Environmental Studies 143 – Summer Session 1 2017

Economy, Policy and Environment

Course Meeting Times: Tuesday/Thursday 6:00-9:30pm, ISB 221
Instructor: Robin J. Lovell, jmlovell@ucsc.edu
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Office Location: Natural Sciences 2 Rm. 427
Office hours: Tuesday/Thursday 4:00-5:00pm and by appointment

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Office Location: Natural Sciences 2 Rm. 419
Office hours: Monday 11:00-12:00pm, Thursday 2:00-3:00pm

Course Description

This class is broadly concerned with the issue of sustainability in economic, environmental, and social spheres. The Sustainable Development framework emerged as a realization of the environmental crisis caused by development – it is a complex set of debates and topics. We focus on key theories and critiques in development studies, and then explore these concepts through a series of case studies. The purpose of this class is to critically examine the relationships between the environment and the political economy of development.

The class is divided into two thematic sections. In the first part, we will explore development theories and concepts beginning with the European colonial period and culminating with the emergence of the sustainable development framework. In the second part of the class, we will use case studies to understand what sustainable development means in practice, and how alternative frameworks have emerged. The course is designed to prepare students to meaningfully participate in upper division courses and future pursuits in environmental studies, regional studies, international business, political economy, and other related fields.

Course Learning Objectives

The ENVS major and combined majors have a set of Program Learning Outcomes (PLOs) that we hope each class will contribute to achieving. Here are the PLOs that this course will specifically strengthen your ability to achieve the following:

1. Identify the societal (social, political, economic, cultural and ethical) agents and structures that contribute to environmental change. (social science competency)
2. Increased familiarity with a range of theories and measures related to environment and development, including modernization, neoliberalism, globalization, alternative development, and sustainable development.
3. An enhanced awareness of major environmental issues, including ecological change and degradation, alternative development, drugs, violence, natural hazards, livelihoods, poverty, land reform, political upheaval and gender relations.
4. Access and analyze a complex literature addressing specific topics in environmental studies, and evaluate the usefulness and limitations of individual sources of information. (analytic thinking)
5. Demonstrate effective oral and written communication skills. (communication skills)

Evaluation and Due Dates

- Attendance and Participation (20%)
- Reaction Papers (20%) – ***due June 29th and July 18th in class***
- Midterm Examination (25%) – ***July 11th in class***
- Final Examination (35%) – ***July 27th in class***

Attendance and Participation (20% total)

The evaluation of your participation will be based on attendance in class and your contribution to class discussion and activities (based on readings and previous lectures). Overall, participation is 20% of your final grade. You must be an active participant in each class session to obtain the maximum 20% possible. That means engaging in discussions, asking questions, and completing assignments. I expect you to address everyone with whom we interact (including each other) with respect.

This respect includes being on time. Late arrival (more than 5 minutes) will result in reduced participation scores. You are **allowed one absence** throughout the session, whether they are excused or not. Please do not ask the instructor for individual class session attendance waivers or makeups for the In-class Assignments unless there are *extreme* extenuating circumstances.

Readings and Reaction Papers (20% total)

Weekly required readings will be provided via Canvas. There is no textbook for this course.

You must write a 1-page reaction paper to two (2) of the readings (10% each), using the following guiding principles:

1. **Answer the prompt**. For each reading, there is a specific question assigned. Make sure to answer this question.
2. **Make a case**. Was the reading well argued? Why or why not? What evidence was most compelling?
3. **Use examples**. Do not summarize the reading. The TA and I have already read it. Instead, use examples from the reading to support your case.
4. **Suggest solutions**. For each criticism, suggest how the author could improve their research, theory, or writing.
5. **Structure your paper**. Introduce the topic (including summary) and provide one sentence telling the reader what specific topics you will cover in the subsequent paragraphs. Support these topics by devoting a paragraph of critical engagement to each (2 or 3 paragraphs), and provide a short conclusion to 'tell me what you told me'. Think: intro, body, conclusion and use topic sentences for each paragraph.
6. **Be brief**. No more than 500 words, no fewer that 450.
7. **Be formal**. Consider your audience to be a formal, educated and demanding set of critics (i.e. define the terms you use, make sure your argument is structured and cohesive...). Pay attention to grammar and format (i.e. use page numbers, create a title, double-space, 12-point font, Times New Roman.). Be sure to quote and reference any literature you use in your paper, **including the article to which you are reacting**.

Midterm and Final Examinations (50% total, 25% each)
The mid-term exam will test you on concepts and issues discussed during the first 4 class sessions of the course. The midterm will consist of short- answers, fill-in-the-blanks and multiple-choice questions. The mid-term exam will take place **in class on July 11th**.

The final exam will be cumulative. It will focus primarily on material covered in the second half of the class, but it will test you on concepts and issues discussed throughout the entire 10 class sessions of the course. It will consist of short-answers, fill-in-the-blanks and multiple-choice questions. The final exam will take place in class on **Thursday, July 27th**. Do not make travel plans prior to the final exam. There will be no makeup exams.

Course Expectations

Timeliness: Assignments are due at the beginning of class on the due date. Late assignments will receive a deduction of 25% per day (24 hours). Please anticipate printer or other common problems and allow time for them.

Laptops: Laptops and tablets will be permitted only on an individual basis. Students who need one of these devices as an accommodation or because it is essential to their work process may come to see me during office hours to "register" as an in-class device user. These students will commit to only using their device for class-related purposes. There are two reasons for this rule. First, studies have found that students who take notes by hand actually learn and retain more information than those who take notes on a laptop. Second, students who are using social media or checking email make for poor class participants and distract the people sitting behind them.

Ethical conduct: Students are expected to adhere to the UCSC policy on academic integrity (http://www.ucsc.edu/academics/academic_integrity/) and associated links. All written assignments should be original works composed individually for this course. All academic integrity violations (e.g. plagiarism, cheating, multiple submissions, facilitating dishonesty) will be prosecuted. Be sure that you know what constitutes plagiarism (http://scwibles.ucsc.edu/Documents/Avoiding%20Plagiarism.pdf) has a good explanation.

Accommodations: UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) *to me privately during my office hours or by appointment,* preferably within the first two weeks of the quarter. At that time, I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

Course Schedule

Date	Class Content	Readings/Assignments
	Part 1 History of Development	
June 27th	A) Syllabus overview and introduction to development B) Pre-WWII: from the Pristine Myth to Colonialism	Shanin 1997 Crosby 1972
June 29th	C) Post-WWII: Decolonization and Classic Development Theory D) Modernization and Dependency	Sahlins 1997 Rostow 1960 Prebisch 1949 ***Reaction Paper #1 Due in Class (Mann 2002)***
July 4th	University Closed – No Class	
July 6th	D) Globalization, Neoliberalism and Alternative Development E) Spaceship Earth and Sustainable Development	Harvey 2005 Chambers 1995 Sachs 2015 (Chapters 1 and 14)
July 11th	**Midterm Exam in Class**	
	Part 2 Case Studies of Development Challenges	
July 13th	A) The Complexities of Difference: the challenge of human well being B) Gender and Sustainable Development	Dubner 2017 (podcast) Valentine 2008 UN Reading 2014 Smyth 2007
July 18th	C) Sustainable Agriculture vs. the Green Revolution (Guest lecture: Marcela Cely-Santos) D) Less is More: Conservation and Ecotourism (Guest lecture: Erik Lowe)	Bacon 2005 Altieri et al. 2011 Siegler 2016 (podcast) ***Reaction Paper #2 Due in Class (Kerieva et al. 2012)***
July 20th	E) Global Change, Extraction, and Water Quality F) Global Change, Population and Migration	Oxfam 2004 IPCC 2014 Hartmann 2010 McLeman 2013
July 25th	G) Course wrap up: the Anthropocene and critical discussion of Sustainable Development	Lomborg 2003 Steffen et al. 2007
July 27th	**Final Exam in Class**	

Course Readings

Altieri, M. A. and V. M. Toledo (2011). "The agroecological revolution in Latin America: rescuing nature, ensuring food sovereignty and empowering peasants." The Journal of Peasant Studies **38**(3): 587-612.

Bacon, C. (2005). "Confronting the coffee crisis: can fair trade, organic, and specialty coffees reduce small-scale farmer vulnerability in northern Nicaragua?" World Development **33**(3): 497-511.

Bebbington, A. and J. Bury (2013). Subterranean Struggles: New Dynamics of Mining, Oil, and Gas in Latin America, University of Texas Press.

Bury, J., B. G. Mark, et al. (2013). "New Geographies of Water and Climate Change in Peru: Coupled Natural and Social Transformations in the Santa River Watershed." Annals of the Association of American Geographers **103**(2): 363-374.

Chambers, R. (1995). "Poverty and livelihoods: whose reality counts?" Environment and Urbanization **7**(1): 173.

Crosby, A. (1972). The Columbian Exchange: biological consequences of 1492, Greenwood, Westport.

Dubner, Stephen J. (2017) "Earth 2.0: Is Income Inequality Inevitable?" Audio blog post, April 19. Freakonomics. (http://freakonomics.com/podcast/earth-2-0-income-inequality/) (minute 33 onward).

Hartmann, B. (2010). Rethinking climate refugees and climate conflict: rhetoric, reality and the politics of policy discourse. *Journal of International Development*, *22*(2), 233-246.

Harvey, D. (2005). A brief history of neoliberalism, Oxford University Press, USA.

IPCC (2014). Working Group II Contribution to the Fifth Assessment Report of the IPCC Intergovernmental Panel on Climate Change. Summary for Policymakers, Cambridge University Press.

Kareiva, P., R. Lalasz, et al. (2011). "Conservation in the Anthropocene: Beyond solitude and fragility." Breakthrough J(2): 29-37.

Lomborg, B. (2001). The skeptical environmentalist: measuring the real state of the world, Cambridge University Press Cambridge.

Mann, C. (2002). "1491." The Atlantic Monthly: 1-16.

McLeman, R. (2013). Developments in modelling of climate change-related migration. *Climatic Change*, *117*(3), 599-611.

Oxfam (2004). Dirty Metals: Mining, Communities, and the Environment, Earthworks, Oxfam America. Boston, Earthworks and Oxfam.

Prebisch, R. (1949). The economic development of Latin America and its principal problems, UN.

Rostow, W. W. (1960). The stages of economic growth: A non-communist manifesto, Cambridge University Press.

Sachs, J. D. (2015). The age of sustainable development, Columbia University Press. Sahlins, M. (1997). The original affluent society. The post-development reader. M. Rahmena and V. Bawtree. London, Zed Books**:** 3-21.

Sahlins, M. (1997). The original affluent society. In Rahnema, M. and V. Bawtree (Eds.) *The post-development reader*. Atlantic Highlands: Zed Books.

Siegler, K. (2016). Long lines, packed campsites and busy trails: Our crowded national parks. NPR All Things Considered. Retrieved from http://www.npr.org/2016/03/07/466308123/long-lines-packed-campsites-and- busy-trails-our-crowded-national-parks

Shanin, T. (1997). The idea of progress. The post-development reader. M. Rahmena and V. Bawtree. London, Zed Books**:** 65-84.

Smyth, I. (2007). "Talking of gender: words and meanings in development organisations." Development in Practice **17**(4-5): 582-588.

Steffen, W., P. J. Crutzen, et al. (2007). "The Anthropocene: are humans now overwhelming the great forces of nature." AMBIO: A Journal of the Human Environment **36**(8): 614-621.

UN (2014). "The World Survey on the role of women in development 2014: Gender equality and sustainable development." A report signed by the Secretary General and Executive Director, UN Women.

Valentine, G. (2007). Theorizing and researching intersectionality: A challenge for feminist geography. *The professional geographer*, *59*(1), 10-21.