

SUSTAINABILITY & ENVIRONMENT IN THE GLOBAL SOUTH (GEOG 3209)

Department of Geography & Environmental Studies, Carleton University
Winter 2022

Instructor: Meera Karunanathan (she/her)

Office hours: please email to schedule an appointment.

Lectures: Wednesdays, 2:30 to 5:30 pm

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Brightspace page: <https://brightspace.carleton.ca/d2l/home/57995>



COURSE DESCRIPTION

How do Ontario teachers' pensions impact access to water in Chile? Why are Indigenous communities challenging carbon markets that are touted as a solution to climate change? What does a country's debt have to do with natural resource management?

These are some of the questions we will be discussing in this course as we study socio-environmental struggles in the global South within the broader contexts of global capitalism, colonialism and imperialism. Weaving theory together with case studies of social movement praxis, we will examine how global and local forces interact to shape rural and urban environmental conditions in Latin America, Africa and Asia.

The course content is divided into four sections. The first section lays out the theoretical foundation. We will study political ecology, uneven development and racial capitalism as conceptual frameworks for understanding socio-environmental issues at various scales. In the second section, we will explore how these theories apply to contemporary social conflicts over the control of land and resources in the global South. We will pay special attention to Canada's role in these conflicts and explore questions regarding the geographies of responsibility for those who benefit from global patterns of uneven development.

In the third section, we will focus on how people are organizing to challenge uneven socio-environmental conditions and build alternatives. Although I will make links to social movement praxis and counter-strategies throughout the course, we will delve more deeply into histories and ideas that have shaped strategies of resistances and alternatives in the last three weeks.

Finally, this course has a playlist that includes music from different regions and histories of struggle. You may listen to it on spotify at: <https://open.spotify.com/playlist/3DbNGppyrC2w9daiJjFHJn>

Prerequisites: Third-year standing and GEOG 2200 or GEOG 2300, or permission of the Department of Geography and Environmental Studies.

LEARNING OUTCOMES

In this course, students will:

- Develop a critical understanding of environmental challenges in the global South

- Conceptualize the environment as social, relational and multi-scalar
- Analyze socio-environmental conflicts and praxis in different contexts and regions
- Strengthen critical thinking, discussion and writing skills

CLASS FORMAT AND MATERIALS

The course meets once weekly in-person over a 3-hour time slot. Classes will include lectures, class discussions, audio-visual materials and the occasional guest speaker. Lectures will expand upon assigned readings, clarify concepts and offer material not covered in the readings. Succeeding in this course will require regular attendance and a careful reading of assigned materials prior to the lecture. I encourage you to use the Brightspace discussion board to interact with one another rather than reading the material in isolation. I will monitor the discussion board and may adjust lectures and course content according to the feedback you provide.

All course materials are available online free of charge. The syllabus and additional information and materials for the course will be posted on the Brightspace system. You must access your Brightspace account by going to: <http://brightspace.carleton.ca>

*Note that the lecture topics and course materials are subject to change at the discretion of the instructor. Students are expected to consult Brightspace to check for any new announcement.

EVALUATION:

Component	Details	Important dates	% of final grade
Class participation	You will receive full marks for showing up to class prepared to discuss the assigned material.	Based on entire term	10%
Fish bowl	Each class will begin with a “fishbowl” with 5-6 students sharing reflections on assigned readings.	Sign up for a topic/week. (See details on Brightspace.)	10%

Midterm exam		Take-home midterm due March 2	25%
Your intellectual trajectory	<p>Share the story of your journey as a learner in 500 words.</p> <p>You may include the following:</p> <ul style="list-style-type: none"> - What are you hoping to achieve out of this course? - Share your best and worst a moments in academic or self-directed learning - Have you faced challenges in formal education? - What strengths/gifts can you bring to this collective learning experience? - Are there methods of evaluation you find particularly challenging and have you taken steps to address these challenges? - What is your particular relationship to the issues and ideas we will be studying in this course <p>Also include:</p> <ul style="list-style-type: none"> - Pronouns 	Due Week 2 (Jan 19)	5%

	<ul style="list-style-type: none"> - Special needs and concerns I should be aware of as an instructor <p>You will receive full marks for completing the assignment according to guidelines.</p>		
A Reading Reflection	<p>Present your reflections on assigned materials for one topic in a format of your choosing:</p> <ul style="list-style-type: none"> - 500 – 700 word essay - 500-700 Blog post - Podcast - An article for a magazine, student paper 	<p>Sign up for a topic/week (details on Brightspace)</p> <p>*You will be required to choose different weeks for the fish bowl and the reading reflection</p>	20%
Final Assignment: Group projects	<p>We will brainstorm ideas and create a list of options for group projects based on your interests.</p>	<p>Due at the beginning of class on April 6</p>	30%

Further details regarding the assignments will be posted on Brightspace.

COURSE PLAN AND SCHEDULE

Date and theme	In Class	Before Class		Assignment
		Required material	Recommended	
Week 1 January 12	Course overview : topics, assignments, evaluation Our shared commitments: How we work together to create, implement and ensure an anti- oppressive learning environment.			Instructions for assignment #1: Your intellectual trajectory
Week 2 January 19 KEY CONCEPTS AND THEORY	Topic: Political vs apolitical ecologies What does it mean to politicize the study of environmental issues?	Read: Robbins, Paul. (2012). Political versus apolitical ecologies, In <i>Political Ecology</i> (2nd edition). Malden, MA: Blackwell, pp. 11-24. Vásquez-Fernández, Andrea M ; Ahenakew pii tai poo taa, Cash. (2020). Resurgence of relationality: reflections on decolonizing and indigenizing 'sustainable	Check out: The Environmental Justice Atlas Is an interactive map featuring more than 3,000 crowdsourced cases of conflicts around environmental issues around the world: https://sustainability.wustl.edu/ resource-digest-the-global-atlas- of-environmental-justice/	Assignment #1 is due

	<p>Paradigms of sustainability</p> <p>Eurocentric vs Indigenous knowledge systems</p>	<p>development' <i>Current opinion in environmental sustainability</i>, 2020-04, Vol.43, p.65-70</p>	<p>EJ Atlas glossary entry "ecological debt": http://www.envjustice.org/2013/05/ecological-debt/</p>	
<p>Week 3 January 26</p> <p>KEY CONCEPTS AND THEORY</p>	<p>Topic: Uneven Development and the production of nature</p> <p>How are environmental goods and "bads" distributed unevenly and unequally at different scales?</p> <p>How is nature produced by capitalism on a global scale?</p>	<p>Read: Christophers, B. (2009). Uneven Development. In Kithen, R & Thrift, N. (Eds.) <i>International Encyclopaedia of Human Geography</i>. Elsevier, pp 12-17.</p> <p>Harvey, David. (2001). Globalization and the Spatial Fix. Geographische. https://publishup.uni-potsdam.de/opus4-ubp/frontdoor/deliver/index/docId/2251/file/gr2_01_Ess02.pdf</p>	<p>Listen: Scott-Heron, Gill. (1970) "Whitey on the Moon." https://www.youtube.com/watch?v=goh2x_G0ct4</p> <p>Read: EJ Atlas glossary entry "accumulation by dispossession" http://www.envjustice.org/2013/02/accumulation-by-dispossession/</p> <p>Smith, Neil. (2008). The Production of nature. In <i>Uneven Development: Nature, Capital and the Production of Space (3rd edition)</i>. University of Georgia Press. 49-91. (Original work published in 1984)</p>	
<p>Week 4 February 2</p>	<p>Topic: Colonialism and racial capitalism</p>	<p>Read: Chapter 5 of Rodney, Walter. (2018). <i>How Europe Underdeveloped Africa</i>. Verso Books.</p>	<p>Check out: The Revolutionary papers During anti-colonial struggles, periodicals and related print</p>	

<p>KEY CONCEPTS AND THEORY</p>	<p>Walter Rodney and his contributions</p> <p>Development and underdevelopment</p> <p>Socio-ecological legacies of colonialism and colonial expropriation</p> <p>Bordering: how borders contribute to racial capitalism</p> <p>Guest lecture: <i>Kwame Saro-Wiwa</i></p>	<p>p. 175-244</p> <p>Listen to: Basu, Laura and Stuart, Freddie (29, Sept 2020) Is Capitalism Racist? https://www.opendemocracy.net/en/oureconomy/podcast-capitalism-racist/ Our Voices Podcast, Open Democracy.</p>	<p>ephemera – including newspapers, cultural and literary journals, magazines, manifestos, posters, album covers, newsletters and political pamphlets – functioned as forums for the development of oppositional politics, literary scenes, and art practices.</p> <p><i>Revolutionary Papers</i> is a transnational research collaboration exploring 20th century periodicals of Left, anti-imperial and anti-colonial critical production.</p> <p>https://www.revolutionarypapers.org</p> <p>Watch: Thomas Sankara: The Upright Man (documentary): https://www.youtube.com/watch?v=G7Vlt41HPUE</p> <p>Read: Hassan, Omari Kasaya (2020). “Debt crisis in Africa and imperialism.” In <i>The Palgrave Encyclopaedia of Imperialism and</i></p>	
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			<i>Anti-Imperialism</i> . Palgrave McMillan	
Week 5 Feb 9 SOCIO- ECOLOGICAL CONFLICTS	Topic: Canadian extractive industries Canadian mining and socio- environmental conditions in Latin America Extractivism and anti-extractive struggles Guest lectures: <i>Ailish Morgan- Welden, Mining Injustice Solidarity Network</i> <i>Brent Patterson, Peace Brigades International</i>	Read: Gordon, T & Webber, J (2019) Canadian capital and secondary imperialism in Latin America Check out: The Mining Injustice Solidarity Network https://mininginjustice.org Mining Watch Canada: https://miningwatch.ca	Read: EJ Atlas glossary entry “Ecologically unequal exchange”: http://www.envjustice.org/2015/02/ecologically-unequal-exchange/ Watch: Launch of "Canada in the World: Settler Capitalism and the Colonial Imagination" (Fernwood Books, 2020), with author Tyler Shiple, as well as Cassandra Kislenko, Sara Jaffri, and Veldon Coburn. https://www.youtube.com/watch?v=dcYIbglzIG0	
Week 6 Feb 16	Topic: Water grabs and water privatization	Read: Oakland Institute. (Forthcoming) <i>Water grabs in Africa</i> . Karunanathan, Meera (June 12, 2017). A group of Canadian teachers	Watch: Municipal Services Project (2013) Remunicipalisation: Putting Water Back into Public Hands.	

SOCIO- ECOLOGICAL CONFLICTS	<p>Links between land and water grabs in Africa</p> <p>Canadian investments in Chilean private water systems</p> <p>Guest lecture: <i>TBC, Oakland institute</i></p>	<p>could decide the future of Chile's water supply. <i>The Guardian</i>. https://www.theguardian.com/global-development-professionals-network/2017/jun/12/chile-water-privatisation-canada-teachers</p>	<p>https://www.youtube.com/watch?v=BISM1TPm_k8</p>	
Feb 23	NO CLASS			
Week 7 March 2	<p><i>*Take home midterms due</i></p> <p>Climate change</p>	<p>Participate in Founders Seminar Guest speakers: Clayton Thomas-Muller Pablo Solon (Details to follow)</p>		
Week 8 March 9 SOCIO- ECOLOGICAL CONFLICTS	<p>Topic: Market-based resource management</p> <p>Green capitalism and market-based solutions to climate change</p> <p>Indigenous land rights and climate justice</p>	<p>Read:</p> <p>Naidu, Sirisha C. (2015), "Conservation as Economic Imperialism." Palgrave Encyclopedia of Imperialism and Anti-imperialism</p> <p>Isla, Anna (2015). "Political Ecology, Debt-for-Nature and National Conservation Areas." <i>The Greening of Costa Rica: Women, Peasants, Indigenous Peoples and the Remaking</i></p>	<p>Watch:</p> <p>The Hidden side of conservation: Voices from the ground. (Webinar)</p> <p>http://www.envjustice.org/2021/07/webinar-the-hidden-side-of-conservation-voices-from-the-ground/</p> <p>Listen:</p>	

		<p><i>of Nature</i>. (48-66). Toronto: University of Toronto Press.</p> <p>https://www.theguardian.com/environment/2021/nov/16/indigenous-climate-activists-cop26-endangers-native-communities</p>	<p>Nnimmo Bassey on the green economy. An interview by Firoze Manji for the EJ Atlas: http://www.envjustice.org/2012/10/podcast-two-nnimmo-bassey-part-1/</p>	
<p>Week 9</p> <p>March 16</p> <p>ORGANIZING FOR CHANGE</p>	<p>Topic: The Commons and community self-organizing in Latin America</p> <p>Commoning practices in Latin America</p> <p>Public-community partnerships</p> <p>Self-determination and resource sovereignty</p> <p>Guest lecture: Marcela Olivera</p>	<p>Read:</p> <p>Brily, Anya. (June 25, 2020). Zapatistas: Lessons in community self-organization in Mexico. Open Democracy. https://www.opendemocracy.net/en/democraciaabierta/zapatistas-lecciones-de-auto-organización-comunitaria-en</p> <p>Dwinell Alexander and Olivera, Marcela. (2014). The water is ours damn it! Water Commoning in Bolivia. <i>Community Development Journal</i>, Volume 49, Issue suppl_1, January 2014, Pages i44–i52.</p> <p>Environmental Justice Atlas Glossary. “The Commons” http://www.envjustice.org/2015/09/commons/</p>	<p>Multimedia:</p> <p>Blue Communities in Latin America, Solidarity and Self-determination: https://www.blueplanetproject.net/index.php/blue-communities-in-latin-america-solidarity-and-self-determination/</p>	
<p>Week 10</p> <p>March 23</p>	<p>Topic: the Urban Commons</p>	<p>MTST - the landless workers movement in Brazil:</p>		

<p>ORGANIZING FOR CHANGE</p>	<p>Insurgent planning/urban planning from below Social reproduction and urban socio-natures</p>	<p>https://transformativecities.org/atlas/atlas-37/ Miraftab, Faranak. (2005). Insurgency and Spaces of Active Citizenship: The Story of Western Cape Anti-eviction Campaign, <i>Journal of Planning Education and Research</i>. Vol 25 issue 2. P 200-217</p>		
<p>Week 11 March 30 ORGANIZING FOR CHANGE</p>	<p>Topic: Food sovereignty and solidarity How small farmers are organizing to protect local, small-scale food production against liberalization Translocal organizing for food sovereignty Guest Lecture: <i>Madhuresh Kumar, National Alliance of</i></p>	<p>Indian farm protests: https://springmag.ca/farmer-resistance-against-capitalism-in-india Martinez-Torres, M.E. and Rossett, P.M. (2014). Latin America: Horizontal dialogue, Agroecology and CLOC/Via Campesina. In <i>Rethinking Latin American Social Movements: Radical Action from Below</i>. Rowman & Littlefield Publishers</p>		

	<i>People's Movements, India. (TBC)</i>			
Week 12 April 6	Course summary and review			Final assignment due at beginning of class

COURSE POLICIES

Submission of written assignments and late penalties

Assignments must be submitted via Brightspace prior to the beginning of class on the indicated due dates. Assignments submitted after class will be considered late. Late assignments will be subject to a reduction of the overall mark at the rate of 5% for each calendar day past the due date, unless accompanied by adequate written documentation for a legitimate reason. Assignment extensions will be considered for documented illnesses or family emergencies. Late penalties will be enforced to ensure fairness in grading.

Assignments will not be accepted more than a week past the due date (after the beginning of the following class). Uploading will be programmed accordingly.

Students are asked to retain copies of their assignments in the event of loss.

Communications

Students should use their Carleton email account for all course-related correspondence, placing "GEOG 3209" in the subject heading. Please note that I may not respond to emails over the weekend. Email is an acceptable medium for simple inquiries, but

not complex questions. If your question cannot be answered in a sentence or two, please speak to be during office hours or schedule a meeting.

Grades

In accordance with the Carleton University Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C + = 67-69	D+ = 56-59	F = Below 50
A = 85-89	B = 73 - 76	C = 63-66	D = 53-56	
A - = 80-84	B - = 70-72	C - = 60 -62	D- = 50-52	

To be considered in good standing, students must receive a grade of D- . Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Drop date

Please consult the Carleton University Calendar for the last day in the term to withdraw from a course with full fee adjustment at: <https://calendar.carleton.ca/academicyear/>

COVID 19 PROTOCOL

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and **mandatory self-screening** prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory **symptom reporting tool**. For purposes of contact tracing, attendance will be taken in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the **COVID-19 website**.

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs. For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

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 (see details below) and submitting similar work in two or more courses without prior permission. Further information about University regulations which define and regulate these offences can be found at:

<https://carleton.ca/registrar/academic-integrity/>

Plagiarism

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;

- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts 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.

Netiquette

All students are expected to adhere to Carleton University’s Expectations of Student Behaviour Online while participating in Brightspace discussion boards. For more details see:

<https://carleton.ca/online/online-learning-resources/netiquette/>

If you have any questions or concerns about [online conduct](#), please contact the Manager of Student Conduct and Harm Reduction, Dillon Brady, at DillonBrady@cunet.carleton.ca.

Resources

- <https://carleton.ca/online/online-learning-resources/online-discussion-tips/>
- If you are in need of mental health and well-being supports, please visit [Carleton’s wellness page](#).
- If you need advice on dealing with a crisis, please visit the [Student Affairs website](#).

COPYRIGHT OF COURSE CONTENT

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copyright protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).”

ACADEMIC ACCOMODATIONS

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

Pregnancy obligation

Please contact your instructor 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, please review the [Student Guide to Academic Accommodation \(PDF, 2.1 MB\)](#)

Religious obligation

Please contact your instructor 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, please review the [Student Guide to Academic Accommodation \(PDF, 2.1 MB\)](#)

Academic Accommodations for students with disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

Survivors of sexual violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton’s Sexual

Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit the [Equity and Inclusive Communities website](#).

Accommodation for student activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor 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, see the [Senate Policy on Accommodation for Student Activities \(PDF, 25KB\)](#)

CAMPUS RESOURCES FOR STUDENTS

For information about resources and services for students including counselling services, academic support and writing tutorial services please visit: <https://carleton.ca/pmc/current-students/student-resources/>