



## ERST-IDST-POST 3601Y - Environment and Development

Fall/Winter Session 2010/2011 – Syllabus for Second Term

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<b><u>Office hours:</u></b>	Tuesday 1-2 pm Wednesday 10- 12 pm. and by appointment, or drop in	Monday, 1-3 pm. Wednesday 10-12 pm. and by appointment, or drop in

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**Course time and location:** **Lecture:** Thursday, 1 – 2:50 pm, GSC 115  
**Seminars:** Thursday, 4-4:50 pm, OCA 206  
 Thursday, 5-5:50 pm, OCA 206

### **Description of the course:**

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 developing countries, while exploring where possible comparisons with Canadian issues.

The course consists of a two hour class each week plus a one hour seminar. Stephanie Rutherford will teach the course during the Fall term, and Stephen Bocking will teach in the Winter term.

### **Grading Scheme – Winter term**

- Five class papers **15%**
- Seminar participation **10%**
- Two in-class tests (**Feb 10 and Mar 17**) 5% (higher grade) & 3% (lower grade) **8%**
- Final exam (**April exam period**) **17%**

## **Explanation of Assignments & Grading**

**Class papers:** In the Winter term you are to write five papers, of about 600-900 words each, based on the readings of any five (your choice) of the classes. Each paper is to identify and synthesize the key themes of all the readings for that class. Each paper will be due (via WebCT) by the end of the day (i.e., midnight) of the class.

**Seminar participation:** A portion of your grade is based on your participation in the seminars. Indeed, a goal of this course is to encourage a collaborative and creative working and learning environment—your engaged participation is therefore a vital component to its success. The following elements will be taken into account when determining the participation mark: attendance, familiarity with readings, active participation, and contribution to the learning of your peers.

**In-class tests:** Two tests are scheduled at the beginning of the classes on February 10 and March 17, and will be based on material from the preceding classes. These are intended as practice for the final exam.

**Exams:** There will be a final exam in the April exam period. It will cover the entire second term. More information about this exam will be provided in the last class.

### **General information:**

**Due dates and late papers:** Late assignments will be penalized at 2% of the value of the assignment per weekday late. Weekends will be treated as a single weekday.

**Academic Integrity:** Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from a 0 grade on 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](http://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/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Disability Services Office (BL Suite 109, 748-1281, [disabilityservices@trentu.ca](mailto:disabilityservices@trentu.ca)) as soon as possible.

**Required Texts:** Some of the required readings for the Winter term are available in a text: Richard Peet and Michael Watts, eds., *Liberation Ecologies: Environment, Development, Social Movements*, Second Edition (Routledge, 2004). It is available at the Trent Bookstore. Some readings will also be available online, at the myLearningSystem (WebCT) course page. The readings correspond to the topics to be considered in the lectures and seminars, and should be read before the relevant classes.

## CLASS SCHEDULE & READINGS – WINTER TERM 2011

### **January 13: Introduction to the Winter term**

### **January 20: Environment and Development Case Study: Costa Rica – how deep is the “greening”?**

- Jerry Courvisanos & Ameeta Jain, “A Framework for Sustainable Ecotourism: Application to Costa Rica,” Tourism and Hospitality Planning & Development, 2006, 3(2): 131-142. [available online]
- Edward J. Martin, “Sustainable Development, Postmodern Capitalism, and Environmental Policy and Management in Costa Rica,” Contemporary Justice Review, 2004, 7(2): 153-169. [available online]
- Michael J. Miller, “Biodiversity Policy Making in Costa Rica: Pursuing Indigenous and Peasant Rights,” Journal of Environment & Development, 2006, 15: 359-381. [available online]

### **January 27: Developing the Environment: The World Bank**

- Michael Goldman, "Eco-governmentality and other transnational practices of a 'green' World Bank," in: Liberation Ecologies, pp. 166-192.
- Other readings to be assigned.

### **February 3: Problems with parks – development and wildlife conservation**

- Ramachandra Guha, "The Authoritarian Biologist and the Arrogance of Anti-Humanism: Wildlife Conservation in the Third World," The Ecologist, 1997, 27(1): 14-20. [available online]
- Roderick P. Neumann, "Nature-State-Territory: Toward a Critical Theorization of Conservation Enclosures," in: Liberation Ecologies, pp. 195-217.
- Caroline Fraser, “As Tigers Near Extinction, A Last-Ditch Strategy Emerges” Yale Environment 360, November 2010. [available online]
- Fred Pearce, “Why Africa’s National Parks Are Failing to Save Wildlife” Yale Environment 360, January 2010.
- Other readings to be assigned.

### **February 10: Development and communities**

- Haripriya Rangan, "From Chipko to Uttaranchal: The Environment of Protest and Development in the Indian Himalaya," in: Liberation Ecologies, pp. 371-393.
- Other readings to be assigned.

First in-class test.

### **February 17: Violence and the environment**

- Terry Lynn Karl, "Oil-Led Development: Social, Political and Economic Consequences," in: The Encyclopedia of Energy, ed. Cutler J. Cleveland (forthcoming) [available online].
- Philippe Le Billon, "The Political Ecology of War: Natural Resources and Armed Conflicts," Political Geography, 2001, 20: 561-584 [available online].

- Michael Watts, "Violent Environments: Petroleum Conflict and the Political Ecology of Rule in the Niger Delta, Nigeria," in: Liberation Ecologies, pp. 273-298.

<< **Reading Week** >>

**March 3: Agriculture, development, and the environment**

- R. C. Lewontin & R. Levins, "Science and Progress: Seven Developmentalist Myths in Agriculture," in: Biology under the influence: dialectical essays on ecology, agriculture, and health (Monthly Review Press, 2007), pp. 321-328. [available online]
- Fred Pearce, "Out of the Demographic Trap: Hope for Feeding the World," Yale Environment 360, April 2010. [available online]
- Mike Davis, "The Political Ecology of Famine: The Origins of the Third World," in: Liberation Ecologies, pp. 48-63.
- Other readings to be assigned.

**March 10: Agricultural Biotechnology**

- Vandana Shiva, "Seed Satyagraha: A Movement for Farmers' Rights and Freedoms in a World of Intellectual Property Rights, Globalized Agriculture and Biotechnology", in B. Tokar (ed) Redesigning Life? (Zed, 2001), pp.351-360.
- Clapp, Jennifer, "Unplanned Exposure to Genetically Modified Organisms: Divergent Responses in the Global South," Journal of Environment & Development, 2006, 15(3): 3-21.
- Other readings to be assigned.

**March 17: Gender Issues in Environment and Development**

- Cecile Jackson, "Doing What Comes Naturally? Women and the Environment in Development," World Development, Vol.21, No.12, 1993, pp.1947-1963.
- Richard A. Schroeder and Krisnawati Suryanata, "Gender and Class Power in Agroforestry Systems: Case Studies from Indonesia and West Africa," in: Liberation Ecologies, pp. 299-315.
- Judith Carney, "Gender Conflict in Gambian Wetlands," in: Liberation Ecologies, pp. 316-335.

Second in-class test

**March 24: No class**

**March 31: The urban environment**

- Readings to be assigned.

**April 7: Term review**