

THE AMERICAN UNIVERSITY
SCHOOL OF INTERNATIONAL SERVICE
INTERNATIONAL DEVELOPMENT PROGRAM

SIS-649 ENVIRONMENT & DEVELOPMENT
(Spring 2015)

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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 foundation 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 most appropriate for students who have taken an interdisciplinary graduate-level introduction to development (such as “SIS-637: International Development”).

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, any 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-338 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 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. Note that participation means engaging in while not dominating class discussions.
- 2.) Topic facilitator for one week (weeks 4-9)..... 15%
This is explained in more detail on page 13 of this syllabus and involves:
- Serving as one of the resource persons for that particular week of class; and
 - A 5-page “review article” synthesizing and analyzing that particular week of assigned readings.
- WHEN YOU SIGN UP FOR A WEEK, DO BE PREPARED TO FALL BACK 1-2 WEEKS.
- 3.) Country-specific policy paper (case-study based on research & analysis)..... 55%
Again this is explained in detail separately (under “Assignments” on Blackboard).
- o Minimum length: 25 pages of text for individual papers (with maximum of 40-text pages); minimum 40 pages of text for collaborative papers.
 - 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) 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>.

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.

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
(01/14/15)**

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:
(01/21/15) -- AN INTRODUCTION TO ISSUES, ACTORS, & DEBATES**

o Read this syllabus (especially pp.1-4 & 13) 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, "Environment & Development: The Case of Developing Countries")
- pp. 201-203 and pp.309-311 (in both cases, stop at 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 Eduardo Gudynas to Oliver Balch, "Buen Vivir: The Social Philosophy Inspiring Movements in South America," Guardian (2014). [Or you can read this for class 3] [BB]

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].

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

** Korten, Getting to the 21st Century... chaps. 9 & 10, pp.91-132. [BB]

**Class 3: -- THE STATE OF RESOURCE DEPLETION IN THE "SOUTH" ...
(01/28/15) -- PARADIGMS OF ENVIRONMENT & DEVELOPMENT**

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

o Colby, "...Paradigms of Environmental Management in Development." Note table on pp.196-7. [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]

** 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
(02/04/15) ...and/or SCALE?**

Due today: country choice for paper.

o Read discussion questions posted for this week. [BB 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 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 --
(02/11/15) 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 & 175-179 (skip p.174) of journal. [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 CAUSE #3 versus ROOT CAUSE #4:
(02/18/15) 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)

- 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 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.]
- o To prepare for class documentary, read "to read" for Class 6 [BB assignments].
- o Additional reading may be assigned.

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- ** 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 CAUSE #3 versus ROOT CAUSE #4 (continued):
(02/25/15) POVERTY?... or
 POWER, INEQUITY & OTHER STRUCTURES OF POLITICAL ECONOMY?
 -- Case-Studies and General Issues**

- o Read "As You Read" context/questions posted for this week. [BB 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 8; 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 Grossman & Krueger, "Economic Growth and the Environment," Quarterly Journal of Economics (May 1995), pp.353-377. [BB]
- o 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 is highly recommended.) [BB and book is on L-reserve]

----- *[recommended readings continues 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
(03/04/15) -- 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 discussion questions posted for this week. [BB under "Assignments"]
- o Stedman-Edwards, pp.50-51 (review). [BB]
- o Goldsmith, Imperiled Planet, pp.97-115. [Blackboard & Library Reserve.]
- o Skim: Richard Tucker, "500 Years of Tropical Forest Exploitation," in Lessons of the Rainforest, [BB]
- 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 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 Skim: 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 link]
- o J.Gillis, "To Feed Hungry Africans, Firms Plant Seeds of Science," Washington Post. [BB]
 - ** "FAQ: What is AATF?", to be posted on BB)
- o Substitute or additional readings may be assigned.

- ** Hilal Elver, Special Rapporteur on the Right to Food (as of 2014) [reading may be changed]:
 <<http://www.truth-out.org/opinion/item/27322-the-right-to-food-an-interview-with-hilal-elver>>
- ** 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]
- ** 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]
- ** See the leading development journal, The Journal of Peasant Studies.

SPRING BREAK (no class on 03/11/15)

**Class 9 ROOT CAUSES #6: UNSUSTAINABLE DEVELOPMENT MODELS?
(03/18/15) ECONOMIC GLOBALIZATION (AID, TRADE, INVESTMENT)
 & THE ENVIRONMENT-DEVELOPMENT NEXUS**

Case Studies: FROM THE WORLD BANK TO INVESTOR-STATE CLAUSES

[Get update on required readings from professor.]

- o Read discussion questions posted for this week. [BB under “Assignments”]
- o Stedman-Edwards, pp.61-70. [BB and L-Reserve. Prof. Broad may also have extra copies.]
- o Skim as needed for foundation material or review: Hilary French, “Coping with Ecological Globalization,” in State of the World 2000 [BB]
- o Robert Wade, “The World Bank & The Environment,” pp.72-94 in Boas & McNeil. [BB]
- o Skim: Conca et al., GPB, pages 119-123. [Campus Store]
- o Horta et al., The Chad-Cameroon Oil & Pipeline Project..., April 2007, 26 pages. [BB]
- o “Chad – Breaking the Bank...,” Economist, September 25, 2008. [BB]
- o Bruce Rich, “Foreclosing the Future: Examining 20 Years of the World Bank’s Environmental Performance,” At Issue, Bretton Woods Project, October 3, 2103. [BB]
- o Lowrey, “World Bank, Rooted in Bureaucracy, Proposes a Sweeping Reorganization,” New York Times (10-6-13). Note: Alternative reading may be assigned. [BB]
- o Broad & Cavanagh, “The Global Fight Against Corporate Rule,” The Nation (2014). [BB]
- o Follow relevant current events.
- o Additional or substitute readings may be assigned.

Below is an annotated list of additional recommended readings that are most readily accessible to you (via Blackboard or reserves for this class). To repeat: It is not expected that any of you will read any of the recommended readings. But, since this is a topic I have focused on for 30 years, it is hard for me to refrain from giving you an expanded list (just in case it is ever useful or of interest).

Readings I wanted to assign as required:

- ** Bretton Woods Project, “IFIs in 2013: Year in Review,” 2014,
<<http://www.brettonwoodsproject.org/2014/01/ifis-2013-year-review/#strategy>.
- ** Bretton Woods Project, “World Bank’s ‘Green Growth’ Approach Denounced,” 2012 [BB]
- ** Bruce Rich, Foreclosing the Future: The World Bank and the Politics of Environmental Destruction (2013). [L-Reserve] This is the follow-up to his classic: Mortgaging the Earth: The World Bank, Environmental Impoverishment, and the Crisis of Development (Boston: Beacon Press, 1994).
- ** Horta, “The Potential of Evaluations: Creating Political Space for Dialogue & Action.” (2009) [BB]
- ** Broad & Cavanagh, “Like Water for Gold in El Salvador,” The Nation, (August 2011). [BB]
- [Alternative: you can read the expanded MIT press chapter version of this reading; also posted on BB]
- ** Broad, “Research, Knowledge, & Paradigm Maintenance...” Review of International Political Economy (2006). How WBG research relates to economic globalization, especially trade and aid). [BB]
- ** Conca, chap. 14 (Roberts et al., “Has Foreign Aid Been Greened?”) [Campus Store]

General:

- ** For updates and more on citizen campaigns, see web-sites of Bretton Woods Project, Bank Information Center, CEPR, IFIWatch, Third World Network, South Centre, Focus on the Global South, Citizens’ Trade Campaign, & Our World Is Not For Sale, among others.
- ** Lappé & Lappé, Hope’s Edge, chap.9 (pp. 212-49). Review chapter 1 (pp.13-33). [Store & L Reserve]
- ** World Bank, World Development Report 1992: Development & Environment.
- ** Broad with Cavanagh, Plundering Paradise, chapters 6 & 8.
- ** Broad, ed. Global Backlash: Citizen Initiatives for a Just World Economy (Lanham, MD.: Rowman & Littlefield, 2002). [Intro on BB; book is at Campus Store for SIS 650 & on L-reserve.]
- ** Broad & Cavanagh, Development Redefined: How the Market Met Its Match (Boulder: Paradigm Publishers, 2008), chapters 6-7 [Bookstore for SIS-650; L-Reserve]
- ** Goldsmith, Imperiled Planet, pp.264-271 (and also pp. 240-263). [Library Reserve]

[Recommended readings continue on next page]

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).

[NOTE: SCHEDULE OF CLASSES 10+ MAY BE CHANGED; PROFESSOR TO UPDATE]

**CLASS 10: LOCAL ATTEMPTS TO LINK ENVIRONMENT & DEVELOPMENT:
(TBD or 03/25/15) LOCAL CONTROL & COMMUNITY-RESOURCE MANAGEMENT**

[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 Greenbelt Movement in Kenya). [Store/L-Reserve]

o Farhan-Ferrari, "Indigenous Resource Management Systems..." [BB]

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

o Andrew Davis, [blog on current discussion about community rights]:

<<http://www.communitylandrights.org/community-rights-in-panama-and-beyond-lessons-from-central-america/>> [Note: reading may be changed/updated]

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.]

[Recommended readings continue on next page]

- ** 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.:
(04/01/15) 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
(04/08/15) -- 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):
(04/15/15) WHERE TO FROM HERE? CASE-STUDIES –
PRESENTATIONS & DISCUSSIONS OF STUDENT PAPERS.**

Papers due at start of class; no extensions. (See syllabus p.3 + paper assignment for further specifics.)

- o Read discussion questions posted for this week. [BB under “Assignments” with Class 12]
- o Lappé & Lappé, Hope’s Edge, chap. 11 & epilogue (pp. 279-314). [Campus Store & L-Reserve]
- o Climate Justice Now, “COP17 Succumbs to Climate Apartheid,” 10 December 2011. [BB]
- o Agence France Press, “Rainforest Dwellers Caught between Business, Green Groups,” 2008. [BB]
- o Additional or substitute reading may be assigned. [Updates from Dec 2014?]

** 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]

**Class 14: MAKING ENVIRONMENT-DEVELOPMENT CONNECTIONS (continued):
(04/22/15) WHERE TO FROM HERE? CASE-STUDIES –
PRESENTATIONS & DISCUSSIONS OF STUDENT PAPERS**

- o Read discussion questions posted for this week. [BB under “Assignments” with Class 12]
- 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 or substitute reading may be assigned.

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

**Class 15: KEEP OPEN AS BACK-UP OR MAKE-UP DATE
(04/29/15 or alternative date)**

Addendum to Syllabus for SIS-649.001: **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.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.”

**Addendum to Syllabus:
WEEKLY RESOURCE PERSONS**

Each week from class 4 through class 9, some of you will serve as “resource persons.” The weekly resource person’s extra responsibility involves two parts:

I. Resource person:

- o You will read the assigned readings to become an expert for that week. Having become an expert for that week, you are expected to use your expertise to inform and enliven the discussion.
- o Needless to say, it is assumed that everyone else will still read the assignments carefully and conscientiously and be prepared to participate in discussions.
- o Due to unexpected circumstances, we may find ourselves falling back a week (or even two) in terms of topic coverage. So be prepared for the in-class “resource person” facet of this requirement to take place during the subsequent week or two.

II. Short analytical paper, based on all the readings for one week:

A. Subject:

- o An analytical “review article” of the readings for that one week, involving a critical analysis and synthesis of the assigned readings, not simply a rehash or a summary.
- o The overall topic for your “review article” is the “root cause” listed for that class. Your essay is to be an inquiry into the week’s “root cause,” building on a synthesis and analysis of the required readings for that day.

B. Format and logistical details:

- o Due at start of relevant class. (See p.4 of syllabus for details of penalties for late papers.)
- o 5 pages of text at 12-font Times New Roman. The page limit is strictly enforced. Be sure to number your pages. (FYI: This page is in 11-font Times New Roman, not the required 12-font.)
- o Double-spaced, typed, “normal” (1-inch or so) margins.
- o Include an outline of your paper as a table of contents. Begin the outline with your thesis statement. Your outline should include page numbers that mesh with your text.
- o Use numbered (not parenthetical) endnotes or footnotes. Required reading for this is: Davis [Campus Store and Library Reserve] and one sample style sheet [Blackboard under “Assignments”].
- o End with a bibliography that includes only the works you have cited in your numbered endnotes or footnotes. (In other words, you are to demonstrate that you can do both end-notes and bibliographic citations. Again, see David and style sheet for more information.)
- o Your grade will be penalized for grammar and spelling mistakes and for not following the required format.
- o Please do not use fancy, plastic covers. (I consider them a prime example of “over-consumption”.)

Grading: While your grade will be based more heavily on your written paper, your oral contributions as resource person for the relevant class/subject will also be taken into account.

Sign-up: As much as possible, assignments will be made on a volunteer, first-come first-serve basis. Between class 1 and class 2, a sign-up sheet will be posted outside my office, SIS-225. I will also bring this sign-up sheet to class 2. Students are to sign up for their preferred week by break-time in class 2. This is your responsibility. I will finalize any outstanding assignments at the end of class 2.