

POL/EVST3031: Sustainable Development
Rievschl 422D
MWF, 12:20–1:15 p.m
Spring 2013

SUSTAINABLE DEVELOPMENT

Instructor

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Office Hours

Mondays, 1:30–4:00 p.m., or
by appointment

Overview

Sustainable development, with its promise of growth that equitably meets the economic and environmental needs of the present generation without compromising the ability of future generations to meet their needs, has been hailed by some as a desirable alternative to conventional national development strategies argued to emphasize economic growth at the expense of environmental stewardship or income parity. Yet others contend that sustainable development is at best an impossible dream, and at worst an ideology that prevents the poor from improving their quality of life and allows citizens, businesses, and governments to brand themselves as environmentally friendly without fundamentally changing their practices. This course explores these and many other debates surrounding sustainable development by focusing on the three “Es” that the term is generally understood as encompassing: environment, economy, and equity. We will first review the history and main trends associated with the sustainable development concept. Then, much of the course will focus on challenges confronting sustainable development efforts and current state-, national-, and international-level strategies for addressing these challenges, including green national income accounting, government-business partnerships, and global efforts to address climate change.

COURSE DETAILS (ALPHABETICAL ORDER)

Academic integrity

It is your responsibility to understand and comply with the University of Cincinnati Student Code of Conduct, as well as any other documented policies of the department, college, and university related to academic integrity. The Student Code of Conduct describes behavior expected of all University of Cincinnati students and defines behavior considered misconduct, including cheating, plagiarism, and classroom disruption. The potential sanctions and penalties for misconduct are outlined in the code and will be determined on an individual basis according to the severity of the misconduct. Copies of the code may be obtained from your college office or online at <http://www.uc.edu/Trustees/Rules/RuleDetail.asp?ID=184>.

All of the work you submit in this course must be your own. Absolutely no cheating or plagiarism (using someone else’s words or ideas without proper citation) will be tolerated. Please note that Part (B)(c)(iv) of the Student Code of Conduct indicates that plagiarism includes “submitting one’s own previously written or oral work without modification and instructor permission.”

Here are some tips on how to avoid inadvertent plagiarism. They were developed by Dr. Ralph Brower at Florida State University and provided to me by Dr. Ashlyn Nelson of Indiana University:

- 1) If you take material that is not yours, from any source whatsoever, and copy it into assignments for this class, you must provide an in-text citation and associated reference list entry indicating the source of the material.
- 2) Any material that quotes verbatim from other sources must be enclosed in quotation marks and its source attributed as noted in rule 1 above.
- 3) Material not taken verbatim from a text but paraphrased must also be attributed.

More information about plagiarism can be found at <http://libraries.uc.edu/help/students/plagiarism.html>. If you are uncertain about what constitutes plagiarism or about how to avoid it, please talk with me.

Assignments

You will receive additional specific details about the course's assignments on the first day of class or at a reasonable interval before the assignment is due.

Exams

There will be three closed-book, in-class exams in this course. The exams will involve multiple choice and short answer questions. The exams will correspond to the three primary course sections and will not be cumulative.

Group project

You will work in randomly assigned groups to profile a sustainable development effort at the local, state, national, or international scale (e.g., a community garden or the Global Environment Facility). This project will require you to collect, summarize, and present secondary and in some cases primary source data. You will develop a report which you will post online so that other students in the class can read and comment on it, and present your work to the class. Your report will describe the effort's goals, the people and stakeholders involved/affected, and the effort's outcomes, successes and failures, and future prospects. The goal of this project is for you to reflect critically on sustainable development efforts as they are implemented in the real world, not just as they are described in class readings.

Reading responses

You will write short (4 pages DS) responses to one set of readings per week. The responses must be submitted to Blackboard by 5 p.m. on the day prior to the day on which the readings will be addressed. For example, if you are writing about readings we will cover on a Wednesday, your reading response will be due by 5 p.m. on Tuesday.

Participation

Each week you can earn 1.8 participation points, except in the first week, when you can earn 1.6. To earn your full allotment of points per week, you must do two things:

- 1) Attend all of the week's classes (unless you are taking an excused absence); and
- 2) Offer meaningful verbal contributions to class discussions in at least two of the week's class periods.

Attendance

Attendance will be taken in every class period. You are allowed two excused absences per semester. An absence will be excused only if you email me before class to tell me that you will not be attending. I am not interested in the reason why you will not be attending.

Absences documented after the fact and absences beyond the two you are permitted in a given semester will be unexcused. Specific caveats are noted in the "Late assignments" section. An unexcused absence means that you miss any points you may have earned in the class you missed

Blackboard

Some course readings are posted on Blackboard (<http://blackboard.uc.edu>). Course updates and announcements may also be posted on Blackboard. Your grades will be documented as a running tally on Blackboard. It is your responsibility to check Blackboard regularly. Failure to do so is not an excuse for being unaware of material posted there.

Calendar

The calendar below summarizes important dates of which you should be aware in this course.

Day and date	Event
Monday, Jan. 7	First class
Monday, Jan. 21	Martin Luther King Jr. Day (no class) Last day to drop the course with no entry to your academic record
Friday, Feb. 15	Exam 1
Friday, March 15	Last day for course withdrawal Exam 2
Monday, March 18 – Sunday, March 24	Spring Break (no class)
Friday, April 12	Exam 3
Friday, April 19	Last class

Classroom civility

I expect you to respect your fellow students and myself and to behave in a professional manner. Failure to meet these standards will affect your participation grade. Examples of violations of classroom civility include but are not limited to:

- Arriving late for class
- Reading the paper or doing crosswords or Sudoku in class

- Sleeping in class
- Working on material for another course during class
- Failing to silence your phone during class
- Listening to music during class
- Talking when the instructor or another student is speaking
- Engaging in disruptive behavior such as being excessively noisy

If you engage in such behavior, you may be asked to leave the class. Serious violations of classroom civility will prompt disciplinary action. Information about the disposition of disciplinary action is provided in the University of Cincinnati Student Code of Conduct.

Disclaimer

This syllabus is subject to change at the instructor's discretion.

Drops and withdrawals

Please consult the university's policies concerning dropping or withdrawing from a class to ensure that, if you choose one of these options, you do so by the specified deadlines and in the manner that ensures that your grades and/or financial aid experience the least adverse impact. See http://www.uc.edu/registrar/policies_and_procedures/withdrawal_procedures.html.

Extra credit

Extra credit opportunities will be announced throughout the semester. Extra credit points will be applied to the numerator of your course grade.

Grade adjustments

If you believe that one of your assignments has been graded inaccurately, you can request that I review the grade. You must make this request within one week of your receipt of the grade. The request must be in writing; you must email me the assignment along with an explanation of the error and/or the grade you believe is more appropriate, or you must bring to my office a hard copy of the assignment along with a printout of your explanation.* The explanation should be no longer than three paragraphs. I will re-grade your assignment within 72 hours. A re-grade request does not guarantee that you will receive a higher or different grade; it merely means that I will review your assignment a second time and take your feedback under advisement.

*Please do not hand me your request before or after class, as there is no guarantee that I will not accidentally lose it among my other papers.

Grading

You can earn up to 100 points in this course, allocated as follows:

Assignment	Points
Frequency and quality of verbal class participation	25
Completion and quality of weekly reading responses	25
Performance on exams	30
Completion and quality of group project	20

The grade distribution will be as follows. A+ grades will be awarded only at the instructor's discretion and only for truly exceptional work:

Letter grade and associated point range							
A	94–100 points	B	84–86 points	C	74–76 points	D-	60–64 points
A-	90–93 points	B-	80–83 points	C-	70–73 points	F	<60 points
B+	87–89 points	C+	77–79 points	D+	65–69 points		

Instructor communication

I am more than happy to talk with you about sustainable development theory and practice. Also, please do not hesitate to talk to me if you are having difficulty with the course. The sooner you let me know about challenges you are encountering, the sooner I can help you develop ways to address those challenges. You can visit me during office hours or we can set up an appointment.

Email is a good way to get in touch with me, albeit with some important caveats. Namely:

- 1) I do not answer student emails after 9:00 p.m.
- 2) I will respond to your email within 48 hours unless there is a holiday or I am traveling, in which case I will respond within a reasonable time period.
- 3) Put the course title and number in the subject line of your email (e.g., POL/EVST3031).
- 4) Use an appropriate salutation in your email.
- 5) Sign (type) your name at the end of your email.

If you do not follow instructions 3–5, I may not answer your email. Please craft emails that you would be comfortable sending to an employer or workplace colleague.

Late assignments

Late reading responses will be accepted if they are submitted within 4 hours of the deadline. That is, the reading response is due at 5 p.m. on the day prior to the one on which the reading(s) will be discussed, and no late reading responses will be accepted after 9 p.m. on that day. Late reading responses will involve a 50 percent penalty on the grade you would otherwise have received.

Group project assignments can be submitted within 24 hours of the deadline with a 50 percent penalty on the grade for all group members. After 24 hours, the assignment will not earn points.

Participation points missed due to absence from class cannot be made up unless you have an excused absence, in which case you will earn the participation points you would have earned by attending class normally.

Make-up exams will not be administered.

Exceptions to these policies will only be granted in two cases:

- 1) If you provide authoritative documentation indicating that you were sick or otherwise unavailable due to a family emergency/crisis for MORE THAN TWO consecutive class periods, you may be allowed to complete make-up assignments to earn back missed points.
- 2) If you provide authoritative documentation indicating that you had a religious or cultural obligation that directly conflicted with class attendance, you may be allowed to complete make-up assignments to earn back missed points.

Documentation must be provided within one week of your return to class following the emergency, crisis, or religious/cultural obligation. Documentation provided more than one week after your return will not be accepted and you will not be eligible to earn back missed points.

Participation

Class participation is very important for success in this course. You will maximize the participation component of your grade by arriving on time to class, attending each class, and actively contributing during class activities.

Please note that attendance is not the same as participation. Showing up to class but failing to contribute meaningfully to discussions does not show me that you are prepared or that you understand the course materials. More importantly, your failure to engage short-changes your peers whose education in part relies on dialog with classmates.

Required text

Rogers, P., K. Jalal, and J. Boyd. 2008. *An Introduction to Sustainable Development*. Washington, DC: Earthscan.

You will be assigned roughly 80–90 pages of reading per week, both in the book noted above and in PDFs posted on Blackboard.

Special needs

If you have a disability which may affect your performance in the course, please let me know when the course begins (or as soon as possible if the disability begins during the semester) so that I can work with you to develop appropriate accommodations. Some accommodations may require approval from the Disability Services Office, located at 210 University Pavilion (<http://www.uc.edu/aess/disability.html>).

If unexpected events that may require special accommodations arise during the course of the semester (e.g., personal or family emergencies or health problems), please notify me as soon as

possible. You will be required to provide authoritative documentation (e.g., a signed, dated doctor's note on the doctor's letterhead) which may be subject to verification.

Technical issues

It is your responsibility to resolve technical difficulties (e.g., problems using Blackboard or Blogger). Technical difficulties are not an excuse for late work. Complete your assignments well before their deadlines so that you have time to address problems that may arise.

Technology

This course relies heavily on internet-based learning tools. Readings not found in the textbooks will be posted on Blackboard. Your grade will be kept as a running tally on Blackboard. Your group will be asked to use Blogger to document group project elements and your final group report. Familiarize yourself with these internet and computer technologies. It is your responsibility to understand how to use them so that you can participate effectively in this course.

If you have computers, tablets, or other devices that you can use for note-taking, please bring them to class and use them to facilitate your learning. However, please put your phones on silent so that they do not interrupt class. I understand that it is very easy to use these devices for purposes unrelated to school (e.g., Facebook) when you are in class. I of course prefer that you not use these devices for such activities, but since you are the one responsible for your education, it is ultimately your choice. Please be aware, however, that giving your full attention to your instructor and your peers during class indicates that you respect their contributions and effort; not paying attention sends the opposite signal.

TOPICS AND READINGS FOR CLASS MEETINGS

The syllabus is divided into four parts. The first part is a relatively short introduction to the concept of sustainable development. The latter three parts correspond to the classic tripartite definition of sustainable development: environment, economy, and equity.

The chart below indicates the week's theme and then breaks out the readings by day. Read the class day's readings BEFORE you come to class. "RBJ" indicates a reading from the course text by Rogers, Jalal, and Boyd. All other readings are available on Blackboard unless otherwise indicated. The right-most cell in the table below indicates deadlines associated with the group project.

I. What is sustainable development?		
Week 1 (Jan. 7–11): Basic definitions		
Monday	Syllabus	
Wednesday	<u>Underpinnings and history of the concept</u> RJB Chapter 1, 20–39 Executive summary of <i>Our Common Future</i> , http://www.un-documents.net/ocf-ov.htm#I.3 Malthus, 1–11	

Friday	<u>More conceptual development</u> RJB Chapter 2, 40–82 Ehrlich and Ehrlich, 63–74	
Week 2 (Jan. 14–18): Definitional controversies		
Monday	<u>History of definitional debates</u> Mebratu, 493–520	Project groups assigned
Wednesday	<u>Critique of current definitions</u> Lele, 607–621 Sneddon, Howarth, and Norgaard, 253–268	
Friday	<u>Operationalizing and disentangling current definitions</u> Parris and Kates, 1–28	Project groups establish blog and select topic
II. Environment		
Week 3 (Jan. 21–25): Overview of global environmental challenges		
Monday	MLK Day (no class)	
Wednesday	<u>Overview I</u> RJB Chapter 3, 84–104 <i>Millenium Ecosystem Assessment Synthesis</i> , 1–25	
Friday	<u>Overview II</u> <i>Millenium Ecosystem Assessment Synthesis</i> , 26–70	Group project task 1 due
Week 4 (Jan. 28–Feb. 1): Natural resources and development I		
Monday	<u>Agriculture I</u> Aal et al., http://www.seattleglobaljustice.org/2009/01/open-letter-to-paul-collier-in-response-to-%E2%80%9Cpolitics-of-hunger%E2%80%9D/ Collier, 67–79 Federoff and coauthors, http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3137512/ Godfray et al., http://www.sciencemag.org/content/327/5967/812.full	
Wednesday	<u>Agriculture II</u> Gimenez and coauthors, 1–8 Rockefeller, 1–10 De Schutter and Vanloqueren, http://thesolutionsjournal.com/node/971	

Friday	<u>Forestry I</u> Geist and Lambin, 143–150 Padgee et al., 33–52	Group project task 2 due
Week 5 (Feb. 4–8): Natural resources and development II		
Monday	<u>Forestry II</u> World Bank, 1–10, 36–64	
Wednesday	<u>Oceans and fisheries</u> Bene et al., 325–358 Costello and coauthors, 1678–1681 Pauley and Froese, 746–762	
Friday	<u>Freshwater resources</u> Bayliss, 603–625 Interlandi, http://www.thedailybeast.com/newsweek/2010/10/08/the-race-to-buy-up-the-world-s-water.html Kosik, http://www.cnn.com/2011/US/01/20/water.main.infrastructure/index.html Polycarpou, http://blogs.ei.columbia.edu/2010/09/02/what-is-the-benefit-of-privatizing-water/ Tan, 2552–2563	Group project task 3 due
Week 6 (Feb. 11–15): Climate change and development		
Monday	<u>The basic climate change problem . . .</u> IPCC, 1–22 Selin and VanDeveer, 278–298	
Wednesday	<u>. . . and its implications for development</u> Banuri and Opschoor, 1–24 Bauer and Scholz, 83–93 Sanwal, 1–6	
Friday	EXAM 1	Group project task 4 due
III. Economy		
Week 7 (Feb. 18–22): Overview of the economic challenges of development		
Monday	<u>Relevant economic principles</u> RJB Chapters 9–10 and 13 (part), 260–298 and 364–366	
Wednesday	<u>Shadows of consumption</u> VanDeveer, 311–329	

Friday	<u>Perspectives from the developing world</u> Knack and Keefer, 590–602 Najam, 239–255	Group project task 5 due
Week 8 (Feb. 25–March 1): Globalization, trade, and sustainable development		
Monday	<u>Impacts of economic globalization</u> Gallagher, 279–300	
Wednesday	<u>The free trade debate</u> Muradian and Martinez-Alier, 281–297 Bhagwati and Daly, 179–194	
Friday	<u>Global economic institutions</u> RJB Chapter 12 and 13 (part), 314–343 and 351–353 Rich, 201–211	Group project task 6 due
Week 9 (March 4–8): Greening national economies		
Monday	<u>Theory of green national accounting</u> RJB Chapter 11, 300–312 Hamilton and Lutz, 1–17	
Wednesday	<u>Practice of green national accounting</u> Bartelmus, 1850–1857 Hamilton and Lutz, 18–42	
Friday	<u>Other market-based approaches</u> Tran and Ley, 1–23	
Week 10 (March 11–15): Sustainability and business (the “win-win-win” ideal)		
Monday	<u>Theory of win-win-win</u> RJB Chapter 13 (part), 358–362 Pesmatzoglou et al. 2012, 1–16 Press and Mazmanian, 230–250	
Wednesday	<u>Practice of win-win-win</u> Engel et al., 663–674 WBSCD, 1–27	
Friday	Exam 2	Group project task 7 due
IV. Equity		
Week 11 (March 25–29): Overview of global inequity		
Monday	<u>The third E</u> RJB Chapter 8 (part), 219–247	

Wednesday	<u>The trouble with equity</u> Beder, 227-243 Weiss, 19–26	
Friday	<u>How inequitable are we? I</u> Ortiz and Cummins 10–47	Group project task 8 due
Week 12 (April 1–5): Inequity in-depth		
Monday	<u>How inequitable are we? II</u> UNDP, 1–20 World Bank, http://go.worldbank.org/ASPDDILEN0	
Wednesday	<u>Types of inequity: Health</u> Gwatkin, 1–34 WHO, http://www.who.int/mediacentre/news/releases/2008/pr29/en/index.html	
Friday	<u>Types of inequity: Gender</u> Hausmann et al., 3–34	Group project task 9 due
Week 13 (April 8–12)		
Monday	<u>Types of inequity: Fertility and population (but it's tricky)</u> Young, 83–95 Potts, 204–211 Gallagher, http://www.bbc.co.uk/news/magazine-15449959	
Wednesday	<u>Strategizing solutions</u> Barnes et al., 1–19 Berg and Ostry, 3–18 Green I, http://blogs.worldbank.org/publicsphere/inequality-and-rise-global-1-great-new-paper-branko-milanovic Green II, http://blogs.worldbank.org/publicsphere/node/6193	
Friday	Exam 3	
Week 14 (April 15–19): Group presentations		
Monday	Group presentations	
Wednesday	Group presentations	
Friday	Group presentations Last class	Group project revisions and final project due