

**University of Oregon**  
**GLBL 399: Global Environmental Issues and Alternatives**  
**(solutions) ASYNCHRONOUS/ONLINE course**

***Join us Summer 2024!!! (June 24-July 21, 1<sup>st</sup> session)***

**Professor Derrick Hindery**

Open to all majors. Global Studies elective for: Environmental Justice and Resilience, Development Studies, Diplomacy Peace and Conflict Studies, Business Trade Tourism Arts and Identity, Gender Race and Equality, Law and Human Rights, Food Studies, Global Health, Arts & Identities. Counts for these Global Studies Geographic Areas: Africa, Southeast & East Asia, South & Central Asia, Latin America & Caribbean, North America

Office phone: [dhindery@uoregon.edu](mailto:dhindery@uoregon.edu)

Office hours: by appointment through Zoom at <https://uoregon.zoom.us/j/7684792837>

Meeting ID: 768 479 2837. I don't use the Zoom App in Canvas so students who are not taking my current courses can also access my office hours through Zoom.

-Please contact me through the Q&A Discussion Board if you have questions that might be useful to other students 😊

-If you email me please put "GLBL 399 ..." in the subject line. PLEASE DO NOT SEND MESSAGES THROUGH THE CANVAS MAIL SYSTEM

**\*All course materials, including lectures, readings, and assignments, ARE FREE and will be posted under "Modules" on Canvas, [canvas.uoregon.edu](https://canvas.uoregon.edu). GLBL 399 (280) Research guide prepared by UO librarian Victoria Mitchell: [https://researchguides.uoregon.edu/INTL\\_280](https://researchguides.uoregon.edu/INTL_280)**



**Large-scale deforestation for industrial farming (soybeans), Santa Cruz, Bolivia.**

Tropical deforestation is a global environmental issue that has dire consequences for climate change, biodiversity loss and cultural survival of native peoples. The World Bank's "Eastern Lowlands Project" dramatically accelerated forest clearing by large-scale commercial farmers, who export this cash-crop abroad, where it is largely used to feed livestock. Photo by Professor Hindery.

**Small-scale Agroecological farming in China. Photo credit: Jing**

In contrast to conventional industrial farming agroecological approaches can increase food security, meet local livelihoods, conserve soil and biodiversity and reduce pollution. It includes agroforestry (interplanting trees and crops on the same parcel), biological control (controlling pests and diseases with natural predators), water harvesting methods, intercropping and many other practices which are often rooted in traditional farming techniques. [link](#)

## GLBL 399 Course Description

Human activities have had serious environmental consequences, including climate change/disruption, loss of biological diversity, and contamination of air, land and water (e.g. plastic pollution). In turn, many of these consequences negatively affect human health, and impact political and economic systems. Taking a geographical approach, we'll examine root causes of so-called "environmental problems" at local, regional, national, and global scales. On the flip side *we'll critically explore innovative solutions to address these issues*, from the environmental justice movement to the Red and Green New Deal! Topics include approaches to understanding the environment in relation to development, climate change, resource consumption, population, agriculture (e.g. industrial farming versus agroecology), deforestation, biodiversity conservation, fisheries, fossil fuel exploitation, alternative energy, mineral exploitation, greening mining, water conservation and conflict, greening the economy, green building and ecotourism.

### Learning goals:

- 1) Understand and differentiate paradigms for understanding and addressing environmental issues
- 2) Identify underlying causes of environmental problems, focusing on links between environment and development and the nexus of culture, technology, economy, politics, and environment
- 3) Describe how human rights and environment are intimately connected through the framework of environmental justice
- 4) Describe key environmental and social consequences of global climate change, industrial agriculture, agroecological farming, deforestation, mining, dams and hydrocarbons extraction
- 5) Distinguish socially generated scarcity from absolute scarcity
- 6) Explain how environmental problems manifest themselves over time, across geographic scale (e.g. locally, regionally, nationally, globally), and across different social groups and demographic characteristics (e.g. ethnicity, class and gender)
- 7) Describe alternative energy prospects and challenges with implementation
- 8) Understand and evaluate alternative mechanisms for measuring "development," such as Green GDP as compared to conventional measure like GDP
- 9) Create alternatives for addressing environmental issues in a transdisciplinary fashion

The course strives to increase your appreciation for the subject-matter so that you will be motivated to learn more through subsequent studies, as well as outside the classroom setting. In addition to the readings, I encourage you to keep informed of current affairs so as to further ground the knowledge you gain through this class. A variety of resources are listed below.

**Online course structure:** Since this course is online we will not be meeting in person. This means you need to have self-discipline to perform well. To do so, please keep up with the lectures, readings, assignments and discussions. Also, you'll need access to high-speed internet to watch the videos and lectures.

## Global Studies Core Courses

The unique character and focus of the University of Oregon Department of Global Studies is distinctly captured in the phrase 'Culture and Development'. We integrate theory and practice, drawing pragmatically from many disciplines to find the best mix of approaches to address rapidly changing and complex global issues in our classes.

Our introductory course, GLBL 101, Introduction to Global Issues, and four 200 level courses (GLBL 240: Perspectives on Global Development; 250: Value Systems and Cross-Cultural Perspectives; 260: Culture, Capitalism, and Globalization; 399: Global Environmental Issues) are the intellectual core of the GLBL major, foundational courses where our students learn to link human security and people-centered social change to questions of culture, belonging and meaning. We conceive culture in a broad sense that encompasses social, political, economic, and religious institutions, processes and relations, as well as the environment. Each core

course has a different emphasis that enables students to cover the range of themes and issues characteristic of the wide universe of Global Studies.

Students will find these courses share a common purpose of fostering critical and cross-cultural thinking, encouraging them to seek out and understand diverse perspectives on topics such as globalization, development, environment, communication, health and human rights. In the process students learn to get outside of their preconceived worldviews on these and other matters. These five courses, together, provide the foundation for deeper investigation of issues, regions, and cultures in our 300 and 400 level GLOB courses.

### **Course Requirements and Grading:**

The success of this course depends on your participation. The following is the breakdown for your course grade:

#### **15% Participation:**

Participation is mandatory. Obviously, by participating you will perform better on assignments and in discussions. You will be held responsible for all material covered in lectures and the readings. Studies show that you will do better if you take notes and review them within 24 hours after lecture, readings and discussion. This will also help you avoid last minute studying.

You will be assigned to discussion groups with approximately 4 to 5 other students. These groups are meant to build a supportive community, foster engagement, and dynamic interaction.

**Each week (by Friday at midnight) you need to post 1 question of your own and 1 answer to other students' questions on the Discussions page on Canvas (credit / no-credit).** Your question and answer should relate to the topic covered during that week. I prefer if you don't answer your own questions, unless there is a shortage of questions from other students. **You can skip one week**, meaning you will post 3 questions and 3 answers altogether. A short, well written paragraph answer is adequate.

#### **15% Three Quizzes on Professor Hindery's Powerpoint Presentations (credit / no-credit)**

My PowerPoint presentations on the 10 topics we'll cover include questions on the subject matter. I used these questions and others to create one quiz for each topic. **Take 3 quizzes total during the term, choosing from the 10 quizzes that I posted. For each quiz you choose, you only need to answer 1 question**, meaning you will only answer 3 questions altogether during the term (one for each of the 3 quizzes). You should only answer 1 question, even though I will usually have multiple questions on each PowerPoint presentation. A short, well-constructed 1 paragraph answer is adequate. **To answer these questions click on "Quizzes" on Canvas and follow the prompts. Submit by August 17, though you'll learn best if you spread these out as you complete the coursework.**

**20% Reading responses:** You are required to read all the required readings posted on Canvas, but not the ones that are optional. In addition, for **two** of the required readings each topic you are required to write a one paragraph summary (100 to 150 words) *per reading*, with at least 1 sentence per paragraph critically evaluating one of the major points. For topics when there are less than 3 readings you only have to write a paragraph for however many readings there are for that topic (e.g. if there are 2 readings for a topic then write 2 paragraphs.) Conversely, if there are more than 2 readings you have to read all the readings but you only have to write a paragraph on 2 of the readings (you choose which). Don't get lost in minutia. Think big picture. This will help you study for the exams, and improve your participation and comprehension during class. **You can skip doing write-ups on 2 topics, meaning you should do 8 write-ups total.**

**\*\* your responses for each topic are due August 17.** Please upload them to Canvas. You'll learn the material better if you pace yourself and spread out the work throughout the term rather than doing it in small periods of time.

**25% Research paper:** (5 to 7 pages, double-spaced; a one paragraph proposal is due by July 31 at 5pm so I can give you guidance; the paper is **due by noon on August 17.** Extra credit for service learning worth up to 20 percent!) Detailed guidelines will be posted on the course website.

**25% Final Exam (OPTIONAL):** You can either take the final exam, or choose not to, and instead have your research paper worth 50%. The exam format will be essay. Again the best way to prepare is to take notes, view all the PowerPoint slides (listening to me speak by clicking on the audio button in the slides) and review them throughout the course, while keeping up on the readings.

So that you learn the most please do the readings for each topic before viewing the topic's PowerPoint slides (as mentioned, all readings will be posted to Canvas, under "Modules":: [canvas.uoregon.edu](https://canvas.uoregon.edu)). This will work to your own benefit, because you will get more out of the lecture slides, and you will divide your workload evenly throughout the quarter. Please focus on major concepts. You might skim each reading rapidly, extract the major points, and then read the piece more carefully with the major points in mind. The class suffers if you're not prepared and don't participate to your fullest. In addition, you'll understand lectures and discussions better.

In addition to the required readings I encourage you to keep informed of current affairs so as to further ground the knowledge you gain through this class. Throughout the course, please feel free to express your ideas and enter into dialogue with myself and your fellow students. Although I do not want to discourage you from expressing your view, I expect that you will be courteous to others, respect different views, and refrain from personal attacks. Through this dialogue, you will encounter perspectives that are different from your own, which will enable you to explore new ideas, challenge your own assumptions, and develop a well-informed position. As a result of such discussion and assignments, you will improve your critical thinking and writing skills--tools that you will carry with you beyond this class.

I also encourage you contact me to discuss anything related to the class, whether you wish to discuss logistical issues such as grading or conceptual issues related to lecture and readings.

I look forward to working with all of you throughout the course, and encourage you to give me feedback at anytime. I will do my best to incorporate your suggestions.

#### **Course Policies:**

- **Course Expectations:** As mentioned, I expect each of you to do assigned readings before class, and turn in all assignments on time.
- **Participation Policy:** I expect you to participate in class fully
- **Academic Integrity:** Cheating and plagiarism will not be tolerated. You may check the University Catalog and/or the Schedule of Classes for definitions and examples of, and penalties for academic dishonesty. Plagiarism software "Vericite," provided by University of Oregon, may be used to ensure compliance. The [University Student Conduct Code](#) defines academic misconduct, which includes unauthorized help on assignments and exams and the use of sources without acknowledgement. Academic misconduct is prohibited at UO. All suspected cases of academic misconduct will be reported to the [Office of Student Conduct and Community Standards](#). Consequences can include failure of the course. In our remote class I will ask you to certify that your exams/papers are your own work. Exams are timed. I will adjust times to support students with accommodations through the Accessible Education Center. If a technological glitch

disrupts your exam, don't panic. Take a photo to document the error message you're receiving and then contact me.

- **Due Dates/Make Up Work:** Examinations must be taken as scheduled. Make-ups will be allowed only if you have contacted me **before** the scheduled date, with a documented serious excuse.

### Technical Requirements:

Log into [canvas.uoregon.edu](https://canvas.uoregon.edu) using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the [Canvas support page](#). Canvas and Technology Support also is available by phone or live chat:

[541-346-4357](tel:541-346-4357) | [livehelp.uoregon.edu](https://livehelp.uoregon.edu)

If you face Internet access challenges: companies are offering free access during this challenging time. To learn more about options visit Information Services' [web page on going remote](#).

### Required Materials:

All readings will be posted to the course website on Canvas: [canvas.uoregon.edu](https://canvas.uoregon.edu)

## General Guidelines for Remote Class Participation

1. **Participate and Contribute:** Students are expected to participate by sharing ideas and contributing to the collective learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. More specific participation guidelines and criteria for contributions will be provided for each specific activity.
2. **Use Proper Netiquette:** Please use good "net etiquette": identify yourself with your real name and use a subject line that clearly relates to your contribution. Write or speak in the first person when sharing your opinions and ideas but when addressing other students or discussing their ideas, use their names (e.g. "I think red is the most important term in the poem, but I also think Kate is correct that blue is important, too"). Respect the privacy of your classmates and what they share in class. Understand that we may disagree and that exposure to other people's opinions is part of the learning experience. Good netiquette also means using humor or sarcasm carefully, remembering that non-verbal cues (such as facial expressions) are not always possible or clear in a remote context. In addition, your language should be free of profanity, appropriate for an academic context, and exhibit interest in and courtesy for others' contributions. Be aware that typing in all capital letters indicates shouting. Certain breaches of netiquette can be considered disruptive behavior.
3. **Interact Professionally:** Our learning environment provides an opportunity to practice being professional and rigorous in our contributions. As much as possible, use correct spelling, grammar, and style for academic and professional work. Use discussions and activities as opportunities to practice the kind and quality of work expected for assignments. Moreover, seize the chance to learn from others and develop your interpersonal skills, such as mindful listening and awareness of one's own tendencies (e.g. Do I contribute too much? Too little?).
4. **Expect and Respect Diversity:** All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate

disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.

5. **Help Everyone Learn:** Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together and build on our strengths. Not everyone is savvy in remote learning, including your instructor, and this means we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and advice from others. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

#### **Specific guidelines for best practices using Canvas Discussion:**

1. Use subject lines that clearly communicate the content of your post
2. Write clearly and concisely and be aware that humor or sarcasm often doesn't always translate in an online environment.
3. Be supportive and considerate when replying to others' posts. This means avoiding use of jargon or inappropriate language, and it means disagreeing with respect and providing clear rationale or evidence to support your different view.
4. Keep focused on the topic and reference readings and other class materials to support your points (as applicable).
5. Try to use correct spelling and grammar and proofread your submissions. After submitting, use the edit feature to make corrections and resubmit (don't create a new or duplicate post that corrects your error).
6. Contribute and interact often!

#### **Specific guidelines for best practices using Zoom:**

1. Please test your video and audio prior to joining a live class session. You can learn more about testing your audio and video by visiting the [UO Service Portal](#).
2. Try to be on time when the meeting starts. It can be distracting to have participants join late.
3. All of us occasionally need to hide video, but know that seeing your faces is a joy to me and, I believe, enriches our ways of relating—when you can, I value video on.
4. That said, please be mindful that others can see you and your surroundings if your video is on. Try to find a quiet setting without lots of noise or busy activities in the background. Please minimize distractions like eating or multitasking.
5. Use a microphone or speak closely to your computer microphone so that others can hear you. If you have video on, try to look at your camera, not the screen, when you are contributing.
6. Mute your audio when you are not actively contributing. When contributing, avoid making other noises such as typing or eating or having side conversations with others that might be present with you.
7. Use chat to pose questions or offer insights “on the side” while others are contributing. The chat can be read by all and should reflect a high standard of respect for our class community.
8. For help and troubleshooting with Zoom, visit the [UO Service Portal](#).

#### ***Digital Materials from UO Libraries' Collection***

UO Libraries offers these guides and repositories if you seek to replace print materials:

- [eBooks](#) (limit material type to eBook)
- [Online Journals](#)
- [Open Educational Resources](#)
- [Streaming Video Databases](#)

- Digital Collections

If you don't find your course materials in its current digital collection, UO Libraries may be able to purchase them. To learn more, see the [Library Services for Remote Teaching](#) page reach out to your [Subject Specialist Librarian](#) for help finding alternate formats and options.

### ***Physical Materials from UO Libraries***

The UO Libraries are providing both physical pickup locations (Knight Library Pickup Window, Law Library for law materials) and home delivery services of general collection materials for faculty and students. Materials can be returned either via the Knight Library book drops or via mail. Faculty and students can also request scans of portions (no more than 20%) of printed material. For more information email [ecirc@uoregon.edu](mailto:ecirc@uoregon.edu), or contact the library's [chat reference service](#).

### ***DuckStore Materials***

Textbooks and digital course materials may be purchased or rented in-store or online through [UODuckStore.com](http://UODuckStore.com); print materials will be shipped free within the United States to UO students.

### **Adjustments during the Pandemic:**

As the university community adjusts to teaching and learning remotely in the context of the COVID-19 pandemic, course requirements, deadlines, and grading percentages are subject to change. I will be mindful of the many impacts the unfolding events related to COVID-19 may be having on you. During this unusual time, I encourage you to talk with us about what you are experiencing so we can work together to help you succeed in this course.

### **Basic Needs**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

This UO webpage includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support: <https://blogs.uoregon.edu/basicneeds/food/>

### **Feed the Flock – Services for Students Facing Food Insecurity**

The following is a list of services and programs that offer free food, meals, and support for accessing resources. Their availability and operation remain fluid and subject to change without notice. We will do everything we can to ensure that we are communicating as quickly as possible. We are working to shift our resources and efforts to ensure that students facing food insecurity have multiple avenues of support. Program descriptions can be found out at: [foodsecurity.uoregon.edu](http://foodsecurity.uoregon.edu)

The Student Sustainability Center (@uo\_ssc) will try to aggregate changes and information for all programs via facebook and Instagram. For food security specific resources, follow [@feedtheflockuo](#). Please follow for the most up to date information regarding program changes.

- **ECM Student Food Pantry** – Open 4-6pm Wednesdays and Thursdays. 710 E. 17<sup>th</sup> Ave. Eugene, OR 97401. Check the Student Food Pantry facebook for updates including the possible addition of Saturday hours.

- **Produce Drops** – Free, fresh produce for students every Tuesday of the month from 3-5pm during the academic term (ie, not during Winter Break). Produce Drops take place in the EMU amphitheater rain or shine.
- **SNAP Enrollment help** – The Student Sustainability Center and the Duck Nest are working to ensure continuity in SNAP enrollment help. SNAP enrollment drop-in hours with the Duck Nest are posted on the Duck Nest Instagram (@uo\_ducknest). The SSC also has SNAP drop-in hours which are updated on their Instagram (@feedtheflockuo). Please follow the Duck Nest and the Student Sustainability Center on social media to stay up to date.
- **Ducks Feeding Ducks** – Emergency meal dollars will remain available and can be used wherever Duck Bucks are accepted. To qualify, students must not have more than \$4 in their Duck Bucks account and may not have used the program already this term. Additional funds can be received upon meeting with the Dean of Students office.
- **Hearth to Table Meals** – Free community meals and meal preparation with professional Chef. Hearth to Table will not hold meals during finals week or Winter Break. Starting week 1, kitchen teams will be reduced to 4 people. Student volunteers must sign up in advance by emailing [sisterclare@welcometocentral.net](mailto:sisterclare@welcometocentral.net). Communal meals will continue being served with increased distance between tables and only 4 seats at each table. Total number of diners will be capped at 32. Meals are served 6:30 pm to any student for free. Check Hearth & Table facebook and Instagram for updates. Check the @feedtheflockuo Instagram for Hearth and Table updates

### Accessibility

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

### Regarding the Dreamers Working Group:

I support all students, regardless of national origin or immigration status. For more information on campus resources for undocumented or Dreamer students, see: <https://www.uoregon.edu/dreamers> . International student support services are available at: <https://iss.uoregon.edu/current-students>

### Your Well-being:

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at [health.uoregon.edu/ducknest](http://health.uoregon.edu/ducknest).

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at [counseling.uoregon.edu](http://counseling.uoregon.edu) or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).



## **Additional Resources**

Also, always feel free to contact me if you need additional help. That said, I do expect that you attempt to learn the material on your own first and be prepared.

Below and on Canvas, I have pasted a number of online resources to help you keep informed. Beyond this, I encourage you to peruse the library's physical and online holdings related to the course. In addition there are also some excellent multimedia resources available at the Library as well (videos, DVDs, and CDs).

## **COURSE SCHEDULE AND READINGS**

\*\*\*\*The course schedule will be posted on Canvas under "Modules"

In addition, all topics, readings, lectures, assignments etc will be posted on Canvas: [canvas.uoregon.edu](https://canvas.uoregon.edu) To maximize learning please do the readings for each topic prior viewing the PowerPoint slides for that topic.

**Topic 1:** Introduction. Paradigms and Approaches to Global Environmental Issues; Thinking about Environment and Development

**Topic 2:** Regional and Global Climate Change

**Topic 3:** Resource Consumption, Distribution and Population

**Topic 4:** Food & Agriculture: Modernization for whom? and with what consequences?; Genetically Modified Organisms

**Topic 5:** Ocean Resources; Capitalism, Technological Change and Fisheries

**Topic 6:** Deforestation, Habitat Loss and Conservation of Biodiversity

**Topic 7:** Mineral Exploitation and Greening Mining

**Topic 8:** Global Dimensions of Fossil Fuel Exploitation and Renewable Energy

**Topic 9:** Global Water Conservation and Water Conflicts; Dams

**Topic 10:** Transitioning to a Global Sustainable Society: Greening the Economy, Green Building Internationally, and Ecotourism ... Loving Nature to Death?

## **Online Resources**

-GLBL 399 (280) Research guide prepared by UO librarian Victoria Mitchell:

[https://researchguides.uoregon.edu/INTL\\_280](https://researchguides.uoregon.edu/INTL_280)

-University of Oregon guide to Global Studies resources (subject dictionaries and encyclopedias; yearbooks; directories of organizations; finding articles; finding books and government publications; statistics; news and analysis; web resources):

<http://libweb.uoregon.edu/guides/intlstudies/general.html>

UO Latin American Studies guide <https://libweb.uoregon.edu/guides/intlstudies/latinamericanguide3.html>

-an interesting project documenting and mapping short video clips about stories of positive change  
www.RespectfulRevolution.org (a national, not-for-profit advocacy project seeking to document positive action and inspire change.)

### **Jobs/Internships**

<http://www.idealists.org/>

<http://people.emich.edu/rstahler/>

<https://globalpdx.org/job-listings/>

Community economies: [www.communityeconomies.org](http://www.communityeconomies.org) "The Community Economies project is a place where new visions of community and economy can be theorized, discussed, represented and enacted. The project grew out of J.K. Gibson-Graham's feminist critique of political economy that focused upon the limiting effects of representing economies as dominantly capitalist. Central to the project is the idea that economies are always diverse and always in the process of becoming. This project developed as a way of documenting the multiple ways in which people are making economies of difference and in the process building new forms of community. The project involves an ongoing collaboration between academic and community researchers and activists in Australia, North America, and South East Asia."

### **Global News**

-You're probably familiar with mainstream media outlets, such as the New York Times or BBC. Here are a few others:

Yes! Magazine: positive stories, quarterly magazine. "YES! Media is a nonprofit, independent publisher of solutions journalism. Through rigorous reporting on the positive ways communities are responding to social problems and insightful commentary that sparks constructive discourse, YES! Media inspires people to build a more just, sustainable, and compassionate world: <https://www.yesmagazine.org>

The Ecologist: [www.ecologist.org](http://www.ecologist.org) (provides broad analysis on politics and economics, as well as social and environmental issues worldwide)

Democracy Now!: <https://www.democracynow.org/>

Manchester Guardian Weekly (global news): <http://www.guardian.co.uk/>

National Public Radio: [www.npr.org](http://www.npr.org)

The Nation: [www.thenation.com](http://www.thenation.com)

Common Dreams Newscenter: <http://www.commondreams.org/>

IRC Americas Program <http://americas.irc-online.org>

World News Network: <http://www.wn.com/>

Directories of non-governmental organizations (NGOs), and a few environmental NGOs

<http://www.wango.org/resources.aspx?section=ngodir>

<http://www.google.com/Top/Society/Organizations/Development/>

Pacific Environment: [www.pacificenvironment.org](http://www.pacificenvironment.org)

Natural Resources Defense Council: [www.nrdc.org](http://www.nrdc.org)

NRDC's Santa Monica Office Green Building Resources List :

<http://www.nrdc.org/cities/building/smoffice/resources.asp>

Greenpeace: [www.greenpeace.org](http://www.greenpeace.org)

Amazon Watch: [www.amazonwatch.org](http://www.amazonwatch.org)

Communities for a Better Environment (Environmental Justice): <http://www.cbecal.org/>

CEED - Green Bldg Center for Environmental Economic Development :

<http://www.ceedweb.org/greenbuilding/>

IFOAM, the International Federation for Organic Agriculture Movements. <http://www.ifoam.org/>

The Center for Agroecology and Sustainable Food Systems at UCSC (where Steve Gliessman and Miguel Altieri are based: <http://www.agroecology.org/>)  
Maitreya Ecovillage (5 minute bike ride from Eugene city-center): [www.maitreyaecovillage.org](http://www.maitreyaecovillage.org)  
Rare: Resource Assistance for Rural Environments (does Oregon community dev. projects) [rare.uoregon.edu](http://rare.uoregon.edu)  
Aprovecho: non-profit based in Cottage Grove, OR; does appropriate technology, sustainable forestry, organic agriculture, permaculture: <http://www.aprovecho.net/>  
Grupo Fenix - A nonprofit working with land mine survivors and renewable energy in northern Nicaragua. <http://www.grupofenix.org/>  
Green for All: national organization dedicated to building an inclusive *green* economy strong enough to lift people out of poverty: [www.greenforall.org](http://www.greenforall.org)  
The Guide to Going Local: [http://startsomegood.com/Venture/center\\_for\\_a\\_new\\_american\\_dream/Campaigns/Show/the\\_guide\\_to\\_going\\_local](http://startsomegood.com/Venture/center_for_a_new_american_dream/Campaigns/Show/the_guide_to_going_local)  
South Central Farmers (Los Angeles urban farm/env. justice): <http://www.southcentralfarmers.org/story.html>  
Bring Recycling (Eugene, OR): non-profit organizations dedicated to reuse, reduction and recycling: [www.bringrecycling.org](http://www.bringrecycling.org)  
Oregon Toxics Alliance <http://www.oregontoxics.org/>  
Indigenous Environment Network: <http://www.ienearth.org/nativeenergy.html>  
International Work Group for Indigenous Affairs: <http://www.iwgia.org>  
Mapuche (Chilean indigenous group) international environmental issues link: <http://www.mapuche-nation.org/english/frontpage.htm>  
Eco-consumer guide: <http://www.goodguide.com/>  
Guide to organic farms around the world (work & get travel lodging) [www.woof.org](http://www.woof.org)

#### Technical Resources

EPA Environmental Justice Mapping Tool <http://www.epa.gov/enviro/ej/>  
EnviroAtlas is an online decision support web-based tool that communities can use to help inform their policy and planning decisions.  
Decision Analysis for a Sustainable Environment, Economy, and Society (DASEES) is a web-based decision analysis application that helps decision-makers and stakeholders evaluate science and technical information with an economic and societal values context to support sustainable decision making.  
National Stormwater Calculator and Climate Adjustment Tool  
Watershed Management Optimization Support Tool (WMOST)  
Green Infrastructure Wizard (GIWiz)  
Managing and Transforming Waste Streams -- A Tool for Communities  
Village Green Stations are real-time air monitoring stations designed to increase community awareness of local air quality conditions.