GEOGRAPHY 288: POPULATION, ENVIRONMENT,
AND DEVELOPMENT IN THE DEVELOPING WORLD
Winter 2005
Class: Th 6:00PM-8:00PM; ELLSN 5824

CONTACT INFORMATION

Instructor
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Office: Ellison 5714
Office hours: M 11-12; W 1-2

NATURE OF THE COURSE

This seminar examines interrelations among and between population, development, and the environment in developing countries with a particular emphasis on Latin America. While the course will retain a geographical focus, course readings will reflect the topics’ inherently interdisciplinary nature. Students outside of geography are encouraged to enroll. During the first part of the course we will critically read and discuss seminal literature on population, development, and environment interactions. In the latter part of the course students will lead discussions aimed at their research interests as framed within the broader population-development-environment literature. Themes we may explore include:

1. Development, poverty, and resource inequalities
2. Population-environment patterns in the developing world
3. Theoretical frameworks of population-environment interactions
4. Cultural and Political Ecology, indigenous groups, and the environment
5. Agriculture and land use/cover change
6. Deforestation
7. Rural-rural, rural-urban, and international migration and links between these flows and development and the environment
8. Population, health and the environment
9. Conceptual development of population, environment and development interactions
10. Quantitative and qualitative measurement of population, environment and development interactions

COURSE OBJECTIVES

(IF WE ARE SUCCESSFUL IN THIS COURSE YOU WILL…)

1. Describe the significance and limitations of seminal population, development, and environment theories.

2. Select and defend theoretical and methodological approaches for a research project of your
3. Evaluate the appropriateness of the theories and methods selected in class participants’ research projects.

**Some steps you will take to achieve the above objectives:**

- Understand key arguments developed in some of the seminal theories of population, environment, and development and their interactions.
- Recognize the significance, assumptions, and limitations of these arguments and their applicability over time and across space.
- Select conceptual frameworks that best support your research project of choice.
- Understand how these conceptual models build on the canon of population, environment, and development theories.
- Argue persuasively for the comparative advantage of these arguments over others for developing your project.
- Identify limitations to these theories and ways in which your and your classmates’ proposed projects may concord with or challenge these theories.
- Select and defend effective methodologies for your research.
- Persuasively argue for the symmetry between your chosen theory with your research question(s) and your selected methods.

**HOW WILL WE ACHIEVE THESE OBJECTIVES?**

- **Class discussions (20%).** Students will take turns leading class discussions. I will assign the readings for the first two weeks with some consultation with discussion leaders. Subsequent readings will be chosen by discussion leaders based on their research interests. These readings must also elicit the broad interest of our multidisciplinary class and be subsumed within population, environment, and development theory; discussion leaders will choose readings with my consultation. Discussion leaders will direct our examination of the readings based on the course objectives. The discussions’ purpose will thus be twofold: 1) the class explores the significance of the readings to the broader population, environment, and development literature and 2) students receive feedback towards the improved development of their own research projects. To achieve these goals, discussion leaders will begin the class by presenting a three-paragraph manuscript. Paragraph one will present a research question and its significance to practice, theory, and methods. Paragraph two will propose a theoretical approach. Paragraph three will propose appropriate methods. This short paper will be disseminated before class with the weekly readings.

- **Papers/presentations.** I encourage you to seek help at Campus Learning Assistance Services. Writing tutors are available at the CLAS Bldg 300 M-Th 9-5 and Fri 10-3. Phone: 893-3269 Web: www.clas.ucsb.edu

- **10 page single-space max. paper (60%) and 15 minute presentation (20%).** Presentations will occur on March 9. Papers are also due on March 9.
Guidelines for class discussions

- Be prepared for class.
- Share and explain your opinions.
- Don’t dominate; be fair about the amount of time you take to speak.
- Back up your arguments with evidence.
- Disagree politely.
- Listen carefully to other opinions.
- Change your mind when another argument is more cogent than yours.
- Do not hesitate to ask for clarification.
- Make your points succinctly, avoiding repetition, and providing a choice example of your main point.

Guidelines for the Final Paper
I will evaluate your final paper based on the following criteria:

Fulfill task requirements.
- Basic instructions are followed.

Use concepts appropriately and creatively.
- Population, environment, and development are central to your argument, and appropriate literature is cited to reach new insight on the subject.

Synthesize, interpret, and evaluate.
- You explore unusual interrelations or links that may not be obvious. Description is used only as a necessary base for synthesis, analysis, and evaluation.

Organize with logic and clarity.
- Your work follows a clear-cut and logical trajectory. The introduction and conclusion are well developed and correspond to the body of the assignment. Topic sentences form the backbone of the work and introduce the body of each corresponding paragraph. Superfluous points and non-sequiturs are avoided.

Display accuracy and conceptual discipline.
- No conceptual, logical, or organizational errors are apparent. All factual information or opinions not produced independently by you are cited using MLA style.

Present your work flawlessly (or nearly so).
- Your work is polished, an evident product of several drafts. Spelling, punctuation, and grammar are correct; word choice is judicious.

POLICIES REGARDING LATE ASSIGNMENTS, MAKE-UP EXAMS, AND GRADING
• **Late assignments:** Grades on assignments turned in late will be reduced by 5 percentage points each day beyond the assigned deadline except under extraordinary circumstances authorized by the instructor.

• **Final Grade:** I reserve the right to alter exam and assignment grades. I pledge not to do so unless necessary and in consideration of the student's best interests.

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