

Dr. Greig Guthey

4233 SBSB — gguthey@csusm.com — 760-750-8015 (but email is best)

Office hours: MW TBD and by appointment

Explores human-environment relationships in the context of sustainable development and global change. Engages with a number of historical and contemporary debates about geography, political economy/political ecology, and development to encourage consideration of the multiple dimensions of sustainability. Includes globalization, poverty, food/hunger/ famine, natural resources, climate, and development.

**GE Program Student Learning Outcomes addressed by this course:**

1. Compare and contrast relationships within and between human cultures.
2. Communicate effectively in writing, using conventions appropriate to various contexts and diverse audiences.
3. Use oral communication to effectively convey meaning to various audiences.
4. Find, evaluate, and use authoritative and/or scholarly information to comprehend a line of inquiry.
5. Think critically and analytically about an issue, idea or problem, considering alternative perspectives and re-evaluation of one's own position.
6. Describe the importance of diverse experiences, thoughts, and identities needed to be effective in working and living in diverse communities and environments.
7. Apply knowledge gained from courses in different disciplines to new settings and complex problems.

**Student Learning Outcomes:**

1. A broader understanding of global patterns of difference.
2. Increased familiarity with a range of theories and measures of economic and sustainable development.
3. Increased awareness of how globalization influences social inequality, food, hunger, population, gender, environmental problems, and politics.
4. Deeper knowledge of the role of capitalism, colonialism, racism, and sexism in shaping planetary economic and political relationships.
5. Strengthened critical thinking and writing skills.

**Required Readings:** R.J. Johnston, Peter J. Taylor and Michael Watts (eds.). 2002. *Geographies of Global Change: Remapping the World*. Blackwell, Malden, MA, or W.M. Adams 2008. *Green Development: Environment and Sustainability in a Developing World*. Routledge or similar with excerpts from Carolyn Merchant, 2005. *Radical Ecology: The Search for a Livable World*, Routledge.

Additional readings will supplement the core text and will be made available electronically through cougar courses.



## **Course Policies:**

### **Academic Honesty and Integrity:**

Plagiarism includes: (a) copying another person's actual words verbatim without acknowledgement, (b) copying substantially from a webpage or other publication without acknowledgement; (c) paraphrasing another person's words without acknowledgement; (d) using another person's idea, opinion, or theory without acknowledgement; or (e) borrowing facts, statistics, or other material without acknowledgement, unless the information is common knowledge, or (f) copying from another person's exams, homework, quizzes, etc. Consequences necessarily include failing (i.e., a "0") the assignment at a minimum. Any instances of suspected plagiarism may be reported to the Dean of Students for proper action.

### **ADA:**

Students authorized by the Office of Disabled Student Services (DSS) to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality. Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to DSS. This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909.

### **Class Participation and Student Performance:**

Some students are quite comfortable speaking in class; others not so much. However experience suggests that those students who participate frequently, ask questions, and offer comments are the students who do best. Those students who lurk in the back of class, fail to ask questions, talk with friends, don't pay attention, arrive late, or fail to grapple with course concepts and ideas, generally do not do so well.

### **Collegiality and Ground Rules for Participation:**

This course draws on themes, events and situations about which many people have strong views. I encourage you to participate in a mature and respectful manner. I will do the same. Please raise your hand if you have a question or comment. I will moderate all discussions in a fair and equal manner. And please refrain from talking when the professor, or anyone else in class is talking. Let's work together to foster a classroom environment of open inquiry, critical thought, and mutual understanding.

### **Computers in the classroom:**

Surfing the web in my class, checking email, and talking in class distract me and other students and is rude. I will ask you to leave if I find you using computers for uses other than course needs and/or if you insist on distracting others in this class.

### **Grading and late work:**

Grades will be assigned on a standard scale.

### **Credit Hour Policy:**

This is a three unit course which requires 6 hours of outside work at a minimum. 2 hours per credit.

### **Other issues:**

Any other special needs/questions/situations should be directed to me the first week of class.

### **Course Requirements:**

*Exams:* A midterm and final exam.

*Research Paper:* A research paper will be a 10 page paper in which you will explore a topic of your own choosing and relate it to one or more themes in the course. Students must submit a proposal, an outline and bibliography, and a final paper. They must also present their work to the class. This paper meets the All university writing requirement of 2500 words for a 3 unit course.

*Grade Breakdown:*

Mid-term exam	25%		
Final Exam	25%		
Research Project	50%		
weighted as follows:		Proposal	10%
		Outline & Bib.	10%
		Class Presentaiton	20%
		Final Paper	60%

*Proposed Schedule (Subject to Change)*

<b>Week 1: Prelude</b>	Resources, Migrations and Climate Change
<b>Part I: The Dynamics of Globalization</b>	
<b>Week 2: Introduction, The Framework, Globalization</b>	GGC (Geographies of Global Change)-Chapter 1-“Geography/Globalization”, pp. 1-18;
<b>Week 3: Globalization</b>	A New Geo-Economy (Handout); Wine and Regionalization Paper proposal due.
<b>Week 4: The Agro Food System</b>	GGC-Chapter 4-“From Farming to Agribusiness: Global Agri-Food Networks”, pp. 57-67; Film: Deconstructing Supper. Exam 1
<b>Week 5: Regroup on Food, Finance and Trade</b>	GGC Chapters 2 (“A Hyperactive World”), and 3 (“Trading Worlds”).
<b>Week 6: Trade cont, Labor in the Global Economy</b>	Readings: GGC-Chapter 5-“Transnational Corporations and Global Divisions of Labor, pp. 68-77; GGC-Chapter 6-“Global Change in the World of Organized Labor” 78-87 . Bibliography due.
<b>Part II: Issues</b>	
<b>Week 7: Poverty and Hunger (</b>	Kathryn Rawe, 2012. A Life Free From Hunger: Saving Children From Malnutrition, London: Save The Children on Cougar Courses
<b>Week 8: Population and The Demographic Transition, Midterm Review, Midterm Exam,</b>	GGC-Chapter 13-“Population Crises: From the Global to the Local”, pp. 198-216; Outline for Research Paper due.
<b>Week 10: SPRING BREAK!</b>	<b>HAVE A SAFE SPRING BREAK!</b>
<b>Week 11: Geographies of Disease: AIDS in Africa.</b>	Readings: GGC-Chapter 14-“Global Change and Patterns of Death and Disease”, pp. 216-236; Plus 4 Articles from the New York Times diseases on the brink of eradication.
<b>Week 12: The Environment</b>	GGC-Chapter 23-“The Earth as Transformed: Trends, Trajectories and Patterns”, pp. 364-376; GGC-Chapter 24-“The Earth as Input: Resources”, pp. 377-390 GGC-Chapter 35-“The Earth as Output: Pollution”, pp. 391-411.
<b>Part III: Trajectories of Change</b>	
<b>Week 13: Environmental Governance; Affluence?</b>	GGC-Chapter 27-“Environmental Governance” pp. 427-440; Merchant, Carol, 2005, <i>Radical Ecology</i> , pp. 157-182 (Cougar Courses); Marshal Sahlins, 1997, “The Original Affluent Society”, In <i>Post Development Reader</i> (MOODLE).
<b>Week 14: Progress and The Development Dream?</b>	Readings: Teodor Shanin, 1997, “The Idea of Progress”, In <i>Post Development Reader</i> (Cougar Courses); Readings: GGC-Chapter 7-“Trajectories of Development Theory: Capitalism, Socialism and Beyond
<b>Week 15: Global Cities and</b>	Readings: GGC-Chapter 21-“World Cities and the Organization of Global Space”,

<b>Consumption</b>	pp. 328-339 Mike Davis 2004 “Planet of Slums: Involution and the Global Proletariat” in New Left Review 26, March-April 2004. Get it here: <a href="http://newleftreview.org/II/26/mike-davis-planet-of-slums">http://newleftreview.org/II/26/mike-davis-planet-of-slums</a> ; GGC Chapter 18: Consumption in a Globalizing World, pp283 – 295.
<b>Week 16: Towards Sustainable Development</b>	Read: GGC-Chapter 26-“Sustainable Development?”, pp. 412-426; Merchant, Carol, 2005, <i>Radical Ecology</i> , pp. 211-233 (MOODLE) For Wednesday, Read: GGC-Chapter 12-“Post-Cold War Geopolitics: Contrasting Superpowers in a world of Global Dangers”, pp. 174-190. For Friday Read: GGC-Chapter 28-“Remapping the World: What Sort of Map? What Sort of World?”, pp. 443-452
<b><u>FINAL EXAM- in our regular classroom</u></b>	

### **Research Paper Assignment:**

The research paper for this class is to investigate a topic of your own choosing that relates to the themes of the course. The topic could be the environmental impact of an industry, an environmental conflict in a city, for example, the conflict over the desalinization plant in Carlsbad, or the changing geography of malaria due to climate change. The list of topics is likely endless. My recommendation is that you pick a topic that you are really interested in and spend time doing preliminary research. You must write a one paragraph proposal explaining what your research will focus on by the end of week three. Come see me to discuss your opportunities if you have any questions.

### **Ground Rules for Research Paper Citations for this Course**

These guidelines *must be followed* as you complete your research papers; failure to do so will result in a lower grade: When in doubt, check the Chicago Manual of Style.

- 1) Cite something whenever you feel that you are borrowing some one’s idea or using information from a specific source. The rule of thumb is cite unless it is “common knowledge.” So, when in doubt, cite.
- 2) When you quote or paraphrase from a source, or refer to an idea from a source, etc., the research papers for this course will use in-text citations. These are simple:

**Example #1** Manuel Castells (1996: 65) claims the new economy is “informational because the productivity and competitiveness of units of agents... fundamentally depend upon their capacity to generate, process, and apply efficiently knowledge-based information.” [note: use full names on first references, last names only on subsequent references.]

**Example #2** An alternative view to the notion of “new times” is that capitalism as a system is in a constant process of geographical readjustment, which among critical geographers sometimes involves the declining rate of profit and a related “spatial fix” (Harvey, 1982). From this geographical perspective, new times are another round of restructuring, albeit on a perhaps larger scale. [Note that here we only use last names even if it is a first reference.]

- 3) In both of the above examples, we need to include a bibliographic reference as follows:

Castells, M. 1996. *The Rise of the Network Society*. Oxford: Blackwell Publishers.  
Harvey, D. 1982. *The Limits to Capital*. Oxford: Basil Blackwell Publishers.

- 4) Students, professors and researchers often make use of websites and the internet. Here is how such references will be cited for the research paper in this class:

Schultz, T. 2000. The Dairy Industry in Tulare County. Davis: University of California Cooperative Extension. [<http://cetulare.ucdavis.edu/pubdairy/industry.pdf>].

- 5) Journal articles may be cited as follows:

Hart, J. 2000. Tomales Bay Convergence: 171 Sick Oyster Eaters Can't Be Wrong. *California Coast and Ocean* 16(3):14-19.

- 6) Newspapers:

Apple Jr., R.W. 2001. "A New Normandy North of the Golden Gate," *The New York Times*, Sec. F, 1, November 28, 2001.

**\*\*\* Late Papers Will Lose One Grade per day\*\*\***