

TCORE 103D – Is Making Green Green? The Economy and the Environment

Instructor – Jeffrey C. Begun, Ph.D.

Class Times – Mondays and Wednesdays 10:20 to 12:25

Office Hours – Mondays and Wednesday 4:00 to 5:00 (and by appointment) in GWP 428

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Course Description

Most countries in the world have enjoyed a great deal of economic growth since World War II, with some countries transitioning from poverty to prosperity in just a few decades. Although life expectancy, consumption of goods of services, and educational levels have all increased in most parts of the world, there has also been a large impact on the environment during the development process. In this class we'll examine the environmental impact of all of this growth and we'll try to answer the all-important question – does economic development and increasing world trade and investment help or hurt the environment?

Core

The Core program consists of a coordinated series of courses that represent the various disciplines in the university. This course, along with the others in your cohort, fulfills one of the university's general education requirements in each of the areas of knowledge plus composition. The courses are designed to both support and challenge you to develop the critical thinking, writing, research, and analytical skills you'll need at UWT while introducing you to relevant topics in the social sciences, humanities, and sciences.

Learning Objectives

The learning objectives for this course include the following Core Student Learning Objectives

- Make meaningful connections among assignments and readings in order to develop a sense of the 'big picture.'
- Express ideas clearly in writing and speaking in order to synthesize and evaluate information before presenting it.
- Interact with concepts, ideas, and processes related to the interdependences between personal, local, and global relationships.
- Use quantitative evidence (including statistics, graphs, etc.) in support of an argument.
- Analyze and evaluate a chart or graph and interpret it (through discussion, a written assignment, etc.).

and the following learning objectives for a Core social sciences class:

- Understand what social science is and be able to differentiate between disciplines.
- Develop a familiarity with social science research methods.
- Learn to view the world and interactions through the lenses of individuals, groups, and societies.
- Demonstrate awareness of social and cultural norms and values beyond your own by critically and ethically engaging the larger social world.
- Demonstrate the ability to recognize and expand the relationship between your areas of concern and areas of influence.

Required Text and Materials

Paths to a Green World, by Clapp and Dauvergne (2nd Edition, 2011, ISBN #978-0-262-51582-5) is required for this course.

All of the readings are required and I expect you to have read the assigned readings before class (class participation is 15% of your grade). See the course schedule for a listing of each day's readings.

We will also be discussing other articles and videos which I will pass out or show in class.

Course Requirements and Grading

Your class grade will be based on your participation in class, in-class group work, homework, a paper, and three exams as follows:

Class Participation/Effort	15%
Group Assignments in Class	10%
Homework Assignments	10%
Paper	25%
Exams (3 total)	40%

Group assignments will be based on that day's readings and on any in-class articles and videos. You will get credit for participating in group work but the problems themselves will not be graded. You can miss two days of group work without being penalized.

Homework assignments will be posted on Catalyst. Your homework grade is based on your effort. All homework answers must be typed, and handwritten homework will not be accepted. Your homework grade will be based on three major homework assignments and several smaller assignments.

You can earn points for class participation/effort by joining in on class discussions, by turning in high quality group work, etc. You will lose a large percentage of your class participation/effort points if you are disruptive to the class (this includes talking about non-course-related material with others, using your phone or computer for non-class-related purposes, and being disrespectful to me or your fellow students).

If you earn a 95% or higher you will receive a grade of 4.0. A 90% is a 3.5, 85% is a 3.0, 80% is a 2.5, 75% is a 2.0, 70% is a 1.5, 65% is a 1.0, and 60-62% is a .7. If your final grade is less than a 60% you will fail the course and receive a grade of 0.0.

There is no extra credit in this class so please try your hardest from the first day! Also, you cannot make up missed group work or other in-class work.

Exams and Late Work

There will be three in-class exams throughout the quarter. See the course schedule below for times and dates, as well as information on what material will be covered on each exam.

I do not usually give make-up exams, so unless you have a serious medical condition or other emergency you will get a zero if you miss a test. Please contact me as soon as possible before an exam in the event of such an emergency.

You will lose half of points for assignment which is one class late, and you will lose all of the points for an assignment which is two or more classes late.

Writing Requirement

You will write one 7 to 10 page paper in this course. 5% of your final grade will be based on in-class evaluations of other students' papers, 5% of your grade will be based on the rough draft of your paper, 5% of your grade will be based on an in-class PowerPoint presentation of your paper, and 10% of your grade will be based on the final version of the paper which you turn in (for a total of 25% of your class grade).

Further explanation of the assignment and more details about grading will be available on the Catalyst website for this course.

Course Schedule

*** Please check the current course schedule on Catalyst from time to time as it is subject to change **

9/25, 9/30, and 10/2: Introduction and the current state of the environment

Clapp and Dauvergne, Chapters 1 and 2

World Wildlife Fund, "Living Planet Report 2012 (summary)."
[http://awsassets.panda.org/downloads/lpr_2012_summary_booklet_final.pdf]

10/7 and 10/9: Economic growth and its environmental impact – a preliminary analysis

Clapp and Dauvergne, Chapter 4

Yandle, B., Vijayaraghavan, M., and M. Bhattarai, 2002, "The Environmental Kuznets Curve – A Primer," PERC Research Study 02-1.
[<http://www.macalester.edu/~wests/econ231/yandleetal.pdf>]

*** *First major homework assignment due (Wednesday, 10/9)* ***

10/14: Growth and environmentalism

Clapp and Dauvergne, Chapter 3

****EXAM #1 (Monday, 10/14)****
The exam will cover material from 9/25 to 10/9

10/16: Trade and its environmental impact

Clapp and Dauvergne, Chapter 5

not required, but could help with research for your paper:

“Investment, Trade, and the Environment,” CCICED Annual General Meeting, 2011.

[<http://www.cciced.net/encciced/policyresearch/report/201205/P020120529369994285106.pdf>]

10/21: Foreign investment and the environment

Clapp and Dauvergne, Chapter 6

10/23: The UN, IFIs, and the environment

Clapp and Dauvergne, Chapter 7

***** Paper outline due (Wednesday, 10/23) *****

10/28: NGOs and their environmental impact

Gemmill and Bamidele-Izu, “The role of NGOs and civil society in global environmental governance,” 2002.

[<http://environment.research.yale.edu/documents/downloads/a-g/gemmill.pdf>]

10/30 and 11/4: Case study – U.S.

Vig and Kraft, *Environmental Policy*, “Environmental Policy over Four Decades,” 2013, pp. 2-29.

“EPA: More than half of U.S. rivers unsuitable for aquatic life,” *nbcnews.com*, March 26, 2013.

[http://usnews.nbcnews.com/_news/2013/03/26/17475544-epa-more-than-half-of-us-rivers-unsuitable-for-aquatic-life?lite]

Vlasic, Bill, “U.S. Sets Higher Fuel Efficiency Standards,” *New York Times*, August 28, 2012

***** Second major homework assignment due (Wednesday, 10/30) *****

***** EXAM #2 (Monday, 11/4)*****

The exam will cover material from 10/14 to 10/30

11/6: Case study – Europe

Stojanovi, Boban, and Snezana Radukic, 2006, “EU Environmental Policy and Competitiveness,” *Panoeconomicus* 4, pp. 471-485.

[<http://www.doiserbia.nb.rs/img/doi/1452-595X/2006/1452-595X0604471S.pdf>]

11/13 and 11/18: Case study – China

“The East is grey,” *The Economist*, August 10, 2013

Bradsher, Keith, "China Leading Global Race to Make Clean Energy," *New York Times*, January 30, 2010.

Naughton, Barry, "Environmental Quality and the Sustainability of Growth," *The Chinese Economy*, 2007, pp. 487-504.

***** Rough draft of paper due (Monday, 11/18) *****

11/20: The Developing World, Population, and Environmental Policy

Friedman, Thomas, "Our Carbon Copies (or, Too Many Americans)," *Hot, Flat, and Crowded*, New York: Picador, 2009, pp. 85-109.

11/25: Our Green Future?

Clapp and Dauvergne, Chapter 8

11/27, 12/2, and 12/4: Paper Presentations

***** Third major homework assignment due (Wednesday, 12/4) *****

***** Final version of paper due (Wednesday, 12/4) *****

12/11: EXAM #3

***** EXAM #3 *****

**(Wednesday, 12/11, usual time and place)
The exam will cover material from 11/4 to 12/4**

Teaching and Learning Center

The TLC provides a wide variety of instructional resources and support for teaching and learning at UW Tacoma. Teaching and learning are ongoing processes that take practice, commitment, and time. We are here to assist you in achieving your goals and provide math/quantitative, writing, science, and other tutoring services.

<http://www.tacoma.washington.edu/tlc/>

Academic Standards/Plagiarism

All student work must be free of plagiarism. Plagiarism is defined in the University catalog and in the Student Handbook. Talk to me if you have any questions.

A major part of your experience in the class will be reading, synthesizing, and using the knowledge and ideas of others. It is the responsibility of the faculty to help you in this process and to be certain you learn to credit the work of others upon which you draw. To plagiarize is to appropriate and to pass off, as one's

own ideas, writing or works of another. Plagiarism is no less of a misconduct violation than vandalism or assault. Ignorance of proper documentation procedures is the usual cause of plagiarism. This ignorance does not excuse the act. Students are responsible for learning how and when to document and attribute resources used in preparing a written or oral presentation.

For more information, please refer to the “Student Academic Responsibility” document prepared by the Committee on Academic Conduct in the College of Arts and Sciences, UW Seattle:

<http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>

Library

The UWT Library provides resources and services to support students at all levels of expertise. We guide students through the research process, helping them learn how to develop effective research strategies and find and evaluate appropriate resources. For more information about the Library and its services, see:

<http://www.tacoma.washington.edu/library/>

E-mail Policy

UW Tacoma employees and students are issued a University of Washington NetID and email account. University email communications will only be sent to their University of Washington email address. Faculty and staff are not obligated to respond to students using non-UW email accounts.

Taken from: http://www.tacoma.washington.edu/policies_procedures/E-mail_Policy.pdf

Student Health Services

Student Health Services (SHS) is committed to providing compassionate, convenient, and affordable health care for University of Washington Tacoma students, from care for illness and minor injury to women’s health and preventative medicine, including vaccination services. Insurance is not required. Funded by UW Tacoma student fees, office visits are provided free of charge. Treatment plans may incur costs, such as medications, labs, or vaccines, most of which are offered at discounted rates. For more information, please visit www.tacoma.uw.edu/shs or email at uwtshs@uw.edu. If you have questions or would like to schedule an appointment, please call (253) 692-5811 or stop by SHS at the Laborer’s Hall on Market Street.

Counseling Center (Student Success)

The Counseling Center offers short-term, problem-focused counseling to UW Tacoma students who may feel overwhelmed by the responsibilities of college, work, family, and relationships. Counselors are available to help students cope with stresses and personal issues that may interfere with their ability to perform in school. The service is provided confidentially and without additional charge to currently enrolled undergraduate and graduate students. To schedule an appointment, please call 692-4522 or stop by the Student Counseling Center (SCC), located in MAT 354.

http://www.tacoma.washington.edu/studentaffairs/SHW/scc_about.cfm/

Disability Support Services (Student Success)

The University of Washington Tacoma is committed to making physical facilities and instructional programs accessible to students with disabilities. Disability Support Services (DSS) functions as the focal

point for coordination of services for students with disabilities. In compliance with Title II of the Americans with Disabilities Act, any enrolled student at UW Tacoma who has an appropriately documented physical, emotional, or mental disability that "substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working]," is eligible for services from DSS. If you are wondering if you may be eligible for accommodations on our campus, please contact the DSS reception desk at 692-4522.

http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm/

Campus Safety Information

<http://www.tacoma.uw.edu/administrative-services/campus-safety>

Safety Escort Program

For your safety, UW Tacoma encourages students, faculty, staff and visitors to use the Safety Escort Program. Campus Safety Officers are available to walk you to your car or other campus destinations during the following hours: Monday - Thursday — 6 a.m. to 11 p.m.; Friday — 6 a.m. to 10 p.m. The service is free of charge. During busy periods, the Campus Safety Officer may ask you to meet in a common location as to facilitate escorting multiple people. Dial 253-692-4416 to request a Safety Escort.

In case of a fire alarm

Take your valuables and leave the building. Plan to return to class once the alarm has stopped. Do not return until you have received an all clear from somebody "official," the web or email.

In case of an earthquake

DROP, COVER, and HOLD. Once the shaking stops, take your valuables and leave the building. Do not plan to return for the rest of the day. Do not return to the building until you have received an all clear from somebody "official," the web, or email.

Inclement Weather

Call (253) 383-INFO and check your UW account online to determine whether campus operations have been suspended. If not, but driving conditions remain problematic, check your UW e-mail and the course Catalyst site for any important announcements.