

Graduate Course

EST 600 Foundations of Environmental Studies - Fall 2009

(D-R-A-F-T)

Professor: Dr. Sharon Moran

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Office hours: Tues. and Thurs. 12:30-1:30 PM , or by appointment

Course number: EST 600, 3 credits

Class time and location: Mondays 4:00-6:50 P.M. in Marshall 111

COURSE DESCRIPTION:

The course introduces students to the array of analytical strategies used in environmental studies. This course will involve examining the frameworks for understanding and solving environmental problems. We will review the rationale for using multiple perspectives on environmental issues, and the implications of doing so for the both the process (of doing research) and the product (e.g. report, article, thesis, etc.). We will review the intellectual foundations of the approaches used in the social sciences and the humanities to address the environment-society relationship. This course serves as a complement to courses that emphasize the scientific method.

The subject matter is approached in both theoretical and empirical ways. The first part of the course outlines the philosophical dimensions of how environmental problems get studied, and the second part uses case studies to demonstrate the utility of multiple strategies. The readings we select will be taken from journals and books written by authors in several different fields, with many key articles drawn from the field of geography.

The case studies will be selected to highlight the challenges inherent in interdisciplinary forms of inquiry. The cases will be drawn from both first world and developing world environmental issues, and the candidate cases are: 1. the North American lawn, 2. aquaculture in Southeast Asia, 3. regulation of water levels in dams, and 4. greening of the construction industry. For each of these cases, students will familiarize themselves with the material dimensions of the problem. Then we will read the work of several authors who have addressed the case from different intellectual perspectives. Students will research these cases and develop annotated bibliographies. Through iterative triangulation between the multiple intellectual perspectives, the case studies provide students opportunities to apply and expand the concepts presented in the first part of the course. Furthermore, the case studies help to showcase the benefits associated with interdisciplinary and transdisciplinary methods in environmental studies.

presentation plan should be submitted to me by 5 P.M. on the day before the class, at the latest. Peer evaluation will be component of the grading.

TOPICS:

Part 1 - Philosophical Dimensions of How Environmental Problems Get Studied

Aug. 31 - Introduction and Overview

Sept. 7 - No class - Labor Day

Sept. 14 - Definitional issues; normative-descriptive distinctions

Guest Speaker: Prof. Tsutomu Nakatsagawa addressing work in risk assessment.

Sept. 21 (no ESF classes) - Quantification in analysis; more on the roles of science

Sept. 28 (no ESF classes) - Nomothetic-ideographic approaches.

Short documentary film: "The Plow That Broke the Plains"

Oct. 5 - Epistemology and ontology (Theories of Reality/Theories of Knowledge);
doing useful bibliographies

Oct. 12 - Power and legitimation; post-colonial and feminist theories

Plus Prof. Manno addressing plan of study at ESF.

Part 2 - Application to Specific Cases

Oct. 19 Case 1

Oct. 26 Case 1

Nov. 2 Case 2

Nov. 9 Case 2 Plus Guest Speaker Prof. D. Sonnenfeld.

Nov. 16 Case 3 Plus Guest Speakers Prof. Jack Manno and S. del Granado.

Nov. 23 Case3 Plus Guest speakers Prof. Mark Meisner and Bruno Takahashi.

Nov. 30 - Open session

Dec. 7 - Open session

Dryzek, John. 1993. Policy Analysis and Planning: From Policy Analysis to Argument. In *The Argumentative Turn in Policy Analysis and Planning*, Frank Fischer and John Forester, eds. Durham, NC: Duke University Press.

Eamer, Joan. Keep it Simple and Be Relevant. 2006. In *Bridging Scales and Knowledge Systems*, edited by Walter V. Reid, Firket Berkes, Thomas J. Wilbanks, and Doris Capistrano. Washington, DC: Island Press.

Farley, Joshua, Jon D. Erikson, and Herman Daly. 2004. Chapter 9: Changing the World. In *Ecological Economics: A workbook for problem based learning*. Washington, DC: Island Press.

Fischer, Frank. 2005. Professional Expertise in a Deliberative Democracy: Facilitating Participatory Inquiry. *The Good Society*, 13(1): pp. 21-27.

Fischer, Frank and John Forester, eds. 1996. *The Argumentative Turn in Policy Analysis and Planning*. Durham: Duke University Press (*selections*).

Fischer, Frank and Maarten Hajer, eds. 1999. *Living With Nature: Environmental Politics as Cultural Discourse*. New York: Oxford University Press.

Flyvberg, Bent. 2006. Five Misunderstandings About Case-Study Research. *Qualitative Inquiry*, 12(2): 219-245.

Graham, Elspeth. 2005. Theory and Theorizing. In *Questioning Geography*, Noel Castree, Alisdair Rogers, and Douglas Sherman, eds. Malden, MA: Blackwell Publishing.

Gardner, Howard. 1994. Teaching for Understanding – Within and Across Disciplines. *Educational Leadership* 51(5): pp. 14-17.
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Gregory, Derek. 2001. (Post) Colonialism and the Production of Nature. In Noel Castree and Bruce Braun, *Social Nature: Theory, Practice, and Politics*. London: Blackwell Publishing.

Hannah, Mathew. 2005 Representation/Reality. In *Questioning Geography*, Noel Castree, Alisdair Rogers, and Douglas Sherman, eds. Malden, MA: Blackwell Publishing.

Harrison, Stephan. 2005. What Kind of Science is Physical Geography? In *Questioning Geography*, Noel Castree, Alisdair Rogers, and Douglas Sherman, eds. Malden, MA: Blackwell Publishing.

Herbert, Stece, Jacqueline Gallagher, and Garth Myers. 2005. Ethnography and Fieldwork. In *Questioning Geography*, Noel Castree, Alisdair Rogers, and Douglas Sherman, eds. Malden, MA: Blackwell Publishing.

Roe, Emery. 1996. Why Ecosystem Management Can't Work Without Social Science: An Example From the California Northern Spotted Owl Controversy. *Environmental Management* 20(5): 667-674.

Rogers, Alasdair. 2005. A Policy Relevant Geography for Society? In *Questioning Geography*, Noel Castree, Alisdair Rogers, and Douglas Sherman, eds. Malden, MA: Blackwell Publishing.

Stone, Deborah. 1989. Causal Stories and the Formation of Policy Agendas. *Political Science Quarterly*, vol.104, no. 2, pp. 281-300.
(<http://www.jstor.org/view/00323195/di980424/98p0684q/0>)

Viles, Heather. A Divided Discipline? In *Questioning Geography*, Noel Castree, Alisdair Rogers, and Douglas Sherman, In *Questioning Geography*, Noel Castree, Alisdair Rogers, and Douglas Sherman, eds. Malden, MA: Blackwell Publishing.

Wilbanks, Thomas J. 2006. How Scale Matters: Some Concepts and Findings. In *Bridging Scales and Knowledge Systems*, edited by Walter V. Reid, Firket Berkes, Thomas J. Wilbanks, and Doris Capistrano. Washington, DC: Island Press.