

## **(GVPT409C) Seminar in Government and Politics: Politics and Policy of Sustainable Development**

University of Maryland (College Park) – Summer II 2006 (July 16th – August 26th)

*Instructor:* Rodrigo G. Pinto

*E-mail:* [rpinto\[at\]gvpt.umd.edu](mailto:rpinto[at]gvpt.umd.edu), please type @ in place of [at].

*Phone number:* To be made available on course website.

*Office hours:* To be arranged, and to be specified on course website. The instructor will be prompt in responding to messages and will also be consistently available for one-to-one synchronous online chatting on two blocks of two hours on two different weekdays.

### OUR GOALS

To learn and be able to share what sustainable development policies and politics entail;  
To construct our own personal views on sustainable development politics and policies;  
To practice thinking logically, critically, creatively while reading and writing.

### REQUIRED TEXTS

You will be expected to have read and reflected on materials assigned for each session by the night before their discussion begins—Sunday night for Monday-Tuesday discussions and Wednesday night for Thursday-Friday discussions. Study questions will be provided on the course website to guide you through the readings.

- Herman Daly; Kenneth Townsend (editors). Valuing the Earth: Economics, Ecology, Ethics. Cambridge, MA: MIT Press, 1996. [Noted as VTE in assignments.]
- Peter Barnes. Who Owns the Sky?: Our Common Assets and the Future of Capitalism. Washington, DC: Island Press, 2001. [Noted as WOS in assignments.]
- For other required readings, we will rely on book excerpts or articles which will be available for student download (observing “fair use” intellectual property guidelines).

### COURSE DESCRIPTION

The importance of environmentally sustainable development has been established as much in practice as in academic literatures across academic disciplines such as Political Science, Economics, Environmental Studies and Sociology. Sustainable development is far from a mere technical domain. Indeed, it is a classically political competition among multiple interests with distinct ends, means, tactics, ideas, and time horizons. Related political questions include the following: Who sustains what, for whom, why, when and how? How, if at all, do political systems and specific political institutions adjust to ecological systems? What, if any, are the legitimacy ramifications of and requirements for such adjustment?

If it is the case that “it's the economy stupid,” then politics is fundamentally implicated in a debate explored from the outset of the course: Does sustainable development mean continuous industrial growth, post-industrial growth or steady-state development without physical growth? The course will distinguish policy choices contingent on the debate between weak/relaxed and strong/strict sustainable development, and will explore the political roles of ideas (cognition and norms) and material interests. In the policy dimension, we will read and discuss policies for sustainable development. We will

openly devote more depth to strong/strict sustainability given that it is currently the more directly political approach and the one for which the UMD curriculum does not otherwise prepare undergraduate students. In the political dimension, we will read and discuss the political evolution of sustainable development and the political requirements for a shift toward strong/strict sustainable development. Knowledge of political, ecological, sociological or economic theory is not a prerequisite for this course.

#### DISABILITIES

Every effort will be made to accommodate students with learning disabilities, physical challenges and other special needs.

#### ACADEMIC INTEGRITY

You must observe the basic rules of the University Code of Academic Integrity. If you feel less than perfectly informed about them, visit the web site of the Office of Judicial Programs <http://www.inform.umd.edu/jpo/> Please be aware that instructors are required to bring all cases of suspected violation to the Student Honor Council. Penalties typically include automatic course failure and an explanatory note on one's transcript indicating a violation of the rules of academic integrity.

#### GRADE AND ASSIGNMENTS

- *Three (3) Quizzes (30%)*: There will be three biweekly quizzes. They will compose thirty percent of your final grade once averaged. Each quiz will consist of: two short answers out of three options (each answered in a paragraph), and two essay questions out of three options (each answered in a four-five paragraphs). You will receive/download your quizzes one hour before their submission will be due, and quizzes have to be submitted sometime prior to the beginning of discussions on the subsequent session.
- *Final Exam (30%)*: This will be a synthesis balancing integration and evaluation through a few essay questions. All else being equal, the more readings you can usefully draw upon and accurately abstract from the better. You should feel free to rely on your text notes (see below). You will receive your exam 5 days before its submission will be due—tentatively by 5pm (Eastern time) on Sunday August 26.
- *Ten (10) Text Notes (15%)*: You must write between one and ten text notes, which you are to submit to me by midnight (Eastern time) on the night before related discussion begins on our board. Each text note should be a paragraph in which you do one of the following in relation to the day's readings (but not editor's or author's abstracts/introductions):
  - (1) explain which passage (not point) in one of the assigned readings its author would consider to be the most important and why;
  - (2) synthesize the main argument(s) of all the readings assigned for the day;
  - (3) explain how a given passage in one assigned reading (a) reflects illogical reasoning, i.e., conclusion does not follow from premises or evidence, (b) is inconsistent with the 'facts,' or (c) is inconsistent with another passage by the author.

You should make it clear at the beginning of the text note which of the above options you are undertaking (number 1, 2, 3a, 3b or 3c). Page numbers should be cited in the text notes and you should feel free to incorporate points from other readings. Each text note will not be graded, but will simply be designated as acceptable or unacceptable. It will be acceptable if it reflects good-faith effort and is “in the ball park.” Your grade for this component of the course will be based on the number of acceptable text notes you write.

- *Course Participation (25%)*: We are asked by Michael Maniates (see first recommended readings) to “imagine a scene where students sit passively, banking knowledge from their instructor-expert who is lecturing about how active citizen participation is *the* vital ingredient of evolving forms of global environmental governance. ...The rhythms of the overloaded, hyper-efficient course... contradict the lessons about social change that permeate the field.” These classes “aid and abet inherent student skepticism about the ubiquity and personal rewards of grassroots activism (...). Such courses are strong on content, weak in practice and political outcome, and all too commonplace.” We will create a conversational and collaborative virtual classroom. Given that this is a discussion-oriented course, you will be expected to read postings on the discussion board carefully and engage actively in posting. Contribution will be assessed qualitatively and quantitatively: good questions, responses and/or thoughtful comments on the reading or ideas being discussed will serve us all better (and earn a better grade) than a stream of unsupported opinions.

#### LOGISTICS

You will get access to the course website through the university’s ELMS website <https://elms.umd.edu/>. It is your responsibility to learn how to use the software program Blackboard Academic Suite. To become familiar with the software, feel free to consult the Blackboard Student Guide provided on the course website (inside the “Course Information” folder) as well as the support website of Blackboard <http://behind.blackboard.com/s/student/>. If you need technical assistance before or during the semester, contact university’s Office of Information Technology (OIT) at [elms@umd.edu](mailto:elms@umd.edu) or 301-405-1400. You must have a working e-mail account and consistent internet access as you will be expected to check your e-mail account and the course website often throughout the Summer II term.

#### LATE PENALTIES

One third (1/3) of a letter grade will be deducted for each day that assignment submissions are past their due date/time.

#### NOTE

This is a tentative syllabus; expect minor changes in its final version, which will become available on the course website.

## SCHEDULE AND READING ASSIGNMENTS

Session 1 (Week 1, Monday-Tuesday):

### **Introduction and Course Overview**

(no reading required)

Recommended:

-Michael Maniates. Civic Virtue and Classroom Toil in a Greenhouse World; and Of Knowledge and Power. In Encountering Global Environmental Politics: Teaching, Learning, and Empowering Knowledge. 2003.

Session 2 (Week 1, Thursday-Friday):

### **The Rise of Weak/Relaxed Sustainable Development**

(57 pages)

-Read this syllabus carefully

-Gilbert Rist. The Environment, or the New Nature of 'Development.' In The History of Development: from Western Origins to Global Faith. 2002. Pages 171-196.

-Wolfgang Sachs. Environment and Development: The Story of a Dangerous Liaison. In Planet Dialectics: Explorations in Environment and Development. 1999. Pages 56-68.

-Steven Bernstein, "Liberal Environmentalism and Global Environmental Governance," *Global Environmental Politics*, Vol. 2(3), 2002. Pages 1-14.

-Steven Bernstein. "The Evolution of International Environmental Norms: 1972-1992." Table in The Compromise of Liberal Environmentalism. 2001. Page 109.

Recommended:

-World Commission on Environment and Development, Towards Sustainable Development. In Green Planet Blues: Environmental Politics from Stockholm to Johannesburg. 2004. Pages 234-45.

Session 3 (Week 2, Monday-Tuesday):

### **The Fall of (Weak/Relaxed) Sustainable Development?**

(50 pages)

-Ken Conca; Geoffrey Dabelko. The Sustainability Debate. In Green Planet Blues: Environmental Politics from Stockholm to Johannesburg. 2004. Pages 227-233.

-Adil Najam. "Unraveling of the Rio Bargain," *Politics and the Life Sciences*, Vol. 21:2, 2002. Pages 46-49.

-World Bank. Chapter 9: Pathways to a Sustainable Future (in part; headings on responsibilities and open questions). In Sustainable Development in a Dynamic World. 2002. Pages 194-197.

-Daniel Esty, "A Term's Limits," *Foreign Policy*, September/October 2001. Pages 74-5.

-Herman Daly. Sustainable Growth: An Impossibility Theorem. In VTE. Pages 267-273.

-Wolfgang Sachs, "On Earth as It is in the West?" In *Globalization and Development: A Critical Appraisal of the UN Human Development Report*. Development and Peace Foundation, 1997. Pages 10-12.

- Ambuj D Sagar; Stacy D. VanDeveer. "Capacity Development for the Environment: Broadening the Scope," *Global Environmental Politics*, Vol. 5:3, 2005. Pages 14-20.
- Tammy Lewis. "Environmental Aid: Driven by Recipient Need or Donor Interests," *Social Science Quarterly*, Vol. 84:1, 2003. Pages 144-159.

Recommended:

- Paul Wapner, "World Summit on Sustainable Development: Toward a Post-Jo'burg Environmentalism," *Global Environmental Politics* 3:1, February 2003.
- Barry Ames; Margaret Keck. "The Politics of Sustainable Development Environmental Policy Making in Four Brazilian States." *Journal of Interamerican Studies and World Affairs*, Vol. 39, No. 4, (Winter 1997-1998), 1-40.
- Herman Daly. Net. IBRD Farewell Speech, [www.whirledbank.org/ourwords/daly.html](http://www.whirledbank.org/ourwords/daly.html)
- Eric Neumayer. "In Defence of Historical Accountability for Greenhouse Gas Emissions." *Ecological Economics* 33 (2000): 185-92.
- Philip M. Fearnside. "Saving Tropical Forests as a Global Warming Countermeasure: An Issue that Divides the Environmental Movement," *Ecological Economics* 39 (2001): 167-184.

Session 4 (Week 2, Thursday-Friday):

**Weak/Relaxed vs. Strong/Strict Sustainable Development**  
(56 pages)

- Jennifer Clapp; Peter Dauvergne. Table 1.1; Economic Growth in a World of Wealth and Poverty (ch. 4). In *Paths to a Green World: the Political Economy of the Global Environment*. 2005. Pages 14-5; 83-117.
- Herman Daly with counterpoint by Partha Dasgupta. "Economics in a Full World," *Scientific American*. September 2005: 100-107.
- Wolfgang Sachs. Perspective headings in "Sustainable Development: On the Political Anatomy of an Oxymoron." In *Planet Dialectics: Explorations in Environment and Development*. 1999. Pages 78-89.

Recommended:

- Herman Daly. Net. "Can Economic Growth Solve Our Environmental Problems?: A Debate with Herman Daly and Paul Portney." March 2, 2004. World Bank B-SPAN, <http://info.worldbank.org/etools/bSPAN/PresentationView.asp?PID=1054&EID=543>

Session 5 (Week 3, Monday-Tuesday):

**North-South & Strong/Strict Sustainable Development**  
(50 pages)

- Quiz 1** (due prior to the beginning of this session's discussions)
- Herman Daly. The Shape of Current Thought on Sustainable Development. In *Beyond Growth: the Economics of Sustainable Development*. 1996. Pages 1-23.
- Robert Goodland; Herman Daly. Ten Reasons Why Northern Income Growth Is Not the Solution to Southern Poverty. In *Population, Technology, and Lifestyle: the Transition to Sustainability*, ed. Robert Goodland, Herman E. Daly and Salah El

Serafy, 1992. Pages 128-144.

-Robert Goodland; Herman Daly; Salah El Serafy. Introduction. In Population, Technology, and Lifestyle: the Transition to Sustainability, ed. Robert Goodland, Herman E. Daly and Salah El Serafy, 1992. Pages xi-xvi.

Recommended:

-Herman Daly. From Empty-world Economics to Full-world Economics: Recognizing an Historical Turning Point in Economic Development. In Population, Technology, and Lifestyle: the Transition to Sustainability, ed. Robert Goodland, Herman E. Daly and Salah El Serafy, 1992. Pages 23-37.

-Herman Daly. "The Rachel Carson of Brazil," *Mother Earth News*, No 70, Jul/Aug 1981

-Jose Lutzenberger. Who is Destroying the Amazon Rainforest? In Tropical Rainforests: Latin American Nature and Society in Transition, ed. Susan E. Place, 2003.

-Philip M. Fearnside. "Environmental services as a strategy for sustainable development in rural Amazonia," *Ecological Economics*, 20 (1997): 53-70.

-Charles Mueller. "Publications: Clóvis Cavalcanti (ed.), *The Environment, Sustainable Development and Public Policies: Building Sustainability in Brazil*, Cheltenham, UK: Edward Elgar Publishing, 2000," *Environment and Development Economics* 7 (2002): 386-389.

Session 6 (Week 3, Thursday-Friday):

### **Biophysical Constraints & Strong Sustainable Development**

(56 pages)

-Herman Daly. Introduction to Essays toward a Steady-State Economy. In VTE, p. 11-47.

-Nicholas Georgescu-Roegen. The Entropy Law and the Economic Problem. In VTE, Pages 75-88.

-Paul Ehrlich; Anne H. Ehrlich; John Holdren. Availability, Entropy, and the Laws of Thermodynamics. In VTE, Pages 69-73.

Recommended:

-Herman Daly; Joshua Farley. Ecological Economics: Principles and Applications. 2004.

Session 7 (Week 4, Monday-Tuesday):

### **The Normative & Strong/Strict Sustainable Development**

(44 pages)

-Charles A. Hernik, "Book Review: Priceless: On Knowing the Price of Everything and the Value of Nothing," *Ecological Economics* 59:3, 2006. Pages 394-5.

-Gerald A. Smith. The Purpose of Wealth: A Historical Perspective. In VTE. P. 183-204.

-John Cobb. Ecology, Ethics, and Theology. In VTE. Pages 211-227.

-Kenneth Boulding. Spaceship Earth Revisited. In VTE. Pages 311-3.

Recommended:

-Thomas Princen. *Logic of Sufficiency*. 2005.

-Jonathan Wight. Saving Adam Smith. 2002.

Session 8 (Week 4, Thursday-Friday):

**Political Economy & Strong/Strict Sustainable Development**

(54 pages)

- Quiz 2** (due prior to the beginning of this session's discussions)
- Herman Daly. *The Steady-State Economy: Toward a Political Economy of Biophysical Equilibrium and Moral Growth*. VTE. Pages 325-361.
- Herman Daly. *Postscript: Some Common Misunderstandings and Further Issues Concerning a Steady-State Economy*. VTE. Pages 365-381.

Recommended:

- Herman Daly; Kenneth Townsend (editors). All articles. In VTE.

Session 9 (Week 5, Monday-Tuesday):

**Institutions of/for Strong/Strict Sustainable Development**

(52 pages)

- William Ophuls, "The Rousseauian Moment," *The Good Society* 11.3 (2002): 91-94.
- Marius de Geus, "The Problems with Ophuls' Solution." In The End of Over-Consumption: Towards a Lifestyle of Moderation and Self-Restraint. 2003. Pages 62-3.
- Peter Barnes. *Selling the Sky; Who Owns the Sky?; How a Sky Trust Would Work* (chs. 3-5). WOS. Pages 33-78.

Recommended:

- Herman Daly. Net. "Sustainable Development and OPEC." Invited paper for the conference "OPEC and the Global Energy Balance: Towards a Sustainable Energy Future," Vienna, Austria, September, 2001.
- Jiahua Pan. "Meeting Human Development Goals with Low Emissions: An Alternative to Emissions Caps for post-Kyoto from a Developing Country Perspective," *International Environmental Agreements: Politics, Law and Economics*, Vol.5, Iss. 1, 2005; pg. 89

Session 10 (Week 5, Thursday-Friday):

**Institutions and Strong/Strict Sustainable Development**

(47 pages)

- Thomas Princen. "Principles for Sustainability: From Cooperation and Efficiency to Sufficiency." *Global Environmental Politics* 3:1, 2003: 33-49.
- Eric Neumayer. "In Defence of Historical Accountability for Greenhouse Gas Emissions," *Ecological Economics* 33, 2000. Pages 185-191.
- Oliver Pergams et al. "Linkage of Conservation Activity to Trends in the U.S. Economy," *Conservation Biology*, Vol. 18:6, 2004. Pages 1617-1623.
- Thomas McShane. "The Devil in the Detail of Biodiversity Conservation." *Conservation Biology* Vol. 17 Issue 1, 2003. Pages 1-2.
- Brian Czech; Herman Daly. "In My Opinion: The Steady State Economy—What it Is, Entails, and Connotes," *Wildlife Society Bulletin* 2004, 32(2): 598-604.
- Marius de Geus. "The Prospects for Cultural Change in the direction of a 'Golden Mean' Lifestyle" and "Conclusion" of "Towards a Lifestyle of Moderation and Self-

Restraint.” In The End of Over-Consumption: Towards a Lifestyle of Moderation and Self-Restraint. 2003. Pages 192-198.

Recommended:

-Campbell, John L. “Institutional Analysis and the Role of Ideas in Political Economy,” *Theory and Society* Vol. 27, No. 3 (Jun., 1998), 377-409.

-Martha Finnemore. “Norms, Culture, and World Politics: Insights from Sociology’s Institutionalism,” *International Organization* (1996) 50, 2: 325-47.

-Finnemore, Martha and Katherine Sikkink. “International Norm Dynamics and Political Change,” *International Organization* (1998) 52, 4: 887-917.

Session 11 (Week 6, Monday-Tuesday):

**Course Review and Learning Transition**

(29 pages plus ~18 web pages)

**-Quiz 3** (due prior to the beginning of this session’s discussions)

-Eric Neumayer. Introduction; Conclusions. In Weak Versus Strong Sustainability: Exploring the Limits of Two Opposing Paradigms. 2003. Pages 1-6; 191-8.

-Edward Page. “Equity and the Kyoto Protocol,” *Politics* 27(1), 2007. Pages 1-14.

-Tour three (3) web sites out of ten leading sustainable development think tanks: Earth Policy Institute ([www.earth-policy.org](http://www.earth-policy.org)); Global Footprint Network ([www.footprintnetwork.org](http://www.footprintnetwork.org)); International Institute for Sustainable Development ([www.iisd.org](http://www.iisd.org)); Redefining Progress ([www.rprogress.org](http://www.rprogress.org)); Resources for the Future ([www.rff.org](http://www.rff.org)); Stockholm Environment Institute (<http://www.sei.se/>); The Natural Step ([www.naturalstep.org](http://www.naturalstep.org)); World Resources Institute ([www.wri.org](http://www.wri.org)); Worldwatch Institute ([www.worldwatch.org](http://www.worldwatch.org)); Wuppertal Institute ([www.wupperinst.org](http://www.wupperinst.org)).