

Winter 2019
Sustainability and the Environment in the South (GEOG 3209A)
Department of Geography and Environmental Studies
Carleton University

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Lectures: Mondays, 18:05 to 20:55
TA: TBA

I. Course description:

This course explores sustainability and environmental issues in relation to broader socio-economic and political processes. The course examines these issues in settings across the Global South, with a focus on social conflicts related to the governance and control of land and resources. The course addresses a range of socio-environmental topics and issues, such as: land cover narratives and indigenous land use practices, mining and resource extraction, climate change mitigation and adaptation, and industrial farming and land clearing. Course content includes case studies from Africa, South America, the Caribbean, and India.

II. Prerequisites:

Third year standing and GEOG 2200 (Global Connections) or GEOG 2300 (Space, Place, and Culture) or permission of the Department of Geography and Environmental Studies

III. Texts:

All readings are available through the ARES link on cuLearn.

IV. Lectures, Assignments and Readings

Readings, lectures, class discussions, guest speakers, and films are designed to complement each other in meeting course objectives. Required readings establish the overall theme for each class and introduce key concepts and issues. Class lectures expand upon the readings, clarify key terms, and present additional background and case study materials. Class discussions also incorporate guest speakers and/or films.

V. Evaluation: Reading Responses, Reading Presentation, Annotated Bibliography/Abstract, and Final Paper:

Reading Responses (30%)

You will be required to complete six (6) reading responses throughout the term. For each of the readings (e.g., if there are two readings for a week, you do one for each reading), you will submit a brief response to a question concerning it (which I will post to cuLearn the week before the readings are due). Additionally, you will formulate one question of your own regarding the reading itself in terms of its argument or evidence. You need to submit your response via cuLearn as a Microsoft Word file by 23:55 on the Sunday prior to each

class meeting. A sign-up sheet for this activity will be circulated in Weeks 1 and 2 of class and then posted to cuLearn. The dates on the sign-up sheet should be treated as *firm* deadlines; evidence of a legitimate reason (e.g. illness or bereavement) is required to change the date selected. Students who fail to sign up or submit a response will receive (0%) for that particular response. Each reading response (including the question(s)) should be between 175-200 words total. Each response is worth 5% of your final grade.

I will NOT read or grade a reading response submitted anytime after the class in which the reading is being discussed unless the student has made a prior arrangement with me or is able to provide a medical certificate or other suitable documentation that states the duration of the illness/issue. The intent of these reading responses is to encourage you to engage with the readings. These responses are also meant to get you thinking about your term paper.

Grading Criteria:

- 4.0: Excellent response, succinctly draws on reading for support
- 3.0: Reasonably good response, with evidence of an engagement with the reading
- 2.0 or less: Poor effort that does not address the question or does not refer to the reading PLUS
- 1.0: for a satisfactory question (i.e., it refers to the argument or evidence in reading)

Reading Presentation (10%)

You will be asked to sign up to serve as a presenter of the required readings one (1) time during the term. Presenters will be expected to give a 4-5 minute informal presentation on a portion of the week's assigned readings. The readings will be divided equally between each student presenting (students are expected to communicate amongst themselves to divide the readings equally). A sign-up sheet for this activity will be circulated in Weeks 1 and 2 of class and then posted to cuLearn. The dates on the sign-up sheet should be treated as *firm* deadlines; evidence of a legitimate reason (e.g. illness or bereavement) is required to change the date selected to serve as a presenter. Students who fail to sign up or show up as a presenter will receive zero percent (0%) for this component of their overall grade.

Annotated Bibliography/Abstract (25%)

Due: Monday, February 25

Drawing on some of the readings and lectures, you need to formulate a specific question or a specific topic that you will investigate with the final paper. Using resources such as the Carleton Library Catalog and Google Scholar, you will then locate at least 6 academic works (e.g., articles from academic journals, chapters in edited academic volumes, or academic monographs). Readings listed in the course syllabus are intended to guide you further down the path of your chosen research topic. At least three of sources need to have been first published after 1999. At least one source needs to come from the course readings. You will then write an annotated bibliography. Each source should have a 25-30 word entry that summarizes it and indicates how this source is relevant to your research question or research topic. Further information on annotated bibliographies can be found here: <http://owl.english.purdue.edu/owl/resource/614/01/>

Finally, using your research question, your academic sources and your annotations, you need to lay out, in 250-400 words, how you plan to execute this project. The assignment must adhere to the author-date format in [The Chicago Manual of Style](#).

Final Paper (35%)

Due: Tuesday, April 9

Length: 4000 - 5000 words (inclusive of title page and bibliography). Double-spaced, 11 or 12 point font, typewritten pages of text with 2.54 cm (1") margins.

Assignment: Drawing on some of the readings and lectures, you need to critically examine different views of a topic of interest concerning sustainability, the environment, and the Global South. The minimum requirements are:

- 1) You must discuss at least two different views of the topic at hand.
- 2) You must explicitly draw on arguments and perspectives discussed in class, including citing at least one of the required readings.
- 3) You must use and cite at least 6 academic works (e.g., articles from academic journals, chapters in academic books, or academic books themselves). At least three of them need to have been first published after 1999. At least one source needs to come from the course readings. The paper must adhere to the author-date format in [The Chicago Manual of Style](#).

Grade Distribution

Please note the grade distribution and important dates for assignments and exams

Component	Important Dates	% of Final Grade
1. Reading Responses	As per sign-up sheet posted on cuLearn	30%
2. Reading Presentation	As per sign-up sheet posted on cuLearn	10%
3. Annotated Bibliography /Abstract	Due by the <i>beginning</i> of class on Feb. 25, 2018	25%
4. Final paper	Due April 9 @ 23.55	35%
		Total: 100%

Grades will be posted to cuLearn throughout the term. However, any grades posted to cuLearn are unofficial and will not be finalized until the end of the term.

In accordance with FASS Grading Guidelines:

"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."

If, for any reason, the final exam must be deferred due to a documented illness or a family emergency, the deferred final exam will be identical in format and coverage with the final it is replacing. **Deferred finals, which must be applied for at the Registrar's Office, are available ONLY if the student is in good standing in the course.**

VI. PLAGIARISM

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 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.

For further information on plagiarism, please see Carleton University's Academic Integrity Policy: <http://www2.carleton.ca/studentaffairs/academic-integrity>.

VII. Requests for Academic Accommodations

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www.carleton.ca/equity/>. For an accommodation request the processes are as follows:

Pregnancy 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.

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.

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 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://carleton.ca/pmc/students/dates-and-deadlines/>

Course Schedule and Readings

Please note that films and guest speakers may be added during the term.

Week 1 - January 7: Defining Sustainability and Delimiting the "Global South"

***Reading Responses and Reading Presentation sign-up in class**

Optional Reading:

Davis, M. 2004. "The political ecology of famine: the origins of the Third World." In *Liberation Ecologies: Environment, Development and Social Movements* (2nd edition), eds. R. Peet and M. Watts, 43-64. New York: Routledge.

Shrestha, N. 1995. "Becoming a Development Category." In *Power of Development*, ed. J. Crush, 259-270. New York: Routledge.

Springett, D. and Redclift, M. 2015. "Introduction: History and Evolution of the Concept." In *Routledge International Handbook of Sustainable Development*, eds. D. Springett and M. Redclift, 3-38. New York: Routledge.

Sayre, N.F. 2017. *The Politics of Scale: A History of Rangeland Science*. Chicago: University of Chicago Press.
(Read ONLY Chapter 6 – pp. 165-185)

Week 2 - January 14: Social and political perspectives on environmental issues

***Reading Responses and Reading Presentation sign-up in class**

Robbins, P. 2012. *Political Ecology* (2nd edition). Malden: Blackwell. pp. 11-24

Cronon, W. 1996. The trouble with wilderness: Or getting back to the wrong nature. *Environmental History* 1(1): 7-28.

Optional Reading:

Bryant, R. 2001. "Political ecology: A critical agenda for change?" In *Social Nature: Theory, Practice and Politics*, eds. N. Castree and B. Braun, 151-169. Oxford: Blackwell.

Davis, D. K. 2009. Historical Political Ecology: On the Importance of Looking Back to Move Forward. *Geoforum* 40(3): 285-286.

Week 3 - January 21: (Un)sustainable Pasts: Countering Colonial Myths

MacKenzie, Fiona D., 2000. Contested Ground: Colonial Narratives and the Kenyan Environment, 1920-1945, *Journal of Southern African Studies* 26(4): 697-718.

Optional Reading:

Davis, D. K. 2004. Desert 'Wastes' of the Maghreb: Desertification Narratives in French Colonial Environmental History of North Africa, *Cultural Geographies* 11(4): 359-387.

Week 4 - January 28: Land Cover Narratives and Indigenous Land Use Practices in West Africa

Ribot, J.C. 1999. A history of fear: imagining deforestation in the West African dryland forests. *Global Ecology and Biogeography* 8(3-4): 291-300.

Fairhead, J. and M. Leach. 1995. False Forest Histories, Complicit Social Analysis: Rethinking Some West African Environmental Narratives. *World Development* 23(6): 1023-1035.

Optional Reading:

Tappan, G.G., M. Sall, E.C. Wood, and M. Cushing. 2004. Ecoregions and land cover trends in Senegal. *Journal of Arid Environments* 59(3): 427-462.

Week 5 - February 4: Agroecology and Sustainability

Toensmeier, E. 2016. *The Carbon Farming Solution: A Global Toolkit of Perennial Crops and Regenerative Agriculture Practices for Climate Change Mitigation and Food Security*. White River Junction, VT: Chelsea Green Publishing. pp. 1-64.

Optional Reading:

Reij, C. 2014. "Re-Greening the Sahel: Linking Adaptation to Climate Change, Poverty Reduction, and Sustainable Development in Drylands." In *The Social Life of Forests: The Past, Present, and Future of Wooded Landscapes*. eds. S. Hecht, K. Morisson, C. Padoch, 303-312. Chicago: University of Chicago Press.

Week 6 - February 11: Mining and Resource Extraction in Peru

Bury, Jeffrey. 2005. Mining Mountains: Neoliberalism, land tenure, livelihoods, and the new Peruvian mining industry in Cajamarca. *Environment and Planning A* 37: 221-239.

Film: Open Pit (2011)

Optional Reading

Li, Fabiana. 2015. *Unearthing Conflict: Corporate Mining, Activism, and Expertise in Peru*. Durham: Duke University Press. pp. 1-34.

Winter Break - February 18

Week 7 - February 25: The Green Revolution and Biotechnology Annotated Bibliography Due @ 23.55

Borlaug, N. 1968. Wheat breeding and its impact on world food supply. In *Proceedings of the Third International Wheat Genetics Symposium*, eds. K. W. Finlay and K. W. Shepherd, 1-36. Canberra: Australian Academy of Science.

Moseley, W.G. 2017. A risky solution for the wrong problem: Why GMOs won't feed the hungry of the world. *The Geographical Review* 107(4): 578-583.

Optional Reading:

Herring, R. J. 2006. Why did "Operation Cremate Monsanto" fail? Science and class in India's great terminator-technology hoax. *Critical Asian Studies* 38(4): 467-493.

Week 8 - March 4: The Domesticated Landscape of Amazonia

Erickson, C.L. 2008. "Amazonia: The Historical Ecology of a Domesticated Landscape." In *Handbook of South American Archaeology*, eds. H. Silverman and W.H. Isbell, 157-183. New York: Springer.

Optional Reading:

Kuikuro, A., U. Tabata, J.C. Russell, M. Schmidt, C. Fausto, and B. Franchetto. "Amazonia 1492: Pristine Forest or Cultural Parkland?" 2014. In *The Social Life of Forests: The Past, Present, and Future of Wooded Landscapes*. eds. S. Hecht, K. Morisson, C. Padoch, 303-312. Chicago: University of Chicago Press.

Week 9 - March 11: Land Cover and Industrial Soy Farming in South America's "Soylandia"

Oliviera, G. and S. Hecht. 2016. "Sacred groves, sacrifice zones and soy production: globalization, intensification and neo-nature in South America." *The Journal of Peasant Studies* 43(2): 251-285. (Read ONLY Sections 1, 2, and 3)

Optional Reading:

Eloy, L. *et al.* 2016. "On the margins of soy farms: traditional populations and selective environmental policies in the Brazilian Cerrado." *The Journal of Peasant Studies* 43(2): 494-516.

Week 10 – March 18: Climate Change and the Anthropocene I

Shinn, J. E. 2016. Adaptive Environmental Governance of Changing Social-ecological Systems: Empirical Insights from the Okavango Delta, Botswana. *Global Environmental Change* (40): 50-59.

Moseley, W.G. 2016. Agriculture on the Brink: Climate Change, Labor and Smallholder Farming in Botswana. *LAND* 5(3).

Week 11 - March 25: Climate Change and the Anthropocene II

Carey, M. 2010. *In the shadow of melting glaciers: Climate change and Andean society*. Oxford: Oxford University Press.
(Read ONLY Chapters 1 and 2 – pp. 3-66)

Week 12 - April 1: Food Security and Food Sovereignty

Steckley M, and Y. Shamsie. 2015. Manufacturing Corporate Landscapes: The case of agrarian displacement and food (in)security in Haiti. *Third World Quarterly* 36(1): 179-197.

Optional Reading:

Steckley, M. 2016. Why 'race' matters in struggles for food sovereignty: Experiences from Haiti. *Geoforum* 72: 26-29.

Week 13 - April 8: Dams and displacement in India

Film: Dam/age: A Film with Arundhati Roy

Mehta, Lyla. 2011. "The social construction of scarcity: The case of water in western India." In *Global Political Ecology*, eds. R. Peet, P. Robbins, and M. J. Watts, 371-386. New York: Routledge.

Optional Reading:

Roy, Arundhati. 1999. *The Greater Common Good*. <http://www.narmada.org/gcg/gcg.html>

Final Paper Due: April 9 @ 23.55