

Add Course Request

Submitted on: 2013-04-25 14:36:27

1. COURSE SUBJECT	Pols
2. COURSE NUMBER (OR PROPOSED NUMBER)	3239W
3. COURSE TITLE	Politics of Environment and Development
4. INITIATING DEPARTMENT or UNIT	Political Science
5. NAME OF SUBMITTER	Matthew Singer
6. PHONE of SUBMITTER	Phone: +1 860 486 2615
7. EMAIL of SUBMITTER	Email: matthew.m.singer@uconn.edu
8. CONTACT PERSON	Matthew Singer
9. UNIT NUMBER of CONTACT PERSON (U-BOX)	1024
10. PHONE of contact person	Phone: 6-2615
11. EMAIL of of contact person	Email: matthew.m.singer@uconn.edu
12. Departmental Approval Date	10/3/2012
13. School/College Approval Date	10/16/2012
14. Names and Dates of additional Department and School/College approvals	
15. Proposed Implementation Date	Term: Fall, Year: 2013
16. Offered before next printed catalog is distributed?	Yes
17. General Education Content Area	
18. General Education Skill Code (W/Q). Any non-W section?	W
19. Terms Offered	Semester: Fall Spring Summer Year:
20. Sections	Sections Taught: 1
21. Student Number	Students/Sections: 19
22. Clarification: We will either teach it as a W or non-W version but never at the same time.	
23. Number of Credits	3 if VAR Min: Max: credits each term
24. INSTRUCTIONAL PATTERN	
Three classes a week, relying on lectures and small group discussions in class.	

25. Will this course be taught in a language other than English?	No If yes, then name the language:
26. Please list any prerequisites, recommended preparation or suggested preparation: Open to Juniors and Higher Required: ENGL 1010 or 1011 or 2011 or 3800 Recommended Preparation: Pols 1202 or Pols 1207.	
27. Is Instructor, Dept. Head or Unit Consent Required?	No
28. Permissions and Exclusions: Open only to Juniors or higher Open only to Majors	
29. Is this course repeatable for credit?	No If yes, total credits allowed: Allow multiple enrollments in same term?
30. Grading Basis	Graded
31. If satisfactory/unsatisfactory grading is proposed, please provide rationale : N/A	
32. Will the course or any sections of the course be taught as Honors? No	
33. Additional Details:	
34. Special Attributes:	
35. REGIONAL CAMPUS AVAILABILITY: We do not currently have faculty at the regional campuses that are qualified to teach this course, although we are open to it should that change in the future.	
36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY: POLLS 3239. Politics of the Environment and Development Either semester. Three credits. Open to Juniors and Higher. Recommended Preparation: Pols 1202 or Pols 1207. Politics of the environment and development with a focus on environmental issues in developing countries. POLLS 3239W. Politics of the Environment and Development Either semester. Three credits. Open to Juniors and Higher. Required: ENGL 1010 or 1011 or 2011 or 3800. Recommended Preparation: Pols 1202 or Pols 1207.	
37. RATIONALE FOR ACTION REQUESTED This course introduces students to the important debates in the politics of the conflict between environment and development in the context of the developing countries. The comparative focus of the course will help students gain important insights into the arguably more complex politics of the governance of natural resources in the tropics. It also serves the goals of the University's Academic Plan. The W variant of this course will allow us to provide additional options for W course in the	

major. The W version of the course will incorporate the GEOC requirements for W courses including 15 pages of writing that is reviewed and redrafted along with specific instruction on and attention to matters of style and grammar.

38. SYLLABUS:

Online URL: (https://web2.uconn.edu/senateform/request/course_uploads/kcp13001-1371049310-Kashwan - POLS 3239 - Syllabus for W revised 3.docx)

39. Course Information: ALL General Education courses, including W and Q courses, MUST answer this question

This course helps students appreciate the politics of struggles over forests and land, the two key environmental resources which are becoming increasingly scarce, and are linked to the fundamental problems of food security and climate change. In discussing the theoretical foundations of the politics of conflicts between environment and development, the students gain expertise in tracing the politics of natural resource use rooted in competing interests. The pedagogical approach employed in the course relies on a variety of sources and tools including audio-visual aids, media reports, and in-class brainstorming. Students will do several short response memos, take 10 quizzes throughout the semester, write and then revise a 15 page research paper, and take a final exam.

40. Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question

N/A

41. Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.: Specific Criteria

- a. **Arts and Humanities:**
- b. **Social Sciences:**
- c. **Science and Technology:**
 - i. **Laboratory:**
- d. **Diversity and Multiculturalism:**
 - 43. **International:**
- e. **Q course:**
- f. **W course:**

The W version of the course will incorporate the GEOC requirements for W courses including 15 pages of writing that is reviewed and redrafted along with specific instruction on and attention to matters of style and grammar. Those instructions include both in-class exercise, reading of reference material, and instructor comments on the short, non-revised response memos.

The specific content of the assignments are as follows. Students will write 5 short 93-page) memos on topics discussed in the reading. these memos are not revised and thus do not count towards the 15 pages of revised writing but encourage the student to engage with the issues raised by the readings and to practice their writing skills. The top 4 graded memos count for the grade.

The research paper focuses on political issues that surround an environmental issue of the students' choice. It is due in class around the mid-term. It will be graded on completeness (to ensure it meets the minimum length and content requirements) and returned to them and comprise 5% of their total grade. Students will make revisions before submitting a revised version 3 weeks later. The paper must be a minimum of 15 pages in length. A passing grade on the paper is necessary for a passing grade in the class. This represents 30 percent of their grade.

Finally, I have developed detailed guidelines to help students walk through the development of a well argued paper. Additionally, I also provide a number of useful articles on critical reading and writing, and on developing an effective thesis. I encourage students to come and speak to me if you would like me inputs at any stage in this process. I also strongly recommend that they make use of the excellent resources and assistance available at the UConn Writing Center.

42. RESOURCES:

Does the department/school/program currently have resources to offer the course as proposed
YES

If NO, please explain why and what resources are required to offer the course.

43. SUPPLEMENTARY INFORMATION:

ADMIN COMMENT:

5/5/14 Senate approved W. // Updated41f&Syllabus_061213KCP. NewW_042513KCP.

Politics of Environment and Development

POLS 3239 – Fall 2013

Draft – December 2012

Dr. Prakash Kashwan

Office is located in Oak 446

Please schedule appointments at <http://advapp.uconn.edu/>

This course is structured as a survey to the politics at the intersection of environment and development issues, with a particular focus on the developing countries. In what ways the competing interests of different actors shape the environment and the interventions aimed at environmental conservation? To better appreciate the texture of the politics of struggle over access to and control over natural resources, we will spend some time talking about some of the key features of regions most dependent on natural resources. These include the historical and contemporary power asymmetries, the government's control over property rights, and the entrenched interests of the government agencies in charge of natural resources. By focusing on the politics of 'green' environmental issues, mainly related to land and forests, this course seeks to illuminate the following key themes:

- 1- A brief overview of the classical debates related to the environment and development conflicts such as population explosion, limits to growth, and the ascent of 'sustainable development'
- 2- Proposed solutions based in ideologies of state control, markets, or communitarianism
- 3- Political economy of economic development and exploitation of natural resources
- 4- Socio-political drivers of differential access to processes leading to environmental policies and programs

We will debate different sides of the story of the environment and environmental conservation as it has unfolded over past several decades. We will trace how the discourses, policies, and practice of environmental conservation are inextricably intertwined with the power asymmetries rooted in historical and contemporary political processes. Most importantly, the course is designed to foster on the part of the students a *critical engagement* with the politics of environment and development (see the handout on critical reading and writing).

Course Readings

Green Development: Environment and Sustainability in a Developing World by Bill Adams (2008): Routledge, New York [**GD** in the course outline] ISBN-10: 0415395089

Environmentalism – A Global History by Ramachandra Guha (2000): Longman, New York [**EGH** in the course outline] | ISBN-10: 0321-01169-4

Journal/Media articles: PDFs of the articles listed in the course outline will be posted on HuskyCT.

Assignments and Grading

<i>Grade Components</i>	<i>Points</i>	<i>Percentage</i>
➤ Short response <u>memos</u> (4*50) [#] <ul style="list-style-type: none"> ○ Three pages (double space) each 	200	20%
➤ In-class Quizzes (10*20) [£]	200	20%
➤ Research Paper <ul style="list-style-type: none"> ○ Version 1 (Graded on completeness) ○ Revised Draft ○ Fifteen pages minimum (double space) 	50 300	5% 30%
➤ Final Exam	250	25%
Total:	1000	100%

You will have the opportunity to turn in five memos, out of which 4 best scoring memos will count toward the final grade.

£ Out of the 15 quizzes administered during the semester, the 10 best scoring quizzes will count toward the final grade.

- An important notice circulated by the Office of Student Services and Advocacy is included at the end of this document.
- Note that per University policies governing W classes, students cannot pass the class with a failing grade on the research paper

Submission of Written Assignments and Deadlines (highlighted with a ☀ in the course outline)

Each of the written assignments is due in print at the beginning of the class on the day of the deadline. You must make arrangements to print your essays way ahead of time, and non-availability of printing facilities or even the breakdown of your favorite printer will not count as an excuse for a delayed submission. Penalties for delayed submissions will be outlined in the guidelines posted on HuskyCT.

The paper is due in class on October 8th. It will be graded on completeness (to ensure it meets the minimum length and content requirements) and returned to you. You should then make revisions before submitting a revised version on October 24th. The paper must be a minimum of 15 pages in length. A passing grade on the paper is necessary for a passing grade in the class.

Deadlines for short response memos: **Sept 17, Oct 1, Oct 29, Nov 14, Dec 3**

Deadlines for the midterm paper: First draft: **October 8**; Final submission: **October 24**

The purpose of written assignments is not to test your knowledge. Instead, they are meant to help you develop your writing skills, and therefore, each of your written assignments must meet standards of academic rigor and professional presentation. I have developed detailed guidelines to help you walk through the development of a well argued paper. Additionally, I also provide a number of useful articles on critical reading and writing, and on developing an effective thesis. Please feel free to come and speak to me if you would like me inputs at any stage in this process. I also strongly recommend that you make use of the excellent resources and assistance available at the UConn Writing Center (<http://writingcenter.uconn.edu/>).

COURSE OUTLINE (Based on the course taught as 2998 during fall 2011 and fall 2012)

Note: The following schedule of topics and readings may need updating for a variety of reasons. Such updates will be announced in the class, and an updated copy of the syllabus will be posted promptly on HuskyCT. *In case of potential confusion/disputes over deadlines etc., the copy of the syllabus posted on HuskyCT will serve as the "official" version.*

Date	Reading/s
<u>Week 1</u>	<u><i>Do tree-huggers play politics? Introduction to the idea of environmental politics</i></u>
27-Aug	Course Syllabus; Outlining the learning objectives and the pedagogical approach
29-Aug	Leftwich (2004) What is Politics Caporaso and Levine (1992) Political Economy (Chapter 1)
31-Aug	UNEP (2007): Planet's Tougher Problems Persist, UN Report Warns

	EGH Chapter 1: Going Green
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<u>Week 2</u>	<u><i>The premises that shape competing perspectives on environmental conservation</i></u>
3-Sep	Labor Day Observance - No classes
5-Sep	EGH Chapter 2: Back to the land Anon (2012): Bolivia Grants Nature Unprecedented Legal Rights
7-Sep	Terborgh (2007): The Green vs the Brown Amazon London and Terborgh (2007): Green Brown debate

<u>Week 3</u>	<u><i>The Rational humans and the Science of Conservation</i></u>
10-Sep	Labor Day Observance - No classes
12-Sep	Hardin (1968): The Tragedy of the Commons. <i>Science</i>
14-Sep	EGH Chapter 3: The Ideology of Scientific Conservation

<u>Week 4</u>	<u><i>The goals, means, and consequences of nature conservation</i></u>
17-Sep	EGH Chapter 4: The Growth of the Wilderness Idea. Kaimowitz & Shell (2007): Conserving What and for Whom
19-Sep	Barber (2012): Performance Evaluation of Protected Areas GD Chapter 10: The Politics of Preservation
21-Sep	GD Chapter 1: The Dilemma of Sustainability Ostrom et al. (1999): Revisiting the Commons: Local Lessons, Global Challenges. <i>Science</i> 284, 278-282.

<u>Week 5</u>	<u><i>The Idea of Sustainable Development and International Commitments</i></u>
24-Sep	GD Chapter 2: The origins of Sustainable Development
26-Sep	GD Chapter 3: The development of Sustainable Development Gandhi (1972): Stockholm "poverty speech"
28-Sep	GD Chapter 4: Sustainable Development: Making the Mainstream Conca and Dabelko (2010): Four decades of Global Environmental Politics

<u>Week 6:</u>	<u><i>Operationalizing Sustainable Development</i></u>
1-Oct	GD Chapter 5: Mainstream Sustainable Development
3-Oct	GD Chapter 6: Delivering Sustainable Development
5-Oct	EGH Afterward: Some Who Don't Fit. GD Chapter 7: Countercurrents in Sustainable Development

<i>Week 7:</i>	<i>The Political Greens in the Developed World</i>
8-Oct	EGH Chapter 5: The Ecology of Affluence. Paper Due
10-Oct	Richardson (1995) (2005): The Green challenge: Philosophical, programmatic and electoral considerations
12-Oct	Poguntke (2002): Green parties in national governments: from protest to acquiescence?
<i>Week 8:</i>	<i>Subsistence Economies and Environmental Social Movements</i>
15-Oct	GD Chapter 8: Dryland Political Ecology Guha (2007): Adivasis, Naxalites and Indian Democracy. Economic and Political Weekly 42, 3305.
17-Oct	EGH Chapter 6: The Southern Challenge. EGH Chapter 8: One World or Two?
19-Oct	Nilsen (2012): Against The Current, From Below: Resisting Dispossession in the Narmada Valley, India GD Chapter 11: Sustainability and River Control
<i>Week 9:</i>	<i>Property Rights and Market-based Solutions</i>
22-Oct	De Soto (1994): The missing ingredient Oliveira (2008): Property Rights, land Conflicts and Deforestation Revised Draft Due
24-Oct	Bapna (2010): Forests, Climate Change and the Challenge of REDD Kashwan (2011): "Trading" Environmental Services
26-Oct	Sandbrook et al. (2011): Carbon, forests and the REDD paradox; Foster (2012): The underside of 'Green Transactions'


<i>Week 10:</i>	<i>Environmental Movements in the North</i>
29-Oct	GD Chapter 9: Sustainable Forests?
31-Oct	Taylor, P. L. (2005): Fair Trade Coffee and Forest Stewardship Council Certification as Market-Based Social Change
2-Nov	Speth (2011): A New American Environmentalism and the New Economy Leonard (2012): The Story of Change (In-class)

<i>Week 11:</i>	<i>How do humans think and what it means for Environmental Politics</i>
5-Nov	Robbins (2007): The Lawn People
7-Nov	Slovik (1987): Perceptions of Risk
9-Nov	Eastin et al. (2010): The Two Limits Debate Gardiner (2012): We're All Climate-Change Idiots

<i>Week 12</i>	<i>Political Economy of Government Regulation of Natural Resources</i>
12-Nov	Russell (1995): Environmental Policy's great dilemma Johnson (2012): State goes its own way to regulate forest roads
14-Nov	Vandlik (1995): Voting for Smokey Bear
16-Nov	Ascher (2000): Why do national governments waste natural resources?

Week 13: Thanksgiving Break**Sun. Nov. 18 - Sat. Nov. 24**

<u>Week 14</u>	<u><i>Inequality and the Environment</i></u>
26-Nov	GD Chapter 13: Green Development: Reformism or radicalism?
28-Nov	Schlosberg (2004): Reconceiving environmental justice: global movements and political theories Kashwan (2013): The politics of rights-based approaches in conservation
30-Nov	Chhatre and Saberwal (2005): Political Incentives for biodiversity conservation

<u>Week 15</u>	<u><i>Environment, Development and Democracy: A synthesis</i></u>
3-Dec	Walker (1999): Democracy and Environment 
5-Dec	Boyce (2010): Is Inequality Bad for the Environment?
7-Dec	Course Review: Understanding the political economy of environmental resources

Mon. Dec.10 - Sun. Dec. 16**Final Examination**