

**ENSC203\***  
**Explorations in Environmental Studies**  
**Queen's University**  
**Fall 2004**

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This introductory course in the Environmental Studies program provides a first look at an interdisciplinary approach to complex environmental problems, and the formulation of decisions relevant to environmental perception, management and conservation. The course emphasizes the diverse contributions of the humanities, social sciences and natural sciences regarding human/environment interactions, and the challenges of building interdisciplinary approaches.

**Required Texts:**

Thomas A. Easton and T.D. Goldfarb (eds) 2003. *Taking Sides. Clashing Views on Controversial Environmental Issues*. Tenth Edition. McGraw-Hill. (Indicated by “E&G” in the reading schedule)

David E. Lorey (ed) 2003. *Global Environmental Challenges of the Twenty-First Century*. Wilmington: SR Books. (Indicated by “Lorey” in the reading schedule)

A. Goebel and S. Brown (eds) 2004. *ENSC203\* Courseware 2004*. Queen's University Bookstore. (Indicated by “Courseware” in the reading schedule)

**Evaluation:**

1.	Short Essay.....	15%
2.	Letter to your MP or MPP.....	25%
3.	Final Exam.....	35%
4.	Tutorial Participation, Attendance and Debates.....	25%

**Lecture and Reading Schedule**

**Section I. Starting points in Environmental Studies**

**Sept. 14 Introduction and Tutorial Sign-up**

- No tutorials in Week 1

**Sept 17 Film: 1959: Endangered Planet**

**Sept 21/24 Knowledge and paradigms (1)**

- the scientific paradigm (*Courseware*: White)
- alternative ways of knowing (*Courseware*: Carson; *Courseware*: Holton and Rogers)

**Sept 28 Knowledge and paradigms (2)**

- The challenges of inter- multi- and trans-disciplinarity (*E&G*: Issue 6; *Courseware*: Barsh)

**Oct 1 The History of the World**

- From hunter-gatherers to the industrial age (*Courseware*: Ponting)

**Section II: Environmental Issues**

**Oct 5 Introduction to Environmental Problems**

- Major environmental problems in contemporary society (*Lorey*: Introduction&Ch. 1)

**Oct 8 The Global Context of Environmental Issues**

- From Rio to Johannesburg (*Courseware*: Speth; *E&G*: Issue 5)

**Oct 12 Driving Forces: Population**

- Population, Consumption and Environment (*Lorey*: Chs. 2&3; *E&G*: Issue 16)

**Oct 15 Film: Six Billion and Beyond**

**Oct 19/22/26/29 Environmental Issues: Water**

- Water resources and current issues (*Courseware*: Zehnder)
- Global political issues (*Lorey*: Chs. 5&6)
- Privatization – case for (*Courseware*: Brubaker “Lessons”)
- Privatization – case against (*Courseware*: Public Citizen; Carty)
- Privatization – rebuttal (*Courseware*: Brubaker “Water”)

**Nov 2/5/9 Environmental Issues: Global Climate and Atmosphere**

- The institutional context (*Lorey*: Ch. 8; *Courseware*: Smith; *E&G*: Issue 12)
- The scientific issues (*Lorey*: Ch. 9&10)
- The health issues (*Courseware*: McKenzie)

**Nov 12 Film: The Air We Breathe**

**Nov 16/19 Environmental Issues: Biodiversity**

- The web of life (*Lorey*: Chs. 11&12&13; *E&G*: Issue 2)
- Global food production (*E&G*: Issues 8&9)

**Section III: Which Way to Solutions?**

**Nov 22/26/30 Sustainable Solutions**

- Environment, politics & social justice (*Lorey*: Ch. 19; *Courseware*: Fletcher; *E&G* Issue 4)
- Sustainable development (*Lorey*: Ch. 18; *E&G*: Issue 19)
- Ecosystem integrity (*Lorey*: Chs. 14&16)

## ENSC203\* Assignments and Tutorials

### 1. Tutorial Participation and Debates

Students are expected to attend class regularly, and to participate in discussions and activities in their tutorials. Tutorial grades are based on attendance and the quality of students' comments in discussions, and their contributions to building a constructive learning environment. Students are expected to read the set weekly readings on time, and be prepared to say something specific about them. Individual tutorial leaders may require completion of specific assignments and activities in their tutorials.

Assigned debates will also take place in the tutorials. There are 9 debate topics that are assigned readings in the course outline taken from the *Taking Sides* text (E&G). Of these, 6 have been chosen as topics for live debates in the Tutorial groups. Groups of four people in each tutorial will each choose one of the 6 topics and prepare a debate to be performed in class. Sign up sheets will be available from your TA from Week 1. See Rules for Debates attached. You are expected to do research beyond the *Taking Sides* text, and *submit a list of the extra references used* in preparing your debate to your TA on the day of your debate.

10% of your grade will be based on tutorial attendance and participation, and 15% on your assigned debate.

2. **Short Essay.** Identify and explain the impact of one thing you could do differently that would make a contribution to sustainable development. In everyday life, what
- facilitates/supports this change?
  - what works against/makes it difficult?
- What personal and society-wide changes would be necessary to make this change a new social norm or dominant practice?

**Length: 750 words (3 pages) 15%**

**Date Due: Oct. 15**

2. **Letter to your MP or MPP** (for real). Write a letter to your MP or MPP about an environmental issue that you believe requires immediate government action. In your letter, outline the scientific and social nature of the problem, and the type of government action you believe would help rectify the problem.

**Length: 1000-1500 words (4-6 pages) 25%**

**Date Due: Nov. 26**

### Handing in assignments

All assignments must be typewritten in double-spacing, and handed in on **hardcopy AND** submitted in **electronic format** (*DOC or PDF file on disk or by email*). Assignments will not be marked unless both formats are received. All assignment page lengths assume double-spaced typing in 12 point font and 1-inch margins left and right. Assignments may be submitted to the Tutorial Leader in class, or to the Environmental Studies office (BioSciences 3134). Late assignments will be given a penalty of **2% per day or 10% per**

**week.** Extensions will be granted only in exceptional circumstances and must be discussed with the Tutorial Leader before the due date. *In the interest of reducing paper use, feel free to use the back of already-used paper—just cross out the used side.*

**IMPORTANT:** Because it is possible for essays to get lost, and because questions of authorship sometimes arise, it is imperative that you keep your notes and rough work for an essay **EVEN AFTER IT HAS BEEN MARKED AND RETURNED.** In addition, neither the instructor nor the Department is responsible for work lost due to postal failure or any other reason, so **DO NOT HAND IN, OR MAIL, YOUR ONLY COPY OF AN ASSIGNMENT.** In the event that an assignment is submitted but does not reach your instructor, you will be expected to produce and submit another copy immediately. Always make back-up copies on floppy disk during your work on an assignment.

**Medical absences:**

Medical problems interfering with the submission of work or the writing of exams must be indicated as soon as possible, either by email or telephone to the person receiving the assignment. If you visit a doctor or nurse, a note must be obtained and submitted.

**Academic Regulations:**

Definitions, procedures, and penalties for dealing with plagiarism and other forms of academic dishonesty are set out in the Faculty of Arts and Science Calendar (pp. 456-461). Penalties for infringements vary with the severity of the infringement. All sources used for an assignment must be appropriately documented. In addition, please be advised that it is not acceptable to hand in the same or substantially the same paper to more than one course. Students attempting to do so will receive a 0 (zero) grade for the paper in this course.

## ENSC 203 – Fall 2004

### Summary of the Academic Debate

The Academic debate consists of a series of alternating speeches in favor of, and against, a resolution. Each of the speakers is expected to deliver a constructive speech and to rebut against their opponents initial argument(s). Because there is no opportunity during the debate for interruptions, debaters are given a chance at the end of the debate to identify rules violated by their opponents. Any violation of debate rules is taken into account when voting on the debate 'winner'. A chairperson moderates the debate and will ask the class to participate in a judging ballot at the end of the debate. There will be a 'winner' to our debates based on 1) thoroughness of the argument(s) presented 2) clarity of argument(s) presented 3) effectiveness of argument and rebuttal and 4) courtesy to other speaker(s).

### Rules of the Academic Debate

- 1) The debate will be presided over by the chairperson (your TA)
- 2) The YES team will sit to the right of the chairperson and the NO team will sit on the left
- 3) Maximum speaking time is 7 minutes per team per opening affirmative argument and 5 minutes per team per rebuttal
- 4) Each team will present their initial argument(s) (using supporting documentation where appropriate) and will have one chance to rebut against their opponents
- 5) During the rebuttal speech, the speakers may NOT bring up any new arguments or new evidence except in direct refutation of material already presented (the class will help with monitoring this)
- 6) Debaters may communicate with a colleague who is not speaking, or ask for assistance
- 7) Debaters should not unnecessarily repeat arguments or evidence. Repetition of evidence or supporting arguments may be used to emphasize a particular point or to clarify an argument
- 8) All speakers may 'heckle' their opponents, but should do so briefly and in a humorous and witty manor (watch a Parliamentary debate for strategies). They should not be so frequent that the debater does not have a fair chance to speak
- 9) Props (drawings, models etc.) may not be used
- 10) Courtesy should be shown to all other members at all times