

## Spring 2012 ENVS Topics Course Descriptions

### **ENVS 4100 - 001 Topics in Environmental Policy: Inside the Greenhouse**

**Instructors: Beth Osnes, Maxwell Boykoff**

M-W, 11:00 AM - 12:50 PM

*Restricted to students with 27-180 credits (Sophomore, Junior or Senior) only.*

In ENVS 4100-01 called "Inside the Greenhouse," Assistant Professors Beth Osnes (Theater and Dance) and Max Boykoff (Environmental Studies) work with students to understand, appreciate, and develop narratives or multimodal compositions – through performances, art, weblogs, films - regarding humans role in modern climate change. The interdisciplinary approach taken up in session will seek to capture the complexity of multi-scale and contemporary climate science, policy and politics as well as the challenges of performance and communication of these issues. Students will collectively generate two principle artifacts in the form of two episodes of a program entitled "Inside the Greenhouse," comprised of student-generated work as well as more formally produced interviews of high profile individuals who have made substantial contributions to towards solutions for climate change. The centerpiece of this program will be an on-stage and live interview at Macky Auditorium with a high-profile public figure who has been wrestling with questions regarding climate science, policy and the public. In addition, the course will involve site visits in the Boulder community as part of the development of "stories" in the programs, and as part of an important dimension of outreach beyond campus.

### **ENVS 4100 - 002 Topics in Environmental Policy: Colorado Natural Resources**

**Instructor: Sarah Rogers**

M-W-F, 10:00 AM - 10:50 AM

*Restricted to students with 57-180 credits (Junior or Senior).*

From a chronological prospective this course will examine the development, use, and potential of natural resources in the state of Colorado. Resources may include: wildlife, recreation areas, wilderness, farmlands, grazing lands, water, hard rock metals, carbon fuels and timber. The course will start with an examination of resources used by Native Americans in Colorado, such as the Ute and Arapahoe tribes, and ending with ideas about future demands on resources such as rare earth elements. The "boom and bust" nature of Colorado's economy has historically been related to Natural Resource markets. Is this the future for the state as well?

### **ENVS 4100 - 003 Topics in Environmental Policy: Climate Policy**

**Instructors: Maxwell Boykoff**

T-Th, 9:30 AM - 10:45 AM

*Restricted to students with 57-180 credits (Junior or Senior).*

The objective of this course is to understand, explore and critically analyze how climate changing activities are governed. The class sessions will consist of four main components:

- I. general introduction: mitigation & adaptation; frames, perspectives & responsibilities; impacts
- II. climate politics and policy at the national and international levels
- III. climate politics and policy at the sub-national level: regional, state and city-level governance
- IV. where climate politics and policy meet the public: non-nation state actors and everyday spaces

By way of four main themes addressed in the sessions over the semester, we will challenge our thinking about climate change as a problem, develop new frameworks for analyzing climate politics and policy, and discuss practical and conceptual alternatives for mitigation and adaptation actions in our individual and collective lives. Critical engagement in session lectures and discussions with these topics and themes will help us to distinguish patterns, appraise and assess values, and gain insights from a variety of perspectives and viewpoints concerning climate change politics and policy.

**ENVS 4800 – Critical Thinking in Environmental Studies: Rethinking Hurricane Katrina**

**Instructor: Diana Nemergut**

**M-W-F, 2:00 PM – 2:50 PM**

*Restricted to students with 57-180 credits (Junior or Senior) Environmental Studies (ENVS) or Geography (GEOG) majors only.*

The impact of Hurricane Katrina on the city of New Orleans is an event unprecedented in America in modern times. The world watched as the local, state, and federal government failed to protect and respond to this disaster. This course aims to dissect the environmental issues (e.g., global warming, sediment transport, wetland degradation) that led to and have resulted from Katrina. Additionally, we will delve into the role of political, sociological, and economic factors in this disaster. We will also cover the history of this ecologically and culturally unique city. As a class, we will examine various aspects of Hurricane Katrina and the city of New Orleans in detail, and produce a comprehensive written review of the role of environmental problems in this disaster. Students will engage in independent research, reading, writing, editing and class presentations.

**ENVS 4800 - Critical Thinking in Environmental Studies: Environmental Property & Protest**

**Instructor: Ben Hale**

**T-Th, 3:30 PM - 4:45 PM**

*Restricted to students with 57-180 credits (Junior or Senior) Environmental Studies (ENVS) or Geography (GEOG) majors only.*

This class will center on private property questions at the heart of the debate around environmental policy, environmental activism, and the wise use movement. Specifically, we will read some of the foundational theories of property rights—Hobbes, Locke, Rousseau, Proudhon, Marx, Coase—as well as some of the central views on civil disobedience and protest—Thoreau, King, Malcolm X, Ed Abbey, Dave Foreman, John Zerzan, and Rawls. As this is also technically a course on critical thinking, we will spend approximately one third of the course covering material related to informal reasoning.

**ENVS 4800 – Critical Thinking in Environmental Studies: U.S. Environmental Policy**

**Instructor: Deserai Crow**

**T-Th, 9:30-10:45 AM**

*Restricted to students with 57-180 credits (Junior or Senior) Environmental Studies (ENVS) or Geography (GEOG) majors only.*

This class will focus on environmental policies, the processes through which those policies are made, and the actors involved in the U.S. environmental policy process. We will focus on environmental policies within the conservation/preservation, pollution prevention and cleanup, and marine protection areas. Through learning both the concepts underlying environmental policy processes and the content of the policies themselves, students will learn how to analyze policies, synthesize policy and political information, and how to write for a variety of policy and public audiences. Coursework will include seminar readings and discussion, case study work, and policy analysis and memo writing.