Globalization, Urbanization and the Environment
Course Number 3752-01
Tuesday/Thursday, 11:30 am - 1:00 pm
Room: Seigle 006

Instructor: Scott Krummenacher, Ph.D. (pronouns: he/him/his)
Phone: (314) 935-7491
E-mail: krummenacher@wustl.edu
Office Hours: MW 1:30pm-3:00pm Schnuck Pavilion, Room 211
Website: Canvas will be used as the online component for this course.

Course Description
Globalization and urbanization are two of the most significant forces shaping today’s environment. Expansion of the world economy and urban migration are projected to continue for the foreseeable future, with profound consequences for the planet. This course explores the impact of these two major forces, paying particular attention to cities in an interconnected world. Large scale urbanization – megacities and megaregions – and sustainable cities will be discussed along with the local conditions that facilitate them. This course pays particular attention to the role cities, civil society and institutions play in addressing environmental concerns. Class time will be devoted to lectures, case studies, group activities and discussion. Student learning will be assessed through exams, online assignments, and a research paper on an environmental issue in a city of the student’s choice.

Course Objectives
The objective of this course is to help the student see the relevance of the course in their own lives, discover the field, and enjoy exploring course concepts. This course provides a survey of the key environmental issues and concepts of globalization and urbanization. It explores the political economy of urbanization on a global scale and highlights trends in urbanization that significantly impact the environment. By the end of the course, students will be able to:

1. Understand key debates, concepts and issues in global environmental politics
2. Understand the relationships between social, economic and environmental systems on a global scale
3. Understand key development/urbanization issues and processes
4. Evaluate urban sustainability in writing
5. Demonstrate how diverse cultures and context shape and are shaped by the environment through comparative analysis and research.

Required Readings and Texts


Selected readings as assigned posted on Canvas.
General Expectations

Learning is a collaborative effort that takes students, faculty and other classroom participants who are committed to the endeavor. Students are expected to be producers as well as consumers of knowledge. General expectations for the class include the following:

- Every student is required to attend every class. If a student must miss a class, he/she must inform the instructor before the day of the class. If a student does not attend class, it is his/her responsibility to hand in the assignment that is due that day and to get the class notes from another student.

- Students are required to submit their completed assignments on time. If a student does not hand in an assignment when it is due, ten points will be deducted for every day it is late.

- Students must complete assigned readings as outlined in the syllabus before each class. Students must be prepared to discuss the readings and/or course assignments for the weeks that they're due. Preparation means knowing the material well enough to discuss, present and analyze it in class. We will discuss the readings and/or assignments in class.

- Students are obligated to follow university requirements regarding plagiarism and other forms of unethical behavior. Furthermore, any student who uses material from another course will automatically receive an F.

- Electronic devices are allowed for class purposes only (e.g. notetaking, answering poll questions). Electronic recordings of class lectures and activities are not permitted without permission from the instructor.

Assignments and Grading

The course grade will be calculated from the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>100 points</td>
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<tr>
<td>Exams (4)</td>
<td>100 points (each)</td>
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<tr>
<td>Assignments</td>
<td>100 points (total)</td>
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<tr>
<td>Total Points</td>
<td>600 points</td>
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Grades given in this course will use the standard university grading scale (A-F)

Class Attendance & Participation

Students are required to attend every class, though students may miss two classes without penalty. Students are also required to be prepared for each class by completing the assigned readings prior to every class. Students may be called upon to discuss the readings. Participation will be measured by the student’s contribution to in-class discussions and completion of activities/small group work. Attendance and participation will count for 100 points toward the final grade. Missing a class or failure to complete an activity will result in the loss of 5 points for each occurrence.
**Short Assignments**

Ten short assignments are posted in the weekly folders on Canvas. Generally, assignments are short written analysis that address the weekly topic and/or readings. Instructions will be provided on Canvas and completed assignments will be worth 10 points each.

**Exams**

The exams will be delivered in class on the dates listed in this syllabus. Exams will cover material in the textbook, readings and other items discussed in class. The final exam is cumulative.

**General Criteria for Evaluating Course Work**

**Written Work**

All students are strongly encouraged to visit the Writing Center ([http://artsci.wustl.edu/~writing/home.html](http://artsci.wustl.edu/~writing/home.html)) before completing written assignments.

For written work, I will review the following:

**Clarity:** A logical sequence of clearly thought-out sentences.

**Organization:** Material presented logically—e.g. sequence of arguments, evidence cited.

**Content:** What you say; facts; logic of evidence, assumptions, assertions, range of issues considered, use of relevant citations (including those that belong—excluding those that do not belong), creativity, new synthesis.

**Style, Grammar, Punctuation:** Correction of spelling and typing errors. This includes using proper footnoting and citation styles.

A rubric for all assignments (short writing assignments and the research paper) can be found in Canvas.
POLICIES AND PROCEDURES

All dates for assignments, classroom material, and readings are tentative and subject to change dependent upon circumstance. The instructor reserves the right to add, delete or revise this syllabus within the framework of this semester.

Diversity and Inclusion

This course builds upon the university’s commitment to diversity and inclusion. It strives to provide an inclusive learning environment that recognizes and responds to all student needs. Class sessions will be respectful of diverse backgrounds, identities and abilities. Diversity is recognized as an essential feature of our learning environment. Diverse perspectives will be presented in the readings, activities, lectures and discussions for this course. All course participants will commit to respectfully listening to others, contributing to the learning process, and seeking understanding from the collection of views provided in this course.

Student Conduct

1. **Academic Integrity** - Students should familiarize themselves with the academic integrity policies of the College of Arts and Sciences which can be found on the [University Policies website](http://www.wustl.edu/policies/undergraduate-academic-integrity.html) and will be used for this course. Summaries can be found here: [www.ja.wustl.edu/academicintegrity/resources-policysummary.php](http://www.ja.wustl.edu/academicintegrity/resources-policysummary.php). As a student in this course, your work must be your own and when appropriate, acknowledge the contributions of others. Suspected violations of academic integrity policy will be referred to the College of Arts & Sciences Academic Integrity Officer. The sanctions administered by the Academic Integrity Committee and University Judicial Board can be severe and may compromise your future academic success. In short: cheating is stupid, don’t do it.

2. **Student Preparation and Team Participation** - Students are expected to complete the readings and assignments at the times they are due. Students are expected to contribute and required to participate in group activities. Please feel free to ask questions and give comments about the course and readings. Any student who needs additional assistance should contact the instructor. Arrangements can be made outside of class to handle any issues that arise during the course of the semester. If you have concerns about an assignment, contact the instructor before the assignment is due. Additionally, any students interested in more detailed knowledge about the topic are encouraged to contact the instructor.

3. **Students with Disabilities** - Anyone with disabilities who may need accommodations in this class is encouraged to contact the Disabilities Resources office (see [http://cornerstone.wustl.edu/DisabilityResources.aspx](http://cornerstone.wustl.edu/DisabilityResources.aspx)) as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

4. **Policy on Style for Citation and Plagiarism** - The two key purposes of citation are to 1) give appropriate credit to the authors of information, research findings, and/or ideas (and avoid plagiarism) and 2) facilitate access by your readers to the sources you use in your research.
Quotations: When directly quoting an outside source, the borrowed text, regardless of the amount, must be surrounded by quotation marks or block quoted. Quoted text over two lines in length should be single-spaced and indented beyond the normal margins. Every quote must include a source—the author, title, volume, page numbers, etc.—whether an internal reference, footnote, or endnote is used in conjunction with a bibliography page.

Paraphrasing or Citing an Idea: When summarizing an outside source in your own words or citing another person’s ideas, quotation marks are not necessary, but the source must be included. Plagiarism is a serious violation of the academic honesty policy of the School of Arts & Sciences. If a student plagiarizes others’ material or ideas, he or she may receive an “F” in the course. The faculty member may also recommend further sanctions to the Dean, per School disciplinary action policy.

Generally speaking, the three keys of acceptable citation practice are: 1) thoroughness, 2) accuracy, and 3) consistency. In other words, be sure to fully cite all sources used (thoroughness), be accurate in the citation information provided, and be consistent in the citation style you adopt. All references should include the following elements: 1) last names along with first and middle initials; 2) full title of reference; 3) name of journal or book; 4) publication city, publisher, volume, and date; and 5) page numbers referenced. When citing information from the Internet, include the WWW address at the end, with the “access date” (i.e., when you obtained the information), just as you would list the document number and date for all public documents. When citing ideas or words from an individual that are not published, you can write “personal communication” along with the person’s name and date of communication. Typical formats for citing references and books can be found in the American Journal of Public Health.

Additional Reading:
# SEMESTER AT A GLANCE

<table>
<thead>
<tr>
<th>PART I. GLOBALIZATION AND THE INTERNATIONAL CONTEXT</th>
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<tbody>
<tr>
<td><strong>What is globalization and how does it impact the environment?</strong></td>
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<td><strong>What are the key drivers of globalization?</strong></td>
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<td><strong>How do nations and cities account for their environmental impact?</strong></td>
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<tr>
<td>• Introduction of Course Themes</td>
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<td>• Perspectives on Global Environmentalism</td>
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<td>• Ecological Consequences</td>
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<td>• Economic Growth and Ecological Footprints</td>
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<td>• Cities in the Global System</td>
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<tr>
<th>PART II. URBANIZATION AND THE CHALLENGE OF SUSTAINABILITY</th>
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<tr>
<td><strong>How has urbanization changed and what are the consequences?</strong></td>
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<td><strong>What form does urbanization take? Which is best for the environment?</strong></td>
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<tr>
<td><strong>How can cities grow sustainably?</strong></td>
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<tr>
<td><strong>What are the implications for sustainable development globally?</strong></td>
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<tr>
<td>• Urban Expansion and its Consequences</td>
</tr>
<tr>
<td>• Global Cities, Megacities and Megaregions</td>
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<td>• The Sustainable City</td>
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Course Schedule

We will do our best to follow the schedule listed below. However, the course schedule is intended to be revisable within the framework of the semester and subject to change.

**Week 1:** Course Introduction/Globalization and Urbanization

Aug. 27  
*Readings:*
&  
Canvas Week 1
Aug. 29  
Clapp and Dauvergne Chapter 1, Benton-Short and Short Chapter 1

**Week 2:** Globalization – Worldviews and Environmental Consequences/Global Environmentalism

Sept. 3  
*Readings:*
&  
Clapp and Dauvergne 2 & 3, Benton-Short and Short Chapter 10
Sept. 5  
Canvas Week 2

**Week 3:** Globalization – Global Environmentalism/Economic Growth

Sept. 10  
*Readings:*
&  
Clapp and Dauvergne Chapter 3 & 4
&  
Canvas Week 3
Sept. 12

**Week 4:** Economic Growth and Ecological Footprints

Sept. 17  
*Readings:*
&  
Clapp and Dauvergne Chapter 4 & 5
&  
Canvas Week 4
Sept. 19  
Exam 1

**Week 5:** Trade and Ecological Exchange

Sept. 24  
*Readings:*
&  
Clapp and Dauvergne Chapter 5
Sept. 26  
Canvas Week 5

**Week 6:** Global Urban Expansion – Theories and Concepts

Oct. 1  
*Readings:*
&  
Benton-Short and Short Chapter 5 & 9
&  
Canvas Week 6
Oct. 3

**Week 7:** Global Urban Expansion – Theories and Concepts

Oct. 8  
*Readings:*
&  
Benton-Short and Short Chapter 6
&  
Canvas Week 7
Oct. 10

**Week 8:** Fall Break/Exam 2

Oct. 15  
Fall Break (No class)
&
Oct. 17  
Midterm Exam
Week 9: Global Urban Expansion – Environmental Impacts
Oct. 22 Readings: Benton-Short and Short Chapter 11 & 12
& Canvas Week 9
Oct. 24

Week 10: Global Urban Expansion – Environmental Impacts
Oct. 29 Readings: Benton-Short and Short Chapter 8, 13, 14
& Canvas Week 10
Oct. 31

Week 11: Global Cities, Megacities, and Megaregions
Nov. 5 Readings: Benton-Short and Short Chapter 4 & 6
& Canvas Week 11
Nov. 7

Week 12: Cities: Livable, Sustainable, Just?
Nov. 12 Exam 3
& Readings: Benton-Short and Short Chapter 15
Nov. 14 Canvas Week 12

Week 13: Cities: Livable, Sustainable, Just?
Nov. 19 Readings: Benton-Short and Short Chapter 16
& Canvas Week 13
Nov. 21

Week 14: Toward Global Sustainable Development?
Nov. 26 Readings: Clapp and Dauvergne Chapter 8
& Canvas Week 14
Nov. 28 Thanksgiving Break (No Class)

Week 15: Course Wrap Up and Final Exam Review
Dec. 3 Canvas Week 15
&
Dec. 5 Final Exam Review

Final Exam: December 16th, 1-3pm