



**The School for Field Studies
Center for Coastal Studies
Bahía Magdalena, México**

**Ethics and Economics of Sustainable Development
EE(SS) 303**

Syllabus for Fall 2009

Faculty

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Office hours 9am - 6 pm Monday-Saturday

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1. Course overview

In order to acquire a better understanding of the social and environmental outcomes of the conservation, preservation, and utilization of the marine environment we will undertake a holistic exploration of the components of both the environmental and social sciences. First, comprehension of the complexity of marine ecology is necessary. Second, we need to understand the strengths and weaknesses of various management tools, policies and laws at our disposal, and finally, the complex relationship between the natural environment and the inhabitants of, and visitors to Baja California Sur (B.C.S.).

Over the next semester we will work together to disentangle the complex social components of man/environment interactions in B.C.S.: the ethical, economic, educational, social movements, cultural, historical, external, and political/governmental/policy elements that have formed, and continue to mold how humans relate to Baja's amazing environment. Although theoretical at times, we'll use timely and relevant B.C.S. case studies and recent research to help us to develop a better understanding of the interplay between theory, practice, and on-the-ground realities. Furthermore, through site visits, discussions, guest speakers, critical analysis and writing we hope to provide you with replicable tools that you can use in your country of origin to better promote sustainable man/environment interactions in your specific areas of interest.

This course will also focus on qualitative research techniques and will investigate the variety of tools available for collecting and analyzing qualitative data. We will learn techniques in ethnography such as the components of rapid and participative rural appraisal, and explore the prevalence and outcomes of a variety of social science issues in Puerto San Carlos and in Baja California Sur (environmental education, public participation, conservation attitudes/values, etc.). As often as possible we will work to triangulate our data exploration and collection sources and methods in order to encompass the multitude of stakeholder views, perspectives and positions. Our work over the course of the semester will hopefully ultimately lead us to a better understanding of how to balance the environmental, social, cultural and economic components (these being the *four* pillars of sustainable development) of Baja California Sur in a way that is more sustainable for future generations of all species.

2. Learning objectives

Following this course, students should be able:

1. To research, understand and analyze the environmental issues facing Baja California Sur.
2. To critically think about (and have the ability to express in writing and verbally) the interplay of social, cultural, environmental and economic factors that affect development, resource exploitation, conservation, environmental policy, public environmental consciousness and behavior, etc.
3. To understand the complexity of social forces and stakeholder involvement in the historical development and current trajectories for economic development in Baja California Sur.
4. To understand the vital importance and holistic nature of the social sciences and community based qualitative research in assisting governmental agencies and policy makers, NGOs, communities, and the scientific community to better address environmental issues and the multitude of potential solutions.

3. Case Studies

This semester we'll explore a variety of case studies and research publications to learn about environmental issues in B.C.S. Topics may include: protection and recovery of endangered species and their habitats, such as sea turtles and the gray whale; historical

(and proposed) sustainable (and unsustainable) development throughout the state; potential outcomes and social aspects affecting (and effected by) proposed natural protected areas; the historical and more current (revolutionary) interplay between environmental NGO's, federal environmental governmental agencies, and public involvement (on various levels); outcomes of experiential environmental education in B.C.S. Some of the key aspects of this course will give you the chance to participate in sea turtle conservation, environmental education and outreach, and become involved in other local environmental issues (including sea turtle poaching, solid waste reduction/recycling campaigns, environmental policy, influencing public environmental attitudes, perceptions, consciousness and behaviors, etc.).

4. Assessment

Assignments	% of grade	due by
1. Four - 1 page position papers (due by midnight)	2%.....	#1) Sept. 27th
	6%.....	#2) Oct. 15th
	6%.....	#3) Nov. 8th
	6%.....	#4) Nov. 22nd
2. Presentations	10%.....	10/20 + 11/30
3. Research paper	30%.....	11/30
4. Class Participation	10%.....	Cumulative
5. 2 Exams	20% and 10%	
Total		100 %

One page papers

There are four short papers that will be described in much more detail closer to the due dates:

Statement of personal environmental ethics

Single spaced, one page. Requires you to explore the foundations and future of your personal *ecosophies*.

Position paper

This single spaced paper requires you to show an understanding of the material presented in this class. You could be taking a position and defending it, or presenting your own ideas concerning the reading material, case studies, student presentations, lectures, and/or guest speakers. You could write about what surprised you, your feelings about an issue, how the material relates to work you have conducted in the past, or how the material may affect your future research.

For all papers you will be assessed on grammar, creativity, originality and strength of argument, demonstrated understanding of the materials, completion of the assignment on time, and use of APA style.

Two Letters to the Editor

Letters to the editors of newspapers are wildly popular among readers and a useful venue for public education and promoting your point of view/opinion. The

first letter is a practice scenario, while the second requires you to send a “real” letter to the editor of your hometown newspaper, CCing those closely involved in the issue (your state representative, a federal agency official, etc.)

Presentations

A) The first set of presentations will require you to report to the class on your initial attempts at community based qualitative data collection. During these short 10 minute presentations you could describe where you succeeded, failed, found enlightenment, and where you could improve upon your techniques. Additionally, you will share with the class the findings that you garnered during this assignment. You will work in pairs and make presentations using handouts, graphs, charts, Power Point, and other technology that you decide is necessary for conveying your research.

A Field Exercise Guide will be available for this project. You will be graded on clarity of your presentation, organization of materials (presentation of your issue, research questions, description of primary/secondary data collection techniques, issue analysis, understanding of the stakeholders involved, recommendations, and action plans), as well as your ability to answer questions from the class.

B) The second presentation will require you to present to the class the results of your *Issues Investigation and Action* research paper (see below). Pairs of students will present for 10 minutes and leave 2 minutes for questions from the instructor and classmates. Use of Power Point and other technology encouraged.

Issue Investigation and Action Research papers

Pairs of students will work together to conduct primary and secondary research on an environmental issue (of your choosing) facing Puerto San Carlos, the state of B.C.S., the country of Mexico, your home state, or even a globally significant issue. We will be using a pedagogical and research technique called “Issue Investigation and Action Training.” You will receive handouts covering the intricacies of this tool as well as complete lectures outlining the technique, and how you will be graded.

Class participation

In short, this class cannot operate effectively without your continued participation. We will have lively discussion in class and you will be expected to voice your opinions, stories, positions and ideas, as well as ask questions. As such, this class will work much better and be more interesting when you complete all of the assigned readings *before* arriving at class! You will not be graded down for having ideas that clash with the instructor or your classmates...dissent and discussion is encouraged (besides, what fun would it be if we all agreed on everything?).

Exams

The exams for this class will be writing intensive. Most likely you will be presented with questions related to the readings, field exercises, discussions, presentations, and/or guest speakers. Most questions require you to describe and analyze scenarios related to course materials, other questions are fill-in-the-blank, while others require you to list components of major theories.

5. Grading Scheme

A	92.50 - 100%	B+	87.50 - 89.99%	C+	77.50 - 79.99%	D	60.00 - 69.99%
A-	90.00 - 92.49%	B	82.50 - 87.49%	C	72.50 - 77.49%	F	<60.00%
		B-	80.00 - 82.49%	C-	70.00 - 72.49%		

6. General reminders

Plagiarism – using the ideas and material of others without giving due credit, is cheating and will not be tolerated. A grade of zero will be assigned if anyone is caught cheating or aiding another person to cheat either actively or passively (e.g., allowing someone to look at your exam). Getting away with cheating is a lot harder these days, so don't do it. Note: I will randomly paste whole excerpts of papers into Google to look for plagiarized material.

Avoiding plagiarism is really easy: CITE IDEAS THAT ARE NOT YOUR OWN! You will not be graded down for citing the ideas of others; in fact, paraphrasing is encouraged. If you must use direct quotes try to keep them short and only use them if the quote is so pithy that you cannot rephrase in your own words. For citations and references I expect you to use APA style. Perdue has assembled a super clear and easy guide to using APA at: <http://owl.english.purdue.edu/owl/resource/560/02/>

The readings assigned for each lecture and exercises are listed in this syllabus, or will be assigned prior to the lecture. Most of them are in PDF format in the Student drive ('Eco Readings Fall 2009' folder) to help save printing paper and waste; we also have printed readers available. We have hard copies of Dedina's book: *Saving the Gray Whale: People, Politics, and Conservation in Baja California* for you to use. You can purchase the book from Amazon.com - about \$10 with shipping. These materials **must be read** before class to be used either as background materials or as starting points for discussion. The discussions and position papers that you will write during the semester are in effect a good way for us to measure your understanding/completion of the reading materials.

Deadlines for assignments are established to promote equity among students, to allow faculty enough time to review and return comments and grade before other assignments are due; and to avoid clashes with other activities and courses. Therefore, deadlines are firm and extensions will only be considered under extreme circumstances. All assignments are due at midnight on the due date unless otherwise stipulated. I will take off 10% for every day of delay and not accept a paper anymore after three days.

6. Lectures

Number	Topics	Type	Hrs.	Instruct	Readings
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ECO1	<u>Introduction to the Course</u> and syllabus, ourselves, and academic background/interests	L	1:00	AJS	Saving the Gray Whale, (Dedina, 2000) pgs. 125-135 CV of A.J. Schneller, Ph.D on server Aldo Leopold's Land Ethic: http://home.btconnect.com/tipiglen/landethic.html Statement of personal environmental ethics due Sept. 27 th midnight
ECO2	<u>Who is Who in Management?</u> Environmental policy, law, regulations, public lands, protected areas, and agencies in Mex. and U.S. Understanding of various tools that are used by the public and federal agencies in the protection of endangered species and the management of public lands. Cross case analysis of Mexico and the USA.	L	2:00	AJS and VC team taught	National Env't'l Policy Act of 1969 (Schneller, 2008) SEMARNAT, online at: http://www.gulfbase.org/organization/view.php?oid=semarnat Overview of Mexican policy and agencies: http://www.natlaw.com/pubs/spmxen13.htm
ECO3	<u>Economics and Theory of Sustainable Development</u> Background of the sustainable development movement and export/import based economies	L	1:30	AJS	Top 10 Myths About Sustainability (Lemonick, 2009) Challenges in Sustainable Production (Hackett, 2006)
ECO4	<u>Sustainable Development and Resource Dependent Communities</u> Seafood Cannery visit in PSC with Rodolfo during last week of October	FEX and L	3:00	AJS	
ECO5	<u>The Qualitative Research Paradigm: Design and Data Collection Methods</u> Methods, theory and applications of qualitative data projects. Understand importance of the social sciences in complementing decision making, policy and science.	L	1:30	AJS	Skim: Environmental service learning: outcomes of innovative pedagogy in Baja California Sur, Mexico (Schneller, 2008). I will be presenting out of Creswell, J.W. (2003). <i>Research Design: Qualitative, quantitative, and mixed methods approaches.</i>
ECO6	<u>Design Qualitative Research Project</u> and collection of community qualitative data for your ethnographic research presentation/project. Operationalize and practice qualitative and ethnographic data collection techniques.	FEX	3:00	AJS + Brady	

	Opportunity to collect data/observe with your host family on 9/17 + 9/18				
ECO7	<u>Finalize interview structure and surveys</u> Begin collecting research data, travel to town with A.J. and Antonio	FEX	2:00	AJS + AD	
ECO8	<u>Geography of BCS: Historic Cultural and Economic Activity</u> Understanding economic, political, social, and environmental changes that have taken place in B.C.S., Political/social theory behind the changes. Gray whales as case study. MOVIE “The Gray Whale Obstacle Course” Jean-Michel Cousteau (2006)	L	2:30	AJS	Dedina (2000) <i>Saving the Gray Whale: People, Politics, and Conservation in Baja California</i> . University of Arizona Press. PAGES 3 – 77
ECO9	<u>“Devil Fish?” Science, Policy, Politics, Advocacy, and Conservation</u> Economic development in B.C.S.- public participation, education, activism, multinational corporations, government involvement Students apply the four pillars of sustainable development. Difference between sustainable development and resource exploitation that threatens biological diversity. The revolutionary nature, magnitude and scope of public involvement in envt’l policy and the political process in B.C.S. Mitsubishi Salt Works as a case study.	L	1:30	AJS + GH as guest speaker	Dedina (2000) <i>Saving the Gray Whale</i> PAGES 78-150 Email me one question for Dr. Dedina (Serge). I will send him your questions and he will answer them during our live SKYPE webcam discussion.
ECO10	<u>Q & A with author Serge Dedina!</u>	L	2:00	AJS	Dedina (2000) <i>Saving the Gray Whale</i>
ECO11	Presentation of individual ethnographic research	L	3:00	AJS + all students	
ECO12	Exam review Q and A	L	1:00	AJS	
ECO13	EXAM		2:00	AJS	

ECO14	<p><u>Eco-justice, Poverty and Developing Nations.</u></p> <p>Brady presenting on Bolivian water and social justice. Presentation on the School of the Americas by Randy Serraglio.</p> <p>Understanding of social involvement and social movements in sustainable development, resource management, and environmental policy in Latin America.</p>	L	3:00	AJS + Brady + Randy Seraglio former	
ECO15	<p><u>Issue Investigation and Action Research Paper</u> topic discussion and selection. After individual meetings and mentoring, begin researching your topics and design your interviews. (Paper will be +/- 10 pgs. plus references)</p> <p>MOVIE: <i>Sharks at Risk</i> – Jean Michel Cousteau</p>	L	4:00	AJS	Troubled waters: A Special report on the sea. (2009). The Economist.
ECO16	<p><u>The Growth of the Sea Turtle Conservation Movement in BCS:</u></p> <p>Discussion of a yearlong qualitative study by SFS students and professor Schneller, which included over 800 community interviews with the public and various NGO and govt. stakeholders. We'll explore how and to what extent NGOs, federal agencies, and the public are contributing to the growth of associational life and environmental awareness in NW Mexico.</p>	L	2:00	AJS	<p>Delgado, S. and Nichols, W.J. (2005). Saving Sea Turtles from the Ground Up: Awakening Sea Turtle Conservation in Northwestern Mexico.</p> <p>Schneller, A.J. (in prep.). The Emergence of Associational Life in México's Wild West: Pioneering Civic Participation, Sea Turtle Conservation, and Environmental Awareness in Baja California Sur</p>
ECO17	<p><u>Guest speaker:</u> Betty or Graciela at ASUPMATOMA</p>	FL	2:00	AJS	<p>Delgado, S. and Nichols, W.J. (2005). (<i>see above</i>)</p> <p>Nichols, W.J. and Schneller, A.J. (in prep.) The Conservation Mosaic Model.</p>
ECO 18	<p><u>Economics and Funding: National parks, protected lands and public lands – Mex. and USA.</u> Cabo Pulmo National Park.</p> <p>Students understand the economic challenges facing CONANP as well</p>	FL	2:00	AJS	Readings TBA

	as the roles of the agencies in managing protected public lands, ecotourism, ocean resources, endangered species and industry/development.				
ECO 19	<u>J. Nichols Guest speaker</u>	L	2:00	AJS	
ECO20	<u>Environmental Education</u> in Mex. vs. USA vs. UK Students exposed to contributing economic, cultural, and educational factors in the social formation of environmental knowledge, perceptions, consciousness, attitudes and behaviors through cross case comparisons.	L	1:30	AJS	
ECO21	<u>Outcomes of experiential environmental education in BCS</u> (AJ research presentation) Understand the usefulness of experiential education in changing student and familial environmental attitudes and behaviors. Understand how ethnographic research is presented using Pescadero, B.C.S. as a case study.	L	1:30	AJS	Schneller, A.J. (2008). Environmental service learning: Outcomes of innovative pedagogy in Baja California Sur, Mexico. <i>Environmental Education Research</i> . 14(3), 291-307. Read entire journal article.
ECO 22	<u>Issue Investigation and Action Paper</u> Student Presentations	L	3:00	AJS	
ECO 23	ECO Exam Q&A	L	1:00	AJS	
ECO 24	ECO Exam		2:00	AJS	