*.

Plumer, Bradford

2008 “A new leaf: if the feds keep fiddling while the planet starts kindling, state efforts to control global warming may offer the best chance for changing the directions in Washington.” *Audubon* (September/October): 62-62-65, 88,-89, 91.

Check out Spencer Black’s web site at

<http://www.legis.state.wi.us/assembly/asm77/news/index.htm>

**11. Wed, Feb 24 Contemporary Activism: Warriors, Builders, and Weavers**

Millar, Heather

2000 “Generation green.” *Sierra* (November/December): 36-47, 94, 60.

McKibben, Bill

2007 “Global warning: get up! stand up!” *OnEarth* (Spring): 22-25.

**WEEK 7: CITIZENSHIP IS PAINLESS (NOT)****12. Mon, Mar 1 Bringing Your Stone to the Pile: TAs Just Do It (TA Panel)**

Walker, Alice

1997 “Introduction: belief in the love of the world.” Pp. xxi-xxv in *Anything We Love Can Be Saved*. New York, NY: Norton.

Pollan, Michael

2008 “Why bother?” *The New York Times* (April 20).

**13. Wed, Mar 3 Student Organizations Just Do It (Student Panel)**

Orr, David

1994 “What is education for?” Pp. 7-15 in *Earth in Mind: On Education, Environment, and the Human Prospect*. Washington, DC: Island Press.

**WEEK 8: I’LL TAKE THE HIGH ROAD?****14. Mon, Mar 8 Green Jobs for an Economic Democracy (Guest: Satya Rhodes-Conway, Center on Wisconsin Strategy, Apollo Alliance, Madison City Council)**

Apollo Alliance

2007 *Community Jobs in the Green Economy*. The Apollo Alliance.

Check out the Apollo Alliance web site at <http://apolloalliance.org/>

**15. Wed, Mar 10 The Natural Step (Guest: Lisa MacKinnon, Director, Dane County Clean Air Coalition)**

James, Sarah and Torbjorn Lahti

2004 “Introducing and using the Natural Step framework” and “Sustainability: the trouble we have talking about it.” Chapters 1 and 2 in *The Natural Step for Communities*, Gabriola Island: New Society Publishers.

**WEEK 9: BUILDING THE FUTURE****16. Mon, Mar 15 Sustainability by Design: A Technical or a Political Fix?**

McDonough, William and Michael Braungart

2002 “The extravagant gesture: nature, design, and the transformation of human industry.” Pp. 13-32 in Juliet Schor and Betsy Taylor (eds.) *Sustainable Planet: Solutions for the Twenty-first Century* Boston: Beacon Press.

Friedman, Thomas L.

2008 “The Stone Age didn’t end because we ran out of stones.” Pp. 241-266 in *Hot, Flat, and Crowded: Why We Need a Green Revolution – and How it Can Renew America*. New York, NY: Farar, Straus and Giroux.

**17. Wed, Mar 17 If I Had a Hammer...Green Building (Guest: Lou Host-Jablonski, UW Department of Landscape Architecture, The Design Coalition)**

Lockwood, Charles

2006 “Building the green way.” *Harvard Business Review* (June).

McKibben, Bill

2007 “Green from the ground up.” *Sierra* (July/August): 42-46.

Explore the work of the Design Coalition at <http://www.designcoalition.org/>

**WEEK 10: WE ALL LIVE DOWNSTREAM****18. Mon, Mar 22 Waste Not, Want Not**

Steingraber, Sandra

1999 “Why the precautionary principle? A meditation on polyvinyl chloride (PVC) and the breasts of mothers.” *Rachel’s Environment & Health Weekly* #658 (July 8).

Motavalli, Jim

2001 “Zero waste.” *E Magazine* 12:2 (April): 26-32.

**19. Wed, Mar 24 Biological Consequences of Pesticide Use - (Guest: Prof. Warren Porter, UW Department of Zoology)**

Duncan, David Ewing

2006 “The pollution within.” *National Geographic* (210:4 (October): 116-143.

Trivedi, Bijal

2007 “Under attack from a chemical mob.” *New Scientist* 195:2619 (September 1): 60.

\*\*\*\*\* SPRING BREAK \*\*\*\*\*

**WEEK 11: BUT SOME ARE MORE DOWNSTREAM THAN OTHERS****20. Mon, Apr 5 Custer Died For Your Sins?: Perspectives From the Third and Fourth Worlds**

Armstrong, Jeanette

1996 “Sharing One Skin: The Okanagan Community.” Pp. 460-470 in Jerry Mander and Edward Goldsmith (eds.), *The Case Against the Global Economy*, San Francisco, CA: Sierra Club Books.

Guha, Ramchandra

1997 “The authoritarian biologist and the arrogance of anti-humanism: wildlife conservation in the Third World.” *The Ecologist* 27:1 (January/February):14-20.

**21. Wed, Apr 7 Environmental Justice: Hurricane Katrina (Guest: Ashleigh Ross, UW Nelson Institute for Environmental Studies)**

Solnit, Rebecca

2007 "The Lower Ninth battles back." *The Nation* (September 10/17): 13-16.

Bourne, Joel

2007 "New Orleans: a perilous future." *National Geographic* (August), downloaded from <http://ngm.nationalgeographic.com>

**WEEK 12: YOU GOTTA HAVE BREAD**

**22. Mon, Apr 12 Re(E)volutions in American Agriculture**

Berry, Wendell

1990 "The pleasures of eating." Pp. 125-131 in Robert Clark (ed.), *Our Sustainable Table...Essays*, San Francisco, CA: North Point Press.

Lappé, Frances Moore and Anna Lappé

2002 "Taking off the cowboy hat." Pp. 244-274 in *Hope's Edge: The Next Diet for a Small Planet*. New York: NY: Tarcher/Putnam.

**23. Wed, Apr 14 Meat Is Murder: Are You Washed in the Blood of the Lamb?**

Silverstein, Ken

1999 "Meat factories: Old MacDonald is dead and gone." *Sierra* (January-February): 28-35, 110, 112.

Tidwell, Mike

2009 "The low-carbon diet." *Audubon* (January-February): 46-49, 66.

Schlosser, Eric

2001 "The chain never stops." *Mother Jones* 26:4 (July-August): 38-47, 86-87.

**WEEK 13: BUT NOT BY BREAD ALONE: EARTH WEEK**

**24. Mon, Apr 19 Walking in Beauty: From John Muir to Eco-Tourism**

Abbey, Edward

1968 "Polemic: industrial tourism and the national parks." Pp. 39-59 in *Desert Solitaire: A Season in the Wilderness* New York: Touchstone.

Mitchell, John G.

2004 "Our great estate." *Sierra* (March/April): 26-35.

**25. Wed, Apr 21 The Urban Wild (Guest: Vincent Smith, UW Nelson Institute for Environmental Studies)**

Cronon, William

1996 "The trouble with wilderness, or, getting back to the wrong nature." In William Cronon (ed.), *Uncommon Ground: Rethinking the Human Place in Nature*. New York: Norton.

Hough, Michael

1995 "Urban ecology: a basis for shaping cities." In *Cities and Natural Process*. New York: Routledge.

**WEEK 14: WE CONSERVE, OR DO WE?**

- 26. Mon, Apr 26 The Carnivore's Dilemma: Balancing Human Needs and Carnivore Conservation in Wisconsin and Around the World (Guest: Prof. Adrian Treves, UW Nelson Institute for Environmental Studies)**

Treves, Adrian

2009 "The human dimensions of conflicts with wildlife around protected areas." Pp. 214–228 in M. Manfredo et al. (Eds.), *Wildlife and Society: The Science of Human Dimensions*. Island Press, Washington, D.C.

Williams, Ted

2009 "Owl war II." *Audubon* (January-February): 28, 30-35.

- 27. Wed, Apr 28 The Places We Save: Warner Park and Environmental Justice (Guest: Trish O'Kane, UW Nelson Institute for Environmental Studies)**

O'Kane, Trish

2005 "Big Easy's big mess." *The Anniston Star* (October 23).

O'Kane, Trish

2009 "Warner Park: playground of a Red-Tailed Hawk." *The Northside News* (October).

O'Kane, Trish

2009 "Keep Warner Park Wild." *The Wisconsin State Journal* (October 10).

Schneider, Pat

2009 "Keeping Warner wild." *The Capital Times* (October 28-November 3): 8-9.

**WEEK 15: THE END OF DAYS...OR A NEW BEGINNING?**

- 28. Mon, May 3 Eco-Entrepreneur: Building a Green Career Path (Guest: Sonya Newenhouse, President, Madison Environmental Group, Inc.)**

Darlington, Tenaya

2004 "Enviro-visionary: Sonya Newenhouse has green dreams for Madison." *Isthmus* 29:9 (February 27).

Check out Sonya's work at MEG's website: <http://www.madisonenvironmental.com/> and the Community Car web site at <http://www.communitycar.com/>

- 29. Wed, May 5 Conclusions: How Much Time Do We Have Left?**

**Exercise 2 due at Professor Kloppenburg's office (340A Agriculture Hall) by 4:30pm, on Friday, May 7.**