GEOG 2030: Environment & Development

Autumn 2018
Tuesdays & Thursdays 10:00-11:20am; location ALEX 100

Course Instructor: Dr. Anna Stanley
e-mail: asta@uoguelph.ca
Office Hours (Hutt 347): TBA

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 both in lecture 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 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.** 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:**
All readings will be available through Course Link

**Assignments:**
20% class activities/participation (Weeks 2-13)
25% First Exam (in class: OCT 23)
30 Written Assignment – (due NOV 29, 5pm course link)
25% Second Exam December 10, 8.30am Location TBA
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).

First Exam (in class, 25%)
The objective of the first exam is to ensure that you review and critically engage with the material introduced in lectures, films, and readings. The exam will be a mix of multiple-choice, short answer and paragraph length questions. It will cover material from the lectures and readings.

Written Assignment (30%): Analysis of a UNDP Development Initiative—Nov 29, 2018
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 – December 10, 2018 (25%)
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, and all readings may be covered on exams.

Class Schedule

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<tr>
<th>Week 1 (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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<tr>
<th>Week 2 (Sept 11 &amp;13): Introducing Political Ecology</th>
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<td>• Political versus A-political ecology</td>
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- Power & scale (chain of explanation)

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

Homework: Look up the World Bank; IMF and UNDP

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<th>Week 3 (Sept 18 &amp; 20): A Brief History of “Development” as a Political Intervention</th>
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<td>• Contextualizing development as a political-economic intervention</td>
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<td>• Contextualizing the role of development institutions</td>
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<td>• A brief History of development</td>
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**Required readings:** Willis (2014); Radcliffe (2014)

Homework: Bring in an example of “sustainable development” to discuss (hardcopy required)

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<tr>
<th>Week 4 (Sept 25 &amp; 27): Environment, Development and “Sustainable Development”</th>
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<td><strong>Sept 25:</strong></td>
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<tr>
<td>• What is sustainable development?</td>
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<td>• Environment as a ‘object’ of development practice</td>
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<td>• Neoliberalizing sustainable development</td>
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<td><strong>Sept 27:</strong></td>
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<td>• Introduction and discussion of development program assignment</td>
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<td>• How to read critically and use the library for your assignment (guest lecture—university librarian)</td>
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**Required readings:** Adams 2004; Analysis of a Development Project Assignment Guidelines

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<th>Week 5 (Oct 2 &amp; 4): Neoliberalizing Environmental Development</th>
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<td>• What is Neoliberalism? (workshop)</td>
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<td>• Neoliberal intervention 1: REDD</td>
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<td>• REDD + Video &amp; discussion</td>
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**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=7MJZmzOh4Po)

[https://www.youtube.com/watch?v=D0WeGw3h2yU](https://www.youtube.com/watch?v=D0WeGw3h2yU)

[https://www.youtube.com/watch?v=7OzB-WBuwgk](https://www.youtube.com/watch?v=7OzB-WBuwgk)
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<th>Week 6 (Oct 11): Understanding Environmental Degradation I</th>
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<tr>
<td><em>Note</em> there is no scheduled class October 9</td>
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<td>• Population: driver of degradation?</td>
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<td>• Explanation &amp; Evidence</td>
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**Required readings:** Hedges 2009; Homer-Dixon 2002; recall Robbins (2004: chapter 1)

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<th>Week 7 (Oct 16 &amp; 18): Understanding Environmental Degradation II</th>
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<tr>
<td>• Poverty &amp; “ignorance”: drivers of degradation?</td>
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<td>• Chain of explanation revisited &amp; applied</td>
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**Required readings:** Mosley (2005)

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<td>EXAM 1: IN CLASS OCTOBER 23</td>
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<td>• What is nature: in-class brainstorm</td>
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<td>• “production” of nature: Hurricane Katrina</td>
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<td>• material and discursive constructions</td>
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<td>• Whose “nature” matters and how is it “developed”</td>
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**Required readings:** Robbins (2004: chapter 6)

*If you’re interested Bakker (2006)*

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<th>Week 9 (Oct 30 &amp; Nov 1): Understanding Environmental Degradation IV—What is Nature and how do we Know When it is Degraded?</th>
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<td>• Watch “Second Nature” (1996) and in class activity/reflection</td>
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<td><a href="https://www.youtube.com/watch?v=TgsRnGmI3UU">https://www.youtube.com/watch?v=TgsRnGmI3UU</a></td>
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<td>• “environmental orthodoxies”</td>
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<td>• debunking environmental orthodoxies: Deforestation in Haiti</td>
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**Required readings:** Forsythe (2003); Tarter (2016); The Guardian (2013)

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

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<th>Week 10 (Nov 6 &amp; 8*): Reconceptualizing Degradation</th>
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<td>• New ecology, resilience, change, adaptation, socio-ecological context…</td>
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• If time: Introduction to conservation (a genealogy)  
Newman (1997); If you are interested: Newman (1996)  

* Note: No Class meeting Nov 8:  TA consultation hours scheduled  

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

**Week 11 (Nov 13 & 15): Conservation/Climate change & offsets**  
Nov 14: Understanding environmental degradation Ct’d  
  • Rhino poaching and “Green Militarization”  
  • “new” conservation (community responsibility/conservation)  

*Required readings:* Lunstrom (2014)  

Nov 16: Neoliberal intervention II: carbon trading & offsets  

*Required readings:* Liverman (2011)  

**Week 12 (Nov 20 & 22): Climate Change & Offsets (continued)**  
  • Carbon cap & trading schemes  
  • In class video—Carbon Hunters (and discussion/post?)  
    http://www.pbs.org/frontlineworld/stories/carbonwatch/2010/05/the-carbon-hunters.html  

**Week 13 (Nov 27 & 29): Un-natural Disasters: Development and Disaster Capitalism**  
  • E.g 2: 2006 Indian Ocean Tsunami  
  • Shock doctrine: development and disaster  
  • Neoliberal intervention III: disaster capitalism  
    https://www.youtube.com/watch?v=aSF0e6oO_tw  

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

  • Course Wrap Up & Exam Study Guide  

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

**FINAL EXAM: 8:30 am December 10, 2018 location: TBA**


**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 Courserlink 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 Courserlink regularly; important information will be made available here. For any questions related to course content or requirements, please use the discussion boards on Courserlink. 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.