

# Political Economy and the Environment

M-F 9AM–12:30PM ~ location TBA

Instructor: Max Boykoff  
office hours: TBA  
CIRES Center for Sci & Tech Policy

Environmental Studies program  
[boykoff@colorado.edu](mailto:boykoff@colorado.edu)  
1333 Grandview Avenue

Course Web Page: <http://sciencepolicy.colorado.edu/students/envs2100-01/index.html>

## ***COURSE DESCRIPTION***

The class sessions consist of two main components:

- I. a general introduction situating environmental issues within the arena of political economy and a review of key concepts within the fields of economics and the environment.
- II. case-study and thematic investigations focusing on population, poverty, social movements, fair trade, energy, international policy-making and genetic engineering.

The class structure will vary between lectures, reading discussions, and films. During this Maymester we will also supplement this format with invited speakers on various topics and case studies examined in the course. **Because this is an intensive summer session course, it will inherently be challenging to keep pace with the reading and lecture schedule. So for success in the course, it is critically important that course participants prepare to do so, as well as prepare to do a considerable amount of work outside of class.**

Course reading materials:

- Goodstein, E. (2010). *Economics and the Environment (6<sup>th</sup> Edition)*. John Wiley & Sons, Inc.: NY, NY
- Hertsgaard, M. (1999). *Earth Odyssey: Around the World in Search of our Environmental Future*. Broadway Books: NY, NY
- Additional readings (to be posted on a course website)

## ***COURSE REQUIREMENTS***

### **Overview**

This is a condensed summer course so the reading and writing schedule will be particularly rigorous. It is important that everyone stays up to date on the readings so that we all may meaningfully participate in the class discussions. All readings are required to be completed *before* the class for which they are assigned.

Attendance and Participation	15 pts
Readings discussion facilitation	5 pts
Assignments (two times during the session @ 6 pts each)	12 pts
Quizzes (two times during the session @ 5 pts each)	10 pts
First Examination	30 pts
Second Examination	30 pts

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**Total: 100 points**

## Attendance

Course participants are expected to **attend all sessions** and to engage critically with the readings and the issues that are discussed. Each class session will build upon previous sessions. If you anticipate missing a class meeting, be sure to contact the instructor *prior to* the class meeting time. If you do not do so, your absence will be considered unexcused. Because there are only three weeks of sessions in Maymester, any more than one unexcused absence during the course will result in not passing the class.

## Class Participation

Your participation is valued and will demonstrate your preparation for the class discussions. Participation will consist of demonstration of preparation through active and valuable engagement in the class discussions. Points will be awarded for general participation as well as discussion facilitation of current environmental issues in the news pertinent to class concepts. At the beginning of the second half of class sessions, 4-6 students will bring in prepared comments and a set of discussion questions in order to lead a 30-minute discussion.

This facilitation can take many forms and will be discussed further in class. However, to help the 3-4 of you to prepare comments to facilitate the discussion, you may wish to explore the following questions:

- What are the main points or themes in the reading?
- What is the author's central thesis?
- How is this work similar to or different from other course material, your own ideas, or other information you have come across in the past?
- Where are possible weaknesses in the author's arguments?
- Where could s/he have explained assertions more deeply/clearly?
- Do you agree with the author's central assertions, theories, and/or ideas? If so, why? If not, why not?

Writing out answers to these questions will also help you as you prepare for the examinations (discussed further below).

## Assignments

An important requirement will be that all students come to the **class sessions in the two noted weeks** with the completed assignment, covering previous course material. It must be typewritten and **no more than 1000 words**. *You must bring a hard copy of the assignment to class. Emailed assignments will not be accepted.*

The assignments consist of two parts:

1. **responses** to particular questions: approximately 500 words
2. **comments** on previous course material: approximately 500 words

In the **first part** of the assignment, the questions will be designed to make you think about the class material and will prepare you for the types of written essay questions that you will see on the midterm and final exams. In order to answer these questions, I expect that you will refer to past readings and lectures as well as additional sources. **At least two in-text/end-of-text citations** must be included in each assignment (only one may be web-based). **IMPORTANT: In-text citations are markers for the more complete reference at the end of the text. They are not the same thing.** Please see me if this is unclear.

There are a number of acceptable ways to cite references. Here are few examples of **in-text citations**:

- for in-text citations of paraphrased material:

In the crucible of news production, as elsewhere, disciplinary practices make individuals both the object of discipline and the instruments of its exercise (Foucault 1979).

- for in-text citations of quoted material:

According to Sharon Dunwoody and Hans Peter Peters, the typical journalist in the U.S. is “even less likely to have majored in science or math than is the average US resident” (Dunwoody & Peters 1992; p. 208).

Here are some examples of **end-of-text citations**:

- For a book:

Goodstein, E. (2010). *Economics and the Environment (6<sup>th</sup> Edition)*. John Wiley & Sons, Inc.: NY, NY

- For a book chapter in an edited volume:

Christy, J.R. (2003) The Global Warming Fiasco, in *Global Warming and other Eco-Myths: How the Environmental Movement Uses False Science to Scare Us to Death*, Bailey, R. (ed.) Competitive Enterprise Institute/Prima Publishing: Roseville, California, US

- For an article:

Loik, M.E. & J. Harte (1996) High-temperature Tolerance of *Artemisia Tridentata* and *Potentilla Gracilis* Under a Climate Change Manipulation *Oecologia* 108: 224-231.

- For a worldwide web citation:

Bates, P. ‘Everything One Needs to Know about Declaring a Major in Environmental Studies’ (Date Accessed: October 20<sup>th</sup>, 2011; Date Posted: August, 2011) [www.pennybatesCU-B.ENVS.edu](http://www.pennybatesCU-B.ENVS.edu)

- For a report:

Watson, R. T. & D. J. Verardo (2000) Summary for Policymakers: Land Use, Land-Use Change, and Forestry. Geneva, Switzerland: Intergovernmental Panel on Climate Change (IPCC)

More examples of in-text and end-of-text citations can be found in the required readings for this class. See me if you need help constructing proper citations. You will be expected to cite properly and this will be part of the assignment evaluation.

In the **second part** of the assignment, the comments must also be written concisely, while the points raised in the assignments must be elaborated clearly. These are to consist of elements of the following:

- commentary on key points in the readings, a portion of a reading, patterns or theme(s) between readings that you found important, problematic, insightful etc.
- commentary on agreements or disagreements that you may have with portions, keys, assertions or themes in the readings
- reflections on something surprising, new or counterintuitive that you learned from the readings

Basically, this second part is an open space (within the page limits) to comment on the material that you are engaging with critically. In short, think about what you are reading and write clearly about your views.

*Note:* I will deduct 25% of points for each day an assignment is late. Also, plagiarism is not tolerated in any of these assignments or exams, and will result in not passing the course, as well as possible university action.

## Exams

The examinations will both be closed-book and no-note exams. Dates and times for the examinations are final so see me immediately if you anticipate any kind of conflict or problem. The second exam will be cumulative in the sense that it builds from concepts and foundations discussed in the first portion of the course.

The content for these examinations will come from the lectures as well as the required readings. Unfortunately, in lecture I will not be able to discuss many important and worthwhile facets of the readings so it will be your responsibility to engage both critically and mindfully with these readings outside of the class sessions.

## CLASS LECTURE AND READING SCHEDULE

### Week 1:

#### Component I: Introduction to Economics and the Environment

##### Monday and Tuesday, May 14-15 (SESSIONS ONE and TWO):

Introduction to Economics and the Environment – A Brief History of Political Economics and Environment: *From where have we come?* and *Where are we now?*

**Film:** excerpts from *The Corporation* (2004) by Mark Achbar, Jennifer Abbott & Joel Bakan

##### Wednesday, May 16 (SESSION THREE):

Frames, Perspectives and Standards: *Why Protect the Environment?*

**Reading:** Goodstein Chapters 2, 3 & 4; Hertsgaard Introduction and Prologue

**Reading Discussion #1**

##### Thursday and Friday, May 17-18 (SESSIONS FOUR and FIVE):

Sustainability – With Sustainability for All? GDP ~ HDI ~ NNW ~ GPI

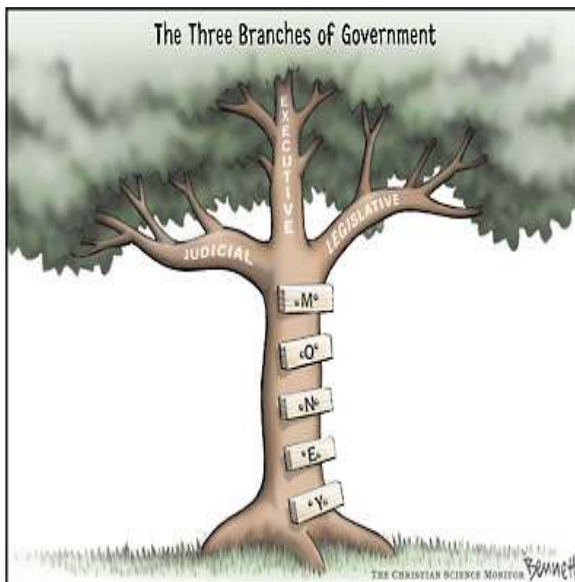
**Reading:** Goodstein Ch. 5, 6 & 7 (to p. 133); Hertsgaard – Chapters 1 and 2

**Film:** excerpt from *Cadillac Desert (volume 1): Mulholland's Dream* (1997)

**Reading Discussion #2**

**Assignment #1 due**

**Quiz #1**



## Week 2:

### ***Monday and Tuesday, May 21-22 (SESSIONS ONE and TWO):***

Valuing the Environment: Accounting through Costs and Benefits of Environmental Protection

Reading: Goodstein Ch. 8 & 9 (to p. 179); Hertsgaard – Chapter 8

***Reading Discussion #3***

### ***Wednesday, May 23 (SESSION THREE):***

first half of the class period ~ EXAM #1

second half of the class period ~ The Policy Process; the Structure and Function of U.S. Political Institutions; U.S. Environmental Policy; International Environmental Agreements;

Reading: Goodstein Ch. 12 (to p. 242), 13, 22 & 23; Hertsgaard – Chapter 3

### ***Thursday and Friday, May 24-25 (SESSIONS FOUR and FIVE):***

*July 18:* Dialectics of Government and the Individual: From Command-and-Control to Market-Based Regulations

Reading: Goodstein Ch. 16 (to p. 322) & 17; Hertsgaard – Chapter 4

***Reading Discussion #4***

## Week 3:

### ***Component II: Themes and Case-Studies in Economics and the Environment***

### ***Monday and Tuesday, May 28-29 (SESSIONS ONE and TWO):***

Population, Poverty, Consumption and the Environment

Reading: Goodstein Ch. 11 & 21; Hertsgaard – Chapters 5, 6 and 7

***Film:*** *Something Like a War* (2003)

***Reading Discussion #5***

***Assignment #2 due***

***Quiz #2***

### ***Wednesday and Thursday, May 30-31 (SESSIONS THREE and FOUR):***

Energy: Electricity, Transportation and Environment

Reading: Goodstein Ch. 18, 19 (to p. 403) & 20; Hertsgaard – Chapter 9 and Epilogue

***Reading Discussion #6***

### ***Friday, June 1 (SESSION FIVE):***

EXAM #2