

**Current Information:****I. A.) DEPARTMENT NAME:** Political Science**B.) COURSE NUMBER, and TITLE:** POS 2032 Politics of Sustainability**C.) CREDIT HOURS:** 3 **D.) PREREQUISITES:** none**E.) CURRENT CLASSIFICATION**1. General Education Code:  B  C  D  H  M  N  P  S  None2. Writing Requirement:  E2  E4  E6  None3. Math Requirement:  M  None**Requests:****II. GENERAL EDUCATION**A.) Requested Classification:  B  C  D  H  M  N  P  SB.) Effective Date:  Fall  Spring  Summer 2012 (year)

Or

 1-time Approval  Fall  Spring  Summer \_\_\_\_\_ (year)**III. WRITING REQUIREMENT** **MATH REQUIREMENT** A.) Requested Classification  E2  E4  E6B.) Effective Date:  Fall  Spring  Summer \_\_\_\_\_ (year)

Or

 1-time Approval  Fall  Spring  Summer \_\_\_\_\_ (year)

## C.) Assessment:

1.) What type of feedback will be provided to the student (in reference to writing skill)?

         Grade          Corrections          Drafts          Other

2.) Will a published rubric be used?

#### IV. ATTACH A DETAILED SYLLABUS

#### V. SYLLABUS CHECKLIST

Courses that offer students General Education and/or Writing Requirement credit must provide clear and explicit information for the students about the classification and requirements.

A.) For courses with a **General Education** classification, the syllabus should include:

- X Statement of the General Education Purpose of the Course with attention to the General Education Classification requested
- X List of assigned General Education Student Learning Outcomes
- X List of any other relevant Student Learning Outcomes
- X List of required and optional texts
- X Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates)

B.) For courses with **Writing Requirement (WR)** classification, the syllabus should include:

- "The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."
- "Course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course."
- A statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization
- Assignment word counts, page lengths, submission deadlines and feedback dates

Additionally, the syllabus must clearly show that the course meets the WR to

- Evaluate [2,000/4,000/6,000] written words in assignments during the semester
- Provide all feedback on assignments prior to the last class meeting

**Important note:** The following types of writing assignments **CANNOT** be used to meet the WR: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.

## **VI. SUBMISSION AND APPROVALS**

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# POS 2032: Politics of Sustainability

The University of Florida, Fall 2011

Section 2964 MWF 4 <sup>th</sup> period 10:40-11:30 Matherly 16	Professor Katrina Schwartz office: 223 Anderson Hall phone: 273-2371 email: kzss@ufl.edu	Office hours: MW 1:00-2:30
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## Course Description

**Sustainability** is most commonly defined as meeting the needs of the present generation without compromising the ability of future generations to meet their own needs, while balancing three concerns – environmental health, economic welfare, and social justice. **Politics** can be understood as the process by which communities pursue collective goals and make collective decisions authoritatively, either within or outside of formal government structures. To understand how societies strive to achieve the competing objectives of sustainability, therefore, we must learn how to think analytically about politics. In this course, we focus on the competing interests, ideas, and values that shape how societies define sustainability; the governance strategies through which societies pursue sustainability; and the debates, conflicts, and trade-offs that accompany these efforts.

This is a core course for students majoring in Sustainability Studies, but it is open to all students.

## Course Objectives and Student Learning Outcomes

This course will:

- introduce students to key theories, principles, and terminology used by political scientists in studying sustainability;
- provide analytic tools for thinking systematically about the political determinants of societal choices and practices affecting sustainability;
- explore the contributions of social science to theorizing about key themes from sustainability studies, including: the interdependence of bio-physical and socio-cultural systems; the significance of adaptability and resilience in a changing world; and linkages between local/regional, national, and global spheres.

Students will learn to:

- analyze and evaluate arguments about sustainability from the perspective of political science;
- critically assess a diverse spectrum of sustainability-oriented scholarship in the social sciences, with attention to methodology, analytical framework, and normative stance;
- clearly and effectively communicate knowledge, opinion and reasoning;
- work collaboratively in developing research presentations; and
- demonstrate critical reading, writing, and research skills.

## Required Reading

The required text is: Peter Dauvergne, *The Shadows of Consumption: Consequences for the Global Environment*, (MIT Press, 2008). It is available on two-hour reserve at Library West.

All other readings are available through hyperlinks on the **Syllabus** or in the **Resources** folder, both on the course webpage in **Sakai** at: <http://lss.at.ufl.edu/>. The Syllabus contains the list of required readings and assignments for each day. **IT MAY BE REVISED** during the semester, so you should check it before each class.

It is **YOUR RESPONSIBILITY** to print the online readings or download them onto your own computer or storage device *in a timely manner*. "Technical difficulties" the morning before class are **NOT** an acceptable excuse for being unprepared.

## Course Assignments

The requirements for this class are as follows:

- Two in-class exams (2 x 20) – 40%
- Pop quizzes – 10%
- Discussion item – 2.5%
- First group presentation – 10%
- Second group presentation – 15%
- Individual research paper (7-8 pp.) – 20%
- Quiz on presentations – 2.5%

This class is discussion-based, so **active student participation** is essential. In addition to being physically present in class, you will be expected to have **done the assigned readings carefully** and **come prepared to discuss them**.

If you are absent for any reason, it is **YOUR** responsibility to find out from your classmates what you missed during that class period -- **DO NOT** ask the instructor!

As added incentive to keep up with the readings, there will be **weekly pop quizzes** based on the readings. There are **NO MAKE-UPS FOR QUIZZES**. However, your final quiz grade will be based on your top 10 scores, so you will be able to drop the lowest scores.

**Exams** cover all lectures and readings, and include a combination of short-answer and essay questions.

**Discussion item:** Once during the semester each student will present for class discussion a recent news item pertaining to the topic of that day's readings.

**First group presentation:** Groups of 4-5 students will develop a short PowerPoint (or multimedia) presentation on the politics of a particular commodity, in the style of Dauvergne's book *The Shadows of Consumption*. Presentations will be given during weeks 6-8.

**Second group presentation and research paper:** Groups of 4-5 students will choose a current sustainability issue and analyze its political dimensions. Each student will write an individual paper (7-8 pp.) on one aspect of the topic, and the group will collectively develop a PowerPoint (or multimedia) presentation to be given in class at the end of the semester. The instructor will approve the topics and provide feedback on research proposals and preliminary bibliographies.

**THERE IS NO EXTRA CREDIT IN THIS COURSE!**

**Grading:** final letter grades are 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+ 68-70, D 63-67, D- 60-62, E 59 and below.

Please note: a C- is not a qualifying grade for major, minor, Gen Ed, Gordon Rule, or College Basic distribution credit. For more information, go to: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

## Classroom Policies and Ethics

**NO LAPTOPS OR CELL PHONES MAY BE USED IN THIS CLASSROOM!!!** Multi-tasking may be a virtue, but it shall be practiced elsewhere. (If you have a disability that prevents you from taking notes by hand, please see me to arrange special accommodation.)

Students are expected to arrive to class **on time**, be attentive and remain until class is over. Being consistently late is a disruption to the class and is not acceptable. Students who disrupt class will be asked to leave.

**MAKE-UP EXAMS** will be given in cases of illness or other emergencies, but you **MUST** notify the instructor **IN ADVANCE**, and provide documentation when possible.

**Honor Code:** Academic honesty and integrity are fundamental values of the University community. An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. In the event that a student is found **cheating or plagiarizing**, s/he will receive a zero for the assignment and will be reported to Student Judicial Affairs. For more information, go to:  
<http://www.dso.ufl.edu/studentguide/studentrights.php>

Students with **disabilities** requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Anyone with a disability should feel free to see the professor during office hours to make the necessary arrangements.

## Schedule of Classes

### **I. Is the status quo unsustainable?**

#### Week 1: Aug 22-26

##### *M: Introductions*

##### *W: Why worry?*

- Union of Concerned Scientists, “1992 World Scientists’ Warning to Humanity” (1992)
- Will Steffen et al., “The Anthropocene: Are humans now overwhelming the great forces of nature?” (2007)

##### *F: Before “sustainability”: the neo-Malthusians*

- Paul R. Ehrlich, *The Population Bomb* (1968), pp. 15-35

#### Week 2: Aug 29-Sep 2

##### *M: The limits to growth*

- Donella H. Meadows et al., *Limits to Growth* (2004), pp. 1-49

##### *W: The cornucopian rebuttal*

- Julian L. Simon, *The Ultimate Resource 2* (1996), pp. 3-16
- Bjorn Lomborg, “How Healthy is the World?” (2002)

##### *F: Revisiting the limits: who’s winning the wager?*

- John W. Day Jr. and Charles A.S. Hall, “Revisiting the Limits to Growth After Peak Oil” (2009)
- Justin Lahart et al., “New limits to growth revive Malthusian fears” (2008)
- Jorgen Stig Norgard et al, “The History of the Limits to Growth” (2010)
- David W. Orr and David Ehrenfeld, “None So Blind: the problem of ecological denial” (1995)

#### Week 3: Sep 5-9

##### *M: NO CLASS – LABOR DAY*

##### *W: Can science settle the debate?*

- Naomi Oreskes, “Science and Public Policy: what’s proof got to do with it?” (2004)
- Chris Mooney, “The Science of Why We Don’t Believe Science” (2011)

##### *F: Contesting climate change*

- Bill McKibben, *Eaarth*, excerpted in *The Post Carbon Reader*, pp. 43-52 (2010)
- Naomi Oreskes, “The Scientific Consensus on Climate Change” (2004)
- Merv Bendle, “The Wisdom of Skepticism” (2009)
- Bjorn Lomborg, “Chill Out” (2007)
- William R. L. Anderegg, “Diagnosis Earth: the climate change debate” (2010)

#### Week 4: Sep 12-16

##### *M: Contesting climate change, continued*

- Begley et al., “The Truth About Denial” (2007)
- Robert J. Samuelson, “Greenhouse Simplicities” (2007)
- Aaron M. McCright and Riley E. Dunlap, “Defeating Kyoto: the conservative movement’s impact on U.S. climate change policy” (2003)

## II. What is (un)sustainability?

### *W: NO CLASS – INSTRUCTOR TRAVEL*

- World Commission on Environment and Development, *Our Common Future* (1987), pp. 1-23
- Robert W. Kates et al., "What is Sustainable Development? Goals, indicators, values, and practice" (2005)
- Sir Colin Spedding, "How Sustainable is Sustainability?" (2005)

### *F: Sustaining development or growth?*

- Herman E. Daly, "Sustainable Growth: an Impossibility Theorem"
- Peter Victor, "Questioning economic growth"

### Week 5: Sep 19-23

#### *M: Sustainability and justice*

- Ramachandra Guha, *Environmentalism: A Global History* (2000), pp. 138-145
- Duncan McLaren, "Environmental Space, Equity and the Ecological Debt"

#### *W: Conceptualizing sustainability: natural capital and ecosystem services*

- Gretchen C. Daily et al., "Ecosystem Services: benefits supplied to human societies by natural ecosystems"
- Global Footprint Network, "Footprint Basics," <http://www.footprintnetwork.org/en/index.php/GFN/>
- **TAKE THE QUIZ to calculate YOUR Ecological Footprint, and bring your results to class**

#### *F: Ecosystem services: the Millennium Ecosystem Assessment*

- UN Millennium Development Goals: <http://www.un.org/millenniumgoals/>
- Andrew Revkin, "Report Tallies Hidden Cost of Human Assault on Nature" (2005)
- Walter V. Reid et al., *Ecosystems and Human Well-Being: Synthesis* (2005), pp. v-20

### Week 6: Sep 26-30

#### *M: EXAM I*

#### *W: Research day*

#### *F: The uneven costs of consumption*

- Dauvergne, *The Shadows of Consumption*, pp. 1-31

### Week 7: Oct 3-7

#### *M: Automobiles*

- Dauvergne, pp. 33-64, and presentation

#### *W: Leaded gasoline*

- Dauvergne, pp. 65-96, and presentation

#### *F: Refrigerators*

- Dauvergne, pp. 97-132, and presentation

### Week 8: Oct 10-14

#### *M: Beef*

- Dauvergne, pp. 133-168, and presentation

#### *W: Harp seals*

- Dauvergne, pp. 169-206, and presentation



*F: Confronting global consumption*

- Dauvergne, pp. 207-232, and presentation

### III. How do we get there?

Week 9: Oct 17-21

*M: Participation*

- Robert Paehlke, "Democracy and Environmentalism: Opening a Door to the Administrative State"

*W: Precaution*

- Kerry H. Whiteside, *Precautionary Politics*, pp. viii-xiii and 29-58 (2006)

*F: Measurement and indicators: beyond GDP*

- Keohane and Olmstead, *Markets and the Environment* (2007), pp. 221-228
- Joseph E. Stiglitz, et al., *Report by the Commission on the Measurement of Economic Performance and Social Progress*, Executive Summary
- Mark Anielski, "The Genuine Progress Indicator – A Principled Approach to Economics" (1999)

Week 10: Oct 24-28

*M: Market failures*

- William K. Jaeger, *Environmental Economics for Tree Huggers and Other Skeptics* (2005), pp. 1-13, 72-82
- Paul Krugman, "Earth in the Balance Sheet: economists go for the green" (1997)

*W: Correcting failures: market-based approaches*

- Richard Conniff, "The Political History of Cap and Trade (2009)
- Stavins and Whitehead, "Market-Based Environmental Policies" (1997)
- Ferraro and Kiss, "Direct Payments to Conserve Biodiversity" (2002)
- Balmford and Whitten, "Who should pay for tropical conservation, and how could the costs be met?"

*F: The tragedy of the commons*

- Garrett Hardin, "The Tragedy of the Commons" (1968)

Week 11: Oct 31-Nov 4

*M: Escaping the tragedy: privatization*

- Anderson and Leal, *Free Market Environmentalism* (2001), pp. 9-26

*W: Escaping the tragedy: collective action*

- Elinor Ostrom et al., "Revising the Commons: Local Lessons, Global Challenges" (1999)
- Low and Ridley, "Can Selfishness Save the Environment?" (1993)

*F: NO CLASS – HOMECOMING*

Week 12: Nov 7-11

*M: Ecological modernization*

- Hawken, Lovins & Lovins, *Natural Capitalism* (1999), pp. 1-21, 48-61

*W: Is efficiency the solution?*

- David Owen, "The Efficiency Dilemma" (2010)
- Horace Herring, "Energy efficiency – a critical view" (2006)

***F: NO CLASS – VETERANS DAY***

Week 13: Nov 14-18

*M: Consumption revisited*

- Michael Maniates, “Individualization: plant a tree, buy a bike, save the world?” (2002)

*W: Sufficiency*

- Thomas Princen, *The Logic of Sufficiency* (2005), pp. 1-19

*F: Wrap-up and review*

- S. Fred Singer, “The Sustainable Development Hoax” (2011)
- David W. Orr, “Framing Sustainability” (2006)
- David W. Orr, “Four Challenges of Sustainability” (2003)
- Michael D. Lemonick, “Top 10 Myths About Sustainability” (2009)

Week 14: Nov 21-25

*M: EXAM 2*

*W: Group meetings with Dr. Schwartz*

***F: NO CLASS – THANKSGIVING***

Week 15: Nov 28-Dec 2

*M: GROUP PRESENTATIONS*

*W: GROUP PRESENTATIONS*

*F: GROUP PRESENTATIONS*

Week 16: Dec 5-7

*M: GROUP PRESENTATIONS*

*W: GROUP PRESENTATIONS and QUIZ*