

GE304/IR304
Environmentally Sustainable Development
Spring 2015 M,W, F 13:00-14:00 CASB36
V 1.1 CORRECTED

Professor James Baldwin
Office: STO 457B
Office Hours : M 10-12 or by appointment

Required Texts: 1. Michael P. Todaro and Stephen C. Smith, *Economic Development* 12th edition
2. Jeffrey D. Sachs, *Common Wealth: Economics for a Crowded Planet*

Prerequisites:

There are no formal prerequisites for this course.

General Course Description

Perhaps the ultimate challenge faced by our species is that of insuring our long term survival. Coupled with our desire to not just “survive” but to live a long, healthy and satisfying life, this challenge is what defines the concept of sustainable development. How do we as a species reconcile the conflicting desire for a higher material standard of living with the ecological limits placed on us by the physical world? And how do we achieve this in a just and equitable way?

Over the past few decades the idea of sustainability and sustainable development has come to define the way in which scholars and policy makers view modern environmental challenges. This course surveys existing perspectives on development and seeks to identify ways in which policies may be developed so that economic and ecological needs may be both be met at multiple spatial scales from the personal to the global. Beginning with mainstream development theory we will move toward a more holistic vision of development that is beyond “simple” GDP growth and encompasses an understanding of the ecological and social setting within which development occurs.

Grading:

Exams 25% each, Semester Project 30%, Homework 10%, 5% Discussion Assignments, 5% Discussion Participation

Exams

There will be two semi-cumulative exams covering all course materials, there is no final exam. Each exam will consist of five to ten questions covering topics from lectures and readings.

Homework

Homework assignments will consist of 1. a one-two paragraph summary of the week's readings and 2. response to questions given in lecture on Wednesday of each week. Homework is to be turned in during discussion the following week. Responses must be typed and handed into your TF to receive credit. Late homework will not be accepted.

Discussion Section

Discussion sections will be made up of homework review, TF issued assignments and discussion of lecture topics. Your weekly homework is to be submitted typed at the beginning of your discussion section. Discussion attendance is mandatory, assignments will not be accepted after your discussion section meets.

Semester Project

In groups of 4-5, students will conduct a case study in which they identify a less developed region or country and create a development plan related to a specific issue in that country (For example: water, agriculture, tourism, etc). The case study will consist of 3 parts with separate due dates: Part 1 will describe the relevant history and geography of the region. In particular the historic review will seek to identify factors that have resulted in the current conditions within the region. Part 2 will detail the current conditions as they relate to state of development including but not limited to the local economic, social(cultural, political, institutional) and environmental conditions. Be sure to consider both the local relationships and the impact of regional and global connections. Part 3 will consist of a sustainable development plan related to your specific development issue that addresses the economy, society and the environment jointly which will be presented in your final discussion section. For each section your group will have approximately one month. Each group must fully and clearly articulate how their plan address the five principles of sustainability.

While there is no set length requirement, and a short high quality paper is preferable to a long poor quality one, as a general guideline *each section* is expected to be somewhere between 5-10 double-spaced pages *per student* with a minimum of 6 peer-reviewed sources *per student*. If you do not know what constitutes a peer-reviewed source please come to office hours.

Misc. Course and University Policies

Attendance

BU policy mandates that attendance be taken and also dictates minimum levels of attendance in order to receive credit for coursework (see the registrar's website for details). Attendance is expected in all lectures and discussions and grade deductions will be made for irregular attendance (unexcused absences, tardiness, etc).

Late Assignment Policy and Make-Up Exams

Late work will not be accepted. Failure to turn in assignments, homework or other materials by submission deadlines (i.e. by missing your discussion section) will result in forfeiture of credit. Any make-up exams will be administered orally and only under **exceptional circumstances** (severe illness, hospitalization, alien abduction, etc) will this be allowed.

Computer and Digital Device Use Policy

Computers/cell phones/tablets etc., are not permitted to be used in discussion sections unless specifically invited by your TF. Computers are welcome in lectures *for note taking*. However, students observed engaging in distracting behavior during lectures such as browsing the internet, watching videos, playing games, etc., will receive a grade penalty without additional notice.

Academic Honesty

Any and all violations of the academic conduct code are taken very seriously by myself, the TFs and the university. Your TFs and I have a “zero tolerance” policy on cheating of any kind. You should read the BU Academic Conduct Code for further information about specific definitions, procedures, sanctions, etc. I am required to, and will, refer ALL cases of suspected academic misconduct to the CAS Dean's Office without exception.

FLU POLICY(Influenza Like Illness policy)

Per the Dean, if you are experiencing symptoms consistent with Influenza please email me to inform me immediately and do not come to class. Per the CDC, the dominant symptoms of actual flu are a fever (over 100F) , fatigue, body aches and respiratory symptoms.

Intellectual Property Statement

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Course Outline

reading note: T= Todaro , S=Sachs

	week	Day	Topic	Reading	
Part 1: Perspectives on Development					
Jan	19	1	M	MLK Jr Day – No Class Meeting	
	21		W	Intro to Course Defining Sustainable Development and Review of Key Sustainability Concepts	T Ch1 S Ch1
	23		F	Defining Sustainable Development and Review of Key Sustainability Concepts	T Ch1 S Ch 2
			Dis	NO DISCUSSION THIS WEEK	
	26	2	M	Intro to Course: Defining Sustainable Development and Review of Key Sustainability Concepts	T Ch1 S Ch 2
	28		W	Developed vs Developing	T Ch 2
	30		F	Developed vs Developing	T Ch 2
			Dis	Development vs Growth Form Group, Pick region	
Feb	2	3	M	The “Straight Path” of Development Rostow's Stages of Growth and the Harrod-Domar model	T Ch 3
	4		W	Neoclassical Growth Theory	T Ch 3
	6		F	Neoclassical Growth Theory	T Ch 3
			Dis	Critique of Conventional Development models Submit outline with work assignments for project.	
	9	4	M	Modern Economic View of Development and Making Development Sustainable	T Ch 4
	11		W	Modern Economic View of Development and Making Development Sustainable	T Ch 4
	13		F	Modern Economic View of Development and Making Development Sustainable	T Ch 4
			Dis	Project Status Report	

	16	5	M	Presidents Day NOTE:TUESDAY IS MONDAY SCHEDULE	
	17		T	Poverty- A Positive Feedback Process? The concept of a “poverty trap”	T Ch 5
	18		W	Measuring Poverty and Inequality Poverty: Vulnerable groups; gender, class, race and age	T Ch 5
	20		F	Measuring Poverty and Inequality Poverty: Vulnerable groups; gender, class, race and age	T Ch 5
			Dis	Section 1 Due Friday: Presentation on regions	
	23	6	M	Education and Health	T Ch 8
	25		W	Education and Health	T Ch 8
	27		F	Education and Health	T Ch 8
			Dis	The potential and limits to education for poverty reduction	
Ma r	2	7	M	Education and Health	T Ch 8
	4		W	EXAM 1	All to Date
				Part 2: “The Limits to Growth” , Sustainability Constraints on Conventional Development Models	
	6		F	The Anthropocene Environmental Constraints: Water Environmental Constraints: Food	T Ch 10 S Ch 3 and 5
			Dis	No Discussion This Week	
	9	8	M	SPRING BREAK	
	11		W	SPRING BREAK	
	13		F	SPRING BREAK	
			Dis		
	16	9	M	Food and Water cont.	S Ch 6
	18		W	Food and Water cont.	S Ch 6
	20		F	Food and Water cont.	S Ch 6

			Dis	The EKC Hypothesis	TBA
	23	10	M	Environmental Constraints: Energy	
	25		W	Environmental Constraints Climate Change	T Ch 10 S Ch 4
	27		F	Environmental Constraints Climate Change	T Ch 10 S Ch 4
			Dis	Climate adaptation strategies Project Status Report	
	30	11	M	Climate Change Adaptation	IPCC
Apr	1		W	IPAT: conceptualizing environmental degradation	Baldwin and Sue Wing
	3		F	IPAT: conceptualizing environmental degradation	Baldwin and Sue Wing
			Dis	Forced population constraints? The case of China read chapters 2-3 in : http://www.donellameadows.org/wp-content/userfiles/Limits-to-Growth-digital-scan-version.pdf	
	6	12	M	Demography: Fertility and Population	T Ch 6 S Ch 7
	8		W	Demography: Urbanization and migration	T Ch 7 S Ch 8
	10		F	Sustainable Development in a Globalized Context: Strategies for Development	T Ch 12 S Ch 9
			Dis	Paper Part 2 Due: Presentation Current Status	
	13	13	M	The problem of debt and financial barriers to development Ending Poverty “Traps”	T Ch 13/15 S Ch 10
	15		W	Conservation and Preservation: Biodiversity policy for environmental sustainability	TBA/bla ckboard

	17		F	Conservation and Preservation: Biodiversity policy for environmental sustainability	TBA/blackboard
			Dis	Present Development Plan	
	20	14	M	NO CLASS PATRIOTS DAY	
	22		W	NOTE: MONDAY SCHEDULE Presentation of Plan	
	24		F	Presentation of Plan	
			Dis	NO DISCUSSION DUE TO HOLIDAY SCHEDULE	
	27	15	M	Policy Options for Sustainability and the Role of Institutions Putting it all together: a vision for a sustainable future. Final Manuscript Due via turnitin.com by 5pm	S Ch 11, 12 13/14
	28		W	Exam 2	All to date
			Dis	No Discussion This Week	

I reserve the right to make changes to this syllabus over the course of the semester. The latest syllabus will always be available on the course website at <https://learn.bu.edu>.