GEOG 2030: Environment & Development

PROVISONAL

Autumn 2019
Monday, Wednesday & Friday 8:30-9:20am; ALEX 100

Course Instructor: Dr. Anna Stanley
e-mail: asta@uoguelph.ca

Office Hours (Hutt 347): Open door & by appointment, Mondays, Tuesdays & Wednesdays

Teaching Assistants: TBA

Course Overview:
Environmental problems in the Global South are numerous and complex. People influence, and are influenced by, environmental changes such as deforestation, desertification, agricultural intensification, climate change, and biodiversity loss. What causes these problems? How are people affected by these problems? Why is solving these problems so difficult? This course takes a geographical perspective (based on the subfield of ‘political ecology’) to try to answer these questions. A focus is placed on power relations, scale, the politics of knowledge, and political economy in order to examine environmental issues in the Global South from a critical perspective. Topics include: history of sustainable development; population; poverty and environment; politics of environmental knowledge; impact of environmental change on marginalized people; the politics of conservation and ideas about nature; and neoliberalism.

Course Objectives:

At the end of the course you should be able to:

- Distinguish between, and appropriately evaluate, different sources of information on environmental issues in the Global South.
- Identify and explain concepts from the course, as presented in lectures and podcasts and through readings and films;
- Critically apply these concepts in order to interpret current environmental changes and conflicts;
- Evaluate the utility of these concepts for understanding human-environment relations in the Global South; and
Critically and effectively analyze contemporary development initiatives using concepts from political ecology.

**Course format:**

The purpose of this course is to introduce you to problematics of environmental and development in the Global South. The course will introduce you to the course material through a combination of lecture, discussion, film, podcasts, at-home reflections and debate. Our time in class together will also include in-class activities, participation exercises and class discussions. These activities will evaluate your engagement with course materials, including your preparation of the week’s readings. My expectation is that you gain insight into the complexities of environmental issues in the Global south. I hope that you will be motivated to explore these issues and topics further in academic, professional, community and/or personal pursuits. I do not expect you to agree with me or with each other or to adopt a fixed approach or to merely absorb a fixed package of "facts". I do expect an intensive engagement with the subject matter and with the process of learning in the class. I will encourage respectful debate, discussion and dialogue as we explore issues that I believe to be critical to how we live in the world. **You are therefore encouraged to attend class regularly, prepare the readings in advance of each class, and come prepared to engage.** On days when no lecture is scheduled, you are expected to watch/listen to the assigned video or podcast, and as relevant, complete the at home reflection exercise. Some tips for succeeding in this course:

- Do the readings **before** each lecture; attend lecture and take your own notes;
- Meet with TA or professor to clarify any questions throughout the semester;
- Leave enough time to reflect on, write and edit assignments; and
- Study for midterms and the final exam well in advance of the exam dates

**Course readings, podcasts and videos:**
All required materials will be available through course link

**Assignments:**
20% Class activities/participation (Weeks 2-13)
5% At home reflection exercises (Weeks 2-13 as indicated in the syllabus)
20% First Exam (in class: OCT 21)
30 Written Assignment – (due NOV 29, 5pm course link)
25%  Second Exam (December 9: 7-9pm)

**In-class activities and participation (20%)**
Students must participate in in-class discussions and activities based on readings and course material throughout the semester. Instructions for the activities will be provided in-class; no preparation is necessary other than being up to date with course material including readings for that day. Students should be sure to attend class regularly so as not to miss this evaluation component. Alternate arrangements are only possible in the instance of extreme conditions (so, no, a note from a walk in clinic saying you had a cold will not compel me to accommodate your absence).

**At-home reflection exercises (5%)**
There are four at-home reflection exercises listed in the syllabus based on Podcasts, videos or the week’s readings. The Purpose of these assignments is to help you reflect on themes covered in these alternative formats (in place of lectures) and guide you towards accomplishing the course learning objectives. Each is worth 1.66% to a total of 5%; yes, this means that you can miss a maximum of one assignment, though you are encouraged to do and submit all of them. They are due by midnight, Sunday of the week they are assigned. Late assignments will not be accepted. They are graded on a pass/fail basis. You will receive 1.6% or 0. Alternate arrangements are only possible in the instance of extreme conditions (as above, a note from a walk in clinic saying you had a cold will not compel me to accommodate failure to submit one of these exercises).

**First Exam (in class, 20%)**
The objective of the first exam is to ensure that you review and critically engage with the material introduced in lectures, films, podcasts and readings. The exam will likely be a mix of multiple-choice, short answer and paragraph length questions. It will cover material from the lectures, podcasts, films and readings.

**Written Assignment (30%): Analysis of a UNDP Development Initiative—Nov 29, 2019**
This written assignment will be explained in detail in class and will involve analysis of an existing UNDP development project wherein you will be required to use course concepts to critically analyze the development initiative.

**Final Exam (25%): December 9, 7-9pm**
The second exam will cover material from the whole term, although it will be heavily focused on material from weeks 8-12 (after the first exam), and will be a combination of multiple-choice, short-answer and paragraph answer questions.
The location of the exam will be posted 1 week in advance on web advisor. It is your responsibility to check, and double check the location of the exam. I will not be posting or communicating this information to you.

Note that all lecture material, including films, podcasts and all readings may be covered on exams.

Class Schedule

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<th>Week 1 (Friday, Sept 6): Course Overview &amp; Introduction to Environment and Development</th>
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**PART I: ANALYTIC CONCEPTS AND APPROACH**

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<th>Week 2 (Sept 9, 11, &amp; 13): Introducing Political Ecology</th>
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Monday & Wednesday—Lectures:
  - Political versus A-political ecology
  - Power, scale & the “Chain of Explanation”

Friday— At home exercise: Power and Scale (no lecture scheduled)

*Required readings:* Bryant (1997); Robbins (2004: chapter 1)

For next class: please look up IMF, UN/UNDP, & World Bank

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<th>Week 3 (Sept 16, 18 &amp; 20): Introducing “Development”</th>
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Monday & Wednesday—Lectures:
  - Contextualizing “development” as a political-economic intervention
  - The role of development institutions

Friday— Podcast: “A brief History of Development” (no lecture scheduled)

*Required readings:* Willis (2014); Radcliffe (2014)

For next class: Bring in an example of “sustainable development” to discuss (hardcopy)
## Week 4 (Sept 23, 25 & 27): Environment, Development and “Sustainable Development”

**Monday & Wednesday—Lectures:**
- What is “Sustainable Development”?
- Environment as a ‘object’ of development practice
- Neoliberalizing sustainable development

**Friday—Lecture:** Assignment overview, “Analysis of a development program”

**Required readings:** Adams 2004; Assignment Guidelines

## Week 5 (Sept 30; Oct 2 & 4): Neoliberalizing Environmental Development

**Monday & Wednesday—Lectures:**
- What is Neoliberalism? (workshop)
- Neoliberal development intervention I: REDD & REDD+

**Friday—Video:** Naomi Klein’s “Shock Doctrine” & at home reflection exercise (no lecture scheduled)

**Required readings:** Kumi et al (2014); Espinoza & Feather (2011); Pokorny et al (2013)

https://www.youtube.com/watch?v=7MJZmzOh4Po  
https://www.youtube.com/watch?v=D0WeGw3h2yU  
https://www.youtube.com/watch?v=7OzB-WBuwgk

## PART II: ENVIRONMENTAL DEGRADATION

## Week 6 (Oct 7, 9 & 11): Understanding Environmental Degradation I

**Monday & Wednesday—Lectures:**
- Population: driver of degradation?
- Explanation & Evidence

**Required readings:** Hedges 2009; Homer-Dixon 2002; recall Robbins (2004: chapter 1);
Listen to the podcast “additional critiques of population as the driver of degradation”.

**Friday—Guest Lecture:** Faculty librarian on critical reading for your assignment!
### Week 7 (Oct 16 & 18): Understanding Environmental Degradation II

**NOTE:** Classes are cancelled on Monday for observation of Thanksgiving

**Wednesday & Friday—Lectures:**
- Poverty & “ignorance”: drivers of degradation?
- Chain of explanation revisited & applied

**Required readings:** *Mosley (2005)*


**EXAM 1: IN CLASS MONDAY, OCTOBER 21**

**Wednesday—Lecture:**
- “construction” & “production” of nature
- material & discursive “constructions” of nature

**Friday—Video:** “Second Nature” (1996) & at home exercise (no lecture scheduled)

**Required readings:** *Robbins (2004: chapter 6)*

### Week 9 (Oct 28, 30 & Nov 1): Understanding Environmental Degradation IV—What is Nature and how do we Know When it is Degraded?

**Monday & Wednesday—Lecture:**
- class discussion/reflection: “Second Nature”
- “environmental orthodoxies”
- debunking environmental orthodoxies: Deforestation in Haiti

**Friday—TA office hours:** for exam feedback (no lecture scheduled)

**Required readings:** *Forsythe (2003); Tarter (2016); The Guardian (2013)*

*If You’re interested: Robbins (2001)*

### PART III: INTERVENTIONS—ENVIRONMENT AS AN OBJECT OF DEVELOPMENT

### Week 10 (Nov 4, 6 & 8): Conservation as an Object of Development

**Monday—Lecture:** orthodoxies (continued)
**Wednesday & Friday—Lectures: Conservation as an object of development (Guest Lecture, Alisa Nguyen)**

- Introduction & Genealogy of conservation
- Rhino poaching and “Green Militarization”
- “new” conservation (community responsibility/conservation)

Listen to the podcast: “Madagascar”

**Required readings:** Lunstrom (2014); Newman (1997); If you are interested: Newman (1996)

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**Week 11 (Nov 11, 13 & 15): Climate as an Object of Development**

Monday & Wednesday—Lectures:

- Introduction to climate change
- Neoliberal development intervention II: Carbon trading & and offsets

Friday—Video: “Carbon Hunters” & at home reflection exercise (no lecture scheduled)

**Required readings:** Liverman (2011)

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**Week 12 (Nov 18, 20 & 22): Climate Change & Offsets (continued) / “Natural” Disaster as an Object of Development**

Monday—In class activity: Carbon Cap & Trade Game

Wednesday—Lecture: Un-natural Disasters, Development & Disaster Capitalism

- 2006 Indian Ocean Tsunami
- Shock doctrine: development and disaster

Friday—TA office hours: Assignment support (no lecture scheduled)

**Required readings:** Klien (2007 chapter 19); Keys et all (2006)

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**Week 13 (Nov 25, 27 & 29): “Natural” Disasters, as an Object of Development**

Monday & Wednesday—Lecture:

- Shock doctrine: development and disaster capitalism (continued)
- Neoliberal intervention III: disaster capitalism
  
  [https://www.youtube.com/watch?v=aSF0e6O_tw](https://www.youtube.com/watch?v=aSF0e6O_tw)
**Required readings:** Klien (2007 chapter 19); Keys et all (2006)

Friday— Podcast: Exam Review

Exam Study Guide posted

**Development Project Analysis, due Nov 29, 5pm course link**

**FINAL EXAM:** December 9, 7-9pm

**Bibliography**


**The Role of your TAs:**
This course has 2 TAs assigned to it. You can expect TAs to be courteous, professional and respectful, and to apply course/department policies in a fair and consistent way. In return, it is expected that you engage respectfully and courteously with your TAs. Examples of respectful engagement include but are not limited to: notifying your TA in advance, by email, if you are unable to attend a scheduled appointment; making all reasonable efforts to attend scheduled office hours; and always using polite, respectful language in email or in-
person interactions. Abusive, disrespectful interactions with your TA will not be tolerated under any circumstance.

In general TAs will be responsible for the majority of the grading in this course, and they will provide feedback on written assignments and the midterm exam. You are encouraged to review your assignments with them, especially if you have any concerns or questions about the grading. Your responsibilities in this regard are to:

1) If you have a concern or question, or would like assignment feedback, you must first speak with the TA who graded the assignment.

2) After you have discussed with the TA, if you continue to have concerns about the grading of an assignment (not the same as disagreeing about your grade) you are welcome to make an appointment with me to discuss further. Please note that I will likely speak to the TA about your assignment and their rational for grading it, and that if I agree to re-grade your assignment the grade could go up or down.

3) Office hours specifically designated for TA feedback and other approvals will be scheduled at relevant times in the semester and communicated in advance to students. You are expected to make every effort to meet with your TA during these designated times, and only request a meeting should you have a real conflict with these times.

4) You are expected to meet with your TA to discuss assignments in a timely manner shortly after grades are released (ie, do not wait until the end of the semester to discuss the midterm results).

Course/ Department/ University policies

Note Taking: Students are responsible for taking their own notes during lectures. Materials, such as powerpoint slides, provided on the course D2L page are incomplete and are not intended to replace student notes. I will not provide lecture material for missed lectures. Please coordinate with other students if you need notes for missed classes – a discussion board will be available on Courselink to facilitate student communication.

Communication: As per university regulations, all students are required to check their uoguelph e-mail account regularly: e-mail is the official route of communication between the University and its students. Please also check Courselink regularly; important information will be made available here. For any questions related to course content or requirements, please use the discussion boards on Courselink. For any individual/confidential concerns, please email your TA. If your TA cannot help you they will direct you to the instructor. I will respond to emails sent on weekdays within 24 hours; emails sent after 4pm Friday will be responded to on Monday. You are also welcome (and encouraged!) to visit the instructor during her office hours or to make an individual appointment with your TA.
When You Cannot Meet a Course Requirement: When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise your TA in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

Late Policy:

In-Class Activities: If you miss one of these activities you will receive a mark of zero unless the Instructor excuses you from the activity ahead of time due to extenuating circumstances.

Assignments: Unless an extension is discussed well ahead of the due date, late penalties of 5%/earned grade/day (including weekends) will be assigned. Extensions may be granted in certain circumstances, and will usually require the student to produce valid medical (doctor’s note) or personal (note from Counseling Services) documentation. Late assignments/exams will not be accepted once graded assignments have been returned officially to the class at large unless circumstances permit and alternative arrangements have been made.

Copies of out-of-class assignments: Keep paper and/or reliable electronic back-up copies of all out-of-class assignments (including those submitted on Courselink!): you may be asked to resubmit work at any time.

Accessibility:
The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community’s shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible. For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or refer to the CSD website.

Academic Misconduct:
The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.
Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar.

**Recording of Materials**: Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

**Drop Date**: The last date to drop one-semester courses, without academic penalty, is November 2, 2017. For regulations and procedures for Dropping Courses.