



## MC492: Sustainable Development and Policy, Senior Seminar, Fall 2010

### Course Information

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Tuesday and Thursday: 10:20 – 12:10  
369L North Case Hall  
Course Web Page: <http://www.angel.msu.edu>

### Instructor Information

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Professor Daniel Kramer  
Office: 370 North Case Hall  
Phone: (517) 432-2199  
Email: [dbk@msu.edu](mailto:dbk@msu.edu)  
Office Hours: Monday Tuesday 1 - 3  
Web site: <https://www.msu.edu/~dbk/index.htm>  
Research web site: <http://www.globalchange.msu.edu/nicaragua/>

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

### Course Overview

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Sustainable development for some is a new paradigm for economic development, a refuge from the hegemony of markets and neo-liberalism and a recognition of the strong ties between social and natural systems. For others, sustainable development is nothing more than pie-in-the-sky eco-utopianism, a misguided and ill-defined venture which only serves to derail economic and therefore environmental progress. In this seminar, we will explore the competing claims, politics and policies of sustainable development. We will begin with the philosophical underpinnings of sustainable development (Quinn) and several historical case studies (Diamond) then transition to a series of theme-based case studies: food systems (Pollan), urban systems (Jacobs), and technological systems (McDonough and Braungart). We end with Sen's attempt to reconceptualize development.

We will rely on six required course books, journal articles, articles from the New York Times, and documentary films to motivate our discussions.

### Course Objectives

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

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

### **Pedagogy and Discussion Leaders**

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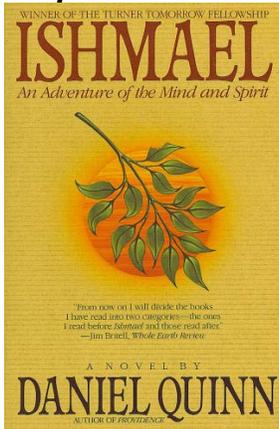
Because this is a seminar, I share the responsibility of pedagogy with students. For each class period, one student will be responsible for preparing questions on the readings and posting them on ANGEL by **5 pm the day before class**. The discussion leader is also responsible for beginning and maintaining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

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

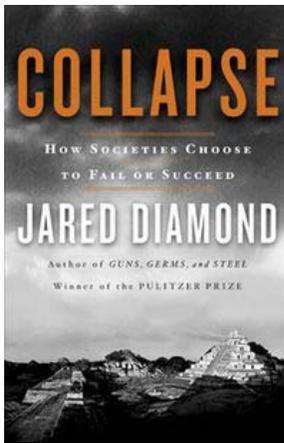
## Resources and Readings

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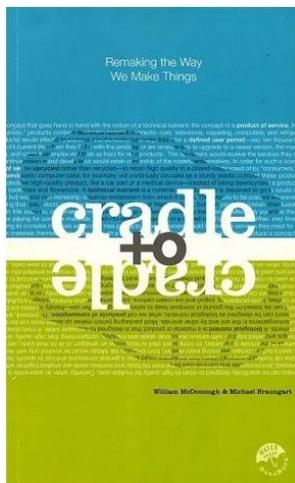
### Required Texts



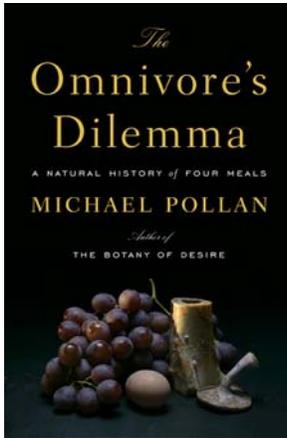
Daniel Quinn. 1992. *Ishmael*. Bantam Books: New York, NY, USA.



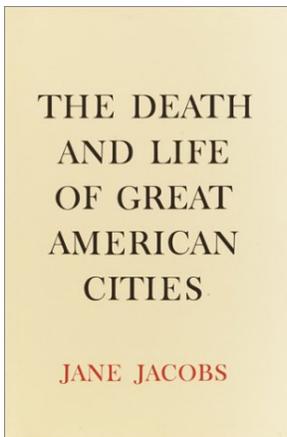
Jared Diamond. 2005. *Collapse: How Societies Choose to Fail or Succeed*. Penguin Books: New York, NY, USA.



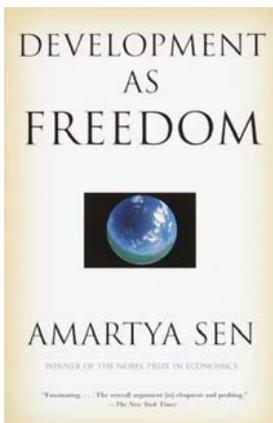
McDonough, William and Michael Braungart. *Cradle to Cradle*. North Point Press. 978-0865475878.



Pollan, Michael. 2007. *The Omnivore's Dilemma*. Penguin. 978-0143038580.



Jacobs, Jane. 1961. *The Life and Death of Great American Cities*. Vintage. 978-0679741954.



Sen, Amartya. 2000. *Development as Freedom*. Anchor. 978-0195655261.

### ***Other Readings***

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

I strongly encourage you to refer to the NY Times (free to Madison students) and to bring in interesting and pertinent articles to share with the class.

## Grading

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Your grade will be based on the following tasks:

Participation and Collegiality:	20%
Response Paper #1:	15%
Response Paper #2:	15%
Response Paper #3:	15%
Research Paper:	
Proposal	<i>ungraded but required</i>
Rough Draft	<i>ungraded but strongly advised</i>
Oral Presentation	10%
Final Draft	25%

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

- **4.0:** Students who earn a 4.0 are consistently excellent colleagues. They are always present and prepared for class, and they bring interesting and relevant questions and comments to bear on the subject material. They are equally good listeners and show a genuine interest in their fellow students' thoughts. These students have completely bought into the class and make it better through their contributions, energy, and hard work.
- **3.0:** A student who earns a 3.0 may have missed two or three classes throughout the semester but generally has been an active and enthusiastic participant in the course. Other students who earn a 3.0 may have been in class and prepared for class every day, but will have occasionally articulated ideas without reference to the direction of the conversation; that is, they actively participated in discussions without listening to their colleagues' previous statements.
- **2.0:** A student who earns a 2.0 is very much an average student. He or she will miss two or more classes throughout the semester or will come to class several times during the semester without having fully read and understood the assigned materials. Other such students will be prepared for class and will come to every class meeting, but will not fully participate in class activities and discussion; instead, they hold back, waiting for others to ask the tough questions or take the chance at making a mistake. Still other students who earn a 2.0 will occasionally dominate a class discussion and use rhetorical tactics that limit other students' participation.
- **Lower than 2.0:** Students who earn a 1.0 or a 0 in the participation and collegiality portion of their grade will have missed more than three classes or will have come to class several times without being fully prepared for the class meeting. In the class discussions and activities, lower than average colleagues will avoid participating or will occasionally attempt to dominate the discussions.

### ***General Evaluation Criteria for Written Work***

- **4.0:** Your work is excellent relative to the level necessary to meet course requirements. You not only make strong, organized arguments that make good use of evidence and link theory to empirical cases but also are able to recognize the limits of those arguments through thoughtful assessments of alternative explanations. Your work is probing, perceptive, and well expressed.



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

- Presentations should be illustrated using PowerPoint. Supplemental media including videos and radio broadcasts are also good.
- Presentations should be accompanied by an executive summary which should be posted on ANGEL the night before your presentation. The executive summary should provide an introduction to your topic and summaries of the key insights you develop. The executive summary should be no more than 2 double spaced pages.
- Presentations should be roughly 20 minutes in length. In addition, each student will be allotted 10 minutes for questions and answers.
- Presentations should not be read. Note cards are fine as long as you are not reading from them.
- Presentations will be evaluated by your peers and me.

***Research Paper Draft (Due November 16<sup>th</sup>)***

- Use same guidelines as for Final Research Paper (below)

***Final Research Paper (Due December 14<sup>th</sup>)***

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

- Papers should be submitted electronically before class on the due date. Only the final draft should also be submitted in paper form.
- The rough and final drafts should be about 25 double spaced pages in length, 12-point font, 1 inch margins all around.
- Punctuation, grammar, and source attribution should be near perfect.
- Papers should include an organizational plan, clear transitions, subheadings when appropriate, paragraphs with topic sentences, and a logical and coherent sequencing of ideas.
- Papers must include a thesis statement which expresses the intent of the paper.
- Papers must include the following sections: 1) introduction, 2) data and methods if applicable), 3) results (if applicable), 4) discussion, 5) conclusion, and 5) references.
- Papers should be properly referenced. You should use abbreviated citations in the text of your paper using the following format – (Johnson and Wilson 2004). Sources should be fully cited in your list of references at the end of your paper using the following format.  
Johnson, Tom and Bill Wilson. 2004. Collisions of Culture: Globalization and the Environment. *Journal of Globalization and the Environment*, volume 3(4): 15-34.
- I will consider the depth of understanding and creativity demonstrated in your papers.
- ***Tip: Proofread, proofread, proofread***

## Important Due Dates for Assignments

Response Paper #1	October 14 <sup>th</sup>
Response Paper #2	November 11 <sup>th</sup>
Response Paper #3	December 2 <sup>nd</sup>
Research Paper	
Proposal	October 5 <sup>th</sup>
Rough Draft	November 16 <sup>th</sup>
Oral Presentations	November 30 <sup>th</sup> to December 14 <sup>th</sup>
Final Paper	December 14 <sup>th</sup>

## Course Readings and Calendar

Date	Day	Topic	Chapters	Pages	Due Dates
2-Sep	Thursday	Introductions			
7-Sep	Tuesday	Introduction to Sustainability	Boulding Kenneth, 1966. "The Economics of the Coming Spaceship Earth." Hayward, Steven, 2003. "A Sensible Environmentalism."		
9-Sep	Thursday	<i>Ishmael</i>	Chapters 1-4	3 to 75	
14-Sep	Tuesday	<i>Ishmael</i>	Chapters 5-9	79 to 184	
16-Sep	Thursday	<i>Ishmael</i>	Chapters 10-13	187 to 263	
21-Sep	Tuesday	<i>Collapse</i>	Prologue & Chapter 1	1 to 75	
23-Sep	Thursday	<i>Collapse (Easter Island and Maya)</i>	Chapters 2 & 5	79 to 119, 157 to 177	
28-Sep	Tuesday	<i>Collapse (Japan, Rwanda, D.R. &amp; Haiti)</i>	Chapters 9, 10, & 11	277 to 357	
30-Sep	Thursday	<i>Collapse</i>	Chapters 14 & 16	419 to 440, 486 to 525	
5-Oct	Tuesday	<i>Cradle to Cradle</i>	Introduction & Chapters 1-2	3 to 67	Proposal
7-Oct	Thursday	<i>Cradle to Cradle</i>	Chapters 3-4	68 to 117	
12-Oct	Tuesday	<i>Cradle to Cradle</i>	Chapters 5-6	118 to 186	
14-Oct	Thursday	<b>Documentary: Who killed the Electric Car or... Blue Vinyl</b>			Response Paper #1
19-Oct	Tuesday	<i>Omnivore's Dilemma</i>	Introduction & Chapters 1-7	1 to 122	
21-Oct	Thursday	<i>Omnivore's Dilemma</i>	Chapters 8-11	123 to 225	
26-Oct	Tuesday	<i>Omnivore's Dilemma</i>	Chapters 12-14, 15-16, & 20	226 to 303, 391 to 412	
28-Oct	Thursday	<i>Life and Death of Great American Cities</i>	Chapters 1-6	1 to 142	
2-Nov	Tuesday	<i>Life and Death of Great American Cities</i>	Chapters 7-12	143 to 240	
4-Nov	Thursday	<i>Life and Death of Great American Cities</i>	Chapters 13-16	241 to 320	
9-Nov	Tuesday	<i>Life and Death of Great American Cities</i>	Chapters 17-22	321 to 448	
11-Nov	Thursday	<b>Documentary: Food, Inc.</b>			Response Paper #2
16-Nov	Tuesday	<i>Freedom as Development</i>	Introduction & Chapters 1-3	1 to 86	Paper Draft
18-Nov	Thursday	<i>Freedom as Development</i>	Chapters 4-7	87 to 188	
23-Nov	Tuesday	<i>Freedom as Development</i>	Chapters 8-12	189 to 298	
25-Nov	Thursday	<b>Thanksgiving Holiday</b>			
30-Nov	Tuesday	<b>Student Presentation (3-4 students)</b>			
2-Dec	Thursday	<b>Student Presentation (3-4 students)</b>			Response Paper #3
7-Dec	Tuesday	<b>Student Presentation (3-4 students)</b>			
9-Dec	Thursday	<b>Student Presentation (3-4 students)</b>			
14-Dec	Tuesday	<b>Student Presentation (3-4 students)</b>	<b>Final Exam Period, 10-12:00 Noon</b>		Final Paper

### Other Readings of Interest

#### Related to Jared Diamond's *Collapse*

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

#### Related to Sustainable Development in Urban Settings and Jane Jacob's *The Death and Life of Great American Cities*

- Robert Moses. 1962. "Are Cities Dead?" *The Atlantic Monthly*, January.
- Montgomery, Roger. 1998. "Is There Still Life in The Death and Life?" *Journal of the American Planning Association* 64(3):269-274.

- Owen, David. 2009. *Green Metropolis*. Penguin Books, New York.
- McKibben, Bill. 1995. *Hope, Human and Wild: True Stories of Living Lightly on the Earth, Curitiba*, Chapter 2, pages 57 – 116. Hungry Mind Press: St. Paul, Minnesota. **(Angel)**
- Pearce, Fred. 2006. Ecopolis Now. *New Scientist Magazine*, 17 June 2006.
- New York City. 2007. *PlaNYC: A Greener, Greater New York* .
- Berke, P.R. and M.M. Conroy. 2000. Are we planning for sustainable development? An evaluation of 30 comprehensive plans. *Journal of the American Planning Association* 66(1): 21-33.
- Campbell, S. 1996. Green cities, growing cities, just cities? Urban planning and the contradictions of sustainable development. *Journal of the American Planning Association* 62(3): 296-312.
- Satterthwaite, D. 1997. Sustainable cities or cities that contribute to sustainable development" *Urban Studies* 34(10): 1667-1691.

### **Related to the Sustainability of Food Systems and Michael Pollan's *The Omnivore's Dilemma*.**

- Hurst, Blake. 2009. "The Omnivore's Delusion: Against Agri-Intellectuals." *The American*, July.
- Cowen, Tyler. 2006. "Can you Really Save the Planet at the Dinner Table?" *Slate*, November.

### **Sustainable Development**

- Robert W. Kates, Thomas M. Parris, Anthony A. Leiserowitz. What is Sustainable Development: Goals, Indicators, Values, and Practice. *Environment* 47(3): 8 – 21.
- William E. Rees. 1995. Achieving Sustainability: Reform or Transformation? *Journal of Planning Literature* 9: 343 – 361.
- Keith Pezzoli. 1997. Sustainable Development: A Transdisciplinary Overview of the Literature. *Journal of Environmental Planning and Management* 40(5): 549 – 574.
- Alcock, R. 1997. Consumption and sustainable development. *Science* 276(5319): 1632-1633.
- Atkin, J., A. Cobb, et al. 1997. Sustainable Development. *Scientific American* 277(2): 8-8.
- Beekman, V. 2004. Sustainable development and future generations. *Journal of Agricultural & Environmental Ethics* 17(1): 3-22.
- Chichilnisky, G. 1997. What is sustainable development? *Land Economics* 73(4): 467-491.
- Langhelle, O., 2000. Sustainable development and social justice: Expanding the Rawlsian framework of global justice. *Environmental Values* 9(3): 295-323.
- Meadowcroft, J. 2000. Sustainable development: a new(ish) idea for a new century? *Political Studies* 48(2): 370-387.
- Parris, T. M. 1996. Comparative international indicators of sustainable development. *Environment* 38(4): 3.
- Parris, T.M. and R.W. Kates. 2003. Characterizing and measuring sustainable development. *Annual Review of Environment and Resource* 28: 559-586.

- Samper, C. 2003. The millennium ecosystem assessment: Science and policy for sustainable development. *Bioscience* 53(12): 1148-1149.
- Stern, P. C. and T. Dietz. 1997. Consumption and sustainable development. *Science* 276(5319): 1631-1632.
- Westing, A. H. 1996. Core values for sustainable development. *Environmental Conservation* 23(3): 218-225.
- Alan D. Hecht. The Triad of Sustainable Development: Promoting Sustainable Development in Developing Countries. *The Journal of Environment & Development* 8: 111 – 132. (ANGEL)
- John Robinson. 2004. Squaring the Circle: Some Thoughts on the Idea of Sustainable Development. *Ecological Economics* 48: 369 – 384. (ANGEL)
- David G. Victor. 2006. Recovering Sustainable Development. *Foreign Affairs* January/February 2006. (ANGEL)
- Pearce, D. and G. Atkinson. 1998. The Concept of Sustainable Development: An Evaluation of Its Usefulness Ten Years After Bruntland. *Swiss Journal of Economic Statistics* 134(3): 251-69.
- Blair, T. 2003. Meeting the sustainable development challenge. *Environment* 45(4): 20-26.
- Clark, W. C. 1996. Sustainable development redux. *Environment* 38(4): COV2.
- Dawe, N.K. and K.L. Ryan 2003. The faulty three-legged-stool model of sustainable development. *Conservation Biology* 17(5): 1458-1460.

### **Critiques of Sustainable Development**

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

### **Regional Case Studies of Sustainable Development**

- Elizabeth C. Economy, *The River Runs Black!*
- Ye, R. Q. 1996. Sustainable development in China and international trade. *International Environmental Affairs* 8(1): 16-31.
- J. Timmons Roberts & Nikki Demetria Thanso, *Trouble in Paradise*.
- Becker, J., 1998. Examples of sustainable development efforts in Costa Rica. *International Journal of Sustainable Development and World Ecology* 5(3): 172-181.

### **Policies**

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#### **Attendance**

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

#### **Classroom Conduct**

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

### ***Diversity***

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

### ***Grading Grievances***

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

### ***Late Work***

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

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

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

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

### ***Students with Disabilities***

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