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
Web: https://robinjlovell.com
Office Location: Natural Sciences 2 Rm. 427
Office hours: Tuesday/Thursday 4:00-5:00pm and by appointment

Course Teaching Assistant: Marcela Cely-Santos, scelysan@ucsc.edu
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

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


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


