COURSE SYLLABUS

ENVS 6900/7900
Special Topics: Population & Environment
Spring 2013

Instructor: Dr. Claudia Radel
Instructor Contact Info: 797-0516 office, 792-6007 home, claudia.radel@usu.edu
Instructor Office Hours: W, 10:00-11:30, NR232
Class Time & Location: Tuesdays, 2 pm; NR 213

Course Overview

In this graduate-level seminar course, we will cover a wide breadth of research topics at the intersection of population dynamics and environmental change, examining both theoretical and empirical scholarly work. The course is designed in seminar format, with participants meeting once weekly to discuss readings. For the first section of the course, we will focus on classic intersections of population and environment, with particular focus on the relationship of population growth and migration to environmental change. In the second section of the course, we will examine issues of population and environment within the framework of development theory and practice. In this section we will emphasize poverty and women/gender as key topics integrating population and environment within the development framework. We will conclude the semester with a final section tailored to the specific topical interests (e.g. sustainability, vulnerability) of students in the course. Students will provide input into the content of this final course section and will identify the readings and lead the in-class discussions.

Learning Objectives

- Learning to analyze and critically evaluate theoretical ideas and arguments that relate to topics at the intersection of population dynamics and environmental change.
- Developing skills in expressing oneself orally and in writing, through class discussions and written assignments.
- Acquiring skills in working with others as a member of a collaborative course team, including the ability to organize and facilitate discussions.

Assignments

Students’ primary responsibility is to arrive to class meetings with readings completed and prepared for discussion. I will distribute these readings to you directly, via email. Each class, you will come prepared with reading notes for your own benefit (these notes will not be collected). Additionally, you will prepare a single written page for submission to me, in which you
summarize the arguments of each article/chapter, much as you would do for a literature review, and identify what, if anything, this particular article/chapter contributes to your own thesis research ideas/plans. Optionally, the summary may also include an identification of any strengths and/or weaknesses in the arguments. Finally, you will prepare at least one discussion question that you will circulate to the class via email, no later than the evening prior to our weekly class meeting.

The final writing assignment will be one of two options: (1) an essay (approximately 10-15 pages, double-spaced) in which you apply the readings and concepts of the course to your own current or likely future research and/or work; or (2) a literature review for your selected course topic from the final section of the course. This literature review could then form the basis for a research proposal. We will discuss this assignment at the start of the semester. Your essay or literature review is due to me by 5 pm, on 3 May 2013.

**Course Evaluation**

Students will be evaluated as follows:

- General Class Preparation and Participation (including provision of discussion question) 40 %
- Submissions of Written Reading Summaries 30 %
- Final Written Assignment 30 %

*Qualified students with disabilities may be eligible for reasonable accommodations. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, 797-2444 voice, 797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.*
**Course Schedule, with Readings**

**Week 1** (beginning 1/7): Organizational Meeting, 1/11 at 2 pm

**Week 2** (beginning 1/14): **Overview of Population and Environment Intersections**


**Week 3** (beginning 1/21): **Population Growth & Environmental Change, Neo-Malthusian Perspectives**


**Week 4** (beginning 1/28): **Population Growth & Environmental Change, Boserupian Perspectives**


**Week 5** (beginning 2/4): **Population Growth & Environmental Change, Synthesis?**


Week 6 (beginning 2/11): “Limits to Growth”

1. Meadows, D. et al on passing beyond the limits to growth…


Week 7 (beginning 2/18): Migration and the Environment: Overview

1. Lori Hunter’s 2011 work (overview)


3. Need one more on in-migration and env. degradation…or on environmental security…

Week 8 (beginning 2/25): Environment as Push Factor in Migration


**Week 9** (beginning 3/4): **Environmental Impacts on Migrant Sending Regions**

1. Aguilar-Stoen, M. 2012.


**Spring Break Week** (3/11): No class meeting

**Week 10** (beginning 3/18): No class meeting. Dr. Radel presenting paper in Oslo. Extra Reading for Week 11.

**Week 11** (beginning 3/25): **P&E in Development Theory & Practice** (Highlighting Questions of Poverty and Gender)

Book to be selected.

**Week 12** (beginning 4/1, Dr. Radel away): begin literature review for student topic

**Week 13** (beginning 4/8, Dr. Radel away): outline for final paper and list of sources

**Week 14** (beginning 4/15): **Student Topic 1**: Vulnerability

**Week 15** (beginning 4/22): **Student Topic 2**: Sustainability

*Friday, 5/3 Final Essays Due*