

# GLOBAL HUMAN ECOLOGY

Sociology/ENVS 4007; Fall Semester, 2013  
Tuesday/Thursday, 3:30-4:45  
ECCR 155

**Lori M. Hunter, Ph.D.**

Office: IBS 451 (but office hours in KTCH 310)

Phone: 303-492-5850

Email: [Lori.Hunter@colorado.edu](mailto:Lori.Hunter@colorado.edu)

**Office Hours: Wednesdays, 12:00-2:00 in KTCH 310**

**OVERVIEW:** In this course, we will examine global environmental issues from social science perspectives. Although Sociology provides our central disciplinary outlook, we also engage readings across a variety of other disciplines including Anthropology, Geography, and Ecology. Such a broad base is key given the multidimensionality of society-environment relationships.

Through the course of the semester, we'll critically consider issues such as population dynamics (e.g. migration, morbidity/mortality and fertility) and their environmental drivers and impacts; the implications of climate change for natural resource-based livelihoods; and social inequalities in exposure to environmental hazards.

The general aim of the course is to critically examine perspectives on, and examples of, society-environment interrelationships.

**SPECIFIC AIMS:** Following this course, students should be familiar with:

- ◆ several interdisciplinary theoretical perspectives used to examine interactions between society and the environment;
- ◆ several examples of the ways in which socio-economic processes, such urbanization, impact the environment;
- ◆ several examples of the ways in which environmental context shapes social processes, such as human migration and fertility.

**READINGS:** We will work out of one reader, with additional material from a wide variety of other sources including academic journals, popular media outlets, policy and research organizations, and the Population Reference Bureau. The following book is available at the CU Bookstore and all additional readings and other course materials are available via the course website at [learn.colorado.edu](http://learn.colorado.edu) (Desire2Learn, D2L).

- ◆ Kenneth Gould and Tammy L. Lewis. 2008. *Twenty Lessons in Environmental Sociology*. Oxford University Press: New York, NY.

**STRUCTURE:** Overall, the material for this course is a combination of readings, multi-media, class lectures, discussion and guest speakers. Given that writing assignments are due regularly, reading material is kept between 40-80 pages weekly.

We will make use of the Desire2Learn (D2L) website on which you'll find course readings other than from the Gould & Lewis reader, course assignments (with "DropBox"), and necessary multimedia links. NOTE: D2L apparently has fewer quirks when used with the internet browser Firefox (as opposed to Chrome, Explorer, etc). If you're having trouble with D2L, try switching browsers.

Due to 2 work-related trips, Prof. Hunter will miss two class sessions but lecture materials, media links and assignments will be available via D2L in order that we can keep on schedule. She will dutifully report back to the class as each trip is related to our course material!

There are 5 components of course evaluation:

*Percentage of final score*

Weekly Assignments	30
Midterm Exam	15 → <b>Thursday, October 10<sup>th</sup>, during class</b>
Final Exam	25 → <b>Wednesday, Dec 18, 1:30-4:00 pm</b>
Attendance/correct clicker points	20
Participation	10

There are 12 weekly writing assignments in this class – each due at the start of a Thursday class period. Each assignment is 1-page long, single spaced with 1" margins on all sides. The writing assignments will ask you to critically engage and apply that week's reading. The writing prompts will be posted by Monday evening of the week each assignment is due.

The weekly assignments will be managed via D2L's "dropbox." It is imperative that you keep copies of the confirmation email verifying your submission in the event of technical glitches. No credit will be given for papers lost in techno-space with no delivery confirmation.

We will use clickers in this class, so please be sure yours is registered with CU. **Clickers MUST be registered by the last day of class (Thursday, Dec 12<sup>th</sup>) or all participation/clicker points will be forfeited.**

Each class (except first meeting and midterm) will offer the opportunity for 3 points toward the 20% portion of your grade based on attendance and correct clicker points. One of these points is simply for attendance, the other 2 are based on the readings and will have correct answers. **Come prepared to each class and these are 3 easy points!**

In addition to the excused absences, students are allowed **1 class in attendance but with clicker issues**. Let Prof. Hunter know at the beginning of class that you'd like your "clicker miss" day – and for that day, you will receive all 3 clicker points.

Students are allowed 3 excused absences throughout the course of the semester, which (especially combined with the 1 clicker-miss day) is quite generous. An excused absence is one for which Professor Hunter is notified BEFORE class (email is fine, but must be BEFORE class begins at 3:30 pm. Students with an excused absence on a weekly assignment due date can turn the assignment in by 5:00 the following Monday. **No assignments (not even early ones) will be accepted for unexcused absences, and after 3 excused absences all subsequent missed classes will be unexcused.** There are no exceptions since this would be unfair to the rest of the students.

**Participation (10% of overall grade) is based on Prof. Hunter's interpretation of your contributions to class discussion on a regular basis.**

Both the midterm and the final exam are open book and open notes – but computers cannot be used. As such, you may want to print out the readings for review and note-taking. The exams will entail several short answer questions asking you to synthesize and critically evaluate course material from a social science perspective.

**The final exam will take place on Wednesday, December 18<sup>th</sup>, 1:30-4:00 pm.** Any student \*not\* taking the final exam will fail the course. No exceptions. Be sure to plan your travel accordingly!

## WEEKLY ASSIGNMENTS:

As apparent from the evaluation breakdown, the weekly writing assignments comprise, combined, the largest component of the course grade. The weekly assignments are due Thursdays for 12 of the semester's weeks. The writings will require students to synthesize and think critically about the week's readings. *Keeping up with these assignments and producing quality work is essential to receive a good grade in this course.*

Professor Hunter will make editorial and substantive comments on the weekly assignments, but the comments will not be tremendously detailed. The assignments will be graded on a 5 point scale, with 5 being the highest grade. A description of the grading scheme follows.

- ◆ 5 points: excellent, well written synthesis and critique;
- ◆ 3 points: good synthesis and critique; a few grammatical issues;
- ◆ 1 point: below average synthesis and critique; grammatical issues;
- ◆ 0 points: unexcused absence or assignment with very slim content and/or many grammatical problems.

MISC: *Our classroom is a no-technology zone. All cell phones, computers, MP3 players and such must be stashed away for the entire class session.*

If you qualify for accommodations because of a **disability**, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations please provide your letter **by the third week of class**) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu).

If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website (<http://disabilityservices.colorado.edu/>) and discuss your needs with your professor.

Campus policy regarding **religious observances** requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please advise Prof. Hunter of any conflicts by the third week of class. See full details at [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such **behavioral standards** may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. Prof. Hunter will gladly honor your request to address you by an alternate name or gender pronoun. Please advise her of this preference early in the semester so that she may make appropriate changes to course records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student\\_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code)

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All students of the University of Colorado at Boulder are responsible for knowing and adhering to the **academic integrity policy** of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://honorcode.colorado.edu>

***Please come see me in office hours or send an E-mail, if you have any questions, concerns, or problems!***

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## **COURSE SCHEDULE**

- \* *Please note that the content is all subject to change as we get to know each other!*
- \* Any adjustments will be announced in class and posted on D2L

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### ***Week 1: "Welcome to Environmental Sociology" in D2L***

**Tues, Aug 27<sup>th</sup>**                      ***Introduction and review of syllabus***

**Thurs, August 29<sup>th</sup>**            ***The Sociological Perspective on Environmental Issues***

- ♦ CLASSIC: Mills, C. Wright. 1996 (originally published 1959). "The Promise" (The Sociological Imagination) pages 1-7 in *Mapping the Social Landscape*, edited by S.J. Ferguson. Mountain View, CA: Mayfield. [Available on course website.](#)
- ♦ Gould and Lewis, pages 2-8 (from "What is Environmental Sociology?")

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### ***Week 2: "Welcome to Environmental Sociology" in D2L***

**Tues, Sept 3**                      ***Environmental Sociology as a Subdiscipline***

- ♦ Humphrey, Lewis and Buttel. Portions of Chapter 1 "Exploring Environmental Sociology" pp. 1 – 19 (up to "Roots of Environmental Sociology"). [Entire chapter available on course website.](#)

Thurs, Sept 5

**Theories in Environmental Sociology**

- ◆ Barbosa, Luiz C. "Theories in Environmental Sociology" in Gould and Lewis.
- ◆ Writing Assignment #1 due

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**Week 3: "Theoretical Frameworks" in D2L**

**Tues, Sept 10<sup>th</sup> Human Ecology, Political Ecology**

- ◆ Humphrey, Lewis and Buttel. pp. 19-31, from "The Roots of Environmental Sociology". Available on course website.
- ◆ CLASSIC: Duncan, O.D. 1964. "Social organization and the ecosystem." In, R.E.L. Ferris (ed.), *Handbook of Modern Sociology*. Chicago: Rand McNally. Available on course website.
- ◆ On Socio-Ecological Systems:
  - Liu, J. et al. 2007. "Complexity of Coupled Human and Natural Systems." *Science*. 317: 1512-1516. Available on course website.
  - Watch (and take notes on) the 5-minute video on "Ecosystem Services and Human Well-Being" by Tim Daw of the Stockholm Resilience Center. Link available through course website.
- ◆ In-class video and discussion: Bill Moyers, *Earth on the Edge* (excerpts)

**Thursday, Sept 12<sup>th</sup> Common Property Resources, Application of Theoretical Frameworks**

- ◆ CLASSIC: Garrett Hardin. 1968. "The Tragedy of the Commons." *Science*. 162, 3859, 13 December, pp. 1243-1248. Available on course website.
- ◆ Dietz, Tom, Elinor Ostrom and Paul Stern. 2008. "The Struggle to Govern the Commons." Pp. 611-618 in *Urban Ecology: An International Perspective on the Interaction between Humans and Nature*. (John M. Marzluff, Eric Shulenberger, et al., Eds). Springer Publishing: New York, NY. Available on course website.
- ◆ Robbins, Paul. Chapter 1 "The Hatchet and the Seed" in *Political Ecology: A Critical Introduction*, pp. 1 – 15. Available on course website.
- ◆ In-class video and discussion: Bill Moyers, *Earth on the Edge* (excerpts) and common property resource exercise
- ◆ Writing Assignment #2 due

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**Week 4: "Population and Environment" in D2L**

**Tues, Sept 17<sup>th</sup> Population Dynamics and the Environment**

- ◆ Bates, Diane C. 2009. "Population, Demography, and the Environment." in Gould and Lewis.
- ◆ Haub, Carl. 2011. "How many people have ever lived on Earth?" Read summary, watch (and take notes on) 5-minute video. Available through course website.
- ◆ Watch portion of video lecture entitled "Reflecting on Human History" – Third annual Malthus lecture: "How can we feed a growing world and still sustain the planet?" Available through course website.
- ◆ In-class video and discussion: *Mother: Caring for 7 Billion* (excerpts)

**Thurs, Sept 19<sup>th</sup> The Demographic Dividend & the Ecological Footprint**

- ◆ Review summary lecture on Lenski & environmental aspects of socio-structural change. Available on course website.
- ◆ Gribble, James and Jason Bremner. 2012. "Achieving a Demographic Dividend." Population Reference Bureau. Available through course website.
- ◆ Population Reference Bureau. 2012 Population Data Sheet. Available through course website.
- ◆ In-class video and discussion: *Mother: Caring for 7 Billion* (excerpts)
- ◆ Writing Assignment #3 due

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## **Week 5: "Urban Sociology" in D2L**

### **Tuesday, Sept 24<sup>th</sup>      *Urban Ecology & the Ecological Footprint***

- ◆ Michelson, William, and Willem van Vliet. 2001. "Theory and the Sociological Study of the Built Environment." , Pp. 33-69 in *Handbook of Environmental Sociology*. Riley Dunlap and William Michelson (Eds). Westport, CT: Greenwood Press. [Available on course website.](#)
- ◆ Abrentzen, Sherry. 2001. "Socio-Behavioral Qualities of the Built Environment." Pp. 70-95 in *Handbook of Environmental Sociology*. Riley Dunlap and William Michelson (Eds). Westport, CT: Greenwood Press. [Available on course website.](#)

### **Thurs, Sept 26<sup>th</sup>      *Urban Ecology & the Ecological Footprint***

- ◆ Pickett, S.T.A, M.L. Cadenasso, J.M. Grove, C.H. Nilon, R.V. Pouyat, W.C. Zipperer, and R. Costanza. 2008. "Urban Ecological Systems: Linking Terrestrial Ecological, Physical, and Socioeconomic Components of Metropolitan Areas." Pages 99-122 in *Urban Ecology: An International Perspective on the Interaction between Humans and Nature*. (John M. Marzluff, Eric Shulenberger, et al., Eds). Springer Publishing: New York, NY. [Available on course website.](#)
- ◆ Rees, William and Mathis Wackernagel. 2008. "Urban Ecological Footprints: Why Cities Cannot be Sustainable—and Why They are a Key to Sustainability," Pages 537-556 in *Urban Ecology: An International Perspective on the Interaction between Humans and Nature*. (John M. Marzluff, Eric Shulenberger, et al., Eds). Springer Publishing: New York, NY. [Available on course website.](#)
- ◆ [Writing Assignment #4 due](#)

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## **Week 6: "Climate Change" in D2L**

### **Tues, Oct 1st      *Climate Change, Population Dynamics, Vulnerability***

- ◆ *IPCC Summary for Policymakers*. [Available on course website.](#)
- ◆ Jiang, Leiwen and Karen Hardee. 2011. How do recent population trends matter to climate change? *Population Research and Policy Review*. 30(2): 287-312. [Available on course website.](#)
- ◆ Yavinsky, Rachel Winnik. 2012. "Women more vulnerable to climate change." Population Reference Bureau web research summary. [Available through course website.](#)
- ◆ In-class video and discussion: *An Inconvenient Truth* (excerpts)

### **Thursday, Oct 3rd      *Climate Change, Population Dynamics, Vulnerability***

- ◆ Youngman, Nicole. 2011. "Understanding Disaster Vulnerability: Floods and Hurricanes." In Gould and Lewis.
- ◆ Figueroa, Robert Melchior. 2011. "Indigenous Peoples and Cultural Losses." Chapter 16 (Pp 232-250) in *Climate Change and Society*. [Available on course website.](#)
- ◆ In-class video and discussion: *An Inconvenient Truth* (excerpts)
- ◆ [Writing Assignment #5 due](#)

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## **Week 7: No topic in D2L**

### **Tues, Oct 8th      Review & Catch-up**

### **Thurs, Oct 10<sup>th</sup>      Midterm Exam**

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**Week 8: "Natural Resource-based Livelihoods" in D2L****Tues, Oct 15th                      *Natural Resources and Rural Livelihoods***

- ♦ CLASSIC: Chambers, R. and G. Conway. 1992. Sustainable rural livelihoods: practical concepts for the 21st century. IDS discussion paper, 296. Brighton: IDS. [Available on course website.](#)
- ♦ Neves, David and Andries du Toit. 2013. "Rural Livelihoods in South Africa: Complexity, Vulnerability and Differentiation." *Journal of Agrarian Change*. 13(1): 93-115. [Available on course website.](#)

**Thurs, Oct 17<sup>th</sup>                      *Natural Resources and Rural Livelihoods***

- ♦ Paumgarten, Fiona and Charlie Shackleton. 2011. "The role of non-timber forest products in household coping strategies in South Africa: the influence of household wealth and gender." *Population & Environment*. 33: 108-131.
- ♦ Correll, Elin and C. McNally. 2013. "Analyzing Changes in Population, Health and Environment Perceptions and Behaviors in the Saandani National Park, Tanzania." BALANCED Project Evaluation Report. [Available on course website.](#)
- ♦ [Writing assignment #6 due](#)

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**Week 9: "Environment & Migration" on D2L****Tuesday, Oct 22<sup>nd</sup>                      *Human Migration: Definitions and Links to Environment***

- ♦ Excerpts from Weeks, John R. 2012. Migration, Chapter 7 in *Population: An Introduction to Concepts and Issues*. Wadsworth Publishing: Belmont CA. [Available on course website.](#)
- ♦ McLeman, Robert and Lori M. Hunter. 2011. "Migration in the Context of Vulnerability and Adaptation to Climate Change: Insights from Analogues." Invited chapter in *Climate Change*. Wiley Interdisciplinary Reviews. Volume 1 Issue 2 (March/April). [Available on course website.](#)
- ♦ In-class video and discussion: *Sun Come Up*

**Thursday, Oct 24<sup>th</sup>                      *Research and Theory on Migration-Environment Connections***

- ♦ Black, Richard, W. Neil Adger, Nigel W. Arnell, Stefan Dercon, Andrew Geddes, D.S.G. Thomas. 2011. "The effect of environmental change on human migration." *Global Environmental Change*. 21S (2011) S3–S11. [Available on course website.](#)
- ♦ Farbotko, Carol and Heather Lazrus. 2012. "The first climate refugees? Contesting global narratives of climate change in Tuvalu." *Global Environmental Change*. 22(2): 382-390. [Available on course website.](#)
- ♦ In-class video and discussion: *Sun Come Up*
- ♦ [Writing Assignment #7 due](#)

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**Week 10:                      "Environmental Inequality" on D2L****Tuesday, Oct 29<sup>th</sup>**

- ♦ Mascarenhas, Michael. 2011. "Environmental Inequality and Environmental Justice" in Gould and Lewis.
- ♦ Julia Fox. "Mountaintop Removal in West Virginia: An Environmental Sacrifice Zone." Chapter 2 (Pp. 16-28) in *Environmental Sociology: From Analysis to Action*. King and McCarthy (Eds). Rowman and Littlefield Publishers. [Available on course website.](#)
- ♦ Maldonado, Julie Koppel, Christine Shearer, Robin Bronen, Kristina Peterson, and Heather Lazrus. 2013 (online first). "The impact of climate change on tribal communities in the US: displacement, relocation, and human rights." *Climatic Change*. [Available on course website.](#)

**Thursday, Oct 31<sup>st</sup>**

- ◆ Professor Hunter will be traveling this day. In lieu of class time, please watch (and take notes on) the following video. It is on 2-hour reserve at Norlin Library or you can purchase a short-term rental online.
  - *The return of Navajo Boy* / directed by Jeff Spitz ; co-producers, Jeff Spitz & Bennie Klain

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**Week 11: "Environmental Activism" in D2L**

**Tues, Nov 5<sup>th</sup>**                      ***Responding to Socio-Environmental Inequalities***

- ◆ Tavakolia, Bahram. 2011. "Indigenous Cultures: Environmental Knowledge, Practice, and Rights." in Gould and Lewis.
- ◆ Lewis, Tammy. 2011. "Environmental Movements and the Global South." in Gould and Lewis.
- ◆ Guest Speaker: Curtis Kline
  - ◆ Researcher, Cultural Survival & Global Response
  - MA Candidate in International Human Rights
  - Josef Korbel School of International Studies, University of Denver

**Thurs, Nov 7<sup>th</sup>**                      ***Environmental Activism in U.S.***

- ◆ Brulle, Robert. 2011. "U.S. Environmental Movements" in Gould and Lewis.
- ◆ Obach, Brian. 2011. "Labor and the Environment" in Gould and Lewis.
- ◆ Writing Assignment #9 due

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**Week 12: "AIDS-Environment" on D2L**

**Tues, Nov 12<sup>th</sup>**                      ***The AIDS Pandemic: Overview and Environmental Dimensions***

- ◆ Gillespie, Stuart, Anke Niehof and Gabriel Rugalema. 2010. "AIDS in Africa: dynamics and diversity of impacts and response." Chapter 1 in *AIDS and Rural Livelihoods: Dynamics and Diversity in Sub-Saharan Africa*. Earthscan: London UK. Available on course website.
- ◆ Nombe, Carolyn. 2011. "Sweet Cane, Bitter Realities: The Complex Realities of AIDS in Mkamba, Kilombero District, Tanzania" Chapter 5 in *AIDS and Rural Livelihoods: Dynamics and Diversity in Sub-Saharan Africa*. Earthscan: London UK. Available on course website.

**Thurs, Nov 14<sup>th</sup>** ***Environmental Dimensions of AIDS***

- ◆ Mojola, Sanyu A. 2011. "Fishing in Dangerous Waters: Ecology, Gender and Economy in HIV Risk." *Social Science & Medicine* 72:149-56. Available on course website.
- ◆ Hunter, Lori M., Wayne Twine, and Laura Patterson. 2007. "'Locusts Are Now Our Beef': Adult Mortality and Household Dietary Use of Local Environmental Resources." *Scandinavian Journal of Public Health*. Vol. 25 (Suppl. 69)165-174. Available on course website.
- ◆ Writing Assignment #10 due

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**Week 13: "Fertility-Environment" and "Food" on D2L**

**Tuesday, Nov 19<sup>th</sup>**                      ***Environmental Dimensions of Fertility***

- ◆ Shreffler, Karina M. and R. Nii-Amoo DoDoo. 2009. The role of intergenerational transfers, land, and education in fertility transition in rural Kenya: the case of Nyeri district. *Population and Environment*. 30:75–92. Available on course website.
- ◆ Arnocky, Steven, Darcy Dupuis, and Mirella L. Stroink. 2011 (online first). Environmental concern and fertility intentions among Canadian university students. *Population and Environment*. Available on course website.



Thurs, Nov 21<sup>st</sup>

***The Human Ecology of Food***

- ◆ Edwards, Bob and Adam Driscoll, "From Farms to Factories: The Environmental Consequences of Swine Industrialization in North Carolina" in Gould and Lewis.
- ◆ Connelly, Sean, Sean Markey, and Mark Roseland. 2011. "Bridging sustainability and the social economy: Achieving community transformation through local food initiatives." *Critical Social Policy*. 31: 308-324.
- ◆ In-class video and discussion: *Food Inc* (excerpts)
- ◆ Writing Assignment #11 due

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**Week 14: Thanksgiving Break Nov 25-29**

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**Week 15: "Environmental Perceptions & Futures" on D2L**

***Tues Dec 3***

***Social Construction of Environmental Perceptions***

- ◆ Bell, Shannon and Richard York. 2010. "Community Economic Identity: The Coal Industry and Ideology Construction in West Virginia." *Rural Sociology* 75(1)111-143.
- ◆ Campbell, Elizabeth. 2011. "Corporate Power: The Role of the Global Media in Shaping What We Know About the Environment" in Gould and Lewis.

***Thurs Dec 5<sup>th</sup>***

***"Sustainable" "Development" ?***

- ◆ Gould, Kenneth A. and Tammy L. Lewis, "The Paradoxes of Sustainable Development: Focus on Ecotourism" in Gould and Lewis.
- ◆ Professor Hunter will be traveling this day. In lieu of class time, please watch (and take notes on) the assigned video (*to be determined based on class interests!*)
- ◆ Writing Assignment #12 due

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**Week 16 No materials on D2L**

***Tues Dec 10***

***Catch-up***

***Thurs Dec 12***

***Review, Summary & Discussion***

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**Final Exam Wednesday, Dec 18, 1:30-4:00 pm**