

ENVIRONMENT AND DEVELOPMENT
SIS 338-01, American University, School of International Service
Mondays, 11:45 AM- 2:25 PM
Spring 2013



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Office Hours: drop-in hours on Mondays, 2:30 – 3:30 pm, Tuesdays 4:00 – 5:00 pm, Thursdays 3:30 – 5:00 pm, and other meetings by appointment. Email bratman@american.edu to schedule an appointment.

Course Overview: This course examines the intersections of environmental concerns and international development. We will explore what both environmentalism and development mean in theory and in practice, looking at political, social, environmental, moral, and economic tensions present as the two broad concerns are addressed. Our focus will include an emphasis on rising to the challenge of sustainable development in developing world. The course relies upon topical case studies, analysis of the roles of political actors and international institutions, and seeks to offer a wide range of local and global perspectives on the topic. We will explore a variety of ways in which to understand the problem of sustainable development – that is, the long-term balance between economics, equity, and the environment – and also its most promising manifestations.

Course Methodology: This course will foster a space in which your critical thought is honed, where free exchange of ideas is encouraged, and where your independent and mutual learning is nurtured. Classes will integrate lectures, discussions, audio-visual materials, and in-class exercises. Assignments are aimed at stimulating students' abilities to think critically, to construct cohesive arguments, to articulate their views in a variety of formats, and to make connections between concepts in the readings and real-life applications.

Learning Objectives:

The following learning objectives are central to this course:

- Become equipped with knowledge about how sustainable development is defined and comes into practice as lived experiences and in scholarly debates.
- Gain an understanding of central debates and how different conceptual approaches delineate the cause(s) of environment-development problems and view the potential for sustainable development as a paradigm for addressing them.
- Develop abilities to apply a critical analysis of environment and development problems, using theoretical frameworks.
- Examine the actors, values and implications at stake in past and ongoing policy decisions (at local, national and international levels).
- Improve communication and research skills, including through formal presentations, written work, visual representations, and informal discussion with peers.
- Engage in following, comprehending, and analyzing related current events
- Develop and practice collaborative learning skills through group work and discussion.

While there is no explicit prerequisite for this course, it is most appropriate for students who have taken an

interdisciplinary introduction to development (such as SIS-337: International Development) and/or an interdisciplinary introduction to environmental politics (SIS-388: International Environmental Politics).

Required Texts:

None, since this is a “Green” course and primarily reliant on selections from books and articles that I think will give you the most comprehensive perspectives on this field. However, I do highly recommend your purchasing of the following recommended texts, since there are several important readings from these books, and they’re just generally so terrific you’ll want to keep them on your shelves and pass them on to others:

David Orr, *Hope is an Imperative*. (Washington, DC: Island Press, 2011)

Paul Hawken, *The Ecology of Commerce Revised Edition: A Declaration on Sustainability* (New York: Harper Collins, 2010). *Note, get the REVISED edition, not the 1993 one.

Paige West, *Conservation is our Government Now*. (Durham: Duke University Press, 2006).

Course Structure:

There are three main units in the course:

- I. Context and Content of Sustainable Development (1 – 3)**
- II. Actors, Institutions, and Processes (4-6)**
- III. Strategies for Sustainability (7-13)**

Course Policies:

A few ground rules:

- 1. ***Listen and consider*** thoughtfully so that you create a constructive dynamic for learning.
- 2. ***Be present and be respectful***. Come to class on time, come prepared for learning, practice constructive criticism, and don't get distracted (no IM'ing, cell phones off, etc).
- 3. ***Help each other***. We're on a journey to learn together; the more you push each other to debate and discuss ideas, the more you'll all benefit. If someone's nodding off, nudge them. Take initiative and form study groups if you think it will be beneficial. Think of your classmates as allies, and your professor as facilitator, coach, and teacher.
- 4. ***Remember humility***. Even as you challenge authority, remember no one has all the right answers (and often, there are no right answers). Try to let in a multiplicity of voices into class discussion, and to be open to new ideas.
- 5. ***Honor your learning process***, and the university's honor code (don't cheat or plagiarize!)... or face serious disciplinary consequences.

Student Assessment: Consistent attendance, active participation, and completion of the course assignments listed below are basic requirements for this course. Successful students in the course will show growth in their skills of analysis, public presentation, critical thinking, and argumentation. Intellectual curiosity, active participation, and engagement with the course readings are important components of success in this course (and beyond!).

Participation: 30%

Short Papers (2): 20%

Field Research Project: 25 %

Final Exam: 25 %

NOTE: Please no hard copies, as this is a green course, and also no PDFs (I will give you comments in track-changes). ALL ASSIGNMENTS SHOULD BE TURNED IN VIA EMAIL: Bratman@American.edu.

PLEASE SAVE THE FILE WITH *YOUR LAST NAME AS THE BEGINNING OF THE FILE NAME, FOR EXAMPLE, SMITH ESSAY1.DOC*. I WILL EMAIL YOU IF I AM UNABLE TO OPEN THE DOCUMENT; GENERALLY HOWEVER I WILL ONLY CONFIRM RECEIPT UPON YOUR REQUEST.

About the assignments:

Participation (30%): Central to the course objectives are a supportive and creative learning environment in our classroom, and so your engaged participation is vital! The following considerations are involved in evaluating your participation mark:

- *Attendance (10% of participation grade)* —evaluating your performance is difficult if you are not present. At a bare minimum: you won't learn nearly as much if you don't come to class. I will take attendance. More than one absence will result in grade penalties. Please communicate directly and immediately with me if you think you will miss or be late to a class.
- *Active Participation (15% of participation grade)* —Opportunities for both impromptu and prepared contributions to the class will be available. Having familiarity with the readings is also essential to a good performance and preparation in the classroom. Use your notes on the readings as the basis for remembering what it is you are curious about and what you think about the readings. This involves balanced participation in group exercises and assignments, participating fairly in group work. There are many ways to participate constructively in class: asking questions, making comments when solicited, responding to your peers, and even using non-verbal communication like nodding your head and making eye contact helps to show that you're a part of the learning going on in the classroom.

Participation grades are based upon:

- a) quality of contributions
 - b) quantity of constructive contributions (regular participation is good, dominating the discussion without allowing others to speak and be heard is bad);
- *Contribution to the Learning of Your Peers (5% of participation grade)* — Our BLACKBOARD site will allow you to post questions on the reading notes, and to reflect upon class afterwards. I hope that class time and your preparation before class will help draw connections between theoretical ideas in the readings and specific examples.
 - A) outside-of-class postings on Blackboard. *If you get in the habit of posting once a week, either before or after class, you'll get high scores for this, and if you post only during the very last week of classes, you won't.*

I will often ask for you to talk with your peers about the readings and to set your learning goals for class sessions.

Short Paper assignments (20%): The assignments are listed in the syllabus.

Community-based Field Research (25%): This entails continuing research in conjunction with a local community organization. The Washington Area Bicyclists' Association about perceived barriers to mobility amongst low-income populations in Wards 7 and 8 of Washington, DC. My expectation is that you will **conduct 5 interviews per person** based on a survey developed by graduate students during the Fall 2012 semester, and enter your data into an Excel file. In addition, you will be asked to write a brief reflection paper (3 pages maximum) about the research experiences and your additional observations while conducting this field research. The deadline for both of these final products is April 22, 2013. Further details TBA.

Final Exam (25%): Your final exam will be comprehensive and is a verbal exam. You will individually schedule your exams with me, and come to my office for the exam in pairs (this is for moral support; your grade is completely individual). Exams will take place during the final exam week, May 1 - 4. More details TBA.

Grading:

Specific criteria for evaluation will be specified when assignments are given. Instructions for all assignments are or will be posted on Blackboard.

Standards for Performance Evaluation:

100-95 A	Outstanding	79-82 B-	Fair adequacy, but much room for improvement
91-94 A-	Excellent	75-78 C+	Basic, needs more work
87-90 B+	Very Good	72-74 C	Lacking competency, needs substantial improvement
83-86 B	Satisfactory, competent	68-72 C-	Mediocre, concerning ...and so on

Late Policies: All late assignments will be penalized immediately by a drop of 2 points if they are late. Assignments are due by the START of class. After that, papers will have 2 points deducted per day until they are turned in. The only exception to this is if you have contacted me beforehand, in writing with a serious, appropriate reason (e.g. illness is ok, overloaded with other work is not ok). Plan ahead! In order to stop your late penalty, email your paper to me. I will use the day and time of the email as the end of the penalty period.

Rewrites: are not allowed.

Extra Credit: Will count towards improving your participation or homework grades, whichever area is more necessary. Opportunities for extra credit will include attending Environmental Film Festival events and specified guest speaker events on campus, and writing up a 2-page reflection on what you learned. Maximum 2 extra credit write-ups per person.

One-credit add-on options: Please see me if you are interested in doing an additional credit for this class through the honors program, or through the Community Service-Learning Project (CSLP) extra credit option. The CSLP allows students to earn an additional credit to a class when you relate this work to an established three or four-credit course by way of a project, product, or service. The CSLP entails 40 hours of service during the course of the semester at one nonprofit site, as well as a reflection and evaluation session at the end. For more information about AU's service-learning option, contact Marcy Fink Campos by email (mfcampos@america.edu) or phone (Extension. 7378). You can also stop by the Community Service Center, on the second floor of the MGC. See their resources in person, or go to their website at www.american.edu/volunteer.

Emergency Preparedness for Disruption of Classes:

In the event of an emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of an emergency, students should refer to the AU Student Portal, the AU Web site (www.

prepared. american.edu) and the AU information line at [\(202\) 885-1100](tel:(202)885-1100) for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college-specific information.

Academic Integrity:

Standards of academic conduct are set forth in the University's Academic Integrity Code. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course.

Standards of academic conduct are set forth in the University's Academic Integrity Code. For details, see <http://www.american.edu/provost/registrar/regulations/reg80.cfm>

Plagiarism: To plagiarize is to use the work, ideas, or words of someone else without attribution. Plagiarism may involve using someone else's wording without using quotation marks--a distinctive name, a phrase, a sentence, or an entire passage or essay. It may also involve misrepresenting the sources that were used."

Please be careful to avoid plagiarism! If you are not certain about citations, writing procedures or anything else related to academic conduct to please seek assistance from your professor or the Writing Center before submitting your work. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. *Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course.*

CLASS SCHEDULE

1. January 14, 2013 – Introduction to the Course: What is Sustainable Development?

BB post: Respond to (1 or 2, not all) of the following: Do you agree with Lappé's assessment of scarcity as a dominant paradigm for our world today, and why or why not? Why is empowerment, sought through addressing the disempowering messages, so central to Lappé's arguments about what we need to do to shift our ways of approaching the world? Which of the disempowering messages that Lappé focuses on do you think are most intractable in terms of how deeply they are embedded in our society, and why?

1. Overview of Syllabus
2. Logistics and Expectations
3. 1-credit add-on for service-learning
4. A Sustainable development visioning exercise: the three pillars

Infinity is ended, and mankind is in a box;

The era of expanding man is running out of rocks;

A self-sustaining Spaceship Earth is shortly in the offing

And man must be its crew - or else the box will be his coffin.

– from The Ballad of Ecological Awareness

READ, BEFORE CLASS:

Francis Moore Lappé, "Liberation Ecology." *Resurgence*. No. 252 January/February 2009. pp.18-20.

2. January 28, 2013 –What is the scope and degree of our environmental and development challenges? (Origins and Overview)

Note: Today is the Last day to add a spring course, internship, Independent Reading or Research, or Community Service-Learning project.

BB post: To what extent is a 'gloom and doom' approach to environmentalism useful as a political mobilization tactic? In what contexts is 'sleeves rolled up' hopefulness more (or less) useful in engaging political action? What is the central implication for political action of Boulding's 'spaceship earth' metaphor, or of Hardin's 'lifeboat' ethics?

sign-up for Class 4 teams during the week (Google doc, under "Course Documents", Week 2)

HOMEWORK 1 (at start of class, via EMAIL to Bratman@american.edu): This assignment involves a mix of writing and non-written creative expression. First – write about what, to you, is the most pressing sustainable development challenge we face as a society (locally or globally, or both)? Think about where you would start if you had to pick one 'most important' issue to tackle: how would you rank the relative importance of climate change, public health, overpopulation, hunger and food security, consumption, poverty and inequality, justice, short-term thinking, or some other issue? (Keep your response to around 2 pages, please). THEN: Find a way to symbolize that issue, and to portray the challenge symbolically – your symbol can take the form of a drawing, collage, a poem, or some other format that is not prose. Be creative, please don't just clip an image from the internet or copy a poem from someone else. **Be prepared to share your symbol with your peers in class during session 2.** (Note, this might involve printing, or bringing a laptop to class so that you can show your symbol).

*REMINDER: save the file as YOURLASTNAME.doc before you send it to me.

Clapp, J. and Dauvergne, P. Chapter 4, "Economic Growth in a World of Wealth and Poverty." *Paths to a Green World* (Boston: The MIT Press), pp. 83-117.

Orr, David. 2009. "Two Meanings of Sustainability." *Hope is an Imperative* pp. 93-111.

Garrett Hardin, "Living on a Lifeboat" (reprint from *BioScience*, October 1974).

Kenneth Boulding, "A Ballad of Ecological Awareness." in Richard P. Beilock, ed. *Beasts, Ballads, and Bouldingisms* (New Brunswick: Transaction Books, 1980), p. 164-167.

Recommended:

Hopwood, Bill, Mary Mellor and Geoff O'Brien. (2005). "Sustainable development: mapping different approaches." *Sustainable Development*. 13: 1 (Feb 2005). pp. 38-52.

3. February 4, 2013 – Critical Perspectives on Environmental Degradation and Poverty (and what to do about it)

BB post: Comments on the readings - what do you find most convincing about Maniates' insights? Can the paradox that Guha identifies be overcome, and what about the contradictions of global development that Philip McMichael identifies?

Additional class discussion: If you had to tackle the 'sustainable development' problem from the level of personal decisions, policies, discourses, technological inventions, or some other angle, which angle would you choose and why?

Michael Maniates, "Individualization: Plant a Tree, Buy a Bike, Save the World?" *Global Environmental Politics* 1: 3, (2001), pp. 31-52.

Ramachandra Guha, "The Paradox of Global Environmentalism" *Current History*. October, 2000, 367-370.

McMichael, Philip. 2009. "Contemporary Contradictions of the Global Development Project: geopolitics, global ecology and the 'development climate'." *Third World Quarterly*, 30:1, 247-262.

RECOMMENDED:

Gustavo Esteva and S. Prakash, "From Global Thinking to Local Thinking." in Majid Rahmena, ed., *The Post-Development Reader* (London: Zed Books, 1997) pp. 277-289.

Wolfgang Sachs, "No Sustainability without Development." originally in The Ecumenical Association for Church and Society, Brussels, in an Occasional Paper entitled "Critical Reflections of the Culture of the West" (1995).

<http://www.aislingmagazine.com/aislingmagazine/articles/TAM21/Sustainability.html>

4. February 11, 2013 -- Sustainable Development: North-South Debates and Global Policy

BB post: What do you see as the main conflicts between different national blocs during these conferences? Are there any common themes you can identify that have remained a part of our sustainable development challenges since the early 1990s?

HOMEWORK Assignment 2 (due today): write a brief policy memo (2 pages max., bullet points OK) summarizing your assigned team's negotiating position and rationale for that position.

Role-play exercise, in class (teams are listed under “Week 4 Course Documents”).

Exercise/assignment: Teams of 3 will role-play central positions, representing:

1. The Brazil delegation in Rio '92 (with attention to national sovereignty, forests and development)
2. The US delegation in Rio '92, (with attention to conservation and forests)
3. South Africa at Johannesburg (development issues)
4. Germany at Johannesburg (poverty alleviation, technology, environment)
5. Tuvalu at Copenhagen over emissions mitigation
6. China at Copenhagen over emissions mitigation
7. US at Copenhagen over emissions mitigation
8. The Nature Conservancy at Cancun over REDD +
9. Bolivia at Cancun over REDD + (and Rights to Nature)

All Students, read:

Steven Bernstein, “Liberal Environmentalism and Global Environmental Governance.” *Global Environmental Politics* 2:3 (August 2002), pp. 1-16.

Woodward, David. (2010). “Democratizing Global Governance for Sustainable Human Development.” *Development* 53: 1 (Mar 2010): 42-47.

Recommended (for all):

W.M. Adams, *Green Development*. Chapter 2, p. 54-79. (offers a detailed history of *Our Common Future*, Sustainable Development leading up to Rio '92)

Specific Readings, by Team: Note: *feel free to supplement the readings below with internet sources (e.g. blog accounts), as you see fit, in completing the assignment and preparing for the role play.*

Rio '92 Teams:

João Augusto de Araujo Castro, “Environment and Development: The Case of the Developing Countries.” in *Green Planet Blues*, 29-36. (for a sense of the 1972 position)

Heinrich Boll Foundation, “The Jo'Burg Memo” - Part 1, “Rio in Retrospect” p. 9-15.
http://www.worldsummit2002.org/publications/memo_en_with.pdf

Jo-Burg '02 Teams:

Miquel Muñoz and Adil Najam, “Rio + 20: Another World Summit?” *Sustainable Development Insights* No. 2, November, 2009. (Boston University, Pardee Center), 1-8.

Ronald Bailey, “Wilting Greens.” *Reason*, 2002. <http://reason.com/archives/2002/12/01/wilting-greens>

Johannesburg Declaration,

http://www.un.org/jsummit/html/documents/summit_docs/0409_16rev2_pol_decl.pdf

James Gustave Speth, "Perspective on the Johannesburg Summit." in *Green Planet Blues* 156-163.

Copenhagen '09 Teams:

Pew Center on Climate Change, "Fifteenth Session of the Conference of the Parties to the United Nations Framework Convention on Climate Change and Fifth Session of the Meeting of the Parties to the Kyoto Protocol" <http://www.pewclimate.org/docUploads/copenhagen-cop15-summary.pdf>

Cancun '10 Teams:

Maude Barlow, "Building the Case for the Universal Declaration of The Rights of Mother Earth" in *Does Nature have Rights?* Global Exchange, 2010.

<http://www.globalexchange.org/campaigns/greenrights/RightsofNatureReportWebENG.pdf>

p. 6-11.

REDD + Video "Nature: Our Ally in Climate Change" (IUCN)

http://www.iucn.org/about/work/programmes/forest/fp_our_work/fp_our_work_thematic/redd/redd_publications/redd_video/?5067/Nature-our-trusted-ally-in-climate-change-fight

The Nature Conservancy, "Compromise and Clarity at Cancun."

<http://www.nature.org/pressroom/press/press4806.html>

Global Exchange, "We Need 1,000 Cochabambas." <http://therightsofnature.com/?p=183>

5. February 18, 2013 – Sustainable Development for Whom? Power and Community

Participation

BB post: What does good participation look like, to you, and how does it contrast with the examples of participatory development you see in the course readings? Or, topic of your choosing.

Kothari, Uma, 2001. "Power, knowledge and social control in participatory development." In Cooke, Bill & Uma Kothari (Eds.) *Participation: The new tyranny?* London: Zed Books, pp. 139 -152.

Goldman, Michael, 2005. "Producing Green Science Inside Headquarters." *Imperial Nature* (New Haven: Yale University Press), pp. 101-150.

Mosse, David. 2005. "Tribal Livelihoods and the Development Frontier." in *Cultivating Development: An Ethnography of Aid Practice* (New York: Pluto Press), pp. 47 – 74.

Recommended:

Brown, David (2004), Participation in poverty reduction strategies: democracy strengthened or democracy undermined?, in Hickey, Samuel and Giles Mohan (eds.), *Participation: From Tyranny to Transformation?*, London: Zed, pp. 237-251.

Ostrom, Elinor. 1999. "Design Principles in Long-Enduring Irrigation Institutions." in Michal McGinnis, ed. *Polycentric Governance and Development*. Ann Arbor: University of Michigan Press.

6. February 25, 2012 -- The Price is Right? Resource Allocation and Climate Change

BB post: How are payments and markets for greenhouse gases changing the way we approach the problem of climate change? Are increased costs of oil a good thing for the Earth, because they help reduce externalities? Other topic of your choosing.

Brian Dawson and Matt Spannagle. 2009. "Clean Development Mechanism" and "Technology, Structural Change, and Organizations." in *The Complete Guide to Climate Change* London: Routledge. pp. 78-87, 366-374.

Bretton Woods Project, "Faulty systems at the Bank's Forest Carbon Partnership Facility." <http://www.brettonwoodsproject.org/art-565622>

Servaas Storm, "Capitalism and Climate Change: Can the Invisible Hand Adjust the Natural Thermostat?" *Development and Change*. 40:6 (2009), pp. 1011–1038.

Ackerman, Frank, and Stanton, Elizabeth. 2010. "The Social Costs of Carbon." Stockholm Environmental Institute (SEI). Available from: http://sei-us.org/Publications_PDF/SEI-E3-SocialCostCarbon-10.pdf

Recommended:

David Pearce, et al., "Prices and Incentives for Ecological Improvement." in *Blueprint for a Green Economy*. (London: Earthscan, 1989), p. 153-172.

Daly, Herman E. 1990. "Sustainable Development: From Concept and Theory to Operational Principles." *Population and Development Review*, Vol. 16, Supplement: Resources, Environment, and Population: Present Knowledge, Future Options, pp. 25-43.

Ayers, Jessica and David Dodman (2010) "Climate change adaptation and development I: the state of the debate." *Progress in Development Studies* 10 (2): 161-168.

7. March 4, 2013 – Greening Capitalism, Socializing Entrepreneurship

BB Post: To what extent do you believe the arguments that capitalism can be greened and entrepreneurship can be radically re-directed towards social improvements are true? Where might you forecast the shifts in the technological age taking our economy, and our society? (On a different but related note), what, if any lessons, does the Economy of Commerce offer us twenty years after its original publication (from 1993) and do you think they will hold 20 years into the future?

1st half of class: Field research discussion and background

2nd half of class:

Paul Hawken, 2010 *The Ecology of Commerce Revised Edition: A Declaration on Sustainability*. New York: Harper Collins. p. 1-42, 151-196.

Jacqueline Novogratz, 2010. Chapter 5 and Chapter 9 in *The Blue Sweater*. Rodale Books.

8. March 18, 2013 – De-Growth and Sustainable Consumption

BB Post: What might it take for you, personally, to adopt a view of environmentalism not based on the idea of individual consumption? To what extent does Wendell Berry's piece offer us a radically different view of growth and the good life, and is it convincing? Does new technology offer a sufficient answer, or is it still part of the over-consumption paradigm? What should Americans do with all of the stuff we already have?

- Annie Leonard. <http://storyofstuff.com/>
- Richard Heinberg, “The End of Growth” video (29 minutes) at <http://www.youtube.com/watch?v=XjFQLGVIIJk>
- Brad Plumer, “Have we Reached the End of Economic Growth?” Washington Post blogs, Sept. 11, 2012. <http://www.washingtonpost.com/blogs/wonkblog/wp/2012/09/11/have-we-reached-the-end-of-economic-growth/> and response on the “Post-Productive Economy” from *The Technium*: http://www.kk.org/thetechnium/archives/2013/01/the_post-product.php
- Berry, Wendell. 2010. “Money versus Goods.” in *What Matters? Economics for a Renewed Commonwealth*. (Berkeley: Counterpoint), pp. 41-52.
- Conca, Ken. 2001. “Consumption and Environment in a Global Economy.” *Global Environmental Politics* 1:3, August 2001, pp. 53 – 71.

Recommended:

- Robert H. Frank, “Post-Consumer Prosperity” *The American Prospect* March 24, 2009. http://www.prospect.org/cs/articles?article=postconsumer_prosperity
- G. Tracy Mehan III, “Being Green, Making Green.” *The National Review* April 22, 2005. <http://www.nationalreview.com/articles/214265/being-green-making-green/g-tracy-mehan-iii>
- Prosperity Without Growth debate
<http://preview.fatbeehivefilms.com/sdc/EdinburghPWGdebate.mp3>
- Joan Martinez Alier, “Socially Sustainable Economic De-Growth.” *Development and Change* 40: 6, 1099–1119.
- Bill McKibben, 2007. “After Growth” in *Deep Economy*, p. 5-45.

9. March 25, 2013 – Conservation and Development: Biodiversity

BB post: To what extent is it appropriate that environmental activists and “conservationists” speak for others – and especially for nature, which has no voice of its own? ; Are indigenous communities generally helpful, noble actors in engaging in development/environment projects?

- Mac Chapin, 2004. “A Challenge to Conservationists.” *World Watch Magazine* November/December.
- Nancy Lee Peluso, “Coercing Conservation.” in *Green Planet Blues*, 346-257.
- Rob Nixon, 2011. *Slow Violence and the Environmentalism of the Poor* (Harvard University Press, 2011) Chapter 6 “Stranger in the Eco-Village.”

Recommended:

- Clark S. Binkley, “Forestry in a postmodern world or just what was John Muir doing running a sawmill in Yosemite Valley?” *Policy Sciences*, 31 (1998): 133-144.
- Kent Redford and Steven Sanderson, “Extracting Humans from Nature” *Conservation Biology* (2000) 14:5, pp. 1362-1364.

10. April 1, 2013 – Resource Control: Infrastructure and Appropriate Technology

BB post: How do you tell the difference between the latest development fads and ‘appropriate’ technology? What are the most sensible ways for policy to navigate the balance between making widespread change through development interventions and making incremental development improvements?

- Paige West, (2006). “New Guinea – New York” and “Articulations, Histories, Development.” in *Conservation is our Government Now* (Durham: Duke University Press), pp. 27-50, 74-124 (from “The History of Development” to end of chapter).

Burkhard Bilger, Annals of Invention, "Hearth Surgery," *The New Yorker*, December 21, 2009, p. 84
Weisman, Alan. Fall, 1995. "Colombia's Model City." *In Context* #42. Available from:
<http://www.context.org/iclib/ic42/colombia/>

11. April 8, 2013 – (Un)sustainable Rural Development: Food Insecurity

BB: Is the best response to food insecurity to ramp up production through new technological inputs, to work towards local food production, or some other option? What are some issues you see with the viability of small-scale farming in this country, and with urban agriculture? What are some issues you see with high-tech and industrial agriculture? Or, topic of your choosing.

Kaufman, Fred. 2010. "The Food Bubble: How Wall Street Starved Millions and Got Away with It." *Harper's* July 2010. pp. 27-34.

Vandana Shiva, "Soil Not Oil: Securing Food in a Time of Climate Crisis." in *Soil Not Oil* (Boston: South End Press, 2008), pp. 95-132.

Elizabeth Rosenthal, "As Biofuel Demand Grows, so does Guatemala's Hunger Pangs." *New York Times*, January 5, 2013. (Article + Video clips). Available from:
http://www.nytimes.com/2013/01/06/science/earth/in-fields-and-markets-guatemalans-feels-squeeze-of-biofuel-demand.html?hp&_r=0

Robert Chambers, "Normal Error," in *Whose Reality Counts?* (London: ITDG Publishing, 1997), pp. 15-32.

Recommended:

Richard Manning, "[The Oil We Eat](#) ." *Harper's Magazine* February, 2004.

Francis Moore Lappé and Anna Lappé, *Hope's Edge: The next diet for a small planet*, Chapter 1 and Chapter 6, pp. 13-33, 138-64.

James C. Scott, "Taming Nature: An Agriculture of Legibility and Simplicity." in *Seeing Like a State* (New Haven: Yale University Press, 2001), pp. 262-307.

Helene York, "What's the Fairest way to Eat Food?" *Huffington Post*, Dec. 22, 2009
<http://food.theatlantic.com/sustainability/whats-the-fairest-way-to-eat-food.php>

The Economist. "How to Store and Sell More Stuff?" *The Economist*, November 19, 2009
http://www.economist.com/world/international/displaystory.cfm?story_id=14926122

12. April 15, 2013 – Urban Development, Land Use Planning, and Eco-Cities

BB post: To what extent are cities indicative of environmental disruptions and problems, or are they more what we should look to as our greatest hope for energy efficient, eco-friendly living?;

Andy Warhol once said: "I think having land and not ruining it is the most beautiful art that anybody could ever want to own." What do you think of this quote? Does making an area sustainable take a total re-design or re-invention, or might it be achieved more effectively through other means? Or, topic of your choosing.

Matthew E. Kahn, "The Urban Environmental Kuznets Curve." and "Income Growth and Urban Environment: The Role of the Market." (Chapters 3 and 4) *Green Cities: Urban Growth and the Environment*. (Washington, DC: Brookings Institution Press, 2006) pp. 30-66.

Carlson, Scott. November 6, 2011. "Oberlin, Ohio: Laboratory for a New Way of Life." *The Chronicle of Higher Education* . <http://chronicle.com/article/A-College-Town-Imagines-a-New/129650/>

Paul Hawken, Amory Lovins, and Hunter Lovins. "Making the World" and "Human Capital" *Natural Capitalism* (Boulder: Rocky Mountain Institute Press), pp.62-81, 295-308.

Recommended:

Keith Pezzoli, "Environmental Conflicts in the Urban Milieu: the case of Mexico City." *Environment and Development in Latin America* pp. 205-229.

James C. Scott, "The High Modernist City: An Experiment and A Critique" and "Thin Simplifications and Practical Knowledge: Métis." in *Seeing Like a State*, pp.103-146, 309-341.

13. April 22, 2013 – Wither Sustainable Development? (A Re-appraisal)

BB: What are the greatest mental shifts necessary in order to achieve sustainable development? What are the most convincingly strong leverage points for achieving sustainability, in your opinion? Why, if at all, is sustainable development a discourse worth clinging to, and what might a 'reset' look like?

APRIL 22, 2013, 11:35 AM – Field Research Survey data and Reflection paper due

Donella Meadows, (1999). "Leverage Points: Places to Intervene in a System." *The Sustainability Institute*.

Alan AtKisson, (2009). "Pushing Reset on Sustainable Development" *Sustainable Development Insights* No. 1, October. (Boston University, Pardee Center), 1-8.

David Orr, "Designing Minds" and "Loving Children: A Design Problem." *Hope is an Imperative* pp. 163-179.

David Orr, Hope (in a Hotter Time) *Hope is an Imperative* pp. 324-332.

Recommended:

Timothy Doyle, "Sustainable development and Agenda 21: The Secular Bible of Global Free Markets and Pluralist Democracy." *Third World Quarterly*, 19: 4 (1998), pp. 771-786.

Michael Redclift, "Sustainable Development (1987-2005) – an oxymoron comes of age." *Horizontes Antropológicos*, 12: 25 (June 2006), 65-84. (available from:

http://socialsciences.scielo.org/scielo.php?pid=S0104-71832007000100002&script=sci_arttext)

John Robinson, "Squaring the Circle? Some thoughts on the idea of sustainable development" *Ecological Economics*, 2004. 48: 369-384.

14. April 29, 2013 – Last class – wrap up and review session

BB post: Choose one quote from the readings this semester that has most hit home with you, or that you think encapsulates some of the main lessons from this course. Why do you find it insightful?

15. May 1 - 4, 2013 - FINAL EXAM (Scheduled by appointment).