



"I do not agree with what you have to say, but I'll defend to the death your right to say it." - Voltaire

## SAGE 400 Making the Difference

Too Little? Too late?: The Implications of Global Warming  
Matt Stucke

*SAGE 400 incorporates the growing concerns of global warming and what individuals can do to help minimize the overconsumption of resources. Below is a student's response to the growing issues surrounding global warming. If you have any questions, please contact Larry Schulz or Howard Reichner.*

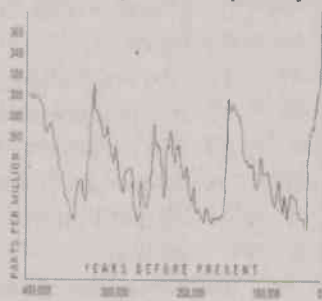
Global warming is the observed increase in the average temperature of the Earth's atmosphere and oceans. This process is nothing new. Our planet has been undergoing natural warming and cooling phases since the beginning of a stable atmosphere. What is new is the rapid rate in which it is warming.

The average global temperature has risen about 1 degree Fahrenheit in the past century. The temperature has never risen so rapidly in the recorded history of the Earth. The flow of water from melting glaciers in Greenland has doubled over the past decade. Most of the increase in temperature is found in the polar caps. The melting of the glaciers at these caps causes the sea to rise and warm. Warmer seas mean stronger storms. The number of category 4 and 5 hurricanes in the past 30 years has almost doubled.

The direct correlation between level of carbon dioxide in the atmosphere and surface temperature is clear. The more carbon dioxide there is in the atmosphere the more heat from the sun is trapped by the earth. This process is commonly referred to as the greenhouse effect. It takes carbon dioxide over a century to leave the atmosphere. This means that even after carbon dioxide emissions are reduced, the level of carbon dioxide in the atmosphere will remain critical. As a result, little can be done to arrest global warming in the short term. This is not to

say that efforts to reduce carbon dioxide levels are fruitless. These efforts will lessen the intensity of short-term global warming and hasten the day when carbon dioxide levels begin to decrease.

The rise of the second Industrial Revolution is correlated with a sharp increase in carbon dioxide in the atmosphere. The second Industrial Revolution began about 1890. With it came the increasing trend of using fossil fuels and deforestation to propel a growing economy. One of the byproducts of fossil fuels is carbon dioxide. Deforestation reduces the potential conversion of carbon dioxide to oxygen. The Industrial Revolution brought with it prosperity on a level never imagined. It also brought with it a dormant threat to civilization and comfort of living. The prosperity of past generations seems to be the downfall of future generations, unless we act decisively and quickly.



The damage to the environment by the Industrial Revolution was intensified by economic policy of free market capitalism. Free market capitalism removes all ethics from capitalism. In the free market version all boundaries to trade are to be removed, including environmental. The invisible hand of competing interests is said to produce the best results for all. Often lost in translation is the direct damage being done by removing protective barriers in the name of free trade. Capitalism is not inherently wrong, but its free market incarnation is unsustainable

and morally bare. Ultimately, developed countries are most to blame. Developed countries culture of decadence, over-consumption, and denial has set the tone for developing countries. The rising industries of India and China are adding immense amounts of carbon dioxide into the atmosphere. The level of inaction in addressing carbon emissions in the United States leaves us no room to leverage these developing countries to regulate. The global supremacy of the United States is on a decline. The time to use our power to set a positive example on heavily regulating carbon emissions/funding alternative energy is now.

Every individual within developed countries must play their part. Concrete efforts must be made by individuals to consume less. Individuals should consciously focus on what resources are being consumed. Efforts must be put forth to reduce individual and collective environmental footprints. People would be wise to remember that we are a part of the Earth, not the master. It is imperative that we find ways to work symbiotically with the Earth. Wealth without the comfort of a stable living environment is worthless.

Most importantly, leaders of developing countries ought to take a stronger stance when dealing with environmentally destructive businesses. Free market capitalism has elevated corporations out of the reach of national regulations. Leaders of the world must take some of this power back; amoral corporations inherently need a check and balance. As Americans, I feel it is our obligation to the world to elect a president in 2008 who is truly ready to take on the issue of global warming and the corporations that perpetuate it.

## Doug Glass in Perspective

Dorian Andrews

Professor Doug Glass joined the St. Andrews Facility in January 2006 teaching business classes. Glass has brought a fresh new flare of teaching to the business department. Professor Glass focuses on the students understanding material and being able to apply concepts in class projects. The class room atmosphere is not the typical class as he has a good sense of humor that makes going to class more enjoyable. Starting the interview I walked into Professor Glasses office and I seen him playing with poker chips. The chips were for a class project to act as a common currency of money. I began the interview as he was stacking poker chips on his desk.

How have you adjusted with coming into St. Andrews as a new Facility member? "It has been fairly easy, I have taught for 15 years. The adjustment is a different. I taught at Elon University part time." The adjustment is with the different system of Elon to St. Andrews.

Is there any particular reason why you decided to become a teacher at the college level? "When I was working as an engineer I ended up training people all the time and as a result I was given the opportunity to teach at Elon. I got my masters in 1997 in Business Administration."

Do you think the students have made you feel "at home"? "St. Andrews students are a lot different than Elon; Elon is larger with about 4400 people. The approach at Elon is, how would you say (pauses) kids are more serious than here. I feel pretty welcome here. With grades as a teacher from 1 to 5 I am in 85-100% range. (Professors grade other professors on a scale of 1 to 5 on there teaching.

This would mean he gets grades of 4 or 5) This being interesting to see proves to me instead of just lecture I use three ways: visual, auditory, and kinesthetic. I try to equally cover all three."

Are you involved with the St. Andrews out side of the class room?

"FCA, I go out and watch the men's lacrosse team practice. I get the chance to get to know the guys better. On Friday nights it's called the movement where we meet at the knight at 9:15pm." Dr. Glass said that he enjoys hanging out with the students and some times he takes them to his place to play games, eat snacks, and watch movies. "I am also involved with the golf team as the system administrator."

In being involved outside college what else have you done? "I was asked by Scotland County to become a co-director for a grant for distant technology, setup up class rooms at the high school, St. Andrews, to facilitate training of teachers for special needs"

What are some of the things you like to do in your spare time? "I like to play golf. Just look at my Office. I love 60's antique slot cars. I am a fan of NASCAR. Bible Study. I like to hang out with students and youth."

Tell me about one of your proudest achievements "Teaching my son how to play golf and I got my pilot license."

In closing I asked Dr. Glass if he had anything he wanted to add He said "My passion is to teach students the truth about life, god, ethics, morality, and just to help them grow."

St. Andrews at Brunnenburg

Ian Burkett

Built in the 13<sup>th</sup> century, Brunnenburg Castle sits nestled amongst the grapevines and dwarfed by the Italian Alps just above the city of Merano. Home to The Ezra Pound Centre for Literature, Brunnenburg is now the residence of Mary deRachewiltz, daughter of American modern poet Ezra Pound and her family. St. Andrews at Brunnenburg is a program designed for St. Andrews students to live with the deRachewiltz family for a single Fall semester.



Brunnenburg Castle in Italy. Picture courtesy of Ian Burkett

During this semester, students have the opportunity to study *The Cantos* of Ezra Pound with Mary deRachewiltz, as well as Agro-archaeology (the history of farming) and Christian mythology with Pound's grandson Siegfried deRachewiltz. Outside of class, students have the unique opportunity to live and work on the family's vineyard and farm, harvesting grapes, apples, plums and a variety of other fruits and vegetables. Also, students are strongly encouraged to spend weekends traveling independently and spend several weekends traveling with the group to different cities, including Florence, Venice and Rome. Most recently, St. Andrews sent four seniors and nine juniors under the supervision of the communications and theater arts department chair, Professor Richard Brett. When asked why students should participate in the program, Professor Brett answered, because Brunnenburg is a "rare and relatively dirt cheap opportunity to see Europe". He also asserted that the Brunnenburg program gives students a "broader perspective of the world we live in," which ultimately is the goal of a liberal arts college, such as St. Andrews. If you are interested in this unique opportunity to live in Italy, to see the beautiful canals of Venice, the picturesque Italian Alps, and to study with Ezra Pound's family, while working in their family run vineyard, please contact Professor Chris McDavid. Also, look for *Privat*, a St. Andrews' original movie written and filmed in Brunnenburg, which will be screened by the Communications department toward the end of the 2007 spring semester.