

## SOC 334 – Sustainable Development

<b>Instructor:</b>	Dr. Robin Lovell		
<b>Office Hours:</b>	Monday/Thursday	3:00pm-4:00pm	Miguel 416
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<b>Lecture:</b>	Mon/Thur	12:00pm-1:15pm	De La Salle 301

### INTRODUCTION

**Course Description:** This class is broadly concerned with the issue of sustainability in economic, environmental, and social spheres. The Sustainable Development framework emerged as a realization of the environmental crisis caused by development – it is a complex set of debates and topics. We focus on key theories and critiques in development studies, and then explore these concepts through a series of case studies. The purpose of this class is to critically examine the relationships between the environment and the political economy of development.

The class is divided into two thematic sections. In the first part, we will explore development theories and concepts beginning with the European colonial period and culminating with the emergence of the sustainable development framework. In the second part of the class, we will use case studies to understand what sustainable development means in practice, and how alternative frameworks have emerged. The course is designed to prepare students to meaningfully participate in upper division courses and future pursuits in environmental studies, regional studies, international business, political economy, and other related fields.

**Class Format and Mechanics:** This is a seminar course that relies on a high degree of discussion in class. As we work through topics, you will engage with readings through written and verbal responses, leading class discussions, studying for the midterm and final exam, and writing a substantive research paper. Lectures will take place at the beginning of the week, with class writing and peer-review exercises during the latter half of the week. Your research paper will include a series of assignments due throughout the semester, demanding a high level of engagement inside and outside of class. You will have a chance to revise your paper, receiving feedback during the draft phase and turning in the final draft for review by me.

**Learning Objectives:** At the conclusion of this course, students should be able to articulate the following:

1. Identify the societal (social, political, economic, cultural and ethical) agents and structures that contribute to environmental change.
2. Increased familiarity with a range of theories and measures related to the environment and development, including modernization, neoliberalism, globalization, alternative development, and sustainable development.
3. An enhanced awareness of major sociological and environmental issues, including ecological change and degradation, alternative development, violence, natural hazards, livelihoods, poverty, land reform, political upheaval and gender relations.

4. Access and analyze a complex literature addressing specific topics in sociology and environmental studies, and evaluate the usefulness and limitations of individual sources of information.
5. Demonstrate effective oral and written communication skills.

**Course Materials:** All course readings are available online through Moodle.

## EVALUATION

Your course grade will be assigned according to the following percentages:

A	93-100
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	64-66
F	Below 64

Each assignment is graded on a 100-point scale, and then become part of the following major categories for your overall course grade.

- Attendance and Participation (30%)
- Research Paper (40%)
- Midterm exam (15%)
- Final exam (15%)

**Attendance and Participation (30% of total grade):** Your participation will be comprised of three things: attendance, reading engagements, and leading one class of your choosing. Here is how you will be graded.

Reading Engagements (10%): Each class session with a reading, you must turn in the following via Google Forms by *8am the morning of class*:

- One sentence noting your most positive or negative reaction to the reading.
- One question that you thought of while doing the reading.

Class Leadership (10%): You must sign up to lead or co-lead several class discussions about the readings. You can either come up with a short exercise to do with your classmates, or you can create a short video that helps explain and spur discussion about the class session topic. You will receive a more detailed class leadership assignment that outlines the rules and suggestions for this exercise.

Attendance (10%): The more classes you attend, the more you will succeed in my class. Please do not email me or ask me for individual class session attendance waivers or makeups for the In-class Exercises. As there are foreseen and unforeseen reasons that you may not be able to attend class, you are given a total of two (2) excused absences for the semester. I do not need to know the details, so please, again, do not email me. More than two absences will result in a reduction of 5% of your overall grade for each absence. In accordance with Department of Sociology policy, missing more than six (6) class sessions will result in a grade of "F" for the course. Late arrival distracts your fellow students and the instructor, and is highly discouraged.

**Research Paper (40% of total grade):** You must complete a substantial Research Paper for this course. The purpose of your Research Paper is to demonstrate analytical thinking skills by analyzing a complex literature addressing a specific topic, evaluate the usefulness and limitations of individual sources of information, and use effective written communication skills. That means that you must conduct research on your topic for the entire quarter, the full 15 weeks, in order to read enough on your topic to complete this assignment. Research Project development will begin on the second day so that you can have enough time to develop your topic.

The research paper is due in increments to help you successfully write something interesting about sustainable development.

- Proposal (2%) – After completing a small amount of research, you must show evidence of a well thought out project.
- Outline (3%) – After receiving feedback on your proposal, you will draft a detailed Outline and submit it to me for approval and feedback.
- Draft Paper (5%) – You will bring this Draft Paper to class for review and feedback from your peers. *There will be no make-up peer review class session.*
- Revised Draft Paper (10%) – After receiving in-class peer feedback, you will turn in your Revised Draft Paper to me for evaluation.
- Final Paper (10%) – The Final Paper incorporates feedback from your peers and me.
- Final Oral Presentations (10%) – Oral communication skills entail completing your research and communicating your findings effectively using Story Maps.

**Midterm and Final (30% of total grade, 15% each):** The midterm will consist of short-answers, fill-in-the-blanks and multiple-choice questions. The final exam will be cumulative. It will focus primarily on material covered in the second half of the class, but it will test you on concepts and issues discussed throughout the entire course. It will consist of short-answers, fill-in-the-blanks, and multiple-choice questions. The midterm and final exams will be online, therefore, there will be no makeup exams.

### ADDITIONAL COURSE EXPECTATIONS

**Late Work and Grade Changes:** I do not accept late assignments. Please anticipate printer, Moodle, and other common problems and allow time for them. I also do not change grades unless I have made a mistake in assessing you, per a rubric or clear factual error. These policies exist for two reasons. First, I value organization, tenacity, and a strong work ethic. I believe the method of evaluation in this class is fair and that by reading this syllabus and remaining in my class, you agree. Second, only those with privilege (meaning gender, class, or race) tend to believe they deserve to turn in late work or receive a better grade despite the clear expectations outlined in this syllabus. I do not believe in rewarding privilege in itself.

**Laptops:** Laptops and tablets will be permitted only during certain in-class writing assignments noted on the syllabus, or when noted by the instructor. I expect you to take notes by hand the majority of the time. We will use technology deliberately, but not constantly. Students who need one of these devices as an accommodation or because it is essential to their work process may come to see me during office hours to “register” as an in-class device user. These students will commit to only using their device for class-related purposes. There are two reasons for this rule. First, studies have found that students who take notes by hand actually learn and retain more information than those who take notes on a laptop. Second, students who are using social media or checking email make for poor class participants and distract the people sitting behind them.

**Cell Phones:** No cell phones are allowed in class. Please turn your ringers on silent and leave your phone on the front table as you walk into class.

**Classroom Conduct:** I have three guiding principles in my classroom. 1) Speak up: share your ideas, confusion, and questions. 2) Be respectful: respect your classmates and Dr. Lovell. 3) Think critically: critique ideas, not people.

**Mandatory Reporting:** As a faculty member at Manhattan College, I am a mandatory reporter. Please know that, in sharing personal stories or details in class or during office hours, there may be information I am obligated to share with our Title IX officer.

**Ethical conduct:** Students are expected to adhere to the Manhattan College policy on academic integrity and associated links. All written assignments should be original works composed individually for this course. All academic integrity violations (e.g. plagiarism, cheating, multiple submissions, facilitating dishonesty) will be prosecuted. Be sure that you know what constitutes cheating, fabrication, and plagiarism (See B. Violations of Academic Integrity here: <https://inside.manhattan.edu/student-life/dean-of-students/code-conduct.php>).

**Academic Support:** The Center for Academic Success (CAS) has two locations — the Learning Commons (Thomas Hall 3.10) & the Leo Learning Center (Leo 117/118). These offices, conveniently spread across campus, provide students with a quiet space to study with a peer tutor or engage in small group study sessions. The services offered include individual writing center services and peer tutoring (online and in-person) in most 100-200 level and select 300-600 level courses, peer academic coaching, Supplemental Instruction in select courses, English language learning support, and professional learning specialist services in reading, writing, mathematics and science. All services are free of charge and available to all MC students.

Students can book appointments online by going to the 'MC Quick Links' and clicking the 'Schedule a Tutoring Appointment' tab. Appointments are preferred, but drop-ins are welcome. If you have any questions, please contact the CAS at 718.862.7414, email [success@manhattan.edu](mailto:success@manhattan.edu), or stop by Thomas Hall 3.10. For more information, visit the CAS website.

Manhattan College is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your authorization letter from the Specialized Resource Center (SRC) to me privately during my office hours or by appointment, preferably within the first two weeks of the semester. At that time, I would also like us to discuss ways we can ensure your full participation in the course.

### CLASS SCHEDULE

Week	Date	Class Content	Readings/Assignments
<b>Part 1 History of Development</b>			
1	8/26	Syllabus overview and introduction to development	
	8/29	How to do research, how to lead a discussion <b>Discussion:</b> Project Brainstorm	
2	9/2	<b>Labor Day – No Class</b>	
	9/5	Progress and Development	<b>Reading:</b> Sachs 2015 (Chapter 1) + reflection
3	9/9	Pre-WWII: from the Pristine Myth to Colonialism	<b>Reading:</b> Shanin 1997 + reflection
	9/12	<b>Exercise:</b> Colony game, Proposal speed dating	<b>Reading:</b> Crosby 1972 + reflection <b>Due: Research Paper Proposal (bring one hard copy)</b>
4	9/16	Post-WWII: Decolonization and Classic Development Theory	<b>Reading:</b> Rostow 1960 + reflection
	9/19	Accumulation, Modernization and Dependency <b>Discussion:</b> What is progress?	<b>Reading:</b> Sahlins 1997; Prebisch 1994 + reflection
5	9/23	Globalization, Neoliberalism and Alternative Development	
	9/26	<b>Alternative class times:</b> 2-2:50 or 3-3:50	<b>No reading, meet in Rodriguez Room, 3<sup>rd</sup> floor of Miguel</b>  <b>Due: Research Paper Outline (Moodle by 10pm)</b>
6	9/30	Participatory Research Green Dot Training	<b>No readings due</b>
	10/3	Midterm Exam Review, Midterm Reflection	<b>Reading:</b> Harvey 2005 + reflection  <b>Reading:</b> Chambers 1995 + reflection  <b>Due:</b> Midterm Exam review guide – bring questions Bring laptops to class
7	10/7	<b>Midterm Exam</b>	<b>Midterm Exam</b>
	10/10	Spaceship Earth and Sustainable Development	<b>Reading:</b> Sachs 2015 (Chapter 14) + reflection
8	10/15	<b>Class on Tuesday:</b> Guest Lecture – SDG Negotiations	<b>Reading:</b> Chasek 2001
	10/17	Fair Trade, Free Trade, and Sustainability	<b>Reading:</b> Arvidsson 2009 + reflection
<b>Part 2 Case Studies of Development Challenges</b>			
9	10/21	The Complexities of Difference: the challenge of human well being	<b>Reading:</b> Valentine 2008 + reflection

	10/24	<b>Discussion:</b> Draft papers	<b>Due: Draft Paper (bring two hard copies)</b>
10	10/28	Sustainable Agriculture vs. the Green Revolution	<b>Reading:</b> Resurreccion 2013, Altieri et al. 2011 + reflection
	10/31	Gender and Sustainable Development <b>Discussion:</b> Justifying Gender – costumes welcome!	<b>Reading:</b> Meinzen-Dick et al. 2014 + reflection
11	11/4	Intersectionality in Development	<b>Reading:</b> Smyth 2007 + reflection <b>Due: Revised Draft Paper (submit to Moodle by 10pm)</b>
	11/7	Less is More: Conservation and Ecotourism	<b>Podcast:</b> Siegler 2016 + reflection
12	11/11	Global Change, Extraction, and Water Quality	<b>Reading:</b> Oxfam 2004; IPCC 2014 + reflection
	11/14	Global Change, Population and Migration	<b>Reading:</b> Hartmann 2010; McLeman 2013 + reflection
13	11/18	Alternative Economics	<b>Reading:</b> Dubner Podcast
	11/21	The Anthropocene and critical discussion of Sustainable Development	<b>Reading:</b> Lomborg 2003; Steffen et al. 2007 + reflection
14	11/25	<b>Lecture:</b> Course wrap-up	<b>Due: Final Paper (submit to Moodle by 10pm)</b>
	11/28	<b>Thanksgiving Break – No Class</b>	
15	12/2	Student Presentations	
	12/5	Student Presentations Final Reflection <b>Online Time TBD: Final Review</b>	Bring laptops to class Complete Study Guide, come with questions <b>Review:</b> _____
16		<b>Final Exam: Thursday, December 12<sup>th</sup> 2019</b>	<b>Final Exam at 8:30am</b>

## READING LIST

- Altieri, M. A. and V. M. Toledo (2011). "The agroecological revolution in Latin America: rescuing nature, ensuring food sovereignty and empowering peasants." *The Journal of Peasant Studies* **38**(3): 587-612.
- Arvidsson, A. (2009). The ethical economy: Towards a post-capitalist theory of value. *Capital and Class*, 33(1), 13-29.
- Bacon, C. (2005). "Confronting the coffee crisis: can fair trade, organic, and specialty coffees reduce small- scale farmer vulnerability in northern Nicaragua?" *World Development* **33**(3): 497-511.
- Chambers, R. (1995). "Poverty and livelihoods: whose reality counts?" *Environment and Urbanization* **7**(1): 173.
- Crosby, A. (1972). *The Columbian Exchange: biological consequences of 1492*, Greenwood, Westport.
- Dubner, Stephen J. (2017) "Earth 2.0: Is Income Inequality Inevitable?" Audio blog post, April 19. Freakonomics. (<http://freakonomics.com/podcast/earth-2-0-income-inequality/>) (minute 33 onward).
- Hartmann, B. (2010). Rethinking climate refugees and climate conflict: rhetoric, reality and the politics of policy discourse. *Journal of International Development*, 22(2), 233-246.
- Harvey, D. (2005). *A brief history of neoliberalism*, Oxford University Press, USA.
- IPCC (2014). Working Group II Contribution to the Fifth Assessment Report of the IPCC Intergovernmental Panel on Climate Change. Summary for Policymakers, Cambridge University Press.
- Kareiva, P., R. Lalasz, et al. (2011). "Conservation in the Anthropocene: Beyond solitude and fragility." *Breakthrough J*(2): 29-37.
- Lomborg, B. (2001). *The skeptical environmentalist: measuring the real state of the world*, Cambridge University Press Cambridge.
- Meinzen-Dick, R., Kovarik, C., & Quisumbing, A. R. (2014). Gender and sustainability. *Annual Review of Environment and Resources*, 39.

- McLeman, R. (2013). Developments in modelling of climate change-related migration. *Climatic Change*, 117(3), 599-611.
- Oxfam (2004). *Dirty Metals: Mining, Communities, and the Environment*, Earthworks, Oxfam America. Boston, Earthworks and Oxfam.
- Prebisch, R. (1994). *The economic development of Latin America and its principal problems*, UN.
- Rostow, W. W. (1960). *The stages of economic growth: A non-communist manifesto*, Cambridge University Press.
- Sachs, J. D. (2015). *The age of sustainable development*, Columbia University Press.
- Sahlins, M. (1997). *The original affluent society. The post-development reader*. M. Rahmena and V. Bawtree. London, Zed Books: 3-21.
- Siegler, K. (2016). Long lines, packed campsites and busy trails: Our crowded national parks. NPR All Things Considered. Retrieved from <http://www.npr.org/2016/03/07/466308123/long-lines-packed-campsites-and-busy-trails-our-crowded-national-parks>
- Shanin, T. (1997). *The idea of progress. The post-development reader*. M. Rahmena and V. Bawtree. London, Zed Books: 65-84.
- Smyth, I. (2007). "Talking of gender: words and meanings in development organisations." *Development in Practice* 17(4-5): 582-588.
- Steffen, W., P. J. Crutzen, et al. (2007). "The Anthropocene: are humans now overwhelming the great forces of nature." *AMBIO: A Journal of the Human Environment* 36(8): 614-621.
- Valentine, G. (2007). Theorizing and researching intersectionality: A challenge for feminist geography. *The professional geographer*, 59(1), 10-21.