

GEO 322 / SUST 322
Globalization and Environment

3 CREDITS (WI)

INSTRUCTOR INFORMATION

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COURSE DESCRIPTION:

Globalization refers to the interconnectedness of people and places through the converging processes of economic, political, and cultural change. It is an ongoing historical process that has been continuing in a much faster pace, affecting many more people and places, through many more processes. We will study concepts and debates on the economic and social impacts of globalization, and their relationships with environmental change.

Environmentally harmful human behavior is a product of specific social conditions that we can study, understand, and *change*. Based in Sydney, one of the global cities, we will examine how contemporary environmental issues are represented, discussed, and experienced by different stakeholders in a city that prides itself for its multiculturalism. Students will take advantage of the exhibits at [the Royal Botanic Garden Sydney](#) and [the Australian Museum](#) to study issues of biodiversity conservation, indigenous knowledge, and climate change. In addition, students will identify and discuss approaches commonly promoted in Australia to resolve global environmental problems, including market-based environmental policies, technological innovations, and social movements promoting concepts such as sustainability and environmental justice.

COURSE OBJECTIVES / STUDENT LEARNING OUTCOMES:

1. Students can describe the multifaceted processes and effects of globalization
2. Students can analyze environmental issues using inter-disciplinary perspectives, with appreciation for disparate viewpoints in Australia and elsewhere (SAC SLO #2)
3. Students demonstrate awareness of their own cultural values and biases that shape environmental perspectives, and how they impact their ability to work with others (SAC SLO #1)
4. Students can contrast the different approaches to resolving environmental problems using clear communication skills

Course Format

Classes will meet on the University of Sydney campus in person, with most materials provided on UH laulima. But we will maintain a flexible attitude if circumstances necessitate us to pivot to the online platform. Class materials will be delivered through a combination of learning methods: readings, film / video showing, lectures, and class discussions. Additionally, students will participate in two field trips (schedule TBD) and conduct their own field observations.¹ All readings and annotating must be completed before the class meets each week. Unless stipulated otherwise, all assignments are due each week on Friday at 5 PM.

Required Materials

- Reading materials will be provided on Perusall (a platform for reading and annotating) through the class laulima website
 - Click on “Perusall” on laulima to enter the platform
 - Upon entering under "get started", read the introduction on what collaborative annotation aims to do
 - Click on “library” on the top menu, and you will see the select chapters and journal articles I have provided for this course
 - The chapters placed on Perusall are taken from the following books (full eBooks are available at UH library):
 1. Clapp, Jennifer and Peter Dauvergne. 2014. [*Paths to A Green World: The Political Economy of The Global Environment*](#). 2nd ed. Cambridge, MA: MIT Press.
 2. Robbins, Paul, John Hintz, and Sarah A. Moore. 2022. [*Environment and Society: A Critical Introduction*](#). 2nd ed. Chichester, West Sussex, UK; Malden, MA: Wiley-Blackwell.
 3. Moseley, William G., Eric Perramond, Holly M. Hapke, and Paul Laris. 2014. [*An Introduction to Human-Environment Geography Local Dynamics and Global Processes*](#). Hoboken, N.J: Wiley-Blackwell.
 - Other materials will be provided through the course website as we move through the semester.
- Many of the class handouts will be provided as google docs that can only be accessed by University of Hawaii students. If you cannot access a document, please double check that you are logged in through your hawaii.edu account.

CLASS REQUIREMENTS / WORKLOAD:

This is a writing-intensive course. This means that we use writing (based on readings, discussions, and assigned videos) is one of the means through which learning will take place. Writing assignments take a variety of forms, including online annotations, discussion reports, fieldtrip reports, and short essays.

¹ Some video material may require you to purchase viewing access on-line. There may also be small fees associated with the fieldtrips.

Attendance (50 points)

All students are expected to actively participate in class activities and discussions. We will spend a few minutes at the beginning of each class to talk about your experiences while studying abroad.

The class will strive for collaborative learning, and all students are expected to actively participate in class activities and discussions. Your participation will be assessed based on the quality of your engagement.

Good discussions only happen when we all have done our share in completing all reading and video assignments before coming to class. While you should feel free in asking questions and exploring different points of view, repeated expressions of unfounded speculations will not be tolerated.

Reading and annotating on Perusall (100 points)

- You should read and annotate the assigned articles before we meet in class.
- You receive credits for spending time to read the articles, annotating the readings to comment or raise questions, answering your classmates' questions, or simply upvoting others' points that you agree with. On average, you should expect to make an average of *seven (7)* annotations in each chapter / article.
- For more information on how your participation on Perusall is graded, go [here](#). However, this automated grade is provided to you strictly as an interim feedback, and will not be used at face value. To determine your course grade, your instructor will assess your work holistically.

Small group discussions (100 points)

We will allocate ~15-20 minutes per week for student-led small group discussions. Insights and questions from the readings become the topics of student-led small group discussions in class. Students will take turn leading small group discussions, and we will decide on the assignment schedule during the first week. As a discussion leader, a student is responsible to come up with initial question(s) to get the discussions going, and to summarize the lessons that your group learns from the exercise (up to 300 words / 1 page). Use [this template](#) to write your discussion report, and submit your report to the "Discussion Reports" on laulima by Friday at 5 PM following the class discussion. To ease navigation, please "copy and paste" your report and insert it inline (do not use attachment)

If you cannot be present in class on the day you are assigned, you should make an arrangement to swap with another student. Failure to do so will result in your receiving zero point for that assignment. Students not leading the discussion must be prepared to participate actively (this will count towards your participation points). You are also welcome to add comments on the discussion report forum. The following rubric shows how your participation in small group discussions will be assessed.

Unsatisfactory	Satisfactory	Excellent
Poor attendance and participation in small group discussions	Demonstrate an ability to listen to diverse viewpoints and add substantive comments	Demonstrate understanding of the assigned topics with concrete examples and reflection from own and study abroad experience

Failure to come up with initial questions to facilitate discussion following the assigned schedule	Initiate discussion with thoughtful questions and able to summarize the discussion in class, but fails to post the summary online	Initiate discussion with thoughtful questions and able to summarize the discussion in class, post the summary online in a timely manner
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Quizzes and short answers on laulima (150 points)

Answer short questions and quizzes that pertain to the topics by the due dates.

Field Trip reports (2 X 100 points)

Each fieldtrip will be an opportunity to enhance learning of a subject matter, and to practice participant observation and take fieldnotes to better engage with the cultural geography of place.

1. Prior to each trip, submit a list of key questions on the topics you would like to learn from the fieldtrip
 - we will discuss them in class to create a master list that represent our starting points to inquiry
 - the list will evolve following discoveries and new information you encounter throughout the visit.
 - Each student is free to follow specific lines of inquiry they would like to pursue and elaborate
2. Upon completion of each field trip, submit a 3-page report (~ 1000 words) by the following Friday, 5 PM.
 - Your report must be factually correct and mention where you went, what you did, and what you saw.
 - Write fieldnotes describing the scene at the site. Is it festive? Frenetic? What is the weather like? What do you feel? What incidents, sights, sounds trigger that feeling? How does the setting influence / inhibit learning about the assigned subject matters?
 - Make connection with the assigned readings for the field trip. Does the trip convey the same comprehension you got from the readings alone? Or does it enhance/raise more questions not addressed in your readings?
 - Take pictures (with caption) to illustrate your written descriptions.

Midterm and final exams (2 X 200 points)

The exams will consist of questions that test your comprehension of the course materials; and short essays that analyze a thematic issue in globalization and environment.

Total: 1000 points

A = 900-1000; B = 800-899; C= 700-799; D= 600-699; F=<600

Plus/minus grade system will be applied within each category

COURSE CALENDAR (SUBJECT TO CHANGE)

Materials highlighted in gray indicates content specific to Study Abroad in Sydney

PART 1. APPROACHES AND PERSPECTIVES

Week 1. Introduction, Perspectives on Global Environmental Change

- Sen, Amartya. 2002. "How to Judge Globalism." *The American Prospect* 13(1):1-14.
- "Perils or prosperity? Mapping worldviews of global environmental change," pp. 1-18 (chapter 1) in *Paths to A Green World*

Week 2. Ecological Consequences of Globalization

- "The ecological consequences of globalization," pp.19-46 (chapter 2) in *Paths to A Green World*
- "Population and scarcity," pp. 13-30 (chapter 2) in *Environment and Society*

Week 3. Institutions and the environment

- "Institutions and the commons," pp. 49-64 (chapter 4) in *Environment and Society*
- "The politics of nature," pp. 31-46 (chapter 2) in *Human-Environment Geography*

Week 4. Global biodiversity and indigenous knowledge

- Field trip to the Royal Botanic Garden Sydney
- Forbes, Stephen. 2008. "How botanic gardens change the world." Magill, South Australia: Hawke Research Institute for Sustainable Societies, University of South Australia (4 pp.)
- Donaldson, J. S. 2009. "Botanic gardens science for conservation and global change." *Trends Plant Sci* 14 (11):608-13. doi: 10.1016/j.tplants.2009.08.008.

Week 5. Economic Growth and Development

- "Economic growth in a world of wealth and poverty," pp. 87-125 (chapter 4) in *Paths to A Green World*

Week 6. Trade and Environmental Governance

- "Market and commodities," pp. 31-48 (chapter 3) in *Environment and Society*
- Copeland, Brian R. 2021. "Globalization and the Environment," pp. 575-598 in *Australia's Economy in its International Context: The Joseph Fisher Lectures*, edited by Kym Anderson. Adelaide: University of Adelaide Press.

Week 7. Capitalism and the Environment

- Watch RSA Animate video on David Harvey "[crises of capitalism](#)"
- "Political Economy," pp. 98-118 (chapter 7) in *Environment and Society*

Week 7. Pricing the Environment

- "Social construction of nature," pp. 119-137 (chapter 8) in *Environment and Society*
- Zander, K. K., R. Parkes, A. Straton, and S. T. Garnett. 2013. "Water ecosystem services in northern Australia--how much are they worth and who should pay for their provision?" *PLoS One* 8 (5):e64411. doi: 10.1371/journal.pone.0064411.

Week 8. Review and midterm

MIDTERM (200 points) due by Friday at 5 pm

Week 9. MID-SEMESTER BREAK

PART II. THEMATIC ISSUES

Week 10. Science communication

- Visit to [the Australian Museum](#)
- Burns, T. W., D. J. O'Connor, and S. M. Stocklmayer. 2016. "Science Communication: A Contemporary Definition." *Public Understanding of Science* 12 (2):183-202. doi: 10.1177/09636625030122004.

Week 11. Atmospheric Environment and Climate Change

- Watch the documentary "[Ice on Fire](#)" (2019) on the threats and efforts to stave off the worst effects of global warming
- Abram, Nerilie J., Benjamin J. Henley, Alex Sen Gupta, Tanya J. R. Lippmann, Hamish Clarke, Andrew J. Dowdy, Jason J. Sharples, Rachael H. Nolan, Tianran Zhang, Martin J. Wooster, Jennifer B. Wurtzel, Katrin J. Meissner, Andrew J. Pitman, Anna M. Ukkola, Brett P. Murphy, Nigel J. Tapper, and Matthias M. Boer. 2021. "Connections of climate change and variability to large and extreme forest fires in southeast Australia." *Nature Communications Earth & Environment* 2 (1). doi: 10.1038/s43247-020-00065-8.
- McSweeney, Robert, Rosamund Pierce, and Tom Prater. 2018. "The impacts of climate change at 1.5C, 2C, and beyond," [Climate Brief](#)

Week 12. Water resources

- Settre, Claire, and Sarah Ann Wheeler. 2016. "Environmental water governance in the Murray-Darling Basin of Australia: The movement from regulation and engineering to economic-based instruments," pp. 67-91 in *Handbook of Environmental and Sustainable Finance*, edited by Vikash Ramiah and Greg N. Gregoriou. Elsevier.
- Watch video: "[More than a river: The Murray Darling system and its people](#)"(2013) Murray-Darling Basin Commission.

Week 13. Plastics

- Watch video: [The plastic problem](#) (2019) *PBS News Hour*
- *The Conversation* with Kate O'Neill on plastic waste export - with a number of useful links
- Gilbert, Jann M., Amanda J. Reichelt-Brushett, Alison C. Bowling, and Les Christidis. 2016. "Plastic ingestion in marine and coastal bird species of Southeastern Australia " *Marine Ornithology* 44:21-26.

Week 14. E-Waste

- Robbins, Paul, John Hintz, and Sarah A. Moore. 2022. "E-Waste" chapter 19 in *Environment and Society: A Critical Introduction*. 3rd ed. Chichester, West Sussex, U.K.; Hoboken, NJ: John Wiley & sons.

- Watch video: "[How can we fix our massive E Waste problem?](#)" 2019, *CNBC*

Week 15. Wrap up, review of materials

COURSE POLICIES AND RESOURCES

We will work to form our own positions and perspectives through the different activities in this class. We will discuss issues on which experts disagree; strong, reasonable arguments can often be made on both sides. Be respectful when making comments.

Your learning is my principal concern. I may modify the schedule if it will facilitate your learning. For example, we may discover that we want to spend more time on certain topics and less on others. I'll consider changing the schedule if such changes would benefit most students' learning in this course.

Class communication

- Please check the Lulima website and your UH email regularly for class news and information.
- If you have questions or concerns, you can reach me by email or speak with me before or after class, and we can arrange for a mutually convenient time to meet.

COURSE TECHNOLOGY

This course uses the UH Lulima as a Learning Management system ([Lulima \(Sakai\) Accessibility](#)).

Please also be aware that Lulima

- will be unavailable on a daily basis from 3:00am-4:00am HST for server backup and maintenance.
- automatically logs you out *if it does not detect activity for two hours*. A warning message will appear notifying you of the lack of activity. Activity is defined as clicking a button in Lulima such as "Save Draft" or "Next" (in a test), clicking on a course tab, or taking an action that sends information to the server.

UNIVERSITY POLICIES AND PROCEDURES

The University of Hawai'i is an equal opportunity/affirmative action institution. It is committed to a policy of nondiscrimination on the basis of race, sex, victims of domestic or sexual violence, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, or status as a covered veteran. For additional details, visit the [UH Systemwide Policies and Procedures Information System \(PPIS\)](#) site.

Student Conduct

Review the [UH Systemwide Student Conduct Code](#) for more information.

Academic Honesty

Acts of dishonesty, including but not limited to the following: Cheating, plagiarism, or other forms of academic dishonesty.

Cheating is an act of academic dishonesty and includes, but is not limited to:

- use of any unauthorized assistance in taking quizzes, tests, or examinations;
- use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
- the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student body; and
- engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

Plagiarism is an act of academic dishonesty and includes, but is not limited to:

- the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement.
- It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Other forms of academic dishonesty include

- Furnishing false information to any UH official, faculty member, or office
- Forgery, alteration, or misuse of any UH document, record, or form of identification.

UH Title IX

The University of Hawai'i is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking ([UH Title IX](#)). If you or someone you know is experiencing any of these, the University has staff and resources on your campus to support and assist you.

- If you would like to report incidents of sex discrimination or gender based violence, contact your campus [Title IX Coordinator](#) or submit the online [reporting form](#).
- If you wish to remain ANONYMOUS, speak with someone CONFIDENTIALLY, or would like to receive information and support in a CONFIDENTIAL setting, contact your campus' [confidential resource](#).

Accommodation Statement

The University of Hawai'i is committed to a barrier-free campus and provides accommodations to ensure students with disabilities equal access to education. We agree to make academic adjustments to ensure non-discrimination of students with disabilities. This commitment is in accordance with applicable state and federal laws, including the Americans with Disabilities Act, and Sections 504 and 508 of the Rehabilitation Act.

Under the Americans with Disabilities Act (Title II) and the Rehabilitation act of 1973-section 504 and 508, individuals with disabilities have protections against discrimination and are assured access to programs, services and activities. For more information see "Americans with Disabilities Act" and "Rehabilitation Act of 1973 – Section 504 or Section 508".

Students must self-identify to the appropriate Disability Services Office and complete the intake process before receiving reasonable accommodations. To ensure the prompt and effective provision of accommodations, students should contact the Disability Services Office as early as possible. Visit the [KOKUA](#) website. KOKUA can be reached at (808) 956-7511 or (808) 956-7612, email: kokua@hawaii.edu.

Financial Aid Statement

If students do not begin attendance in a course or stop participating in a course, Title IV funds must be returned according to Federal Return of Title IV funds regulations (34 CFR 668.21(a)). This means you may be required to return some (or all) of the financial aid you have received. It is very important to remember that colleges are required to take steps necessary to ensure that students are academically engaged in order to justify the disbursement of Federal Title IV student aid funds. If at any time your plans change and you no longer plan to participate in the courses in which you enrolled, you must contact the financial aid office to minimize any possible negative financial impact.

For more information on financial assistance for your education, please contact your home campus financial aid office. Financial assistance may include grants, scholarships, and other resources to help you pay for the cost of college. A financial aid adviser will be able to help you navigate this process to determine your eligibility for these funds.