

DRAFT VERSION ONLY

GEOG 3209 Winter 2017 SUSTAINABILITY AND ENVIRONMENT IN THE SOUTH

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Office Hours: Wednesdays, 17:00-18:00 hours

Lectures: Tuesdays, 18:05-20:55 hours, Venue; TBA

Prerequisite: Third-year standing & GEOG 2200 or GEOG 2300, or permission of the department.

COURSE OVERVIEW

We examine environment-human interactions in urban and rural areas in what is now known as the developing world (i.e., Latin America, sub-Saharan Africa etc.) through a political ecology lens. We approach this endeavor from a complexity perspective (we eschew one-dimensional explanations for issues). Throughout this course we shall explore sustainability and environmental issues at various spatial scales (from the local to the global) and from diverse perspectives. The course addresses a number of significant contemporary social and environmental policy issues and research themes, such as: development and displacement, the transnational dimensions of environmental issues, local dimensions of environmental issues (waste management), access to resources (such as water and electricity) in urban areas, food security and sovereignty, urban planning and sustainability, the social production of risk, and resource extraction and conservation conflicts.

OBJECTIVES

- To critically examine the challenges of sustainability in the developing world.
- To develop an understanding of the complex nature of human-environment interactions.
- To strengthen critical thinking, discussion and writing skills.

CLASS FORMAT

The course meets once weekly and consists of a 3-hour time slot. Classes will combine lectures, class discussions, guest speakers, case studies and audio-visual materials.

REQUIRED READINGS

Unless otherwise indicated, required readings are available through an electronic link for reserves that is posted on cuLearn. Students should bring their readings to class.

COURSE WEBSITE

A web site for this course containing the course outline, a link to access the required readings, lecture slides, assignments, course-related links, an online discussion forum and occasional announcements can be found on cuLearn. **Please note that lecture slides provide only a partial summary of the material presented in class; they are not a replacement for attending class and taking notes.**

PURPOSE OF LECTURES, ASSIGNMENTS AND READINGS

Readings, lectures, class discussions, guest speakers, audio-visual materials and assignments are designed to complement each other in meeting the course's learning objectives. Required readings establish the overall theme for each class, introducing key concepts, issues and information. Class lectures expand upon the readings, clarify key terms or issues, provide additional background context and present case study material to illustrate key concepts. Lectures will also incorporate guest speakers and audio-visual materials, as appropriate. The assignments provide the opportunity to deepen understanding and analysis of course-related themes and concepts. Students are expected to come to class prepared to discuss the readings in an informed manner and will be evaluated on their active participation.

EVALUATION

Evaluation	Percentage	Comments
Assignment #1	20% of final grade	<p>Assignment #1 is reading-based, focusing on specific themes related to course content.</p> <p>More detailed information on the written assignments will be distributed in class during the term, and in-class tutorials will be provided to assist students with the written assignment.</p> <p><i>Assignment #1 is due on February 2, 2017 in class (hard copies only).</i></p>
Assignment #2	20% of final grade	<p>Assignment #2 is reading-based, focusing on specific themes related to course content.</p> <p>More detailed information on the written assignments will be distributed in class during the term, and in-class tutorials will be provided to assist students with the written assignment.</p> <p><i>Assignment #2 is due on March 2, 2017 in class (hard copies only)</i></p>
Mid-Term exam	20% of final grade	<p>The two-hour mid-term examination will focus on material covered in the course between weeks 1 and 6. Short & long answer questions will be used to test students on their understanding of key concepts, issues and arguments covered in class, required readings, other reading assignments, and class discussions.</p> <p><i>Mid-term exam will be held in class on February 16, 2017.</i></p> <p>Important note: If a student misses the mid-term exam for a <i>legitimate</i> reason (e.g. a documented illness), this will result in the re-weighting of the final exam to include the mid-term exam percentage (i.e. the final exam would then be worth 50% of the student's final grade), <i>only if</i> adequate official documentation is provided. If inadequate documentation is provided, the resulting grade assigned for a missed mid-term will be zero.</p>
Final exam	30% of final grade	<p>The two-hour final exam will focus on the entire course.</p> <p>In week 12, the professor will provide an exam review guide to help students to focus their exam preparation efforts.</p>
Participation	10% of final grade	<p>Class participation is an important part of this course. Students are expected to participate in an active and informed manner in class discussions.</p> <p>Students should come to each class prepared to discuss the required readings and the following questions:</p> <ol style="list-style-type: none"> (a) What are the main arguments and issues presented? (b) What critical questions about environment and sustainability are raised? <p>Class participation will be evaluated by the professor based on (1) your overall contribution to class discussions during the entire semester (5%), and (2) your specific contribution as a "discussant" of the required readings in a given week (5%). For the latter, students will be asked to sign up and serve as a discussant of the required readings for a particular week – discussants will be called upon in class to initiate class discussions related to the readings.</p> <p>Please note, just showing up in class does not earn you a mark (you have to work for it, and I mean seriously!)</p>

Lecture Schedule:

*Please note that lecture topics, required readings and audio-visual resources are subject to change at the discretion of the instructor.

Date	Topic	Reading	Assignment
Jan 5, 2017	Introduction: Distribution and discussion of course outline	Introduction to course: topics, assignments, evaluation and overall approach.	<i>Sign-up to be a reading discussant for a particular week.</i>
Jan 12, 2017	Political Ecology, Environment and Development ; What is political ecology and why is it useful for studying sustainability and the environment in the developing world?	Bryant, Raymond. 2001. Political Ecology: A Critical Agenda for Change? in N. Castree and B. Braun (eds), <i>Social Nature: Theory, Practice and Politics</i> . Oxford: Blackwell, pp. 151-169. Robbins, Paul. 2012. What is Political Ecology? Political versus Apolitical Ecologies in <i>Political Ecology</i> (2nd ed). Malden, MA: Blackwell, p.11-24.	<i>Reading Assignment#1 instructions given.</i>
Jan 19, 2017	Globalization, Development and Displacement Land rights, changing property relations and access to resources Global and local processes in development and displacement	Zoomers, Amelie. 2010. Globalization and the foreignisation of space: Seven processes driving the current global land grab. <i>The Journal of Peasant Studies</i> 37(2): 429-447. Roy, Arundhati. 1999. The Greater Common Good. Available at http://www.narmada.org/gcg/gcg.html (accessed August 2012). Look at: Friends of River Narmada (http://www.narmada.org/index.html) Audio-visual: Dam/age: A Film with Arundhati Roy	
Jan 26, 2017	Mining and Resource Extraction Resource exploitation, livelihoods and displacement Debates about corporate social responsibility	Geneen, Sarah. 2012. A dangerous bet: The challenges of formalizing artisanal mining in the Democratic Republic of Congo. <i>Resources Policy</i> 37 (2012) 322–330. MiningWatch Canada and CENSAT-Agua Viva. 2009. Land and Conflict Resource Extraction, Human Rights, and Corporate Social Responsibility: Canadian Companies in Colombia. Ottawa: Interpares, pp. 2-24. [Available on CuLearn]	<i>Reading Assignment#2 instructions given.</i>

		Audio-visual: Under Rich Earth	
Feb 2, 2017	<p>The Political Ecology of Conservation</p> <p>The enclosure of land and the appropriation of nature</p> <p>People versus parks?</p> <p>In-class tutorial for written assignment no. 1</p>	<p>Adams, William and Jon Hutton. 2007. People, parks and poverty: Political ecology and biodiversity conservation. Conservation and Society 5(2): 147-183.</p> <p>Michelle Marvier, Peter Kareiva & Emma Fuller (2016): Mark Plummer's Legacy: Leave No Orthodoxy Unquestioned, Coastal Management, DOI: 10.1080/08920753.2016.1208035 To link to this article: http://dx.doi.org/10.1080/08920753.2016.1208035</p> <p>Look at: There You Go! at: http://www.survivalinternational.org/theyougo</p>	<i>Reading assignment no. 1 due at the beginning of class</i>
Feb 9, 2017	<p>Environmental governance/justice and resource conflicts</p> <p>Gender, Access to resources/bargaining power</p>	Naomi Matsue, Tim Daw, and Lucy Garrett (2014): Women Fish Traders on the Kenyan Coast: Livelihoods, Bargaining Power, and Participation in Management, in Journal of Coastal Management, Volume 42 2014 – Issue 6.	
Feb 16, 2017	Mid-term Exam (2 hours)		
Feb 23, 2017	No Class		
Mar 2, 2017	<p>Rural Change and Implications for Livelihoods Changing relationships among people, markets, land and livelihoods</p> <p>Women's rights to resources Climate change adaptation and small farmers in Africa</p>	<p>Archer, E et al. 2008. "Farming on the edge" in arid western South Africa: Climate change and agriculture in marginal environments. Geography 93(2): 98-107.</p> <p>Ruth Meinzen-Dick, Nancy Johnson, Agnes Quisumbing, Jemimah Njuki, Julia Behrman, Deborah Rubin, Amber Peterman, and Elizabeth Waithanji. 2011. Gender, Assets, and Agricultural Development Programs: A Conceptual Framework. CAPRI Working Paper 99. Washington, DC: IFPRI. 2011</p> <p>Look at: The Heiveld Cooperative (http://www.heiveld.co.za/)</p>	<i>Reading assignment no. 2 due at the beginning of class</i>
Mar 9, 2017	Politics, Planning and	Wakhungu, Judi, Huggins, Chris,	

	<p>Sustainability in Developing Cities.</p> <p>The place-specific politics of resource and land management Politics, commercial development, housing and land use planning.</p> <p>Local processes in resource management</p>	<p>Nyukuri, Elvin and Jane Lumumba. (2010). Approaches to Informal Urban Settlements in Africa: Experiences from Kigali and Nairobi. Nairobi: ACTS</p> <p>*Article on waste management – compare and contrast practices in two developing countries. (TBA)</p>	
Mar 16, 2017	<p>“Unnatural” Hazards and Uneven Urban Development.</p> <p>The social production of “natural” hazards</p> <p>The materiality of urban risk and vulnerability.</p>	<p>Murray, Martin. 2009. Fire and ice: Unnatural disasters and the disposable poor in post-apartheid Johannesburg. <i>International Journal of Urban and Regional Research</i> 33(1): 165- 192.</p> <p>Wamsler, Christine. 2004. Managing Urban Risk: Perceptions of Housing and Planning as a Tool for Reducing Disaster Risk <i>Global Built Environment Review</i> Vol. 4 No. 2 pp 11 – 28</p>	<i>Mid-term examination (in-class)</i>
Mar 23, 2017	<p>Food Sovereignty and Food Security.</p> <p>Land, food sovereignty, food security and rural development.</p> <p>The geopolitics of food systems.</p>	<p>Huggins, Chris. 2011. <i>A Historical Perspective on the ‘Global Land Rush’</i>. Rome: International Land Coalition.</p> <p>Collier, Paul 2008. The politics of hunger. <i>Foreign Affairs</i> 87(6): 67-79.</p> <p>Look at: Via Campesina (http://www.viacampesina.org/en/)</p>	
Mar 30, 2017	Course Review	<i>Course summary and exam review</i>	

ACADEMIC ACCOMMODATION

Instructional and Conduct Offences:

Carleton University has clear and firm policies regarding instructional and conduct offences. Instructional offences include among other activities cheating, contravening examination regulations, plagiarism, submitting similar work in 2 or more courses without prior permission, and disrupting classes. Conduct offences apply in areas of discrimination and sexual harassment. Further information about University regulations which define and regulate these offences is presented in the 2016-17 Undergraduate Calendar:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity>.

Plagiarism is one kind of instructional offence. The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

Reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;

Submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else; Using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment; Using another's data or research findings; Failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks; Handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course. For more information, please refer to: <http://www.library.carleton.ca/help/avoid-plagiarism>. This link also contains useful instructions on how to properly acknowledge sources.

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Students with Disabilities:

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your *Letter of Accommodation* at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*).

After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*) at <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www2.carleton.ca/equity/>.

Religious Obligation

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website <http://www2.carleton.ca/equity/accommodation/>.

Pregnancy

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website <http://www2.carleton.ca/equity/accommodation>