

THE AMERICAN UNIVERSITY
SCHOOL OF INTERNATIONAL SERVICE
INTERNATIONAL DEVELOPMENT PROGRAM

SYLLABUS -- HONORS-302-012H: ENVIRONMENT & DEVELOPMENT
(Fall 2014 – as of 8-15-14-rev)

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Course Objectives

“Western environmentalism as an ideology and as technology must be adapted and revised to suit the unique [Third World] conditions. Our social and ecological landscape is almost in direct contrast to that of the west. It is tropical rather than temperate. Our economy is agricultural rather than industrial. There is general poverty rather than affluence. The population is rapidly growing rather than stable. The system of access to natural resources is feudal rather than democratic.”

The above quote, by a Third World environmentalist, sets the stage for this introductory course about the emerging, multi-disciplinary field of “environment and development.” We begin this inquiry with basic, foundation knowledge concerning: (1.) Third World development in theory and in practice, (2.) the conceptual distinction between the fields of “global environmental problems” and “environment and development,” and (3.) an introduction to the various sets of actors in both fields.

The body of the course is then structured around the following question: **According to various paradigms and disciplines, what are the anthropogenic or development-related root causes of natural-resource degradation in the Third World?** Students will explore a variety of hypothesized answers to this question -- including “misallocation” of resources due to faulty markets and prices, population growth, poverty-induced ecological destruction, inequitable control of resources and power, and environmentally-destructive development policies (micro, sectoral, macro, and global). Throughout, we will pay special attention to the relationship between the rural poor and the environment. The last part of the course will build toward conceptualization and operationalization of environmentally-sustainable development by looking critically at the challenges and debates surrounding two sets of attempts to link environment and development: (1.) local control and community-resource management; and (2.) the role of Northern environmental groups in integrated conservation-development projects, “green” trade, and debt-for-nature swaps.

While there is no explicit prerequisite for this course, it is especially appropriate for students who have taken an interdisciplinary introduction to development and are interested in looking at issues of environment and development through interdisciplinary lenses -- including sociology, anthropology, political economy, and ecology -- not just economics.

READINGS

I. Books Available at Campus Store

- 1.) Ken Conca et al., eds., Green Planet Blues: Four Decades of Global Environmental Politics (Boulder: Westview, 2010 fourth edition). [Used throughout the semester]
- 2.) Frances Moore Lappé and Anna Lappé, Hope's Edge: The Next Diet for a Small Planet (New York: Tarcher/Putman, 2003 paperback edition or 2002 hardcover). [Used throughout the semester]
- 3.) Chico Mendes edited by Tony Gross, Fight for the Forest: Chico Mendes In His Own Words (New York: New York University Press for Monthly Review Press, latest edition). [Used for 1 week, also on Blackboard]
- 4.) Davis, Rowman & Littlefield Style Guide to Writing with Sources (Lanham, MD.: Rowman & Littlefield, 2011 edition).
- 5.) William Powers, Whispering in the Giant's Ear: A Frontline Chronicle from Bolivia's War on Globalization (New York: Bloomsbury, 2006).
- 6.) **Recommended:** Broad with Cavanagh, Plundering Paradise: The Struggle for the Environment in the Philippines (Berkeley: University of California Press, 1993). [A couple of chapters are required reading and should be on Blackboard. The book is also on reserve.]

Most other required readings are on Blackboard under "Course Documents." This will be explained further in class. The library has been requested to put the required and recommended books on reserve. Students are advised to check with the reserve room to see what is available. (Look under the professor's name, reading title or author, or course number for this course and for SIS-649 and SIS-650.)

Our goal in this course – and with the readings – is analytical depth. In terms of the readings, there are some "must read" classics. Overall, I have sought readings that provide the best and most appropriate analysis and coverage. At times, I have chosen to have you read an older, more insightful (and, sometimes, more readable) work and, as necessary, use a briefer article for updating purposes.

II. Recommended (not available at Campus Store)

- 1.) Lloyd Timberlake, Africa in Crisis: The Causes, the Cures of Environmental Bankruptcy (Philadelphia: New Society, 1988 2nd edition, or 1986 1st edition). Timberlake's book is **out-of-print**, but copies can be found for sale online. This award-winning book is especially recommended for those of you with an interest in Sub-Saharan Africa. The book is also on reserve & and on Blackboard. Some chapters are located in certain weeks, and all the chapters are on Blackboard under "E reserves."
- 2.) Extremely highly recommended is Goldsmith et al., Imperiled Planet (Cambridge, MA.: MIT Press, 1990). Unfortunately, Imperiled Planet is **out-of-print**. The book provides wonderfully accessible scientific background to the issues we will cover in this course. In addition, it has gorgeous, coffee-table-book photos. About 30 pages is required reading and is on Blackboard. A couple of copies of the book are on reserve; copies can sometimes be found for sale on-line. For those of you who decide to use Imperiled Planet as a "text" for this course, the syllabus lists the relevant pages for a given week under recommended readings.

Course Requirements

1.) Regular participation & attendance (& in-class quizzes) 30%

Every week, you are expected to read all the assigned readings prior to class and to think about them critically in preparation for participation in class discussions. Participation means engaging in, while not dominating, class discussions. In other words, your goal should be quality participation, based on informed reading of the required assignments.

Your participation grade will be based on **attendance**, your weekly **verbal contributions** to class, and surprise in-class **quizzes**. These short quizzes will be geared to gauge whether or not you are doing the required readings. The number of quizzes will depend on the overall class performance on each. (That is, if you as a class demonstrate that you are indeed doing the readings, then there will be far fewer quizzes. Alternatively, we could find ourselves in the unfortunate position of having weekly quizzes.) In addition, depending on class size, as part of your participation requirement, there are likely to be **brief and informal oral presentations** of topics related to essay assignments (see below).

This requirement obviously depends on a student's regular attendance. If you miss class, you not only miss the opportunity to contribute to the discussion, but you may well miss a quiz.

2.) Periodic writing assignments 35%

Throughout the semester, there will be a series of brief writing assignments or essays. There will be a minimum of three such take-home writing assignments with topics distributed in advance. Due dates for these three essays are subject to change but are currently set for classes 4, 7, and 10, as indicated on the "class schedule" part of this syllabus. Depending on class performance in these essays, I reserve the right to assign additional essays at any point during the semester and to change due dates. (If you are absent, it is your responsibility to find out about any such changes.)

The writing assignments will cover both comprehension of required readings and "thought questions" posed by the professor. Your essays will typically be 700 words (about 2.5 pages) in length. These will be graded based on substance and writing. The essays are purposely brief so that you will have time to draft and revise your essay and submit a very polished final version.

I will not accept papers by email or FAX, unless agreed upon in advance.

3.) Country-specific policy paper (case-study based on research & analysis).....35%

Again this is explained in detail separately (under "Assignments" on Blackboard).

- o Minimum length: 20 pages of text for individual papers (with maximum of 35-text pages); minimum 35 pages of text for collaborative papers (with maximum of 60 pages).
- o Final paper due: start of class #13.

Course Learning Outcomes

It is expected that students will leave this class with:

- 1.) The ability to distinguish among the five major paradigms of environment and development.
- 2.) An understanding of how the five different paradigms and related disciplines (and key individual academics and practitioners) delineate the anthropogenic root cause(s) of environmental problems in developing countries.
- 3.) The ability to apply root-cause analysis to Third World environmental problems – distinguishing among the environmental problem(s), proximate cause(s), and root cause(s).
- 4.) Expertise on a country case-study in terms of understanding the surface environmental problems; delineating, analyzing and distinguishing between the anthropogenic proximate and ultimate root causes; and proposing policies (at local, national or international levels) to resolve the ultimate root cause(s).
- 5.) Increased interest in and ability to follow, comprehend, and analyze related current events.

Green Teaching

This course proudly displays the 4-Apple logo of AU's highest level of Certified Green Course. To qualify for a Green Teaching Certification, a faculty member must demonstrate efforts and initiatives to make courses more environmentally sustainable. For example, assignments and handouts are posted on Blackboard as are many readings. To help make our class as green as possible, I encourage you to take such actions as buying used books and minimizing paper by doing reading online. If you choose to print, print double-sided or on scrap paper. For more information on the criteria for a Certified Green Course, please see <http://www.american.edu/cte/greenteaching>.

Important Ground Rules

- This class will be a mix of lectures and seminar-type discussion. Student attendance and participation (based on informed reading of assignments) are a critical part of the course, as is reflected in the heavy emphasis on “regular participation” in the course requirements. Students are expected to attend class regularly (arriving in time for class to begin promptly at 5:30 p.m.) and to read all required reading assignments prior to class. More than one absence will negatively affect your participation grade.
- Late papers (both short & long) are unacceptable since they will form the basis of class discussions. With rare exceptions (for serious personal or medical problems, the latter with documentation), they will be penalized one full grade per day.
- Incompletes are the bane of students and will not be given (except in extremely rare and extenuating circumstances).
- It is also expected that students will keep abreast of current events in the field by reading a daily newspaper (such as [The Washington Post](#), [The New York Times](#), or [Los Angeles Times](#)).
- This class is governed by the Academic Integrity Code. The following statement was distributed by the SIS Dean's Office for inclusion in each SIS syllabus:
 “All students are governed by American University's Academic Integrity Code. The Academic Integrity Code details specific violations of ethical conduct that relate to academic integrity. 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. All of your work (whether oral or written) in this class is governed by the provisions of the Academic Integrity Code. Academic violations include but are not limited to: plagiarism, inappropriate collaboration, dishonesty in examinations whether in class or take-home, dishonesty in papers, work done for one course and submitted to another, deliberate falsification of data, interference with other students' work, and copyright violations. The adjudication process and possible penalties are listed in American University's Academic Integrity Code booklet, which is also available on the American University website. Being a member of this academic community entitles each of us to a wide degree of freedom and the pursuit of scholarly interests; with that freedom, however, comes a responsibility to uphold the high ethical standards of scholarly conduct.” See <http://www.american.edu/provost/registrar/regulations/reg80.cfm>.
- Absolutely no texting, emailing or other non-class electronic use is allowed in class. Participation grades will be affected by such use (which is easy to spot from the front of the classroom).

Support Services

If you experience difficulty in this course for any reason, please do not hesitate to consult with me or the research assistant. A wide range of SIS and AU services is available to support you in your efforts to meet the course requirements. Notable among these are:

Academic Support Center (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities. Writing support is available in the ASC Writing Lab or in the Writing Center, Battelle 228.

Counseling Center (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

Disability Support Services (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities.

If you qualify for accommodations because of a disability, please notify me in a timely manner. Once you provide me with a letter from the Academic Support Center or Disability Support Services, we can work together to make arrangements to address your needs.

Emergency Preparedness

What follows is a statement from the AU Dean of Academic Affairs:

“In the event of a declared pandemic (influenza or other communicable disease), 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 due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site ([_www.prepared.american.edu_](http://www.prepared.american.edu) <<http://www.american.edu>>) and the AU information line at (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.”

CLASS SCHEDULE & READINGS

Key to symbols used at the start and end of each entry:

o = required reading

** = recommended reading (but not on Blackboard or on reserve unless indicated)

[Blackboard] or [BB] = On Blackboard "Course Documents" for this class

[L-Reserve] = on reserve at AU library

Class 1: INTRODUCTION / COURSE SET-UP / OVERVIEW

(08/27/14)

o No reading assignments due for the first class.

** R.Broad's "profile" <<http://www.american.edu/sis/faculty/rbroad.cfm>>

Class 2: WHERE WE ARE:

(09/03/14) -- AN INTRODUCTION TO ISSUES, ACTORS, & DEBATES

o Activate Blackboard for this class (can be done only after you are formally registered).

o Read this syllabus (especially pp.1-5) and the paper handouts carefully!!

o Read "As You Read" before you start the rest of the reading. [Blackboard under "Assignments"]

o Conca et al., Green Planet Blues. Hereafter, this will be called GPB. [Campus Store + L-reserve]

- pp. 4-7 ("From Stockholm to Johannesburg -- and Beyond")
- Skim: pp. 119-121 ("Institutions of Global Environmental Governance")
- Skim: chap. 2 (de Araujo Castro, "Env. & Development: The Case of Developing Countries")
- pp. 201-203 and pp.309-311 (in both cases, stop at the end of 1st para on last page assigned).
- Chap. 16 (WCED, "Towards Sustainable Dev."; widely known as The Brundtland Report).
- Skim: chap. 25 (Dabelko, "An Uncommon Peace: Environment, Development & the Global Security Agenda"). [or you can read this for class 3]
- Chap. 17 (Lohmann, "Whose Common Future?") [or you can read this for class 3]

o Start reading Davis book. [Campus Store and Reserve]

o Additional reading may be assigned.

** Our Common Future, Parts I & II, pp.1-258 (begin; finish for next week). [BB & L-Reserve].

** Conca, GPB, chap. 10 (Kanie, "Governance with Multilateral Environment Agreements.")

** Goldsmith, Imperiled Planet, pp.1-51 (focus especially on pages 40-51). [L-Reserve]

** David Korten, Getting to the 21st Century: Voluntary Action and the Global Agenda (West Hartford, CT: Kumarian Press, 1990), Part III, chaps. 9 & 10, pp.91-132. [Blackboard]

Class 3: -- THE STATE OF RESOURCE DEPLETION IN THE "SOUTH"...

(09/10/14) -- PARADIGMS OF ENVIRONMENT & DEVELOPMENT

o Read "To help you prepare for class 3." [Blackboard under "Assignments"]

o Colby, "...Paradigms of Environmental Management in Development." Note table on pp.197-8. [BB]

o Maddox, "Environment & Foreign Aid," Nature [Blackboard]

o Broad with Cavanagh, Plundering Paradise: The Struggle for the Environment in the Philippines chapters 1-2. [Blackboard. Library Reserve and Campus Store]

o N. Guppy, "Tropical Deforestation: A Global View," Foreign Affairs, v.62 (Spring 1984). (Focus on sections I-II & V-VI; read sections III-IV & VII as an intro to root causes; ignore VIII.) [Blackboard]

o Frances Moore Lappé and Anna Lappé, Hope's Edge: The Next Diet for a Small Planet, introduction and chap. 1 (pp.3-33). [Campus Store & L Reserve]

o Stedman-Edwards, pp.i-29. (Read this by class 4). [Blackboard & on Reserve]

[Recommended reading continues on next page]

** Browse through -- and familiarize yourself with -- any recent edition of World Resource Institute's (with UNDP, UNEP, & World Bank) World Resources. Note especially the sections relevant to this course, such as those on the state of the South's ecosystems. [In library reference section up to 2001, and online at <http://www.wri.org/project/world-resources-report>]

** David Korten, "Sustainable Development," World Policy Journal, especially pp.157-176. [BB]. Very helpful reading for those without "development" backgrounds.

** Goldsmith, Imperiled Planet, pp.55-75, 88-95. [L-Reserve]

**Class 4: ROOT CAUSES #1: POPULATION GROWTH & OVERPOPULATION
(09/17/14) ...and/or SCALE?**

Due in class: essay #1; also country choice for paper.

o Read "Discussion Questions on Population." [Blackboard under "Assignments"]

o Stedman-Edwards, pp.30-38. [Blackboard]

o Conca et al., GPB, chap. 3 (Garrett Hardin, "The Tragedy of the Commons"). [Campus Store].

o Ehrlich & Ehrlich, "Population Explosion," AMICUS and "Conversations: The Countdown Continues on the Population Bomb" E Magazine. [Blackboard]

o J. Simon, "Population, Political Stability & Economic Development." [BB]

o James Boyce, "The Bomb is a Dud," The Progressive, pp.24-25. [Blackboard]

o Loretta Ross, "Why Women of Color Can't Talk About Population." [BB]

o Alan Durning, "How Much Is Enough?" [BB]

o Skim: Gita Sen, "Women, Poverty and Population"). [BB]

o Skim: George Foy and Herman Daly, "Allocation, Distribution and Scale as Determinants of Environmental Degradation: Case Studies of Haiti, El Salvador and Costa Rica," Environmental Department Working Paper No. 19, World Bank, September 1989. [BB]

o Skim: Gillis & Dugger, "UN Sees Rise for the World to 10.1 Billion," NY Times (May 4, 2011). [BB]

** For more demographic stats, go online to such sites as that of World Watch or UN Population Fund.

** L.Mazur, ed., A Pivotal Moment: Population, Justice & Environmental Challenge (2010). [L-Reserve]

** Conca, GPB, chap. 1 (Meadows et al., "The Limits to Growth").

** Agrawal & Yadama, "How do Local Institutions Mediate Market & Population Pressures on Resources?..." Development and Change, 28 (1997). [BB]

**Class 5: ROOT CAUSES #2: MISALLOCATION --
(09/24/14) ENVIRONMENTAL ECONOMICS versus ECOLOGICAL ECONOMICS**

o Read discussion questions posted for this week. [BB under "Assignments"]

o Stedman-Edwards, pp.49-54. [BB]

o Kenneth Boulding, "The Economics of the Coming Spaceship Earth." The classic in the field. [BB]

o Durning, Saving the Forests: What Will It Take? Worldwatch Institute, pp.5-8, 20-39. [BB]

o Robert Repetto et al., Wasting Assets: Natural Resources in the National Income Accounts (Washington, D.C.: World Resources Institute, 1989), pp.1-25. A classic in the field. [BB]

o Cobb et al., "If the GDP Is Up, Why Is America Down?" Atlantic Monthly. [BB]

o Skim: Hazel Henderson (2007) [BB]

o For a critique of environmental economics: Ecologist, Whose Common Future?, pp. 173-179. [BB]

o A case study: "Bhutan, Where Happiness Outranks Wealth," Developments Magazine. [BB]

o Review Foy & Daly for their view of misallocation as a root cause. [BB for week 4]

** For an update to Henderson, see: <http://genuineprogress.net/a-new-set-of-tools-for-measuring-economic-progress/>

** Vascellaro, "Green Groups See Potent Tool in Economics," Wall Street Journal (8-23-06). [BB]

** Conca, GPB, chap. 19 (Serageldin & Steer, "Expanding the Capital Stock"). [Campus Store]

**Class 6: ROOT CAUSES #3 & #4:
(10/01/14) POVERTY?... or
POWER, INEQUITY & OTHER STRUCTURES OF POLITICAL ECONOMY?
--Case-Study: Brazil ... and Sub-Saharan Africa**

In class: "Banking on Disaster" (DVD-6137/VHS-760) [location TBA]

- o Goldsmith, Imperiled Planet, pp.76-87, 117-27. [Blackboard & L Reserve]
- o Chico Mendes with Tony Gross: Fight for the Forest: Chico Mendes In His Own Words (all). [BB and Campus Store. Prof Broad may also have copies.]
- o O. Amancio Rodrigues, "The Second Murder of Chico Mendes: Letters from the Amazon #1." [BB]
- o Hall, "Did Chico Mendes Die in Vain?" in Collinson, Green Guerrillas, pp.93-96 only. [BB]
- o Lappé & Lappé, Hope's Edge, chap.3 (on MST in Brazil), pp.63-92. [Campus Store & L Reserve]
- o T. Gilbertson, "Deep Green: Brazil's Movement of Small Farmers Knows..." New Internationalist, May 2007, p.11. [BB]
- o Read "For Class 6: Documentary Intro." [Blackboard under "Assignments".]
- o Additional reading may be assigned.

** Timberlake, Africa in Crisis, chapters 1-2, & 5-6. [Chapters are on BB. The whole book is on reserve and is highly recommended for those interested in Sub-Saharan Africa.]

** New York Times and Washington Post articles on Dorothy Stang, etc. [BB]

** Conca, GPB, chap. 8 (Wangari Maathai, interview). [Campus Store]

** Lappé & Lappé, chap. 7 (on the Greenbelt Movement in Kenya), pp.167-93. [Campus Store]

** Conca, chap.27 (Siakar, "A Voice for the Forest & Its People"). [Campus Store]

** Paul Harrison, the Greening of Africa (Middlesex, U.K.: Penguin, 1987). (Excellent but out-of-print.) You can read a comparable number of pages of Harrison's book as an alternative to Timberlake's book.

** Cavendish, "Empirical Regularities in Poverty-Environment Relationship in Rural Households: Evidence from Zimbabwe," World Development 28 (2000): 1979-2000. Note conclusion on p.1997. [BB]

** Tony Hall, "Extractive Reserves: Building Natural Assets in the Brazilian Amazon," chap. 6 in Boyce, Narain, & Stanton, pp.151-179. [BB; book is on L-Reserve]

**Class 7: ROOT CAUSES #3 & #4 (continued):
(10/08/14) POVERTY?... or
POWER, INEQUITY & OTHER STRUCTURES OF POLITICAL ECONOMY?
-- Case-Studies and General Issues**

Due in class: essay #2

- o Read "Class 7 – Food for Thought." [Blackboard under "Assignments".]
 - o Stedman-Edward, pp.13-15(review), pp.55-60. [Blackboard]
 - o Conca, GPB, chap. 18 (Lele, "Sustainable Development: A Critical Review"). [Campus Store]
 - o Harper & Rajan, "International Environmental Justice: Building the Natural Assets of the World's Poor," in Boyce, Narain, & Stanton, 2007, pp.327-36. [BB for week 7; book is on L- Reserve]
 - o Lori Ann Thrupp, "Environmental Initiatives in Costa Rica: A Political Ecology Perspective," Society & Natural Resources, pp.243-256. [BB]
 - o Broad, "The Political Economy of Natural Resources: Case Studies of the Indonesian and Philippine Forest Sectors," Journal of Developing Areas. [BB]
 - o Skim: Grossman & Krueger, "Economic Growth and the Environment," Quarterly Journal of Economics (May 1995), pp.353-377. [BB]
 - o Skim: Brechin & Kepton, "Global Environmentalism: A Challenge to the Postmaterialism Thesis," Social Science Quarterly. [BB]
 - o Skim: Piers Blaikie, The Political Economy of Soil Erosion In Developing Countries (New York: John Wiley & Sons, 1985), chap.1, and pp.1-11. (**The rest of Blaikie's book) [BB and book is on L-reserve]
- [recommended readings continue on next page]

- ** Kojo Sebastian Amanor, “Natural Assets and Participatory Forest Management in West Africa,” chap. 8 in Boyce, Narain, & Stanton, 2007, pp.203-236. [BB; book is on L-Reserve]
- ** Ecologist, Whose Common Future, pp.93-111 (pp.165-72 of journal). [BB and L-Reserve]
- ** Piers Blaikie & Harold Brookfield, Land Degradation and Society (New York: Methuen, 1987).
- ** Broad with Cavanagh, Plundering Paradise, chaps. 2-5. [L-Reserve and Campus Bookstore]
- ** Nature Conservancy, “The Poverty Question” (2008), pp.42-51 [BB with class 13]
- ** Timberlake, remainder through chapter 7. [BB under “E-reserves” & L-Reserve]

Class 8: ROOT CAUSES #5: UNSUSTAINABLE SECTORAL DEVELOPMENT MODELS
(10/15/14) -- AGRICULTURAL “MODERNIZATION” & TECHNOLOGICAL CHANGE:

- **GREEN REVOLUTION & CHEMICAL-INTENSIVE AGRIC. ...**
- **NON-TRADITIONAL AGRICULTURAL EXPORTS...**
- **GENETICALLY-MODIFIED ORGANISMS...**
- **INTEGRATED PEST MANAGEMENT (IPM)**
- **... & Beyond??**

Film (in class): “With Our Own Eyes” (DVD-6171 or VHS 866)

[Get update on required reading from professor.]

- o Read “For Class 8 – Food for Thought.” [Blackboard under “Assignments”.]
- o Stedman-Edwards, pp.50-51 (review). [BB]
- o Goldsmith, Imperiled Planet, pp.97-115. [Blackboard & Library Reserve.]
- o Lappé & Lappé, Hope’s Edge: The Next Diet for a Small Planet, chap. 6, pp.138-64. [Campus Store]
- o Halweil, “The Emperor’s New Crops,” Worldwatch Magazine (1999), pp.21-29. [BB]
- o Global Education, “Integrated Pest Management in Indonesia,” November 24, 2006. [BB]
- o Broad & Cavanagh, “The Development and Agriculture Paradigms Transformed: Reflections from the Small-Scale Organic Rice Fields of the Philippines,” Journal of Peasant Studies (2012). [BB via link]
- o De Schutter, “Report Submitted by the Special Rapporteur on the Right to Food,” UN General Assembly, A/HRC/16/49, Dec 2010, pp.1-21. [BB]
- o J. Gillis, “To Feed Hungry Africans, Firms Plant Seeds of Science,” Washington Post. [BB or Alt]
- o Additional or substitute readings may be assigned.

- ** Report of Hilal Elver, Special Rapporteur on the Right to Food (as of 2014). [to be added to BB later]
- ** “FAQ: What is AATF?” <aatf.africa.org/information/frequently-asked-questions>. [BB]
- ** World Watch, World Watch 2011.
- ** Stewart, “The Price of a Perfect Flower.” [Blackboard]
- ** Ben Block, “International Commission Calls for ‘Paradigm Shift’ in Agriculture,” (2008), [BB]
- ** Richard Tucker, “500 Years of Tropical Forest Exploitation,” in Lessons of the Rainforest, [BB]
- ** E. Holt-Gimenez, “Genetic Engineering No Magic Bullet for Africa’s Hunger,” 2006. [BB]
- ** PACCA, Growing Dilemmas: Guatemala, the Environment and the Global Economy, pp.1-8. [BB]
- ** Timberlake, chapter 4. [BB & L Reserve]
- ** Broad with Cavanagh, Plundering Paradise, chap.5. [Reserve and Campus Bookstore]
- ** For more in IPM, see <www.fao.org/ag/AGP/AGPP/IPM/Default.htm>.
- ** See various other recommended readings. [Blackboard]

If you are interested in the debate over the role of NGOs vis-à-vis the World Bank:

** Mallaby, “NGOs: Fighting Poverty & Hurting the Poor,” Foreign Policy (2004), pp.51-58. [BB]

** MacNeill, Letter to Editor, “Response to Mallaby’s...”(2004), 3 pages. [BB]

On World Bank “reform” including inspection panel, see:

** Bruce Jenkins, “World Bank and the Environment: Mainstreaming or Undermining Sustainability?...” Bank Information Center Policy Brief (July 2006), pp.1-7. [BB]

** Conca et al., GPB, chap. 15 (World Bank Inspection Panel, “Report ...on Gingham Project...”); chap. 24 (Rajagopal, “The Violence of Development); chap.12 (Bissell, “A Participatory Approach ...”), and chap. 9 (Kothari, “Globalization, Global Alliances, & the Narmada Movement.” [Campus Store]

In Conca, on WTO and debate about relationship between trade and environment, etc:

** Conca, chap 6. (Najam et al., “Environment and Globalization: Five Propositions”); chap. 13 (Cameron, “The Evolution of the Trade and Environment Debate at the WTO”), and chap. 27 (Siakar, “A Voice for the Forest & Its People”). [Campus Store]

To extend your analysis of the paradigmatic root-cause of “neoliberalism”:

** Boas & Vevatne, “Sustainable Development & the World Trade Organization,” pp.95-107. [BB]

** Michael Goldman, Imperial Nature (New Haven: Yale University Press, 2005).

**CLASS 10: LOCAL ATTEMPTS TO LINK ENVIRONMENT & DEVELOPMENT:
(10/29/14) LOCAL CONTROL & COMMUNITY-RESOURCE MANAGEMENT**

Due in class: essay #3.

[Get update on required readings from professor.]

o Stedman-Edwards, pp.71-79. [BB]

o Conca et al., GPB:

- chap. 4 (Buck, “No Tragedy of the Commons”), pp.45-53. [Campus Store]
- chap. 26 (COICA, “Two Agendas on Amazon...”) and pp. 309-313. [Campus Store]

o Alan Durning, Saving the Forests: What Will It Take?, Worldwatch, pp.5-19, 39-46. [BB]

o Kevin Gallagher, “Elinor Ostrom breaks the Nobel Mould,” Guardian (10-13-09). [BB]

o Bandyopadhyay & Shiva, “Political Economy of Ecology Movements,” IFDA Dossier 71. [BB]

o Skim: Harper & Rajan, “International Environmental Justice: Building the Natural Assets of the World’s Poor,” in Boyce, Narain, & Stanton, 2007, pp.336-48. [BB class 7; book on L-Reserve]

o Skim: Lappé & Lappé, Hope’s Edge, ch.7, pp.167-193 (on the Greenbelt Movement). [Store/L-Reserve]

o Skim: Farhan-Ferrari, “Indigenous Resource Management Systems...” [BB]

o Skim: Chhatre & Agrawal, “Carbon Storage and Livelihoods Generation Through Improved Governance of Forest Commons,” IFRI Working Paper No.W091-01, 2009. [BB]

o Start reading: William Powers, Whispering in the Giant’s Ear: A Frontline Chronicle from Bolivia’s War on Globalization. Whole book is required reading for class 12. [Campus Store & BB’s E-Reserves]

** Hall, “Did Chico Mendes Die In Vain?” pp.96-101. (Finish this chapter from class 6.) [BB–week 6]

** Rest of James Boyce et al., Reclaiming Nature: Environmental Justice & Ecological Resistance, especially noting Hall, “Extractive Reserves: Building Natural Assets in the Brazilian Amazon,” chap. 6 and Narain & Agrawal, chap. 3 (New York: Anthem Press, 2007). [Library Reserve]

** Jesse Ribot, “Building Local Democracy Through Natural Resource Interventions...,” 2008. [BB]

** David Korten, Getting to the 21st Century: Voluntary Action and the Global Agenda (West Hartford, CT: Kumarian Press, 1990), Part III, chaps. 9 & 10, pp.91-132. [Blackboard with class 2]

** Broad with Cavanagh, Plundering Paradise, foreword and chapter 9. [Campus Store]

** Lappé & Lappé, Hope’s Edge, chaps. 4, 5, 9 and 10. [Campus Store.]

** For expansion of Stedman-Edward’s key analytical points & additional case-studies, see: A.Wood, ed., The Root Causes of Diversity Loss (Sterling, VA.: Earthscan, 2000). [Library Reserve or ask professor]

** Lynch & Talbott, Balancing Acts: Community-Based Forest Management and National Law in Asia and the Pacific (Washington, D.C.: World Resources Institute, 1995), pp.67-146. Highly recommended.

**CLASS 11: INTERNATIONAL ATTEMPTS TO LINK ENVIRONMENT & DEV.:
(11/05/14) THE ROLE OF NORTHERN ENVIRONMENTAL GROUPS
-- Case Studies: PEOPLE...& PARKS, DEBT SWAPS, & GREEN TRADE**

[Get update on required readings from professor.]

- o Review class 10 readings.
- o Skim: Conca, chap. 28 (Peluso, "Coercing Conservation."). [Campus Store]
- o Skim: Ruiz, "Debt Swaps for Development: Creative Solution or Smoke Screen?" EURODAD. [BB]
- o Skim: Lappé & Lappé, Hope's Edge, chap. 8, pp. 196-210. [Campus Store]
- o M.Dove, "Marketing the Rainforest: 'Green' Panacea or Red Herring?" Asia Pacific Issues. [BB]
- o Keep reading: William Powers, Whispering in the Giant's Ear: A Frontline Chronicle from Bolivia's War on Globalization. Note: this whole book is required reading for class #12. [Store & BB's E-reserves]

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- ** Larson, Freudenberger, and Syckoff-Baird, WWF Integrated Conservation and Development Projects: Ten Lessons from the Field, 1985-1996 (Washington, D.C.: WWF, 1998). [BB]
 - ** von Moltke & DeLong, "Negotiating in the Global Arena: Debt-for-Nature Swaps," Resolve. [BB]
 - ** Danish, "The Promises of National Environmental Funds in Developing Countries," International Environmental Affairs. [BB]
 - ** Laschefski/Freris, "Seeing the Wood...From the Trees," Ecologist. 40-43. [BB]
 - ** Brandon et al., eds., Parks in Peril: People, Politics, & Protected Areas (Island Press, 1998).
 - ** M.Conroy, on certification systems, in Broad, ed., Global Backlash, pp. 210-215. [Book is L-Reserve]
 - ** M.Honey, Ecotourism & Sustainable Development... (Washington, D.C.: Island Press, 1999).
 - ** Watch: Gorillas in the Midst [movie/video].

**Class 12: MAKING ENVIRONMENT-DEVELOPMENT CONNECTIONS
(11/12/14) -- LOCAL-NATIONAL-INTERNATIONAL...NORTH-SOUTH**

- o See discussion questions posted for this week. [BB]
- o Review class 11 readings.
- o Review Conca, chap 26., COICA, "To the Community of Concerned Environmentalists," pp.320-22.
- o Powers, Whispering in the Giant's Ear...; finish **this book for today**. [Store & BB's E-reserves]
- o Mac Chapin, "A Challenge to Conservationists," WorldWatch magazine (Nov./Dec. 2004). [BB]
- o Amazon Alliance, "Funders Best Practice Guidelines," August 2008, 2 pages. [BB]
- o Additional readings may be assigned. You may also find readings for classes 13 & 14 of interest and useful for your papers.

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- ** Recommended reading includes letters in response printed in WorldWatch in the subsequent issue (January 2005) responding to Chapin's article. [BB]
 - ** Hall, "Extractive Reserves: Building Natural Assets in the Brazilian Amazon," chap. 6 in Boyce, Narain, & Stanton, pp.151-179. [BB-week 7 recommended reading; book is on L-Reserve]
 - ** Nature Conservancy, "The Poverty Question" (2008), pp.42-51. [BB]
 - ** Broad and Cavanagh, "Beyond the Myths of Rio," World Policy Journal. [BB]
 - ** Thrupp et al., The Diversity and Dynamics of Shifting Cultivation: Myths, Realities, and Policy Implications. An end-of-the-course, in-the-midst-of-paper-writing review. [L-Reserve.]

**Class 13: MAKING ENVIRONMENT-DEVELOPMENT CONNECTIONS (continued):
(11/19/14) WHERE TO FROM HERE? CASE-STUDIES –
PRESENTATIONS & DISCUSSIONS OF STUDENT PAPERS.**

Papers due at start of class. (See syllabus p.3 + paper assignment for further specifics.)

Get update on required readings from professor.

- o Skim: Lappé & Lappé, Hope's Edge, chap. 11 & epilogue (pp. 279-314). [Campus Store & L-Reserve]
- o Skim: Climate Justice Now, "COP17 Succumbs to Climate Apartheid," 10 December 2011. [BB or Alt]
- o Agence France Press, "Rainforest Dwellers Caught between Business, Green Groups," 2008. [BB]
- o Additional or substitute reading may be assigned.

** Cochabamba People's Agreement, Bolivia, 2010. [BB]

** Barrionuevo, "Amazon's Forest Peoples Seek a Role in Striking Global Climate Agreements," The New York Times, Apr. 6, 2008. [BB]

THANKSGIVING BREAK (no class on 11/26/14)

**Class 14: MAKING ENVIRONMENT-DEVELOPMENT CONNECTIONS (continued):
(12/03/14) WHERE TO FROM HERE? CASE-STUDIES –
PRESENTATIONS & DISCUSSIONS OF STUDENT PAPERS.**

- o B.Mock, "Clearing the Air: Robert Bullard is Honored for Helping Expose the Racial Consequences of Pollution," Washington Post, Sept. 25, 2013. [BB]
- o Skim: M.Hertsgaard, "Green Goes Grassroots..." Nation (2006). [BB]
- o Skim: Bill McKibben, "A Special Moment in History," Atlantic Monthly, pp. 55-78. [BB]
- o Additional reading may be assigned.

** Conca, Chap. 20 (Knudson, "Shifting the Pain"). [Campus Store]

** "Taking the University to Task" WorldWatch Magazine (May/June 1998). [BB]

** Collins, DeZerega, & Heckscher, How to Live Your Dream of Volunteering Overseas (New York: Penguin Books, 2002). [Library Reserve]

**Final Exam Week//Class 15: KEEP OPEN AS BACK-UP OR MAKE-UP DATES
(Wed. 12/10/14 and Mon. 12/15/14)**