1.) DATE: 3/25/10  
2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District  

3.) COURSE PROPOSED: Prefix: WED  Number:  Title: Environmental Wellness  Credits: 3  
   CROSS LISTED WITH: Prefix:  Number:  Prefix:  Number:  Prefix:  Number:  
   Prefix:  Number:  Prefix:  Number:  Prefix:  Number:  

4.) COMMUNITY COLLEGE INITIATOR: KAREN FEHR  PHONE: 602-787-7286  
   FAX: 602-787-7275  

ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.  

MANDATORY REVIEW:  
☐ The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).  

POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.  

AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.  

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:  
   Core Areas: Social and Behavioral Sciences (SB)  
   Awareness Areas: Select awareness area...  

6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.  

7.) DOCUMENTATION REQUIRED  
☐ Course Description  
☐ Course Syllabus  
☐ Criteria Checklist for the area  
☐ Table of Contents from the textbook required and/or list of required readings/books  
☐ Description of how course meets criteria as stated in item 6.  

8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:  
☐ DEC  
☐ Elective  

   Current General Studies designation(s): SB  
   Effective date: 2010 Fall  
   Course Equivalency Guide  

   Is this a multi-section course?  ☑ yes  ☐ no  
   Is it governed by a common syllabus?  ☑ yes  ☐ no  

   Chair/Director: Karen Fehr  
   Chair/Director Signature:  

   AGSC Action: Date action taken:  
   ☐ Approved  ☐ Disapproved  
   Effective Date:  

Correct course number: 124  
Correct Effective Date: Spring 2011 per Jeffry Ricker
Proposer: Please complete the following section and attach appropriate documentation.

## ASU--[SB] CRITERIA

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tr>
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<td></td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
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<tr>
<td>✔️</td>
<td>☐</td>
<td>-MCCCD Official - Course Competencies and Course Outline -Course Syllabus -List of Course Required Readings and Films</td>
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<td>2. Course content emphasizes the study of social behavior such as that found in:</td>
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<td>- ANTHROPOLOGY</td>
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<td>- ECONOMICS</td>
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<td>- CULTURAL GEOGRAPHY</td>
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<td>- HISTORY</td>
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<td></td>
<td>-MCCCD Official Course Competencies -Course Syllabus -List of Course Required Readings and Films</td>
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<td>3. Course emphasizes:</td>
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<td>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</td>
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<td></td>
<td>OR</td>
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<td></td>
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<td>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
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<td></td>
<td>-MCCCD Official Course Competencies -Course Syllabus -List of Course Required Readings and Films</td>
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<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
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<td></td>
<td>-MCCCD Official Course Competencies -Course Syllabus -List of Course Required Readings and Films</td>
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THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1: Course is designed to advance basic understanding and knowledge about human interaction.</td>
<td>The course is designed to advance student's understanding of the connections between population growth, climate change, pollution and the related health and social justice issues. The course looks at how human choices involving daily activities such as transportation, energy usage, food production, and so on, affect our health and life satisfaction. There is an in-depth look at the importance of interconnections and interdependence among human social groups.</td>
<td>Syllabus pp. 8-9 (Weeks 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15) Course Textbook - Plan B Chapters 1-10 Life Support: The Environment and Human Health Textbook, Chapters 1-15 MCCCD Official Course Outline: I. A 1, 2, 3 B. 1, 2, 3 C. 1, 2, 3 MCCCD Official Course Outline: II A. 1, 2, 3, 4, 5 B. 1, 2, 3 MCCCD Official Course Outline: V. A. 1, 2, 3 B. 1, 2, 3 C. 1, 2, 3 MCCCD Official Course Outline: VI. C 1, 2, 3</td>
</tr>
<tr>
<td>Criterion 2: Course content emphasizes the study of social behavior.</td>
<td>This course requires students to fully understand the concept of sustainability. Sustainability is considered in this course in the context of social well-being and economic fairness, as well as environmental factors.</td>
<td>Syllabus pp. 8-9 (Weeks 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15) Course Textbooks - Plan B Chapters 1-10; Life Support: The Environment and Human Health Textbook, Chapters 1-15</td>
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### Criterion 3: Course emphasizes:

- **(a) the distinct knowledge base of the Social and Behavioral Sciences.**

  Social and cultural factors play a role in shaping perceptions of and responses to health problems connected to various environmental factors. The course looks at the impact of poor health on individuals' lives and well-being. The disparities in health due to environmental factors are to a large extent influenced by behavioral and social factors. Students taking this course will be challenged to make connections between mechanisms linking the social and culturally influenced environmental issues to specific health outcomes.

  The design of learning in this course reflects interdisciplinary systems thinking where we look at human/environment interdependence, values, and ethics as seamless.

- **(b) The distinct methods of inquiry of the Social and Behavioral Sciences.**

  In education, we are being challenged to take a leadership role in preparing students and providing the information and knowledge to achieve a just and sustainable society. This course is meeting this challenge through looking at interconnections between the...
<table>
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<tr>
<th>Criterion 4: Course illustrates use of Social and Behavioral Science Perspectives</th>
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<tr>
<td>The uniqueness of this course is the emphasis on connecting the academic knowledge of social and behavioral science as a basis for understanding the context of the complex ecological challenges and health issues with the skills and values which allow us to shift to human behaviors that align with sustainable practices.</td>
</tr>
<tr>
<td>MCCCD Official Course Outline:</td>
</tr>
<tr>
<td>VI. A. 1.2</td>
</tr>
<tr>
<td>B. 1.2.3.4.5</td>
</tr>
<tr>
<td>C. 1.2.3.</td>
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<tr>
<td>Textbook: Life Support: The Environment and Human Health Chapter 13</td>
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<tr>
<th>MCCCD Official Course Competencies: #9:</th>
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<tr>
<td>Syllabus pp. 8-9 (Weeks 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15)</td>
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<tr>
<td>Course Textbooks - Plan B Chapters 1-10; Life Support: The Environment and Human Health Textbook Chapters 1-15</td>
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| Sustainability represents an interconnectedness of factors and forces--- environmental, economic, and societal – that require new and more sophisticated analyses and interventions. Social scientists have made significant strides in shedding light on the basic social and cultural structures and processes that influence these factors. This course weaves the web of interconnections with the strong emphasis on analyzing from the social and behavioral science perspective. |
| MCCCD Official Course |
| In order to live within the carry natural world and human societies, ethics and values. The process of learning in this course emphasizes active, experiential, inquiry-based learning and real-world problem solving locally and in the larger global community. |

<table>
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<tr>
<th>Textbooks and Films:</th>
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<tr>
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<tr>
<td>Life Support: The Environment and Human Health Textbook Chapters 1-15</td>
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<td>Films:</td>
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</table>
capacity of the Earth, we will need to change our values, thinking, and behavior. The social and behavioral science perspective is the critical link in this endeavor. The required reading in this course provides the supportive materials for understanding of this perspective. Historical perspectives are considered in this course primarily through looking at the past perspectives of viewing our relationship to nature. Students study perspectives from indigenous cultures throughout the world and through the study of the history of the start of our National Park System in the United States.

Outline: I. A. 1.2.3
B. 1.2.3.4.5
C. 1.2.3.

II. A 1.2.3.4.5

MCCCD Official Course Outline: V. A.1.2.3.
B. 1.2.3
C. 1.2.

MCCCD Official Course Outline: VI: A. 1.2.
B. 1.2.3.4.5.
C. 1.2.3.
Official Course Description: MCCCD Approval: 5-26-09

WED124 2009 Fall - 9999

Environmental Wellness

Overview of critical global environmental challenges and the impacts of these issues to human health. Topics to be covered include issues such as transportation options, alternative energy, food production, and air and water issues. Acquire skills, knowledge and wisdom specific to sustainability which may be applied in many professions, occupations, social institutions, or organizations. At an individual level, learn specific ways to conserve energy, protect your health, and help create sustainable living practices.

Prerequisites: None.

MCCCD Official Course Competencies:

WED124 2009 Fall - 9999  Environmental Wellness

1. Describe patterns of population growth and global development and the resulting resource consumption issues. (I)
2. Describe the concept of climate change, its cause, consequences and related health and social justice issues. (I)
3. Identify different ways by which societies view their relationship with nature currently and historically in various cultures of the world (II)
4. Develop the ability to apply the concept of interconnected systems (Systems Thinking) to sustainability. (II)
5. Differentiate alternative energy choices and transportation options. (III)
6. Investigate options for personal household practices and consumer choices that align with environmental sustainability. (IV)
7. Identify steps for getting involved with local, state, and federal efforts to develop sustainable communities. (V)
8. Explain the knowledge, experiences, and values required to support leadership skill-sets for competent and informed decision making about the environment and its interconnection to over-all health. (VI)
9. Develop the ability to research environmental and related health issues using reliable sources of information with the ability to analyze, synthesize, apply and evaluate knowledge appropriately towards potential solutions. (I, II, III, IV, V, VI)

MCCCD Official Course Outline:

WED124 2009 Fall - 9999  Environmental Wellness
I. Global Environmental Challenges and Related Health and Social Justice Issues
   A. Population growth
      1. Causes
      2. Consequences
      3. Related health and social justice issues
   B. Climate change
      1. Causes
      2. Consequences
      3. Related health and social justice issues
   C. Water, air, and land pollution
      1. Causes
      2. Consequences
      3. Related health and social justice issues

II. Exploring Interconnections and Interdependence
   A. Global foundational perspectives of viewing our relationship to nature
      1. Philosophical and spiritual perspectives
      2. Religious perspectives
      3. Ethical perspectives
      4. Economic perspectives
      5. Social perspectives
   B. Systems thinking approach
      1. Concept of a system
      2. Broken systems affecting the environment
      3. Models for sustainable systems

III. Choices for Energy Development and Use
   A. Traditional energy and its impact
   B. Alternative sources energy
      1. Solar power
      2. Wind Power
      3. Geothermal power
      4. Hydropower
      5. Nuclear power
      6. Bioenergy
      7. Waste Incineration
      8. Other
   C. Energy use in transportation
      1. Alternative fuel vehicles
      2. City transportation systems

IV. Living Well Without Compromising the Quality of Life for Future Generations
   A. Building and maintaining an efficient and healthy home
      1. Efficient home design
      2. Sustainable construction materials
      3. Efficient heating and cooling systems
      4. Reducing water use
5. Efficient lighting options
6. Eco-friendly furnishings, appliances, and electronics
7. Environmental considerations for landscaping and maintenance
8. Safe pest control
9. Environmentally safe housecleaning methods
10. Waste disposal
11. Reducing, reusing and recycling strategies

B. Food, water, and health
1. Effects of choosing organic foods and efforts to improve quality of food
2. Food additives and food safety concerns
3. Health and environmental issues linked with eating meat vs. vegetarianism
4. Choosing transported foods vs. local food
5. Drinking water choices

C. Personal care products and clothing
1. Chemical concerns with use of skin, hair and clothing products
2. Marketing and packaging considerations

V. Exploring Workable Solutions for Environmental Challenges
A. Supporting change through political and economic systems
1. Global collaborations
2. Federal environmental policies and economic incentives
3. State and local environmental policies and economic incentives

B. Efforts through environmental organizations
1. Global collaborations
2. National and state organizations
3. Getting involved in local efforts through service learning opportunities

C. Model communities
2. Model communities around the world
3. Model communities in the United Sates

VI. Preparing a New Generation of Environmental Leaders and Environmentally Responsible Citizens
A. Future environmental career choices
1. "Green" career choices to align with the need for future transformations
2. College and university programs that specialize in sustainability

B. Skill, knowledge, and wisdom to respond to an ecological challenging future
1. Creative and innovation design skills
2. Systems thinking
3. Collaboration and communication skills
4. Ecological literacy
5. Personal development

C. Changing human behaviors to align with sustainable practices
1. Behavior Change Model
2. Changing social norms
3. Ethical behavior built on compassion and universal responsibility
Instructor: Karen Fehr, M.S., R.Y.T., NASM-CPT Phone: 602-787-7286
Health and Exercise Science Faculty
Fitness Center Director
Office Hours: MW 1:15-2:15p T R 2:00-3:00p F 12:30-1:30pm
E-mail: karen.fehr@pvmail.maricopa.edu**Please title email: WED124

Course Information

- **Location:** Life Science 109
- **Class Time:** Monday / Wednesday 9:30-10:15am
- **Credits:** (3) credit hours
- **Meeting Dates:**
- Final will be held during Finals Week – Time TBA

Optional Text:
*Life Support: The Environment and Human Health (available through the PVCC bookstore)

Required Text:
*Plan B (free – download from the web)
*All required reading will be provided to you online through PVCC Blackboard

Required Materials: 3-ring 1# binder with tab dividers for each topic. This will be used for your Learning Portfolio and your Projects.

Official MCCCD Course Description:

Overview of critical global environmental challenges and the impacts of these issues to human health. Topics to be covered include issues such as transportation options, alternative energy, food production, and air and water issues. Acquire skills, knowledge and wisdom specific to sustainability which may be applied in many professions, occupations, social institutions, or organizations. At an individual level, learn specific ways to conserve energy, protect your health, and help create sustainable living practices.

MCCD Official Course Competencies: HES 100 Healthful Living

1. Describe patterns of population growth and global development and the resulting resource consumption issues.
2. Describe the concept of climate change, its cause, consequences and related health and social justice issues.
3. Identify different ways by which societies view their relationship with nature currently and historically in various cultures of the world.
4. Develop the ability to apply the concept of interconnected systems (Systems Thinking) to sustainability.
5. Differentiate alternative energy choices and transportation options.
6. Investigate options for personal household practices and consumer choices that align with environmental sustainability.

7. Identify steps for getting involved with local, state, and federal efforts to develop sustainable communities.

8. Explain the knowledge, experiences, and values required to support leadership skill-sets for competent and informed decision making about the environment and its interconnection to overall health.

9. Develop the ability to research environmental and related health issues using reliable sources of information with the ability to analyze, synthesize, apply and evaluate knowledge appropriately towards potential solutions.

Course Requirements:

A. Learning Portfolio (80 pts)
Most of your course learning will be assessed through a Learning Portfolio. A Learning Portfolio is used to organize all of the course projects in a way that allows you to “display” your learning.

The Learning Portfolio is maintained in a 1½ in binder. Each section must be clearly labeled with the project title on a divider tab. All materials submitted must neat and well organized in your Learning Portfolio to earn the 80 points. IMPORTANT!! You must submit your Wellness Learning Portfolio at the end of the course for grading (during the scheduled meeting period during finals week).

B. Read assigned material to prepare for in-class learning activity – (10-30 pts per reading guide)

- NOTE: This reading material reading is critical in meeting the competencies of this course. Put your best effort into reading. This skill will serve you well in every class you take!
- A reading guide (questions to answer) will be provided for most reading assignments. If provided, it can be downloaded from Blackboard under “Assignments”.
- The completed answers will be worth between 10-30 pts per reading guide.
- Bring your completed work to class to earn your points.
- Additional support reading materials for this course can be found under the link “Documents” in Blackboard. Reading this material will give you a deeper understanding of the course topics.

C. In-class Learning Activities – (25 pts / class)
- The in-class sessions will include active participation in small group activities and other participatory types of learning adventures. Those who prepare for these activities and actively contribute to the student learning process will be awarded the 25 points.
The 25 point breakdown per class:
- On time/ “fully present” = 5 pts;
- Evidence of preparation (based on level of engagement in discussion and participation in the required in-class work) = 10 pts;
- Learning Statements and in-class learning activity results = 10 pts.

C. Bookmark recommended websites using www.Delicious.com (100 pts)
   o Delicious is a bookmarking service that allows you to tag, save, manage and share Web pages all in one place. Delicious greatly improves how people discover, remember and share on the Internet. You can get to your bookmarks from anywhere, no matter whether you’re at home, at work, in a library, or on a friend’s computer.
   o You will be asked to set up an account that can be used to share health/wellness related website with your Learning Team and also to be able to remember all the wonderful resources you will discover throughout this semester. Your instructor will also recommend internet sites via Blackboard.
   o You will receive 5 point per bookmark (up to 10 points per topic – 2 bookmarks).
   o Each bookmark you create for this class must have the “tag” WED124. Include at least two other tags that describes the website in a way that you would be able to find it again.
   o Each bookmark must include a description --this will be how you will be assessed on your review of the internet resources.
   o To get started use this website: http://delicious.com/help/getStarted

D. Projects (800 pts) - all project details will be provided on Blackboard
   - Book review – (DUE Mar. 3rd)
     o 200 points
   - Local Green Living Project / Service Learning (Start week of Feb. 8th – Due Finals week)
     o 200 points
   - Designing and furnishing a Green Home (Due April 19th)
     o 200 points
   - No Impact Project (Due May 5th)
     o 200 points

Course Grading:

You will be graded on the percentage of total points:
A=90%-100%  B=80%-89%  C=70-79%  D=59-69%

Check your Blackboard point total by clicking on “Tools”, then on MyGrades. It is important to report any recording errors within one week of noticing the error!

Attendance Policy:
Attendance is taken in every class. Points are given for in-class learning activity during class meetings. If you miss a class, you will not be able to make up the in-class points. The first rule of success is to show up! By college policy I have the right to withdraw any student who misses more than the number of times the class meets per week (two). If
you miss a class, you need to call or email the instructor as soon as possible. If you know you will miss a class ahead of time, you should turn in the assignment early; if that is not possible, turn in assignments at the very next class (note – policy below).

**Late assignment policy:**

**Late** = any work due that is not turned in at the **start** of the class on the date it is due. Note: if you are working on materials due during the class period rather than participating in the class, you will receive the late deduction and reduced points for in-class participation.

1. Turn in the completed assignment to my office **on due date**, accept a 20% deduction. 
   Office: F106 (Fitness Center)

2. Email the completed assignment to me **on due date** and accept a 20% deduction.

3. Turn in the completed assignment by the next class with a 50% deduction.

4. If you are requesting an extension on any assignment (using the late policy), it is your responsibility to communicate the request for an extension before or within **ONE DAY** after the due date. If no request has been received, your score will be recorded as a zero.

**What can I do to be successful?**

To create the very best environment for supporting your success and the success of your classmates, this course has three important rules. The more challenging these are for you, the more value you will experience by adopting them. By choosing to follow these three rules, you are choosing to be successful not only in this course but in your life. These rules will support your success in every goal you pursue!

1. **Show up!** To support my success, I choose to attend every scheduled class period in its entirety.

2. **Do the work!** To support my success, I choose to do my very best work in preparing all of my assignments and hand them in on time.

3. **Participate actively!** To support my success, I choose to stay focused and involved in every class, offering my best comments, questions, and answers when appropriate.

**Computer Use:**

You will be required to work "Online" using the Maricopa Blackboard system. If you do not have home access to the web, you can access the PVCC Computer Commons Open lab http://www.pvc.maricopa.edu/cc/ A printing fee may apply. The benefits of using the Computer Commons in E Building is that you will receive technical support from the lab assistants. Please talk to a PVCC Computer Commons Lab assistant if you are having any difficulties.

If you cannot access Blackboard due to technical issues on your home computer, it is your responsibility to use a college computer to do the assignments. Check out the PVCC Computer Commons information: http://www.pvc.maricopa.edu/cc/

**Email and phone:**

It is your responsibility to keep a current email and address in all PVCC systems (SIS and Blackboard). Communication and notifications regarding changes in the class will be sent via
email. It is your responsibility to read your emails regularly and watch for all PVCC related emails.

IMPORTANT PVCC POLICIES
1. Standard policies and sanctions for “Academic Misconduct” and “Student Disciplinary Code” that are outlined in the Student Handbook will be followed.
2. Plagiarism is a serious offense. Your project paper will be submitted through Blackboard. Blackboard's tools will screen for any plagiarism. The Student Handbook defines plagiarism. Plagiarism includes, but is not limited to, the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Information gathered from the Internet and not properly identified is also considered plagiarism. The first occurrence of plagiarism may result in a zero for that assignment. A second occurrence may result in a grade of “F” for the course. See the following website that will help you avoid plagiarism: http://www.pvc.maricopa.edu/library/plagiarism/
3. All students are expected to be familiar with all current published student policies for PVCC students as printed in the college catalog, class schedule, and/or student handbook. Copies can be obtained through KSC building Information.
4. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing required documentation to verify eligibility to the Disability Resource Center (DRC). The DRC will make every effort to accommodate qualified students with disabilities. Disability Resource Center Kranitz Student Center (602) 787-7172.
5. Student is responsible for knowing and understanding the information in this syllabus. The syllabus is subject to change and all changes will be announced via Blackboard.

PVCC supports learning. Check out these helpful PVCC Services:

Athletics – To learn more about our athletic programs call (602) 787-7173 or e-mail us at www.pvc.maricopa.edu/athletics.

Academic Advising – KSC186, (602) 787-7060. Advisors are available to assist with classes and degree information. Discuss your goals, education history, and interests with the advisor. Hours: Walk-in 8:00 – 11:00 a.m. Afternoon and evenings by appointment.

Admissions and Records – KSC111, (602) 787-7020. Services include registration, transcript requests, graduation requests, and educational records. This office maintains all student records.

Assessment Center – KSC226, (602) 787-7050. Services include placement, ESL, instructional, and CLEP testing. Assessment helps students identify their existing skills and knowledge.
Bookstore - KSC143, (602) 787-7120. The Bookstore, operated by Follett, sells new and used textbooks, school supplies, greeting cards, gifts, sundries, college clothing, trade books, and educationally priced software.

Career Services/Job Placement KSC Building, (602) 787-7073. This office provides job listings on and off campus, assistance in job searches, internships, and Maricopa Career Network for on-line postings.

Child Development Center – D101, (602) 787-7150. This service is available for the children of PVCC students. The program’s main focus is language development, fine motor and social skills for children between the ages of 3 – 8 years.

College Safety – KSC126, (602) 787-7900. Provides safety and security measures for the campus. Services include lost and found, emergency assistance, first-aid, parking decals, photo ID’s.

Counseling/Personal Development – KSC177, (602) 787-6540. Free, confidential counseling is available to prospective and currently enrolled students at PVCC. Counselors are available by appointment. Please call or stop by the Counseling Office.

Disability Resource Center/Student Development – KSC119, (602) 787-7174. This office participates in the Americans with Disabilities Act which include reasonable accommodations with access, resources, and support services. Student development activities include student orientations, ESL student support, and student diversity program.

Financial Aid – KSC101, (602) 787-7100. Services include financial counseling for students, assistance in completing the financial aid process and information about scholarship programs. Financial aid includes grants, loans, student employment and scholarships.

Fitness Center and Personal Wellness 602-787-7286: Check out our PVCC Fitness Center for credit options to keep healthy and fit throughout the semester. Instructors are available to assist design a program to meet your goals.  
http://www.pvc.maricopa.edu/fitness/

Honors Program – KSC 141, (602)787-7888.

Learning Support Center, E Building, (602) 787-7180. The Learning Support Center provides free tutoring and other learning support for most PVCC courses. Free tutoring includes study groups, drop-in tutoring, individual appointments and on-line tutoring. Learning Support resources include video tapes, software, and print materials to provide help with both course content and study skills. Hours: Monday – Thursday, 8:00 a.m. – 7:00 p.m., Friday 8:00 a.m. – 5:00 p.m., Saturday, 9:00 a.m. – 1:00 p.m.

Library - E Building, (602)787-7200. The PVCC Library offers a print and media collection of approximately 40,000 items. In addition, the library now has a collection of electronic books. An online catalog provides indexing to much of the material held by PVCC as well as materials owned by other Maricopa County Community College libraries.

Service Learning, KSC141A. (602) 787-6657 or (602) 787-7241. Service-Learning is a direct expression of the PVCC vision statement. Our college is dedicated to “building partnerships…
that cross institutional boundaries for innovative instruction and coordinated community service.” Service-Learning combines academic learning and educational goals with student action in real life situations outside the four walls of the classroom. Students are given the opportunity to learn and develop as leaders through active participation in thoughtfully organized service experiences that meet vital community needs.

**Student Life. KSC135, (602) 787-7244.** The center encourages students to participate in college and community life. Some activities include honors, leadership training, service learning, student clubs, Student Leadership Council, Emerging Leaders Program and student insurance.

**Veteran’s Services, KSC 111 (602) 787-7045,** is located in the Admissions and Records Office.

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**STUDENT CODE OF CONDUCT**

Students engaging in the following are subject to disciplinary sanctions outlined in the PVCC Catalog, Student Policies Section.

Acts of Dishonesty; examples include:
- Plagiarism
- Furnishing false information
- Falsifying records related to coursework
- Forgery, alteration, misuse of any college document
- Tampering with the election of any college-recognized official

Disruption or obstruction of teaching, research, administration, disciplinary proceedings, or college activities. An instructor can remove a student from class for disciplinary reasons.

Physical abuse, verbal abuse, threats, intimidation, harassment, coercion and/or conduct that threatens the health or safety of any person.

The examples above are a partial list. Please see the PVCC Catalog, Student Policies Section for entire Student Code of Conduct.

**ENJOY THE CLASS! IF YOU LEARN AND APPLY THIS COURSE INFORMATION YOU WILL BE HAPPY and HEALTHY ---- and so will Planet Earth.**
WED 124 Outline (Subject to Change)

Week 1 (Jan. 20):
• Course Overview / Requirements
• Population Growth, Consumption, and Human Health

Week 2 (Jan. 25-27):
• State of the Earth: Climate change - “The 11th Hour”
• Human Footprint - climate change and global health concerns

Week 3 (Feb. 1-3):
• Sustainability
• State of the Earth: Water, Air, Land Pollution
• Fossil Creek Story - Arizona
• AZ - Water-demanding farms look at a vanishing resource
• Shortages of water around the world and social justice issues
• Biodiversity

Week 4 (Feb. 8-10):
• Viewing our relationship to nature
• Ethics, Cultural, and Spirituality and Religious Perspectives
• Begin Service Learning Project

Week 5 (Feb. 15-17):
• Economic and Social Perspectives
• “The Story of Stuff”

Week 6 (Feb. 22-24):
• Traditional energy and its health/environmental impacts
• Alternative sources of energy

Week 7 (Mar. 1-3):
• Exploring Alternative Energy
• Energy use in transportation / society perspectives / model communities around the world
• Book Review Due

Week 8 (Mar. 8-10):
• Sustainable building practices
• Sustainable water use
• Reduce, Reuse, Recycle
• Building a Sustainable Lifestyle at Home

***No PVCC classes during Spring Break: Mar. 15-21***
Week 9-10-11 (Mar. 22-April 7): Food Production, Public Health, and the Environment

- Making thoughtful food choices for your health and the environment
- Food production systems / Factory farming / fair trade / social justice issues
- Sustainable agriculture — world views — vulnerable populations
- Becoming a Locavore
- Sustainable dining — comparing the choices
- “Two Angry Moms” — social change

Week 12 (April 12-14):
- Selecting and using safe household products — vulnerable populations
- Selecting and using safe personal care products — fair trade practices

Week 13 (April 19-21):
- Selecting Clothing that is produced Sustainably — learning about impacts on health and the environment
- Selecting Furniture that is produced Sustainably — learning about impacts on health and the environment
- Design Project Due

Week 14 (April 26-28):
- How to create change using so
  - World
  - Country
  - Community
  - Personally
- Research model countries / communities
- Biomimicry
- No Impact Project (1 week project)

Week 15 (May 3-5):
- College programs in sustainability
- Green career choices
- Skills, knowledge, and wisdom to respond to a changing world
- Report on “No Impact Project” Due

Final Week (Week of May 10): **Final period TBA
- Service Learning Project Due
- Presentation of Learning Portfolio
Students are required to read one of the following books and complete a book review:

- "Plan C - Community Survival Strategies for Peak Oil and Climate Change"
  - Pat Murphy
- "Environment" Peter Raven, Berg and Hassenzahl
- "Ecological Literacy" edited by Stone and Barlow
- "The Necessary Revolution" Peter Senge
- "Ethics for a Small Planet" – Biodiversity Project
- "Hot, Flat and Crowded" Thomas Friedman
- "Mother Earth Spirituality – Native American Path to Healing ourselves and Our Worlds" Ed McGaa
- "Unquenchable, America’s Water Crisis and What to Do about It” Robert Glennon
- "Water Consciousness - How We All have to Change To Protect our Most Critical Resource" Edited by Tara Lohan
- "Life Support, The Environment and Human Health", Edited by Michael McCally
- "Earth in Mind – On Education, Environment, and the Human Prospect” David W. Orr
- "The Nature of Design – Ecology, Culture, and Human Intention” David Orr
- "Mindfully Green” Stephanie Kaza
- "Last Child in the Woods" Richard Louv
- "Biomimicry” Janine Benyus
- "Homes that Heal, and Those That Don’t”, Athena Thompson

Films segments are used in this course from the following films:

1. “The National Parks: America’s Best Ideas” by Ken Burns and written and co-produced by Dayton Duncan (historical perspectives)
2. “No Impact Man” (behavioral change perspectives)
3. “Two Angry Moms” (Explores roles of the federal government, corporate interests, schools and parents in feeding our school children; it teaches about the steps taken to successfully pull off a grass roots revolution)
4. “Human Footprint” a National Geographic film (reveals our level of consumption and the simple changes we can make to reduce our negative impact on the world)
5. “The Unforeseen” – (about societal values and the impact of real estate development and sprawl)
6. “The World in the Balance – the Population Paradox” - perspective of looking at the trends around the world (Japan, Europe, Russia, China, India, and African) and the resulting impact on the environment.
7. “The 11th Hour” – An ecological look at where we’ve been, where we’re going and how we can change.

Environmental Ethics Module from the University of California (article provided)
ENVIRONMENTAL ETHICS

University of California College Prep
University of California

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Abstract

The concept of ethics involves standards of conduct. These standards help to distinguish between behavior that is considered right and that which is considered wrong. As we all know, it is not always easy to distinguish between right and wrong, as there is no universal code of ethics.

1 ENVIRONMENTAL ETHICS

1.1 INTRODUCTION

The concept of ethics involves standards of conduct. These standards help to distinguish between behavior that is considered right and that which is considered wrong. As we all know, it is not always easy to distinguish between right and wrong, as there is no universal code of ethics. For example, a poor farmer clears an area of rainforest in order to grow crops. Some would not oppose this action, because the act allows the farmer to provide a livelihood for his family. Others would oppose the action, claiming that the deforestation will contribute to soil erosion and global warming. Right and wrong are usually determined by an individual's morals, and to change the ethics of an entire society, it is necessary to change the individual ethics of a majority of the people in that society.

The ways in which humans interact with the land and its natural resources are determined by ethical attitudes and behaviors. Early European settlers in North America rapidly consumed the natural resources of the land. After they depleted one area, they moved westward to new frontiers. Their attitude towards the land was that of a frontier ethic. A frontier ethic assumes that the earth has an unlimited supply of resources. If resources run out in one area, more can be found elsewhere or alternatively human ingenuity will find substitutes. This attitude sees humans as masters who manage the planet. The frontier ethic is completely anthropocentric (human-centered), for only the needs of humans are considered.

Most industrialized societies experience population and economic growth that are based upon this frontier ethic, assuming that infinite resources exist to support continued growth indefinitely. In fact, economic growth is considered a measure of how well a society is doing. The late economist Julian Simon pointed out that life on earth has never been better, and that population growth means more creative minds to solve future problems and give us an even better standard of living. However, now that the human population has passed six billion and few frontiers are left, many are beginning to question the frontier ethic. Such people are moving toward an environmental ethic, which includes humans as part of the natural community rather than managers of it. Such an ethic places limits on human activities (e.g., uncontrolled resource use), that may adversely affect the natural community.
Some of those still subscribing to the frontier ethic suggest that outer space may be the new frontier. If we run out of resources (or space) on earth, they argue, we can simply populate other planets. This seems an unlikely solution, as even the most aggressive colonization plan would be incapable of transferring people to extraterrestrial colonies at a significant rate. Natural population growth on earth would outpace the colonization effort. A more likely scenario would be that space could provide the resources (e.g. from asteroid mining) that might help to sustain human existence on earth.

1.2 SUSTAINABLE ETHIC

A sustainable ethic is an environmental ethic by which people treat the earth as if its resources are limited. This ethic assumes that the earth's resources are not unlimited and that humans must use and conserve resources in a manner that allows their continued use in the future. A sustainable ethic also assumes that humans are a part of the natural environment and that we suffer when the health of a natural ecosystem is impaired. A sustainable ethic includes the following tenets:

- The earth has a limited supply of resources.
- Humans must conserve resources.
- Humans share the earth's resources with other living things.
- Growth is not sustainable.
- Humans are a part of nature.
- Humans are affected by natural laws.
- Humans succeed best when they maintain the integrity of natural processes and cooperate with nature.

For example, if a fuel shortage occurs, how can the problem be solved in a way that is consistent with a sustainable ethic? The solutions might include finding new ways to conserve oil or developing renewable energy alternatives. A sustainable ethic attitude in the face of such a problem would be that if drilling for oil damages the ecosystem, then that damage will affect the human population as well. A sustainable ethic can be either anthropocentric or biocentric (life-centered). An advocate for conserving oil resources may consider all oil resources as the property of humans. Using oil resources wisely so that future generations have access to them is an attitude consistent with an anthropocentric ethic. Using resources wisely to prevent ecological damage is in accord with a biocentric ethic.

1.3 LAND ETHIC

Aldo Leopold, an American wildlife natural historian and philosopher, advocated a biocentric ethic in his book, A Sand County Almanac. He suggested that humans had always considered land as property, just as ancient Greeks considered slaves as property. He believed that mistreatment of land (or of slaves) makes little economic or moral sense, much as today the concept of slavery is considered immoral. All humans are merely one component of an ethical framework. Leopold suggested that land be included in an ethical framework, calling this the land ethic. The land ethic simply enlarges the boundary of the community to include soils, waters, plants and animals; or collectively, the land. In short, a land ethic changes the role of Homo sapiens from conqueror of

http://cnx.org/content/m16743/1.2/
the land-community to plain member and citizen of it. It implies respect for his fellow members, and also respect for the community as such.” (Aldo Leopold, 1949)

Leopold divided conservationists into two groups: one group that regards the soil as a commodity and the other that regards the land as biota, with a broad interpretation of its function. If we apply this idea to the field of forestry, the first group of conservationists would grow trees like cabbages, while the second group would strive to maintain a natural ecosystem. Leopold maintained that the conservation movement must be based upon more than just economic necessity. Species with no discernible economic value to humans may be an integral part of a functioning ecosystem. The land ethic respects all parts of the natural world regardless of their utility, and decisions based upon that ethic result in more stable biological communities.

“Anything is right when it tends to preserve the integrity, stability and beauty of the biotic community. It is wrong when it tends to do otherwise.” (Aldo Leopold, 1949)

Leopold had two interpretations of an ethic: ecologically, it limits freedom of action in the struggle for existence; while philosophically, it differentiates social from anti-social conduct. An ethic results in cooperation, and Leopold maintained that cooperation should include the land.

### 1.4 HETCH HETCHY VALLEY

In 1913, the Hetch Hetchy Valley – located in Yosemite National Park in California – was the site of a conflict between two factions, one with an anthropocentric ethic and the other, a biocentric ethic. As the last American frontiers were settled, the rate of forest destruction started to concern the public. The conservation movement gained momentum, but quickly broke into two factions. One faction, led by Gifford Pinchot, Chief Forester under Teddy Roosevelt, advocated utilitarian conservation (i.e., conservation of resources for the good of the public). The other faction, led by John Muir, advocated preservation of forests and other wilderness for their inherent value. Both groups rejected the first tenet of frontier ethics, the assumption that resources are limitless. However, the conservationists agreed with the rest of the tenets of frontier ethics, while the preservationists agreed with the tenets of the sustainable ethic.

The Hetch Hetchy Valley was part of a protected National Park, but after the devastating fires of the 1906 San Francisco earthquake, residents of San Francisco wanted to dam the valley to provide their city with a stable supply of water. Gifford Pinchot favored the dam.

“As to my attitude regarding the proposed use of Hetch Hetchy by the city of San Francisco...I am fully persuaded that...the injury...by substituting a lake for the present swampy floor of the valley...is altogether unimportant compared with the benefits to be derived from it’s use as a reservoir.

“The fundamental principle of the whole conservation policy is that of use, to take every part of the land and its resources and put it to that use in which it will serve the most people.” (Gifford Pinchot, 1913)

John Muir, the founder of the Sierra Club and a great lover of wilderness, led the fight against the dam. He saw wilderness as having an intrinsic value, separate from its utilitarian value to people. He advocated preservation of wild places for their inherent beauty and for the sake of the creatures that live there. The issue aroused the American public, who were becoming increasingly alarmed at the growth of cities and the destruction of the landscape for the sake of commercial enterprises. Key senators received thousands of letters of protest.

“These temple destroyers, devotees of ravaging commercialism, seem to have a perfect contempt for Nature, and instead of lifting their eyes to the God of the Mountains, lift them to the Almighty Dollar.” (John Muir, 1912)

Despite public protest, Congress voted to dam the valley. The preservationists lost the fight for the Hetch Hetchy Valley, but their questioning of traditional American values had some lasting effects. In 1916, Congress passed the "National Park System Organic Act," which declared that parks were to be maintained in a manner that left them unimpaired for future generations. As we use our public lands, we continue to debate whether we should be guided by preservationism or conservationism.
1.5 THE TRAGEDY OF THE COMMONS

In his essay, The Tragedy of the Commons, Garrett Hardin (1968) looked at what happens when humans do not limit their actions by including the land as part of their ethic. The tragedy of the commons develops in the following way: Picture a pasture open to all. It is to be expected that each herdsman will try to keep as many cattle as possible on the commons. Such an arrangement may work satisfactorily for centuries, because tribal wars, poaching and disease keep the numbers of both man and beast well below the carrying capacity of the land. Finally, however, comes the day of reckoning (i.e., the day when the long-desired goal of social stability becomes a reality). At this point, the inherent logic of the commons remorselessly generates tragedy.

As a rational being, each herdsman seeks to maximize his gain. Explicitly or implicitly, more or less consciously, he asks: "What is the utility to me of adding one more animal to my herd?" This utility has both negative and positive components. The positive component is a function of the increment of one animal. Since the herdsman receives all the proceeds from the sale of the additional animal, the positive utility is nearly -1. The negative component is a function of the additional overgrazing created by one more animal. However, as the effects of overgrazing are shared by all of the herdsmen, the negative utility for any particular decision-making herdsman is only a fraction of -1.

The sum of the utilities leads the rational herdsman to conclude that the only sensible course for him to pursue is to add another animal to his herd, and then another, and so forth. However, this same conclusion is reached by each and every rational herdsman sharing the commons. Therein lies the tragedy: each man is locked into a system that compels him to increase his herd, without limit, in a world that is limited. Ruin is the destination toward which all men rush, each pursuing his own best interest in a society that believes in the freedom of the commons. Freedom in the commons brings ruin to all.

Hardin went on to apply the situation to modern commons. The public must deal with the overgrazing of public lands, the overuse of public forests and parks and the depletion of fish populations in the ocean. Individuals and companies are restricted from using a river as a common dumping ground for sewage and from fouling the air with pollution. Hardin also strongly recommended restraining population growth.

The "Tragedy of the Commons" is applicable to the environmental problem of global warming. The atmosphere is certainly a commons into which many countries are dumping excess carbon dioxide from the burning of fossil fuels. Although we know that the generation of greenhouse gases will have damaging effects upon the entire globe, we continue to burn fossil fuels. As a country, the immediate benefit from the continued use of fossil fuels is seen as a positive component. All countries, however, will share the negative long-term effects.
Plan B 3.0: Mobilizing to Save Civilization
Plan B 2.0: Rescuing a Planet Under Stress and a Civilization in Trouble
Outgrowing the Earth: The Food Security Challenge in an Age of Falling Water Tables and Rising Temperatures
Plan B: Rescuing a Planet Under Stress and a Civilization in Trouble
The Earth Policy Reader with Janet Larsen and Bernie Fischlowitz-Roberts
Eco-Economy: Building an Economy for the Earth
State of the World 1984 through 2001 annual, with others
Vital Signs 1992 through 2001 annual, with others
Beyond Malthus with Gary Gardner and Brian Halweil
The World Watch Reader 1998 editor with Ed Ayres
Tough Choices
Who Will Feed China?
Full House with Hal Kane
Saving the Planet with Christopher Flavin and Sandra Postel
Building a Sustainable Society
Running on Empty with Colin Norman and Christopher Flavin
The Twenty-Ninth Day In the Human Interest

EARTH POLICY INSTITUTE

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NEW YORK LONDON

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Life Support
THE ENVIRONMENT AND HUMAN HEALTH
EDITED BY MICHAEL McCALLY
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