

**Sustainability & Environment in the South  
(GEOG 3209A)**

Prerequisite: Third-year standing and/or  
GEOG 2200, GEOG 2300, ENST 2000, ENST 2001  
OR permission of the department.

Department of Geography & Environmental Studies, Carleton University, Winter 2020



**Professor:** Andy Kusi-Appiah,  
Office: Room A209, Loeb Building  
Office Hours: Wednesdays, 17:00-18:00 hours  
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**Lectures:** Wednesdays, 18:05-20:55 hours, Venue; SA 304

Teaching Assistants: TBA

## **COURSE OVERVIEW**

This course examines environment-human interactions in 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) and we explore environmental sustainability 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: the transnational and local dimensions of environmental issues (resource management/governance), access to, and use of, resources (such as water) in both urban and rural areas and their implications for health and wellbeing.

## **COURSE OBJECTIVES**

- To gain a better understanding of environmental sustainability in the South and how it applies at multiple scales.
- To critically examine the challenges of sustainability and the environment in the South.
- To develop an understanding of the complex nature of human-environment interactions in the South.
- 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.**

## **EVALUATION**

Students will be evaluated on the basis of four components:

- Two assignments of equal weight **worth 30%** (2X 15%) of the final grade combined.
- A midterm exam worth **25%** of the final grade (this will cover first part of the course – (i.e., **weeks 1-6**).
- A term paper with **45%** of the final grade (**this is due on March 11, 2019 in class**).

## **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.

### **Submission and Grading of assignments**

The penalty for late assignments is a **5%** for each day past the assigned due date, unless accompanied by appropriate documentation such as an official medical note or having discussed any problems with your TA or with me first. Medical notes must specify the period of illness and be presented and discussed with your TA as soon as possible upon your return. There are no exceptions to this late policy.

Submit the electronic copy of your assignment, but please always *keep your own copy* of submitted assignments until after final grades have been posted for the course. In the assignments, use complete sentences that demonstrate your ability to convey ideas in a clear and grammatically correct manner. Each assignment should have a header with a title, your name, your student number, the course number, the professor's name, your teaching assistant's name and the actual date of submission. Your assignments will be marked and grades will be posted on the course's cuLearn site. Students are responsible for checking their assignment grades on cuLearn. Any questions regarding assigned grades must take place in written form (i.e., email) within 10 days after the assignment in question is returned in the tutorial. Final grades are subject to the Dean's approval.

Late assignments are strongly discouraged, but can be submitted on the cuLearn assignment dropbox. Note this dropbox will be open for five days after the due date. After that it will be closed and no more assignments will be accepted.

**The name of the professor and your TA must be on all pages of your assignment. Your electronic filename should include your surname, course code and assignment number: e.g. Kusi-Appiah GEOG 3209 #1**

If you are having problems with submitting your assignment on cuLearn please contact your TA via email with an attached copy of the assignment. For cuLearn support, contact Information Technology Service Desk (ITS). They are located on the 4<sup>th</sup> floor of the Library, or can be reached via phone at 613-520-2600 x3700 or via email at [its.service.desk@carleton.ca](mailto:its.service.desk@carleton.ca)

NOTE: Do not use this as an excuse to get more time to do the assignment.

*\*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 8, 2020	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>-What is sustainability?</li> <li>-What is development?</li> <li>-What is the environment?</li> <li>-What is political ecology &amp; why is it useful for studying sustainability?</li> </ul>	<p>Introduction to course: topics, assignments, evaluation &amp; overall approach.</p> <p><b>Blaut, J.M.</b> (1993). The Colonizer’s model of the world: geographical diffusionism and Eurocentric history, The Guilford Press., NY, Ny 10012. ISBN: 0-87862-348-0, pp. 1-43.</p> <p><b>Peet, R. &amp; Hartwick, E.</b> (2015). Theories of Development, Third Edition: Contentions, Arguments, Alternatives. The Guilford Press. <b>Pages???</b>ISBN-13:978-1462519576, ISBN-10: 1462519571.</p> <p><b>McMichael, P.</b> (2016). Development and social change: A global perspective (6<sup>th</sup> edition). SAGE Publications, Inc. <b>Pages????</b>ISBN-10: 1452275904</p>	
Jan 15, 2020	<p><b>Development &amp; Sustainability:</b></p> <ul style="list-style-type: none"> <li>-Sustainability initiatives (i.e., models in sustainable development &amp; their relationship to the South - e.g., Bruntland Report, Kyoto Protocol, Earth Charter, United Nations, Copenhagen, etc.).</li> <li>-Sustainability legislation</li> </ul>	<p><b>Blaut, J.M.</b> (1993). The Colonizer’s model of the world: geographical diffusionism and Eurocentric history, The Guilford Press., NY, Ny 10012. ISBN: 0-87862-348-0, pp. 1-43.</p> <p><b>Peet, R. &amp; Hartwick, E.</b> (2015). Theories of Development, Third Edition: Contentions, Arguments, Alternatives. The Guilford Press. <b>Pages???</b>ISBN-13:978-1462519576, ISBN-10: 1462519571.</p> <p><b>Robbins, Paul.</b> (2012). What is</p>	<p><i>Assignment# 1 instructions given.</i></p>

		<p>Political Ecology? Political versus Apolitical Ecologies in <i>Political Ecology</i> (2nd ed). Malden, MA: Blackwell, p.11-24.</p> <p><b>McMichael, P.</b> (2016). Development and social change: A global perspective (6<sup>th</sup> edition). SAGE Publications, Inc. Pages?????ISBN-10: 1452275904; ISBN</p> <p><b>Zoomers, Amelie.</b> (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.</p> <p><b>Roy, Arundhati.</b> (1999). The Greater Common Good. <a href="http://www.narmada.org/gcg/gcg.html">http://www.narmada.org/gcg/gcg.html</a>.</p> <p>Look at: Friends of River Narmada (<a href="http://www.narmada.org/index.html">http://www.narmada.org/index.html</a>)</p> <p>Audio-visual: Dam/age: A Film with Arundhati Roy</p>	
Jan 22, 2020	<p><b>Ecology &amp; Nature:</b></p> <ul style="list-style-type: none"> <li>-Population &amp; resources, carrying capacity, humans as part of the ecosystem.</li> <li>-Climate Change, GHG, Carbon cycle.</li> <li>-Biodiversity</li> <li>-Traditional Ecological Knowledge (TEK)/Local Knowledge</li> <li>-Nature/human connections</li> <li>-Health &amp; Environment</li> </ul>	<p><b>McMichael, P.</b> (2016). Development and social change: A global perspective (6<sup>th</sup> edition). SAGE Publications, Inc. Pages????? ISBN-10: 1452275904; ISBN</p>	
Jan 29, 2020	<p><b>Environmental Resource management/governance (1):</b></p>	<p><b>Geneen, Sarah.</b> (2012). A dangerous bet: The challenges of formalizing artisanal mining in the</p>	<p>Assignment# 2 instructions given.</p>

	<ul style="list-style-type: none"> <li>-Gender, access to resources</li> <li>-Resource extraction</li> <li>-Resource conflicts</li> <li>-Political Ecology of Conservation: Forestry/ fishing/agriculture/mining</li> <li>-The enclosure of land and the appropriation of nature.</li> </ul>	<p>Democratic Republic of Congo. Resources Policy 37 (2012) 322–330.</p> <p><b>MiningWatch Canada and CENSAT-Agua Viva.</b> (2009). Land and Conflict Resource Extraction, Human Rights, and Corporate Social Responsibility: Canadian Companies in Colombia. Ottawa: Interpares, pp. 2-24. [Available on CuLearn]</p> <p>Audio-visual: Under Rich Earth</p> <p><b>Adams, W. and Hutton, J.</b> (2007). People, Parks &amp; Poverty: Political Ecology and Biodiversity conservation. Conservation and Society 5(2): 147-183.</p> <p><b>Naomi Matsue, Tim Daw, &amp; Lucy Garrett</b> (2014): Women Fish Traders on the Kenyan Coast: Livelihoods, Bargaining Power, and Participation in Management, in Journal of Coastal Management, Vol. 42 2014 – Issue 6.</p>	
Feb 5, 2020	<p><b>Food Sovereignty &amp; Food Security.</b></p> <p>Land, food sovereignty, food security and rural development.</p> <p>The geopolitics of food systems.</p>	<p><b>McMichael, P.</b> (2013). Food regimes and agrarian questions (Agrarian change and peasant studies). Fernwood Publishing. ISBN-13: 978-1552665756, ISBN-10:1552665755.</p> <p><b>Huggins, Chris.</b> (2011). A Historical Perspective on the ‘Global Land Rush’. Rome: International Land Coalition.</p> <p><b>Collier, Paul</b> (2008). The politics of hunger. Foreign Affairs 87(6): 67-79.</p> <p><b>Look at: Via Campesina</b> (<a href="http://www.viacampesina.org/en">http://www.viacampesina.org/en</a>)</p>	<p><i>Assignment no. 1 due at the beginning of class</i></p>

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Feb 12, 2020	<b>Environmental Resource management/governance (2):</b> -Water Access -Water and the environment -Water & Health -Waste & Waste Management in the global South	<b>Newell, S. (2019).</b> Histories of Dirt: Media & Urban Life in Colonial and Postcolonial Lagos. Duke University Press.  <b>Look at: Kasangikilo ka Maji (Water access),</b> Youtube documentary at: <a href="https://www.youtube.com/watch?v=_MeyH1rnX10">https://www.youtube.com/watch?v=_MeyH1rnX10</a>	
Feb 19, 2020	<b>No Class</b>		
Feb 26, 2020	<b>Mid-Term Exam (2 hours)</b>		
Mar 4, 2020	<b>Rural Change &amp; Implications for Livelihoods:</b> -Changing relationships among people, markets, land and livelihoods -Women's rights to resources Climate change adaptation and small farmers in Africa - Case study: Bulala region (Mzimba district & 'Find Your Feet' organization)	<b>Archer, E. et al. (2008).</b> "Farming on the edge" in arid western South Africa: Climate change & agriculture in marginal environments. <i>Geography</i> 93(2): 98-107.  <b>Meinzen-Dick, Ruth et al. (2011).</b> Gender, Assets, and Agricultural Development Programs: A Conceptual Framework. CAPRI Working Paper 99. Washington, DC: IFPRI. 2011  Look at: The Heiveld Cooperative ( <a href="http://www.heiveld.co.za/">http://www.heiveld.co.za/</a> )	<i>Assignment#2 due at the beginning of class.</i>
Mar 11, 2020	<b>Urbanization &amp; Sustainability in the south:</b> -Politics, Planning & Sustainability. -Politics, commercial dev., housing and land use planning. -Local processes in resource management	<b>Wakhungu, Judi et al. (2010).</b> Approaches to Informal Urban Settlements in Africa: Experiences from Kigali and Nairobi. Nairobi: ACTS.  <b>Newell, S. (2019).</b> Histories of Dirt: Media & Urban Life in Colonial and Postcolonial Lagos. Duke University Press. Pages????	
Mar 18, 2020	<b>"Unnatural" Hazards and Uneven Urban Development.</b>	<b>Murray, Martin. (2009).</b> Fire and Ice: Unnatural disasters and the disposable poor in post-apartheid	<i>Mid-term examination returned to</i>

	<p>-The social production of “natural” hazards</p> <p>-The materiality of urban risk and vulnerability.</p>	<p>Johannesburg. <i>International Journal of Urban and Regional Research</i> 33(1): 165- 192.</p> <p><b>Wamsler, Christine.</b> (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>	<p><i>students (in-class).</i></p> <p><i>Term paper due at the beginning of class.</i></p>
Mar 25, 2020	<p><b>Balancing ecology &amp; economics:</b></p> <p>-Growth economics versus triple bottom line economics</p> <p>-Consumption and sustainability</p>	<p><b>Slaper, Timothy F. &amp; Hall, Tanya J.</b> (2011). "The Triple Bottom Line: What Is It and How Does It Work?" <i>Indiana Business Review</i>. Spring 2011, Volume 86, #1.</p> <p><b>Peet, R. &amp; Hartwick, E.</b> (2015). <i>Theories of Development, Third Edition: Contentions, Arguments, Alternatives.</i> The Guilford Press. Pages???. ISBN-13:978-1462519576, ISBN-10: 1462519571.</p>	
Apr 1, 2020	<b>Course Review</b>	<b>Course summary and exam review.</b>	

## 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 two 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 can be found at <http://www1.carleton.ca/studentaffairs/academic-integrity/>.

Plagiarism is one kind of instructional offence. Examples of plagiarism include:

- Reproducing or paraphrasing portions of someone else's published or unpublished material, and presenting these as one's own without proper citation or reference to the original source;
- Submitting an 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;
- 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."

For more information on how to cite sources, refer to the library web page "*Citing Your Sources*" available at <http://www.library.carleton.ca/help/citing-your-sources>.

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 include sanctions ranges from a grade of zero for the assignment to suspension from your program of study.

### **Academic Accommodations:**

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

*Pregnancy obligation:* write to us 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 Department of Equity and Inclusive Communities (EIC) website: <http://www.carleton.ca/equity/>.

*Religious obligation:* write to us 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 Department of Equity and Inclusive Communities website: <http://www.carleton.ca/equity/>.

*Academic Accommodations for 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](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send us 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://www.carleton.ca/pmc/students-registered-with-pmc/important-dates-and-deadlines/>.

You can visit the Department of Equity and Inclusive Communities website to view the policies and to obtain more detailed information on academic accommodation at <http://www.carleton.ca/equity/>.

### **Campus Resources for Students**

Student Experience Office:

<http://www.carleton.ca/seo/>

Health and Counselling Services:

<http://www.carleton.ca/health/resource-library/mental-health-resources>

International Student Services Office

<http://www.carleton.ca/isso>

Student Academic Success Centre <http://www.carleton.ca/sasc>

## **Important Dates – Winter 2020**

December 30, 2019	Deadline for course outlines to be made available to students registered in winter term courses.
December 25, 2019-January 1, 2020	University closed.
January 6, 2020	Winter term classes begin.
February 17, 2020	Statutory holiday. University closed.
February 17-21, 2020	Winter Break. Classes are suspended.
March 13, 2020	Last day to request formal exam accommodations for April examinations to the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfill accommodation requests received after the specified deadlines.
March 24, 2020	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in winter term or fall/winter courses before the official examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
April 7, 2020	Winter term ends. Last day of winter term and fall/winter classes. Last day for academic withdrawal from winter term and fall/winter courses. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for winter term and fall/winter courses. Last day for take home examinations to be assigned, with the exception of those conforming to the examinations regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
April 8-9, 2020	No classes or examinations take place.
April 10, 2020	Statutory holiday. University closed.
April 13-25, 2020	Final examinations in winter term and fall/winter courses may be held. Examinations are normally held all seven days of the week.
April 25, 2020	All take-home examinations are due on this day, with the exception of those conforming to the examinations regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
May 15-27, 2020	Winter term and fall/winter deferred final examinations will be held.
May 18, 2020	Statutory holiday. University closed. No examinations take place.