



MC492: Sustainable Development and Policy, Senior Seminar, Fall 2007

Course Information

Monday and Wednesday: 10:20 – 12:10

369L Case Hall

Course Web Page: <http://www.angel.msu.edu>

Instructor Information

Professor Daniel Kramer

Office: 370 North Case Hall

Phone: (517) 432-2199

Email: dbk@msu.edu

Office Hours: Monday 1 - 3

The best way to reach me is during my office hours. I am also readily available by appointment. To set up an appointment, talk to me in class, leave a phone message or send me an email.

NOTE: I have a joint appointment with the Department of Fisheries and Wildlife so I spend roughly half my time in the Natural Resources Building.

Course Overview

Sustainable development for some is a new paradigm for economic development, a refuge from the hegemony of markets and neo-liberalism and a recognition of the strong ties between social and natural systems. For others, sustainable development is nothing more than pie-in-the-sky eco-utopianism, a misguided and ill-defined venture which only serves to derail economic and therefore environmental progress. In this seminar, we will explore the competing claims, politics and policies of sustainable development. We will begin with the philosophical and theoretical underpinnings of sustainable development and then transition to a series of geographically-based case studies: China, Latin America, Montana, Rwanda, the Dominican Republic, Haiti, New York City, and Michigan.

We will rely on five required course books, several journal articles, guest speakers and documentary films to motivate our discussions.

Course Objectives

- Students will have a good understanding of the various definitions of sustainable development and competing claims and controversies surrounding these definitions.

- Students will possess a foundation of conceptual frameworks and factual knowledge which allows them to make an informed and unique assessment of the different views on sustainable development.
- Students will understand the challenges of balancing the demands of society and nature in various contexts.
- Students will improve their research skills.
- Students will improve their oral and written, communication skills.
- Students will improve their critical reading and summarization skills.

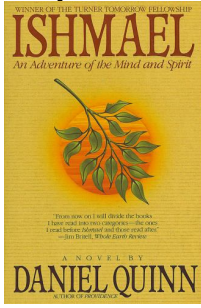
Pedagogy and Discussion Leaders

Because this is a seminar, I share the responsibility of pedagogy with students. For each class period, one student will be responsible for preparing questions on the readings and posting them on ANGEL by **5 pm the day before class**. The discussion leader is also responsible for beginning and maintaining class discussions. Your efforts will constitute a portion of your participation and collegiality grade. Below are some possible questions and suggestions to consider when preparing for your turn as discussion leader.

- What is the reading's thesis or central idea? What particular quotations express the thesis?
- What are the key points in the flow of the argument? Do you agree or disagree with the key points?
- What are the key terms (i.e. new concepts, names, organizations) in the reading?
- What quotations are particularly important, interesting, provocative, or controversial?
- How does the perspective presented compare with previous readings?
- How do the central ideas in the reading relate to our own lives and experiences – those of students, those of us in the developed world, women, men etc.?
- How would you refute the arguments presented?
- What are the strengths and weaknesses of the reading?
- Are there issues that the author is ignoring which you think are relevant to the discussion?
- Does the reading have relevance for different times and places?
- Be provocative.
- Be challenging.

Resources and Readings

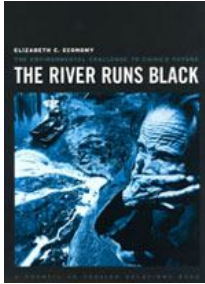
Required Texts



Daniel Quinn. 1992. *Ishmael*. Bantam Books: New York, NY, USA.



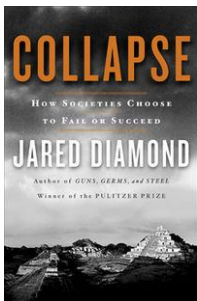
Wilfred Beckerman. 2002. *A Poverty of Reason: Sustainable Development and Economic Growth*. Independent Institute: Oakland, CA, USA.



Elizabeth C. Economy. *The River Runs Black: The Environmental Challenge to China's Future*. 2004. Cornell University Press: Ithaca, NY, USA.



J. Timm Roberts and Nikki Demetria Thanos. 2003. *Trouble in Paradise: Globalization and Environmental Crises in Latin America*. Routledge: New York, NY, USA.



Jared Diamond. 2005. *Collapse: How Societies Choose to Fail or Succeed*. Penguin Books: New York, NY, USA.

Other Readings

All other readings including journal articles listed below and the occasional newspaper articles to be announced in class. Articles can be found on ANGEL.

Grading

Your grade will be based on the following tasks:

Participation and Collegiality:	20%
Midterm Exam:	20%
Final Exam:	20%
Research Paper:	
Proposal	5%
Rough Draft	5%
Oral Presentation	10%
Final Draft	20%

Evaluation Criteria for Written Work and Exams

- **4.0:** Your work is excellent relative to the level necessary to meet course requirements. You not only make strong, organized arguments that make good use of evidence and link theory to empirical cases but also are able to recognize the limits of those arguments through thoughtful assessments of alternative explanations. Your work is probing, perceptive, and well expressed.
- **3.0:** Your work is good relative to the level of course requirements. It demonstrates very good command of the materials, is well written and insightful.
- **2.0:** Your work meets requirements of the assignment, demonstrates adequate command of materials, and is fairly well expressed. Please note that an average grade is a 2.5.
- **Lower than 2.0:** Your work meets minimum requirements for credit but shows weaknesses in the mastery of material and expression.

Evaluation Criteria for Participation and Collegiality (Based on attendance, participation, collegiality, and effectiveness as discussion leader.)

- **4.0:** Students who earn a 4.0 are consistently excellent colleagues. They are always present and prepared for class, and they bring interesting and relevant questions and comments to bear on the subject material. They are equally good listeners and show a genuine interest in their fellow students' thoughts. These students have completely bought into the class and made it better through their contributions, energy, and hard work.
- **3.0:** A student who earns a 3.0 may have missed two or three classes throughout the semester but generally has been an active and enthusiastic participant in the course. Other students who earn a 3.0 may have been in class and prepared for class every day, but will have occasionally articulated ideas without reference to the direction of the conversation; that is, they actively participated in discussions without listening to their colleagues' previous statements.
- **2.0:** A student who earns a 2.0 is very much an average student. He or she will miss two or more classes throughout the semester or will come to class several times during the semester without having fully read and understood the assigned materials. Other such students will be prepared for class and will come to every

class meeting, but will not fully participate in class activities and discussion; instead, they hold back, waiting for others to ask the tough questions or take the chance at making a mistake. Still other students who earn a 2.0 will occasionally dominate a class discussion and use rhetorical tactics that limit other students' participation.

- **Lower than 2.0:** Students who earn a 1.0 or a 0 in the participation and collegiality portion of their grade will have missed more than three classes or will have come to class several times without being fully prepared for the class meeting. In the class discussions and activities, lower than average colleagues will avoid participating or will occasionally attempt to dominate the discussions.

Important Due Dates for Assignments

Midterm Exam	October 24 th
Research Paper	
Proposal	October 1 st
Rough Draft	November 19 th
Oral Presentations	November 19 th to December 5 th
Final Draft	December 5 th
Final Exam	December 13 th , Thurs., 10 - 12

Research Proposal

The research proposal is intended to be a short assignment. Below are my expectations for the research proposal.

- The proposal should 2 to 3 double spaced pages not including your list of references
- The proposal must clearly state your research question.
- The proposal must provide a rationale for why the research is important.
- The proposal will summarize current thinking on the topic and the relevance of your thesis.
- The proposal will present an outline, either in text or bullet form which describes the organization and logic of your research paper.
- The proposal should enumerate the sources you might use in order to demonstrate that there is adequate material. Sources may change as you develop your paper.

Oral Presentation

Each student will provide an oral presentation of their research in class. Below are my expectations for the presentations.

- Presentations should be illustrated using PowerPoint. Supplemental media including videos and radio broadcasts are also good.
- Presentations should be accompanied by an executive summary which should be posted on ANGEL the night before your presentation. The executive summary should provide an introduction to your topic and summaries of the key insights you develop. The executive summary should be no more than 3 double spaced pages.
- Presentations should be 20 minutes in length. In addition, each student will be allotted 10 minutes for questions and answers.
- Presentations should not be read. Note cards are fine as long as you are not reading from them.

Research Paper

Your research paper should both be a descriptive and a prescriptive analysis of a topic related to sustainable development. Below are my expectations for the research paper.

- Papers should be submitted electronically before class on the due date. Only the final draft should also be submitted in paper form.
- The rough and final drafts should be 25 to 30 double spaced pages in length, 12-point font, 1 inch margins all around.
- Punctuation, grammar, and source attribution should be near perfect.
- Papers should include an organizational plan, clear transitions, subheadings when appropriate, paragraphs with topic sentences, and a logical and coherent sequencing of ideas.
- Papers must include a thesis statement which expresses the intent of the paper.
- Papers must include the following sections: 1) introduction, 2) data and methods, 3) results, 4) discussion, 5) conclusion, and 5) references.
- Papers should be properly referenced. You should use abbreviated citations in the text of your paper using the following format – (Johnson and Wilson 2004). Sources should be fully cited in your list of references at the end of your paper using the following format.

Johnson, Tom and Bill Wilson. 2004. Collisions of Culture: Globalization and the Environment. *Journal of Globalization and the Environment*, volume 3(4): 15-34.

- I will consider the depth of understanding and creativity demonstrated in your papers.
- **Tip: Proofread, proofread, proofread**

Midterm and Final Exams

- The midterm exam will be based on all material covered up to that point. The final exam will be comprehensive but will emphasize untested material. Both exams will test your understanding of and ability to synthesize class readings, class discussions, documentary films, guest contributions, and student presentations.
- Each exam will consist of short (page length answers) and long essay questions (2 to 4 page length answers).

Policies

Attendance

Attendance is required for this class. I understand that occasional emergencies (illness or family emergencies) may occur. In such cases, you should notify me before class begins that you cannot attend. If you don't speak to me in person, you can leave a voice mail or email message with your phone number and the reason you won't be attending class that day. You are responsible for finding out what you missed in class.

Classroom Conduct

Students whose behavior is disruptive either to the instructor or to other students will be asked to leave the class. Everyone's experience and opinions will be valued. Not everyone must agree, even with the instructor, however, differing points of view must be communicated respectfully.

Diversity

This course is intended for students with a variety of interests and backgrounds. The diversity of ethnicities, cultural backgrounds, races, perspectives, experience, and ways of addressing problems among students is one of the most enriching aspects of any course. I will encourage students to acknowledge classroom diversity by listening attentively and politely to one another especially when opinions of students differ.

Grading Grievances

Students with a grievance regarding grading should submit to me in writing the nature of their grievance and their proposed remedy within 48 hours of having received the returned assignment. I will then discuss the grievance with the student.

Late Work

Late work will be docked one full letter grade for every day (not class day) the work is late.

Scholastic Dishonesty (<http://www.vps.msu.edu/SpLife/reg3.htm#1.00>)

The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University; therefore, no student shall:

- claim or submit the academic work of another as one's own.
- procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization.
- complete or attempt to complete any assignment or examination for another individual without proper authorization.
- allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.
- alter, tamper with, appropriate, destroy or otherwise interfere with the research, resources, or other academic work of another person.
- fabricate or falsify data or results.

Students with Disabilities

Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential. Such students also should contact *The Resource Center for Persons with Disabilities* (RCPD), 120 Bessey Hall, (517) 353-9642 and visit their web site at <http://www.rcpd.msu.edu/Home/>.

Course Readings and Calendar

August 27th: Introductions

- Course Outline, Syllabus, Assignments, and Expectations

August 29th: Man's place in the world

- Daniel Quinn, *Ishmael*, Chapters 1 to 4, pages 3 – 75

September 3rd: Labor Day, No Class

September 5th: Man's place in the world continued

- Daniel Quinn, *Ishmael*, Chapters 5 to 10, pages 79 – 207

September 10th: Man's place in the world continued

- Daniel Quinn, *Ishmael*, Chapters 11 to 13, pages 211 – 263

September 12th: An Overview of Sustainable Development

- Robert W. Kates, Thomas M. Parris, Anthony A. Leiserowitz. What is Sustainable Development: Goals, Indicators, Values, and Practice. *Environment* 47(3): 8 – 21. (ANGEL)
- William E. Rees. 1995. Achieving Sustainability: Reform or Transformation? *Journal of Planning Literature* 9: 343 – 361. (ANGEL)
- Keith Pezzoli. 1997. Sustainable Development: A Transdisciplinary Overview of the Literature. *Journal of Environmental Planning and Management* 40(5): 549 – 574. (ANGEL)

Recommended Readings:

- Alcock, R. 1997. Consumption and sustainable development. *Science* 276(5319): 1632-1633.
- Atkin, J., A. Cobb, et al. 1997. Sustainable Development. *Scientific American* 277(2): 8-8.
- Beekman, V. 2004. Sustainable development and future generations. *Journal of Agricultural & Environmental Ethics* 17(1): 3-22.
- Chichilnisky, G. 1997. What is sustainable development? *Land Economics* 73(4): 467-491.
- Langhelle, O., 2000. Sustainable development and social justice: Expanding the Rawlsian framework of global justice. *Environmental Values* 9(3): 295-323.
- Meadowcroft, J. 2000. Sustainable development: a new(ish) idea for a new century? *Political Studies* 48(2): 370-387.
- Parris, T. M. 1996. Comparative international indicators of sustainable development. *Environment* 38(4): 3.
- Parris, T.M. and R.W. Kates. 2003. Characterizing and measuring sustainable development. *Annual Review of Environment and Resource* 28: 559-586.
- Samper, C. 2003. The millennium ecosystem assessment: Science and policy for sustainable development. *Bioscience* 53(12): 1148-1149.
- Stern, P. C. and T. Dietz. 1997. Consumption and sustainable development. *Science* 276(5319): 1631-1632.
- Westing, A. H. 1996. Core values for sustainable development. *Environmental Conservation* 23(3): 218-225.

September 17th: Sustainable Development: Meanings in Transition

- Alan D. Hecht. The Triad of Sustainable Development: Promoting Sustainable Development in Developing Countries. *The Journal of Environment & Development* 8: 111 – 132. (ANGEL)
- John Robinson. 2004. Squaring the Circle: Some Thoughts on the Idea of Sustainable Development. *Ecological Economics* 48: 369 – 384. (ANGEL)
- David G. Victor. 2006. Recovering Sustainable Development. *Foreign Affairs* January/February 2006. (ANGEL)

Recommended Readings:

- Pearce, D. and G. Atkinson. 1998. The Concept of Sustainable Development: An Evaluation of Its Usefulness Ten Years After Bruntland. *Swiss Journal of Economic Statistics* 134(3): 251-69.
- Blair, T. 2003. Meeting the sustainable development challenge. *Environment* 45(4): 20-26.
- Clark, W. C. 1996. Sustainable development redux. *Environment* 38(4): COV2.
- Dawe, N.K. and K.L. Ryan 2003. The faulty three-legged-stool model of sustainable development. *Conservation Biology* 17(5): 1458-1460.

September 19th: Critiques of Sustainable Development

- Wilfred Beckerman, *A Poverty of Reason: Sustainable Development and Economic Growth*, Chapters 1 to 3, pages 1 – 30

Recommended Readings:

- Frazier, J. G. 1997. Sustainable development: modern elixir or sack dress? *Environmental Conservation* 24(2): 182-193.
- Tisdell, C. 1988. Sustainable Development: Differing Perspectives of Ecologists and Economists, and Relevance to LDCs. *World Development* 16(3): 373-383.

September 24th: Critiques of Sustainable Development Continued

- Wilfred Beckerman, *A Poverty of Reason: Sustainable Development and Economic Growth*, Chapters 4 to 7, pages 31 – 76

September 26th: Sustainable Development in Practice: East Asia and the Pacific

- **Guest - William B. Magrath:** Lead Natural Resource Economist with the World Bank in East Asia and the Pacific, Rural Development and Natural Resources. Mr. Magrath is an alumni of James Madison College.

October 1st: Sustainable Development in China

- Elizabeth C. Economy, *The River Runs Black*, Chapters 1 to 3, pages 1 – 90
- **Paper Proposal Due**

October 3rd: Sustainable Development in China Continued

- Elizabeth C. Economy, *The River Runs Black*, Chapter 4, pages 91 – 128

October 8th: Sustainable Development in China Continued

- Elizabeth C. Economy, *The River Runs Black*, Chapters 5 & 6, pages 129 – 220

Recommended Readings:

- Ye, R. Q. 1996. Sustainable development in China and international trade. *International Environmental Affairs* 8(1): 16-31.

October 10th: Sustainable Development in China Continued

- Elizabeth C. Economy, *The River Runs Black*, Chapters 7 & 8, pages 221 – 274

October 15th: Sustainable Development in Latin America

- J. Timmons Roberts & Nikki Demetria Thanso, *Trouble in Paradise*, Chapters 1 to 3, pages 1 – 94

October 17th: Sustainable Development in Latin America Continued

- J. Timmons Roberts & Nikki Demetria Thanso, *Trouble in Paradise*, Chapters 4 & 5, pages 95 – 164

October 22nd: Sustainable Development in Latin America Continued

- J. Timmons Roberts & Nikki Demetria Thanos, *Trouble in Paradise*, Chapters 6 & 7, pages 165 – 212

Recommended Readings:

- Becker, J., 1998. Examples of sustainable development efforts in Costa Rica. *International Journal of Sustainable Development and World Ecology* 5(3): 172-181.

October 24th: Midterm Exam (In Class)

October 29th: Sustainable Development in Montana

- Jared Diamond, *Collapse*, Prologue and Chapter 1, pages 1 – 76.

October 31st: Sustainable Development in Rwanda, the Dominican Republic, and Haiti

- Jared Diamond, *Collapse*, Chapters 10 (Rwanda) and 11 (The Dominican Republic and Haiti), pages 309 – 357.

Recommended Readings:

- Erickson, J.D. and J.M. Gowdy. 2000. Resource use, institutions, and sustainability: A tale of two Pacific Island cultures. *Land Economics* 76(3): 345-354.

November 5th: Sustainable Development in Urban Settings

- McKibben, Bill. 1995. *Hope, Human and Wild: True Stories of Living Lightly on the Earth, Curitiba*, Chapter 2, pages 57 – 116. Hungry Mind Press: St. Paul, Minnesota. **(Angel)**
- Pearce, Fred. 2006. Ecopolis Now. *New Scientist Magazine*, 17 June 2006. **(Angel)**
- New York City. 2007. *PlaNYC: A Greener, Greater New York* **(Angel)**

Recommended Readings:

- Berke, P.R. and M.M. Conroy. 2000. Are we planning for sustainable development? An evaluation of 30 comprehensive plans. *Journal of the American Planning Association* 66(1): 21-33.
- Campbell, S. 1996. Green cities, growing cities, just cities? Urban planning and the contradictions of sustainable development. *Journal of the American Planning Association* 62(3): 296-312.
- Satterthwaite, D. 1997. Sustainable cities or cities that contribute to sustainable development" *Urban Studies* 34(10): 1667-1691.

November 7th: Sustainable Development in Urban Settings Continued

- **Documentary: Who Killed the Electric Car?**

November 12th: Sustainable Development in Urban Setting: Michigan

- **Guest - To Be Announced**

November 14th: Sustainable Development: Lessons and Solutions

- Jared Diamond, *Collapse*, Chapters 14 and 16, pages 419 – 440 and pages 486 - 525

November 19th: Student Presentations (3 Students)

- **Rough Draft of Research Paper Due**

November 21st: Student Presentations (3 Students)

November 26th: Student Presentations (3 Students)

November 28th: Student Presentations (3 Students)

December 3rd: Student Presentations (4 Students)

December 5th: Review for Final Exam and Class Wrap-Up

- **Final Draft of Research Paper Due (electronic and paper versions)**

December 13th: Final Exam (In Class or Take-Home), 10:00 to 12:00 noon, Thursday