



development that utilizes the interest of the earth's natural resources without encroaching upon its capital. Just exactly how this process is carried out, though, remains hotly contested. That is, the precise political steps for policy implementation remain fuzzy to date.

This semester we will examine an array of issues that highlight this deficiency before extrapolating the conditions needed to overcome them. We start by examining the theoretical context and international relations framework in which this debate is set. After this initial three week stage, the course dives into a series of case studies that examine both sustainable and unsustainable practices. We begin first with social issues such as population growth, consumption, racism, poverty, disease, and ethnic conflict. The next set of issues revolves around questions of energy usage and waste by-products, including nuclear energy, hydro-electric power, fossil fuels, and solar power. The final set of sustainable and unsustainable practices fall under the rubric of economics and environmental protection, asking whether or not a tension exists between the two. Topics addressed here include biodiversity, deforestation, invasive species, and tourism. The course concludes by asking students to synthesize the lessons of these various case studies into a blueprint for sustainable development.

## **COURSE EXPECTATIONS**

The prerequisite for this course is either POL 100 or POL 130. Participation in class is expected, especially since we have the luxury of a small seminar environment. Material discussed in class will appear on exams and other assignments. As outlined below, participation will play a key role in determining final grades, especially borderline cases.

As noted above, we have a combination of texts and readings to guide class discussions. Please be advised that the reading load is heavy at times and requires a substantial time commitment outside of class meetings. As your Rollins College Catalogue warns, you should anticipate spending an average of three hours outside of class for every hour spent in class. I recommend that you carefully look over the course materials and decide how much time you are willing to invest before committing yourself to this class. Diligently keeping on schedule with your reading load will allow you to take full advantage of our discussions and exercises. Be sure to come to class prepared and ready to actively participate on a regular basis. Your participation grade sheet details how crucial this aspect of the course is.

There will also be several writing assignments as well as two essay exams in this course. Of all that you learn in college, writing is one of the most important. Regardless of your career goal, you will need to develop the skill of writing well. Writing helps one learn. It focuses your thoughts and forces you to organize them. For general guidance on writing style, we will read the age-old pamphlet by William Strunk and E.B. White, *The Elements of Style*, during the first week of the semester. It is available for purchase at the Rollins College bookstore or free online at: <http://www.bartleby.com/141/index.html>. I will assume all written submissions follow the guidelines outlined in this text. Finally, as upper division college students you are already familiar with the term plagiarism. Remember, any work that borrows wording, ideas, or even organization from another source without appropriate acknowledgment is defined as plagiarism. A general rule of thumb is to cite any phrase that is not common knowledge and longer than four words. Please note the penalty for violating this rule is severe.

## **GRADING POLICY:**

Feel free to consult me about any of your work and grades during the semester, i.e. papers, participation, quizzes, exams, etc. Due to privacy concerns, however, grades will not be discussed

electronically at any time during *or* after the semester. Per the Rollins College Catalogue, the grade report is based on the following definitions:

A is reserved for work that is exceptional in quality and shows keen insight, understanding, and initiative.

B is given for work that is consistently superior and shows interest, effort, or originality.

C is a respectable grade required for graduation; it reflects consistent daily preparation and satisfactory completion of all work required.

D- is the lowest passing grade; it is below the average necessary to meet graduation requirements and ordinarily is not accepted for transfer by other institutions.

F is failing.

Grading is based upon percentages that equate to the standard +/- system below:

A = 93 % and up	A- = 90-92	B+ = 87-89
B = 83-86	B- = 80-82	C+ = 77-79
C = 73-76	C- = 70-72	D+ = 67-69
D = 63-66	D- = 60-62	F = 59 and below

Unless another due date is announced in class, you are responsible for turning in assignments on time before class starts. This responsibility comes in two parts. For one, you must turn in a hard copy of your paper to me. For another, you must submit an electronic copy to [www.turnitin.com](http://www.turnitin.com). Our class ID is "1149111" and the class password is "honor." Let me know if you need any help with this but do be sure to complete this requirement if you wish to receive credit for your paper. After class begins, assignments will be considered late so do not skip class just to finish an assignment. Late assignments will be accepted until 5 p.m. that day with one letter grade penalty. After the due date, papers will not be accepted. Make-up tests are not given, except under extenuating circumstances, i.e. illness, death in the family, religious holiday. In these cases the professor *must be informed prior to the exam or assignment due date*. Do this either by email or telephone.

### **GRADING DISTRIBUTION:**

Climate Change Editorial	5%
Schumacher Paper	15%
Quizzes	15%
Participation	20%
Midterm Exam	20%
Final Exam	25%

### **TENTATIVE COURSE SCHEDULE**

#### **Part I**

#### **Theoretical Context & International Framework**

#### **Week 1: Jan. 16/18**

Introduction: The Limits to Growth

Definitions and Design: What is Sustainable Development?

RR: Paul Wapner, "World Summit on Sustainable Development: Toward a Post-Johannesburg Environmentalism," *Global Environmental Politics*, vol.3:1 (2003), pp.1-10  
Goldfarb: Chpt.7.2 (William Cronon)

**Week 2: Jan. 21/23/25**

*Martin Luther King, Jr. Holiday*

Strunk & White: Foreword, Intro, Pt. I, II

Film - *The American Experience: Rachel Carson's Silent Spring*

Strunk and White: Pt. III, IV, V

Goldfarb: Chpt.13.1 (Rachel Carson)

*Thursday Lunchtime Global Warming & Climate Change Teach-in at Su-trust Auditorium*

750-word editorial required for class (Extra Credit if published in *Orlando Sentinel*)

Perceptions of the Environment

*Climate Change editorial due in class*

Goldfarb: Chpt.1.1 (John Muir)

Chpt. 1.2 (Gifford Pinchot)

Chpt. 1.3 (Aldo Leopold)

**Week 3: Jan. 28/30/Feb.1**

Tragedy of the Commons, Our Common Future?

Goldfarb: Chpt.2.4 (Garrett Hardin)

Chpt.7.1 (William Douglas)

Chpt.16.1 (World Commission on Environment and Development)

Does Size Matter?

RR: Schumacher Part I - Chpts.2, 3, 4, 5

International Cooperation & the Prisoner's Dilemma

Goldfarb: Chpt. 12.1 (Wendell Berry)

Clapp and Dauvergne: Chpt. 1

**Part II**  
**Sustainable Development in Practice:**  
**Social Issues**

**Week 4: Feb. 4/6/8**

NGOs and Civil Society

*NGO assignment briefing due (in consultation with professor)*

RR: Joseph S. Nye, "NGO's: Global Players with Soft Power," *Straits Times*

(Singapore), June 28, 2004; and "The Rising Power of NGO's," [\*The Daily Times\*](#)

(Pakistan), Aug. 31, 2004

Population Growth vs. Consumption

Goldfarb: Chpt. 2.3 (Paul Ehrlich)  
Chpt. 2.2 (Barry Commoner)

The Pollution of Poverty: Hispaniola Case Study

RR: Mabogunje, Akin L. "Poverty and Environmental Degradation: Challenges within the Global Economy," *Environment*, January/February 2002

RR: Skim Central Intelligence Agency, "Dominican Republic" & "Haiti," *The World Factbook*: <http://www.cia.gov/cia/publications/factbook/geos/dr.html> and <http://www.cia.gov/cia/publications/factbook/geos/ha.html>

### **Week 5: Feb. 11/13/15**

Ethnic Conflict in Rwanda

RR: Nye, pp.150-158

RR: Gourevitch, Philip. *We Wish to Inform You that Tomorrow We Will Be Killed with Our Families: Stories from Rwanda*, Picadur, 1999, Chpt. 4.

Frontline: *Ghosts of Rwanda*

*Schumacher paper due*

Skim Central Intelligence Agency, "Rwanda," *The World Factbook*: <http://www.cia.gov/cia/publications/factbook/geos/rw.html>

Frontline: *Ghosts of Rwanda* (continued)

RR: View feature film [Hotel Rwanda](#)

## **Part III Sustainable Development in Practice: Energy & Waste**

### **Week 6: Feb. 18/20/22**

*No Class Feb. 18<sup>th</sup>*

Samantha Power, Director, Human Rights Initiative, Kennedy School of Government at Harvard University:

<http://www.pbs.org/wgbh/pages/frontline/shows/karadzic/genocide/neveragain.html>

Oil Addiction

Rutledge: Chpt. 1, 2, 3

BBC Film: *The Oil Curse*

Rutledge: Chpt. 4, 5

### **Week 7: Feb. 25/27/29**

Energy Security & Terrorism

Rutledge: Chpt. 6, 9, 12

Alternative Energy Options

Skim web pages of [Florida Solar Energy Center](http://www.fsec.ucf.edu/) @ <http://www.fsec.ucf.edu/>

RR: Michael Renner, "Going to Work for Wind Power," *World Watch*, Jan/Feb 2001

RR: Weltman, Eric. "Here Comes the Sun: Whatever Happened to Solar Energy?" *In*

*These Times*, Feb. 7, 2000

The Nuclear Option  
TBA

**Week 8: March 3/5/7**

Ecological Consequences of Globalization  
Clapp and Dauvergne: Chpt. 2

The Globalization Debate

RR: Moises Naim, "The Five Wars of Globalization," *Foreign Policy*, Jan./Feb. 2003

RR: Graham, Carol. "Stemming the Backlash against Globalization, January 2003, The Brookings Institution: <http://www.brookings.edu/comm/policybriefs/pb78.htm>

*Midterm Exam*

**Week 9: Spring Break**

**Week 10: March 17/19/21**

PBS Film – [Great Wall across the Yangtze](#) (2000)

Dam Development: The Gabcikovo Dispute

RR: John Fitzmaurice, Damming the Danube: *Gabcikovo and Post-Communist Politics in Europe*, Westview Press, 1996, pp. 1-25

Slovakia.org, "The Gabcikovo Dam Dispute": <http://www.slovakia.org/history-gabcikovo.htm>

The Black Triangle

Bruce Stutz, "Europe's Black Triangle Turns Green," *OnEarth* (NRDC Magazine), Spring 2005: <http://www.nrdc.org/onearth/05spr/triangle1.asp>

RR: Earthwatch Expedition Briefing: Mountain Waters of Bohemia

**Part IV**

**Sustainable Development in Practice:  
Economics vs. Environmental Protection?**

**Week 11: March 24/26/28**

The Aral Sea

Sandra Akmansoy, M.S.E and Daene C. McKinney, Center for Research in Water Resources, "Aral Sea Water Rights": <http://www.crrw.utexas.edu/reports/1998/rpt98-3.shtml>

"Crossing the Oxus – Destruction of the Aral Sea in Uzbekistan," *Afterimage*, Sept. 2001: [http://findarticles.com/p/articles/mi\\_m2479/is\\_2\\_29/ai\\_78437071](http://findarticles.com/p/articles/mi_m2479/is_2_29/ai_78437071)

The Greenbelt Movement  
Maathai: Chpt. 1-3

Replicating the Greenbelt Movement  
Maathai: Chpt. 4-8

## **Week 12: March 31/April 2/4**

Is it Time for a New Ark?

Goldfarb: Chpt.10.1 (E.O. Wilson)

Chpt.10.2 (Stephen Jay Gould)

Skim CBD Secretariat homepage @ <http://www.biodiv.org/default.aspx>

Development & Deforestation in the Amazon

RR: Earthwatch Expedition Briefing: Macaws of the Peruvian Amazon

Elizabeth Royte, "35 Who Made a Difference: An Ethnobotanist Takes Up the Cause of Rainforest Conservation," *Smithsonian*, Nov. 2005:

<http://www.amazonteam.org/images/news/smithsonianarticle-11-05.pdf>

Film: *The Lorax*

Maathai: Chpt. 9-12

## **Week 13: April 7/9/11**

*The American Experience: Influenza 1918*

RR: Gro Harlem Brundtland, "The Globalization of Health," *Seton Hall Journal of Diplomacy and International Relations*, vol. IV:2 (Summer/Fall 2003), pp.7-12.

Infectious Disease

RR: Anne Underwood and Jerry Adler, "Scary Strains," *Newsweek*, 1 Nov. 2004

RR: David Brown, "Teamwork Urges on Bird Flu," *The Washington Post*, 8 Nov. 2005

Trade and the Environment

RR: Christopher Bright, "Invasive Species: Pathogens of Globalization," *Foreign Policy*, Fall 1999

RR: Thomas L. Friedman, "Senseless in Seattle," *New York Times* (December 1, 1999):  
<http://www.nytimes.com/library/opinion/friedman/120199frie.html>

RR: Thomas L. Friedman, "Senseless in Seattle II," *New York Times* (December 8, 1999):  
<http://www.nytimes.com/library/opinion/friedman/120899frie.html>

## **Week 14: April 14/16/18**

GATTzilla vs. Flipper

WTO Disputes, Mexico etc. versus US:

[http://www.wto.org/English/tratop\\_e/envir\\_e/edis04\\_e.htm](http://www.wto.org/English/tratop_e/envir_e/edis04_e.htm)

Skim NOAA Fisheries Office of Protection Resources webpage:

<http://www.nmfs.noaa.gov/pr/laws/mmpa/>

Tourism vs. Eco-tourism: The Galapagos Islands

Skim Charles Darwin Research Station webpage: <http://www.darwinfoundation.org/>

RR: Martha Honey, "Treading Lightly?" in *Environment*

The Politics of Scarcity

Goldfarb: Chpt. 12.3 (Lester Brown)

Chpt. 11.2 (Julian Simon)

Chpt. 11.3 (Joel Cohen)

## Part V Conclusions

### **Week 15: April 21/23/25**

Redefining Security?

Kofi Annan, "Nobel Lecture," December 10, 2001:

<http://www.nobel.se/peace/laureates/2001/annan-lecture.html>

A Global Marshall Plan

Michael Shellenberger and Ted Nordhaus, "The Death of Environmentalism: Global Warming Politics in a Post-Environmental World," *Grist Magazine*, Jan. 13, 2005:

<http://www.grist.org/news/maindish/2005/01/13/doe-reprint/>

Paths to a Green World

Clapp and Dauvergne: Chpt. 8

Goldfarb: Chpt. 6.1 (Amory Lovins)

### **Week 16: April 28**

Jeopardy Final Review

Review assignment online

**Final Exam: Thursday, May 1st @ 8 am**

\* Please note changes in this schedule may be necessary as we progress through the semester. Any such changes will be announced in class. Also check for periodic updates on the course website, particularly the online version of the syllabus.

## **POLITICAL SCIENCE DEPARTMENT STATEMENT OF STUDENT RESPONSIBILITY**

The Political Science Department of Rollins College is committed to the principle of active learning. For us, this means that learning cannot take place without students' active involvement in, commitment to, and responsibility for, their own education. Hence it is important that students conduct themselves in ways that indicate respect for the learning community and the learning process. While it is difficult to specify precisely what this means in all cases, at the very least it entails coming to class on time and being prepared to remain in one's seat for the duration of the class period. Respect for the learning community and the learning process would normally exclude persistent lateness, leaving the classroom during class time, and/or falling asleep in class. We also ask that you turn off all cell phones while in the classroom. Finally, we consider being habitually unprepared for class to be a violation of the learning community and a form of academic dishonesty.

### **DOCUMENTATION**

Here are a few simple rules about quotations, paraphrases, and plagiarism. Learn them and practice them.

1. "When you copy the words of another, put those words inside quotation marks, and acknowledge the source with a footnote."
2. "When you paraphrase another's words, use your own words and your own sentence structure, and be sure to use a footnote giving the source of the idea."
3. "A plagiarist often merely changes a few words or simply rearranges the words in the source."

Source: Harbrace College Handbook, p. 407

**Plagiarized work will result at the very least in a grade of "0" on the paper assignment, and such an event will be reported to the Dean of the College, as per our college policies.**

## Participation Grades

Strong daily participation is critical to the success of this course. This is the reason participation counts as such a significant percentage of your final grade. Emphasizing participation in this course also demonstrates the extent to which classroom time should build on our readings. And it reflects my belief that you will learn from one another in this class, just as you will learn from me.

To receive a good participation grade one must come to class well prepared, completing all readings and assignments before our meeting time. You may find it helpful to make a rough outline of the day's readings and/or jot down an intriguing question or two that arose from the readings.

Each day I will assign a possible 10 points for your participation. Be aware that quality counts more than quantity in this calculation. You do not need to dominate the conversation. In fact doing so will detract from your grade (don't worry I will let you know before this happens). Students earn points in the following manner:

- 5 points for attending class
- 1 more point for being on time
- And 1-4 more points for quality of participation
  - A level participation gets 3 or 4 points
  - B level gets 2 points
  - C level gets 1 point

Finally, let me outline the absence policy for this course. If you must miss class for some reason, i.e. illness, athletic competition, job interview, please let me know in advance. That means *before* class starts. As long as you meet this requirement you are allowed two such excused absences.