

## 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**

1. De Sherbinin, A. et al. 2007. Population and Environment. *Annual Review of Environment and Resources* 32: 345-373.
2. Harden, C. 2012. Framing and Reframing Questions of Human-Environment Interactions. *Annals of the Association of American Geographers* 102(4): 737-747.
3. Jolly, C. 1994. Four Theories of Population Change and the Environment. *Population and Environment* 16(1): 61-89.

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

1. Ehrlich, P. Ehrlich, A. and Daily, G. 1993. Food Security, Population and Environment. *Population and Development Review* 19(1): 1-32.
2. Leach, M., Fairhead, J. 2000. Challenging Neo-Malthusian Deforestation Analyses in West Africa's Dynamic Forest Landscapes. *Population and Development Review* 26(1): 17-43.
3. Najam, A. 1996. A Developing Countries' Perspective on Population, Environment, and Development. *Population Research and Policy Review* 15(1): 1-19.

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

1. Boserup, E. 1976. Environment, Population, and Technology in Primitive Societies. *Population and Development Review* 2(1): 21-36.
2. Mortimore, M., Tiffen, M. 1994. Population Growth and a Sustainable Environment: The Machakos Story. *Environment* 36(8): 10-20.
3. Rocheleau, D. 1995. More on Machakos. *Environment* 37, 3-5.

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

1. Carr, D., Lopez, A., Bilsborrow, R. 2009. The population, agriculture, and environment nexus in Latin America: country-level evidence from the latter half of the twentieth century. *Population and Environment* 30: 222-246.
2. Benjaminsen, T. 2001. The population-agriculture-environment nexus in the Malian cotton zone. *Global Environmental Change* 11: 283-295.
3. Brookfield, H. 1995. Postscript: The 'Population-Environment Nexus' and PLEC. *Global Environmental Change* 5(4): 381-393.

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

1. Meadows, D. et al on passing beyond the limits to growth...
2. Pimentel, D. et al. 2010. Will Limited Land, Water, and Energy Control Human Population Numbers in the Future? *Hum Ecology* 38: 599–611.
3. Sayre, N. 2008. The Genesis, History, and Limits of Carrying Capacity. *Annals of the Association of American Geographers* 98(1): 120–134.
4. Kumm, M., Varis, O. 2011. The world by latitudes: A global analysis of human population, development level and environment across the north-south axis over the past half century. *Applied Geography* 31: 495-507.

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

1. Lori Hunter’s 2011 work (overview)
2. Carr, D. 2009. Population and deforestation: why rural migration matters. *Progress in Human Geography* 33(3): 355–378.
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**

1. Black, R. et al. 2011. The effect of environmental change on human migration. *Global Environmental Change* 21S: S3–S11.
2. Carte, L., McWatters, M., Daley, E., Torres, R. 2010. Experiencing agricultural failure: Internal migration, tourism and local perceptions of regional change in the Yucatan. *Geoforum* 41: 700–710.
3. Hugo, G. 2011. Future demographic change and its interactions with migration and climate change. *Global Environmental Change* 21S: S21–S33.
4. Lopez-Carr, D. 2012. Agro-ecological drivers of rural out-migration to the Maya Biosphere Reserve, Guatemala. *Environmental Research Letters* 7.
5. Piguet, E. 2013. From “Primitive Migration” to “Climate Refugees”: The Curious Fate of the Natural Environment in Migration Studies. *Annals of the Association of American Geographers*, 103(1): 148–162.

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

1. Aguilar-Stoen, M. 2012.
2. Deshingkar, P. 2012. Environmental risk, resilience and migration: implications for natural resource management and agriculture. *Environmental Research Letters* 7.
3. Qin, H., Flint, C. 2012. Integrating Rural Livelihoods and Community Interaction into Migration and Environment Research: A Conceptual Framework of Rural Out-Migration and the Environment in Developing Countries. *Society and Natural Resources* 25: 1056–1065.

*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*