



TRENT SCHOOL OF THE ENVIRONMENT
ERST-IDST-POST-SAFS 3602H – Environment and Development
 Winter 2019

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Office hours: Tuesday 10:00 – 12:00
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 and by appointment

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Course times and locations:

Lecture:	Monday	14:00 – 15:50	GCS 105
Seminars:	Wednesday	9:00 – 9:50	SC W1
	Wednesday	10:00 - 10:50	SC W2
	Wednesday	17:00 - 17:50	CCW C3

What this course is about

Environmental problems don't just happen; they are created. They are most often a product of particular relations and interactions that occur within human societies, that determine who uses the environment, who has control over it, who is excluded from it. To understand this, and the interaction between development and the environment generally, it is necessary to address the diverse political, social, economic, and ecological aspects of specific environmental issues. This course makes special reference to the Global South: the regions of the world (Latin America, Africa, Asia) in which three quarters of the world's population lives, and which has historically been considered distinct from the "industrialized" world of North America, Europe, and Japan.

The course consists of a two hour class each week plus a one hour seminar. There are no seminars during the first week of classes. Attendance is required at every lecture and seminar.

Learning Outcomes

I have developed this course to address several learning outcomes. By the end of the course a successful student should:

Depth and breadth of knowledge

- Demonstrate an understanding of key aspects of the relations between people and the environment in the Global South;
- Exhibit a critical understanding of environmental problems and challenges in the Global South, including concepts of sustainable development;
- Be able to apply a political ecology perspective to the relation between environment and development and to key issues that this relation encompasses;

Application of knowledge

- Be able to apply knowledge gained in this course to understanding contemporary environmental and resource issues in the Global South;

Communication skills

- Demonstrate an ability to communicate information and interpretations regarding environment and development accurately and concisely, orally and in writing.

Course Assignments

There are short writing exercises (one for each class), a study project, a seminar presentation and poster, reading questions, and a final exam.

The **short writing exercises** will give you an opportunity to discuss and describe briefly three key ideas and take-home points from each lecture and set of readings. 10-15 minutes will be set aside at the end of each class for you to complete this exercise. Each exercise is worth 1.25%, and is due at the end of the class, with no exceptions. 12 exercises should be submitted by the end of the term. These exercises will receive a grade of either 1 (for acceptable submissions); or 1.25 (for more substantial or creative submissions).

In the **study project** you will examine a current issue relating to environment and development. A short list of relevant issues will be provided later in the term. The project involves linking class readings and lectures to this issue: describing the specific details of this issue as it is experienced by people in the country or region concerned, and then explaining how this issue can be understood in terms of the readings and lectures. It will be due on November 22.

The **reading questions** (to be posted on Blackboard) will be based on course readings. It will be your responsibility to hand in written answers to 20 of these questions. Which 20 is up to you. 15 of these answers will be due on October 18, and the last five by December 6.

There is a penalty of 2% per weekday for all late written assignments.

The **seminar presentation** will be a short individual presentation on a current issue or case that illustrates the topics of that week. The poster will summarize in a single powerpoint slide this issue, it will be posted on Blackboard, and all students should include study of these posters in their preparation for the exam.

Seminar participation will be evaluated in terms of attendance at the seminar. One mark will be deducted for each missed seminar.

The **final exam** will include questions based on the lectures and the reading material.

Grading Scheme

In-class exercises [due each week] 12 x 1.25%	15%
Seminar participation [throughout term]	5%
Seminar presentation + poster [throughout term]	10% + 5%
Study project [due March 18]	20%
Reading questions [15 due February 11; 5 due April 1]	20%
Final exam [in April exam period]	25%

(25% of the course grade will be returned before the Fall term drop date of March 8 2019.)

Course Policies

Quality of Written Work

The ability to write clear, well organized, grammatical and properly documented academic papers is essential. I urge you to contact Academic Skills if you would like assistance in improving your writing skills. It would also be helpful to consult their publications that discuss writing. Please feel free, as well, to consult with me about your writing. I like reading, and commenting on, draft papers.

The ERST-IDST-POST-SAFS 3602H Environmental Policy

I like to minimize the use of paper in this course. Accordingly, almost all written work is to be handed in via Blackboard. The only exception are the short writing exercises, due at the end of each class. I will also distribute this syllabus, assignments, lecture notes, information about the study project, reading questions, etc. through Blackboard.

Extensions Policy

Extensions of deadlines for completion of assignments may be granted to students on the basis of illness, accident, or other extreme and legitimate circumstances beyond their control, or to help ensure that students are able to submit their best work. For consideration of extensions, please contact me as soon as possible.

Required Texts

There is no required text for this course: all assigned readings will be available online, through the Trent Library, or on Blackboard. These readings will be essential for the seminars and the exam, and should be useful in preparing the study project. Please do your best to keep up-to-date with the readings.

University Policies

Please see the Trent University academic calendar (www.trentu.ca/calendar) for University Diary dates, Academic Information and Regulations, and University and departmental degree requirements. March 8 2019 is the final date for withdrawal from Winter-term courses. After this

date, students remain registered in Fall-term courses and will receive a final grade.

Academic Integrity

Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offense and carries penalties varying from a zero grade in an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University's *Academic Integrity Policy*. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent's Academic Integrity website to learn more – www.trentu.ca/academicintegrity.

Access to Instruction

It is Trent University's intent to create an inclusive learning environment. If a student has a disability and documentation from a regulated health care practitioner and feels that he/she may need accommodations to succeed in a course, the student should contact the Student Accessibility Services Office (SAS) at the respective campus as soon as possible.

COURSE SCHEDULE

1. January 7: Introduction: Sustainable development and political ecology in an unequal world

- Michael Watts and Richard Peet. (2004). "Liberating Political Ecology" in: Richard Peet and Michael Watts, eds., *Liberation Ecologies*. Routledge, pp. 3-43.
- Mike Davis. (2004). "The Political Ecology of Famine: The Origins of the Third World" in: Richard Peet and Michael Watts, eds., *Liberation Ecologies*. Routledge, pp. 48-63.

2. January 14: The world's forests

- Richard A. Schroeder and Krisnawati Suryanata. (2004). "Gender and Class Power in Agroforestry Systems: Case Studies from Indonesia and West Africa" in: Richard Peet and Michael Watts, eds., *Liberation Ecologies*. Routledge, pp. 299-315.
- Mongabay: Articles on forest issues (see Blackboard).

3. January 21: Environment, development, and parks

- Adrian Martin, Shawn McGuire and Sian Sullivan. (2013). "Global Environmental Justice and Biodiversity Conservation" *The Geographical Journal*, 179(2): 122-131.
- Roderick P. Neumann. (2004). "Nature-State-Territory: Toward a Critical Theorization of Conservation Enclosures" in: Richard Peet and Michael Watts, eds., *Liberation Ecologies*. Routledge, pp. 195-217.
- Mongabay: Articles on conservation and development issues (see Blackboard).

4 & 5. January 28 & February 4: Moving and using water

- Peter Penz. (2004). "Dams, Guns and Refugees" *Alternatives Journal*, 30(4): 8-12.
- Yale360 and Mongabay: Articles on dams on the Mekong, and in Brazil, China and Africa (see Blackboard).

- Uday Turaga. (2000). "Damming Waters and Wisdom: Protest in the Narmada River Valley" *Technology in Society*, 22: 237-253.
- Margreet Zwartveen, et al. (2018). "Accounting for Water: Questions of Environmental Representation in a Nonmodern World" in: Sharachandra Lele et al. *Rethinking Environmentalism: Linking Justice, Sustainability, and Diversity*. MIT Press, pp. 227-249.

6. February 11: Global food systems and the environment

- Peter Rossett. (2008). "Food Sovereignty and the Contemporary Food Crisis" *Development*, 51: 460-463.
- Jennifer Clapp and Caitlin Scott. (2018). "The Global Environmental Politics of Food" *Global Environmental Politics*, 18(2): 1-11.
- International Political Economy of Everyday Life (I-PEEL) (2018). Readings on global commodities: coffee, grain, sugar (see Blackboard).
- Mongabay: Articles on global food systems and local consequences (see Blackboard).

<< Reading Week >>

7. February 25: Global and local agricultural innovation

- Vandana Shiva. (2008). "How to Grow Poverty" *The Ecologist*, 38(2): 49.
- Sheila Jasanoff. (2006). "Biotechnology and Empire: The Global Power of Seeds and Science" *Osiris*, 21: 273-292.
- Helena Shilomboleni. (2018). "African Green Revolution, Food Sovereignty and Constrained Livelihood Choice in Mozambique" *Canadian Journal of African Studies*, 52(2): 115-137.

8. March 4: Urban environments

- Diana Lee-Smith. (2010). "Cities Feeding People: An Update on Urban Agriculture in Equatorial Africa" *Environment and Urbanization*, 22: 483-499.
- Amita Baviskar. (2018). "City Limits: Looking for Environment and Justice in the Urban Context" in: Sharachandra Lele et al. *Rethinking Environmentalism: Linking Justice, Sustainability, and Diversity*. MIT Press, pp. 85-97.

9. March 11: Disasters: vulnerability and insecure environments

- Roberto E. Barrios. (2017). "What Does Catastrophe Reveal for Whom? The Anthropology of Crises and Disasters at the Onset of the Anthropocene" *Annual Review of Anthropology*, 46: 151-66.
- Vann R. Newkirk II. (2017). "Puerto Rico Needs More Than Relief – It Needs Reconstruction" *The Atlantic*, October 4.

10. March 18: Violence and the environment

- Michael Watts. (2004). "Violent Environments: Petroleum Conflict and the Political Ecology of Rule in the Niger Delta, Nigeria" in: Richard Peet and Michael Watts, eds., *Liberation Ecologies*. Routledge, pp. 273-298.

- Colin P. Kelley et al. (2015). "Climate Change in the Fertile Crescent and Implications of the Recent Syrian Drought," *PNAS*, 112(11): 3241-3246.

11. March 25: Climate action: China and India

- *New York Times* (2017). "China and India Make Big Strides on Climate Change" May 22.
- John Upton. (2017). "China, India Become Climate Leaders as West Falters" *Climate Central*, 2017.
- Aaron Atteridge et al. (2012). "Climate policy in India: What shapes international, national and state policy?" *Ambio*, 41, supplement 1: 68-77.
- Sun-Jin Yun et al. (2018). "Energy and Climate Change" in: Sharachandra Lele et al. *Rethinking Environmentalism: Linking Justice, Sustainability, and Diversity*. MIT Press, pp. 85-97.

12. April 1: Last class

Review and preparation for the exam.