

**St. Lawrence University**  
**Pollution Spectacular, Management Monster: Global Warming and the End of Oil**  
**FRPG 188J** **Spring 2007**

Professor	Class	Mentor
Jon Rosales 103 Memorial Hall 229-5852 jrosales@stlawu.edu Office hours: W 1-3 pm	T 1:15-4:15 (Valentine 106); H 12:40-2:10 (Carnegie 107)  Class folder: t:Rosales/public/FYS 118J	Harriet Newman  hgnewm04@stlawu.edu Office hours:

**Course Description**

Two major processes, global warming and the end of oil, are converging in extraordinary ways. Global warming--a spectacular pollution problem of a magnitude humanity has never faced--is predominantly caused by burning oil and other fossil fuels. Yet diminishing our use of oil is an exceedingly difficult challenge – a management monster – because in industrialized civilizations we are overly dependent on its use for energy and as a component of innumerable products. We are faced with a dilemma, or possibly a paradox: To combat global warming, the oil cannot be combusted, but without combusting oil we cannot live as we do currently. With global oil production at or near its peak, the end of oil is posing an interesting twist to this situation. With roughly half of the planet’s recoverable oil still remaining in the ground, what is the best way forward? This course delves into this dilemma, including the power of large oil companies and oil wars, and explores our options for the future.

This is a 1.5 credit course. Please keep in mind that this course will require more of your time, both in and out of class, than a one credit course.

**Learning Goals**

The learning goals of the FYP program, and as a continuation this FYS course, are to build your research, writing, speaking, presentation, and listening skills in an ethical manner. Learning goals fall into two parallel categories – content and scholarship.

Content	Scholarship
<p>You will learn...</p> <ul style="list-style-type: none"> <li>▪ basic scientific principles of global warming;</li> <li>▪ current and potential impacts of global warming;</li> <li>▪ the amount and location of the world’s remaining oil;</li> <li>▪ the importance of oil and a stable climate to our civilization; and</li> <li>▪ how to combat global warming and how to plan for the end of oil.</li> </ul>	<p>You will learn how to...</p> <ul style="list-style-type: none"> <li>▪ Compose a thesis statement;</li> <li>▪ Develop an outline;</li> <li>▪ Build an annotated bibliography;</li> <li>▪ Research scholarly material;</li> <li>▪ Differentiate between primary and secondary sources;</li> <li>▪ Integrate sources;</li> <li>▪ Cite properly; and</li> <li>▪ Support and sustain an argument throughout a paper.</li> </ul>

### **Teaching/Learning Methods**

This is a seminar course. As such, your active participation is essential for its effectiveness and the quality of the experience. The professor will introduce and frame topics for discussion and participate in discussion when asked. Lecture will be left to a minimum. Students will run discussion sessions thereafter. Discussion sessions will be held in the classroom. Much of our research time will be held in the library.

### **Required Readings**

Davis, James P. *Rowan & Littlefield Guide to Writing with Sources*, 2<sup>nd</sup> ed. Landham, Maryland: Rowan & Littlefield, 2004.

Dow, Kirstin and Thomas E. Downing. *The Atlas of Climate Change: Mapping the World's Greatest Challenge*. Berkeley, California: University of California Press, 2006.

Heinberg, Richard. *The Party's Over: Oil, War and the Fate of Industrial Societies*. Gabriola Island, British Columbia: New Society Publishers, 2005.

Heinberg, Richard. *Powerdown: Options and Actions for a Post-Carbon World*. Gabriola Island, British Columbia: New Society Publishers, 2004.

Henson, Robert. *The Rough Guide to Climate Change*. New York: Rough Guides, 2006.

Kunstler, James Howard. *The Long Emergency: Surviving the End of Oil, Climate Change, and Other Converging Catastrophes of the Twenty-First Century*. New York: Grove Press, 2005.

### **Grading**

Points can be generated through various activities. Descriptions of each of these are found below. Point distribution is as follows:

Research paper	200 points
Topic description (P/N)	
Notes on sources (P/N)	
Annotated bibliography (30 points)	
Thesis, claims, evidence (P/N)	
Functional outline (70 points)	
First draft (P/N)	
Final draft (100 points)	
Portfolio (P/N)	
Paper presentation	30 points
Quiz	20 points
Micro research project	30 points
Moderated discussions	20 points
Discussion participation	80 points (10 x 8 times)
Activism (P/N)	<u>P/N</u>
Total	380

Make-up quizzes or turning assignments in late are allowed only with prior notice. It is not possible to make up participation or presentation points since these are generated in class.

### **Research Paper**

The research paper will follow a seven-step writing process. More detail will follow on each step. Below you will find a general description of the assignment.

#### 1. Pick a topic (due February 13<sup>th</sup>)

After considering global warming and the end of oil for a few weeks, you will be required to focus in on a topic you'd like to explore further. I suggest you do some preliminary research and reading on your topic, talk to friends and family about it, skim the readings, and/or read websites and blogs about these topics to help you identify a topic. More importantly, ask yourself why you are interested in this class and its subjects? Research topics will be relegated to global warming, the end of oil, or the intersection of the two.

Conferences with the professor will be held as well during class time to discuss your topic and how to proceed. A topic and one paragraph description of your paper is due at that time. We will also pick a citation method at this meeting that is consistent with your line of study.

#### 2. Notes on sources

A formalized note sheet will be used for all the sources you find helpful, even if they are not in your bibliography. These notes on sources sheets should be filled out as you gather information on your research topic. We will be using these sheets on our library visits. All notes on sources should be included in your portfolio. More detail on this will follow.

#### 3. Annotated Bibliography (due February 22<sup>nd</sup>)

Write an annotated entry for the best three sources you have found to date. Annotated bibliographies for the ten most used sources will be required in your portfolio at the end of the term. If you use the internet be sure the organization posting the information is reputable, and be sure to include the author's name, the name of the organization, and full citation in the bibliography.

For a description and example of an annotated bibliography go to:

<http://www.carleton.edu/campus/library/reference/researching/annotatedbibliography.html>

#### 4. Thesis, claims, and evidence (due March 27<sup>th</sup>)

A one page summary of your work so far will be required. On this page include a thesis statement summarizing your topic in one sentence. List out the claims you will be exploring about this thesis. Most of you will have five to eight claims. Claims are the different aspects of your topic related to the thesis. Finally, list out the references from your annotated bibliography and notes on sources that will back up each claim.

#### 5. Functional outline (due April 3<sup>rd</sup>)

A functional outline will be the most rigorous part of the writing process. There are two elements that will be required. The first is a one-page outline of your paper. The second is much more

involved. The second part will be adding paragraph information for each section outlined. In effect, the outline will become a functional paper draft.

#### 6. First draft (due April 10<sup>th</sup>)

A rough draft is a smoothed out, fully edited version of your functional outline. It is the first write up of your paper. Gaps in information should have been identified by now. Most of your work for this assignment will be wordsmithing. All gaps in information should be filled and editing should be done.

#### 7. Final Draft (due May 10<sup>th</sup>)

The paper should be less than ten pages in length, single-spaced, 12-point font (Times New Roman or Arial), one inch margins, and double-sided. No title page is required. Include your name, class and section number, and term in the upper left hand side of the first page. Include a title in the center of the first page. Provide a bibliography on the last page.

### **Research Paper Grading Criteria**

Your writing assignments will be graded on two broad categories – organization and content. Organization refers to using the proper format, punctuation, grammar, spelling, and generally following the guidelines given for each assignment. Organization also refers to the overall effectiveness of presentation. Content refers to the claims you make and how you back them up. I will consider if what you wrote was sufficient, convincing, and properly supported.

### **Plagiarism**

Plagiarism is a major scholastic offense and is taken very seriously here at St. Lawrence University. Phrases and sentences that seem like they are not written by the student (e.g. the voice or style changes) will be questioned. All data that is not your own must be cited as well. Much of this class will be devoted to how you can avoid plagiarism. We expect you take every effort to submit scholarly work that is written in an ethical manner.

### **Portfolio**

A significant feature of the FYP is to develop a research portfolio you can carry with you as you work your way through your career at SLU. All aspects of your research paper will should be put into your portfolio. Turn in all your written assignments in a portfolio. I suggest buying a large three ring binder at the bookstore for this purpose.

### **Paper Presentation**

Toward the end of the term, you will be required to present your research paper to the rest of the class. These should be done with PowerPoint, or equivalent. Presentations should summarize our paper and lead class discussion. Presentations should be less than 25 minutes in length, including questions and discussion. Presentations will be graded by your peers. The class will evaluate each presentation on a grading sheet. Your score will be the average of these totals.

### **Quiz**

A quiz will be given on March 15<sup>th</sup> covering writing and citation methods. The quiz will be in correction format, meaning an error-riddled document will be given to you to correct.

### **Micro research project**

On March 27<sup>th</sup> we will spend much of our time in the library doing research on alternative press sources. The project will entail sketching out a less visible aspect of global warming, the end of oil, or a combination of the two found in the alternative press. On March 29<sup>th</sup>, you will be presenting these aspects to the class in less than five minutes. A write up is due with your key points and full bibliography, properly cited. All the elements of writing will be looked for in these write ups.

### **Moderated discussions**

As outlined above, you will be leading class discussion in pairs once during the term. The intent of these moderated discussions is not to summarize the reading. We will all be doing the reading. But apply the reading to broader and more important themes. How you moderate these sessions will be up to you, but the intent should be to actively engage your fellow students. Your moderating performance will be graded by the rest of the class (out of 20 points). The moderators, in turn, will grade the rest of the class on their participation (out of 10 points).

### **Participation**

Since this class devotes a lot of time to discussing current events, doing the reading and taking the initiative to find out additional information before each class period will be a critical. Much of the class will be devoted to discussing the readings. The class will be structured in a way that offers you the opportunity to comment on the readings and add any additional material you want to bring up. Doing the readings and preparing discussion points is critical to this seminar style class.

### **Attendance**

You are expected to attend all classes. This course is designed to create learning in the classroom, something that cannot be made up by work outside of class. Participation points cannot be made up outside of class.

### **Activism**

An important component of liberal arts is to take what you learn and apply it outside of the academic life. In this regard, you can participate in a global warming initiative, join a peak oil group, or join an initiative of your choice. You will be asked to report to the class after meeting with these groups. More information on these groups will be given in class.

## Outline

	<b>TOPIC</b>	<b>ASSIGNMENT</b>
1/23	Introduction to the class	None
1/25	What to believe?	Henson, pp. 235-261 Handouts
1/30	No class	Dow and Downing, pp. 8-17
2/1	Global warming basics <b>Moderated discussion:</b>	Henson, parts 1 & 3 Dow and Downing, parts 2 & 3
2/6	Film: "An Inconvenient Truth" Discussion	Heinberg, (2005), chapter 1
2/8	Peak oil basics <b>Moderated discussion:</b>	Heinberg (2005), chapter 2 & 3
2/13	Conferences: paper topic	Davis, pp. 1-27 <b>Paper topic due</b>
2/15	Global warming: so what? <b>Moderated discussion:</b>	Henson, part 2 Dow and Downing, parts 4 & 5
2/20	Guided practice: PowerPoint Library work: narrow your topic, citations	Davis, pp. 28-52
2/22	Peak oil: so what? <b>Moderated discussion:</b> CSQ survey (20 minutes)	Heinberg (2005), chapter 5  <b>Annotated bibliography due</b>
2/27	Global warming: now what? <b>Moderated discussion:</b> Library work: popular sources	Henson, pp. 262-326  Dow and Downing, parts 5 & 6
3/1	Peak oil: now what? <b>Moderated discussion:</b>	Heinberg (2005), chapter 6 & afterward; (2004) chapter 3
3/6	Global warming and peak oil: energy options <b>Moderated discussion:</b> Library work: website sources	Heinberg (2005), chapter 4; (2004), chapter 4  <b>Thesis, claims, and evidence due</b>
3/8	Global warming and peak oil: Exxon <b>Moderated discussion:</b>	None
3/13	Peer review process Library work: scholarly sources	<b>Functional outline due</b>
3/15	Quiz	
3/20-4	<b>--- Spring Break ---</b>	
3/27	Library work: alternative sources <b>Micro research paper</b>	Heinberg (2004), chapter 5
3/29	<b>Micro presentations</b>	None
4/3	Global warming and peak oil OPEN	Kunstler, chapter 1 & 3
4/5	Prospects for civilization: techno-fixes	Kunstler, chapter 4
4/10	Student presentations	<b>First draft due</b>

4/12	Prospects for civilization: natural disasters	Kunstler, chapter 5
4/17	Student presentations	TBD
4/19	Film: "The Power of Community: How Cuba Survived Peak Oil"	Heinberg (2004), chapter 6
4/24	Student presentations	TBD
4/26	Our future?	Kunstler, chapter 7
5/1	Paper conferences:	None
5/3	Field trip and evaluations	Kunstler, epilogue
5/10	<b>Final draft and portfolio due by 4:30 pm</b>	

Note: This course outline is likely to change depending on scheduling and other unforeseen opportunities like guest speakers and local events.

### Academic Integrity

High standards of academic integrity are expected from the professor and university. While not expected, plagiarism and cheating will not be tolerated and will be reported to the Academic Honor Council. It is expected that you know and follow the academic honor policy found on pages 149-54 of the Student Handbook.

Some of what we cover challenges prevailing beliefs and the subject matter may be sensitive to some students. Therefore, it is essential that we treat one another with respect as we discuss these issues. Vigorous discussion is encouraged, but personal or group attacks have no place in a collaborative learning environment.

Please turn cell phones off before entering the class.

## First-Year Program Philosophy and Goals 2006-07

The First-Year Program (FYP) and First-Year Seminar (FYS) are the first steps in a four-year process of helping you meet the University's Aims and Objectives and the broader goals of a liberal education. The faculty of the FYP and FYS see themselves as partners and mentors in the process of working with you to acquire the intellectual habits of mind, the writing, speaking, and research skills, and the ethical self-reflexiveness that are at the core of a liberal education. The FYP and FYS will ask you to consider new perspectives on the world and your place in it and will challenge you to confront many of the hidden assumptions you bring to college with you. We hope to open you to new ideas, help you to see the complexity of the way in which knowledge gets produced and used in society, and encourage you to see yourself as an active contributor in making the world a better place. The course topics, the texts you will read, listen to, and watch, the in-class and out-of-class activities you will engage in, and the writing, speaking, and research assignments you will work on are all designed to introduce you to the depth of critical thinking and the quality and complexity of the communication skills that will be expected of you at SLU and as a citizen of an increasingly diverse society.

First and foremost among our goals are those related to your abilities as a communicator. The work of the FYP and FYS asks you to design and deliver written, spoken, performed and/or visual texts that demonstrate basic skills in the relevant modes of communication and with an increasing degree of rhetorical sensitivity. Our focus on "rhetorical sensitivity" means that we expect you to cultivate the awareness that all of your communication, whether formal or informal, involves having to make choices about your messages, whether written, spoken, aural or visual. To become a good communicator, you need to recognize that the creation of meaningful and powerful written, spoken, performed, or visual texts involves both a creator and an audience, and that therefore the voice you adopt in your communication, the audience you imagine yourself communicating to, and the social and ethical context of the content, matter a great deal in creating such texts. One important way to become a better communicator is to become a better critical reader, viewer, and listener, which is why we will ask you to engage challenging materials in a variety of forms and work with you to learn how to interpret them.

Learning to read, listen, write, speak, do research and/or perform well also requires feedback. As faculty, we submit our work for feedback from colleagues all the time, and giving and receiving constructive feedback from both friends and strangers is central to collaborative work in any field and is itself a form of critical thinking and learning. We further recognize that this feedback process is not linear and that good communication requires that you continually rethink, restructure, and revise your work in order for it to be your best. This is why we require that your writing, speaking, and performance assignments be "projects" that include preparatory exercises and multiple drafts or rehearsals, all of which ask you to continue to reflect critically on the choices you have made in the texts that you produce. Furthermore, we see all of these forms of communication as complementary and intertwined, which is why many of your assignments will ask you to integrate elements of the written, spoken, performed, and visual. Finally, developing good habits of critical inquiry and communication also means reflecting on the ethical dimensions of how your work represents that of others, thus one of our goals is to help you to understand both the nature of academic integrity and the social processes by which knowledge is produced and represented.

To ensure that the program is meeting its stated goals, all FYP and FYS syllabi are read by other faculty in the program to determine if they include a variety of assignments that foster the writing, speaking, research, and critical thinking goals of the program. All FYP and FYS courses have to be approved by faculty in the program before they are offered.

## First-Year Seminar research project learning goals

With respect to research skills specifically, our learning goals for the spring are that students should:

- Be introduced to ways of conducting productive and imaginative inquiry and research in order to become a part of the various conversations surrounding issues.
- Learn to differentiate among the various ways that information is produced and presented, between popular and scholarly journals and books, between mainstream and alternative publications, between primary and secondary sources.
- Learn how to evaluate and synthesize information, whether gathered from traditional sources, such as books and journals, or from websites or electronic media.
- Begin to develop the skills of critical analysis in the interpretation and use of information gathered from any source.
- Be introduced to the ethical obligations that scholars have to both responsibly represent their sources and inform their readers of the sources of their information, as well as learning, and being held responsible for the proper use of, the conventions of scholarly citation and attribution.
- Present the results of your research through writing, speaking, visual elements, or other multimedia forms in such a way that you demonstrate the ability to communicate effectively using the rhetorical conventions of the chosen form.