IAS 4013-01: Global Environment and Disease Crises

PROFESSOR: Miriam Gross                      CLASS LOCATION: Hester Hall, 230
OFFICE: 204 Hester Hall                      TIME: 3:00 - 4:15 MW
OFFICE HOURS: W 1:00-2:30 or by appt.       E-Mail: mdgross@ou.edu

There are few larger threats to our global future than environmental and health crises. This class examines a series of global environmental and disease threats from the perspectives of international security, economic stability, global inequality, and social and familial well-being. Topics include: climate change, water scarcity, pollution, AIDS, and rural health care.

Required Books: All required books are available at the library and campus bookstore.

Marsa, Linda. *Fevered: Why a hotter planet will hurt our health – and how we can save ourselves*. Rodale, 2013. (Fevered)

Suggested:

D2L: (Desire to Learn Electronic Reserves) List of Required Readings at http://learn.ou.edu. Newspaper articles are likely added to many weeks – they are listed as (NP)

Class requirements:

Attendance and participation:
Attendance is required and will be taken at the beginning of each class. Participation is based on in-class discussion, completion of short writing assignments and responses (sometimes in-class), and discussion leadership (see below). Be prepared to actively participate EVERY CLASS. Each student will be allowed two unexcused absences during the semester. Whenever you are absent, please send an email to the instructor. Absences above and beyond those two that cannot be documented will deeply impact your grade (one half grade drop for each additional class missed.)
Being respectful and professional is expected in the classroom. TURN OFF YOUR CELL PHONES AND OTHER ELECTRICAL DEVICES BEFORE CLASS.

Reading Journal: Four informal journal entries are required on the five main class books (i.e. you can skip writing a journal on 1 book). Journal entries should be 1-2 pages long and answer the following questions: 1.) What is the author’s main argument? 2.) What evidence does he/she use to support it? 3.) What aspects of the author’s argument fails, partially or totally? 4) Why does it fail? ~5.) You may also say what aspects you find particularly interesting or compelling.

Discussion Leadership: Your job is to help your classmates really understand the book they just read. First, get together with your partner and make sure you can answer all the book’s discussion questions. Then, create a short introduction (no longer than five minute) on one week’s reading. Your introductions should: 1) lay out the author’s main argument(s); 2) discuss the types of sources and/or evidence used to support the argument; 3) assess the argument and evidence and say whether you think it works; and 4) relate it to other works we have read. You may hold a book discussion, a debate, or some mix of both. (You can even create a gameshow or some other creative method to get at the book’s contents.) To prepare for a debate figure out debate questions (modified from the discussion questions) and define the basic roles/stances each side should play. To prepare for a discussion figure out which of the discussion questions to use and add a couple of your own. Email me your class plan and selected questions at least three full days before you lead. I will help facilitate the discussion, but you will be primarily responsible for organizing the session. I am happy to meet with you prior to your discussion leadership to help you plan it or answer any remaining questions about the book.

Capstone paper: The goal of a capstone paper is to complete a piece of research based on primary sources and interaction with the existent literature that uses proper citations and a bibliography. The paper should be 20-22 pages (Excluding notes) typed, double spaced, with one inch margins using a normal size font plus additional pages of endnotes and bibliography. The paper should address some aspect of environment or disease crises. History majors must write a historically-oriented papers. The paper schedule is:

1. 500 word proposed research abstract, including research questions, with a preliminary list of ten key sources. Due 2/15.
2. Historiography or literature review of the research topic to show where your argument fits and how it contributes to ongoing discussions + Annotated bibliography. Due 3/23
4. Comments on classmates rough draft. Due 4/20. NOTE 2 DAY TURNAROUND.
5. Final paper. Due 5/2.
6. 10-12 minute paper presentation. (~8-10 minute presentation of paper; 2-4 minutes of Q&A)

Grading:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Participation, quizzes</td>
<td>20% (80 points of 400 possible points)</td>
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<td>Reading journals</td>
<td>5% (20 points)</td>
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<td>Discussion leadership</td>
<td>5% (20 points)</td>
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<td>Research proposal + bibliography</td>
<td>5% (20 points)</td>
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<tr>
<td>Historiography/lit, review + annot. biblio.</td>
<td>5% (20 points)</td>
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<td>Rough draft</td>
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Peer review of first drafts 5% (20 points)
Final presentation 5% (20 points)
Final paper 40% (160 points)

Disabilities and Special Circumstances:
If you have any disabilities or need for special accommodation in some way, you have a right to equal opportunity to learn. Please come see me early in the semester or ask the Office of Disability Services (URL: http://www.sa.ou.edu/ods/ or E-MAIL: ods@ou.edu, or PHONE: 325-3852) to contact me so that we can make appropriate arrangements.

COURSE SCHEDULE
Week 1: The Problems of Global Capitalism
Reading: D2L: Stiglitz, 3-22, 53-88; NP. Start reading for next week: Tinder, 1-99.
W 1/20: Introduction to class

Week 2: AIDS I
Reading: Tinder, 100-205; D2L: Nolen, 19-30, 31-40, 67-72
M 1/25: Book discussion (Last week’s readings)
W 1/27: Intro to AIDS, Book discussion

Week 3: AIDS II
Reading: Tinder, 206-304; D2L: NP, all; Bornstein, 183-199; NP, 1-5.
M 2/1: Book discussion
W 2/3: Book discussion, Journal on AIDS due
Brief mandatory consult outside class this week or early next to discuss topic

Week 4: Poverty & Health Care I
Reading: Monique, 1-102; D2L: Poverty and Health; Walraven, 1-5, 81-93; NP, 1-5.
M 2/8: Finding sources
W 2/10: Book discussion

Week 5: Poverty & Health Care II
Reading: Monique, 103-208; D2L: NP, 1-5.
M 2/15: Research Proposal + Bibliography due (bring 2 copies). Discuss proposal in class.
W 2/17: Book discussion

Week 6: Water Scarcity I
Reading: Rivers, Intro, 1-152; D2L: ARTICLE EXERCISE; NP, All; NP, 1-5.
M 2/22: Take apart an article exercise (Do worksheet!); literature reviews
W 2/24: Book discussion, Journal on Monique due

Week 7: Water Scarcity II
Reading: Rivers, 155-311; D2L: NP, 1-5.
M 2/29: Film clips and discussion of Flow
W 3/2: Book discussion, Journal on Rivers due
Optional individual consult outside class late this week or early next
Week 8: *Climate Change I*
Reading: Fevered, 1-118; D2L: Davis, 58-60, 89-122; NP, 1-5.
M 3/7: Intro to climate change; Clips from YERT
W 3/9: Book discussion

**Spring Break** – Finish *Fevered* and DO RESEARCH

Week 9: *Climate Change II*
Reading: Fevered, 119-216; D2L: 15 things; NP, 1-5.
M 3/21: Clips from YERT, Research update, discuss your paper’s argument.
W 3/23: Book discussion, *Journal on Fevered* due

**Literature Review + Annotated bibliography due.**

Week 10: *Climate Change III*
Reading: D2L: Epstein, 101-160; Parenti, 3-12, 97-154; NP, All; NP, 1-5.
M 3/28: Book discussion (Epstein)
W 3/30: Book discussion (Parenti)

Week 11: No class, **Mandatory individual consult.**

Week 12: No class, **Additional individual consult if needed.**

Week 13: *Why government isn’t doing anything I*
Reading: Merchants, 1-135; D2L: NP, all; NP, 1-5.
M 4/18: Book discussion. **Complete rough draft due. Bring two copies.**
W 4/20: **Peer review of rough draft due,** discussion of rough drafts

Week 14: *Why government isn't doing anything II*
Reading: Merchants, 136-274; D2L: Bornstein, 47-60; NP, all; NP, 1-5.
M 4/25: Book discussion. *Journal on Merchants due*
W 4/27: Presentations

Week 15: *Finish book discussion and rough drafts*
M 5/2: **Final essay due.** Presentations
W 5/4: Presentations