

**DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY
FINAL COURSE OUTLINE: FALL 2020**

Development Studies 405 – Environment and Development

Instructor: Darren Hedley	Office: n/a
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Contact Information

Students can contact the instructor during working hours, generally by email. I will strive to answer within 24 hours if not earlier, and will advise in advance if other work responsibilities may restrict my ability to respond immediately.

Official Course Description

Critical engagement with sustainability through study of the intersections between environment and development, such as planning and development, management, and implementation, the political economy of environment, and political ecology. Topics may include political and economic systems, resource depletion, industrial agriculture, biodiversity, gender, hazards, traditional knowledge, and resistance.

Course Objectives

The course will guide students through a review of selected challenges of sustainable development, emphasizing the environment and poverty issues that are most pressing to marginalized urban and rural households in the global South. Key approaches and methods will be taught, based on practical experiences, on how to develop sustainable water and sanitation services, and how to promote adaptation, resilience and climate-smart agriculture. A critical attitude will be encouraged through review of diverse views on sustainable development, but especially encouraging a reflective, learning approach to development practice. After training in project proposal preparation, individual students will prepare a proposal as their term paper.

Online meeting schedule

Section	Meeting Time	Meeting Dates
LECTURE	TR 12:30-1:50 PM	Sep 8, 10, 15, 17, 22, 24, 29, Oct 1, 6, 8, 13, 15, 20, 22, 27, 29, Nov 3, 5, 10, 12, 17, 19, 24, 26, Dec 1, 3 8
Office hours	R 3:30-5:00	Will set up zoom meeting with waiting room for those who wish to meet during this time. Please indicate in advance and/or be on hand at 3:30, if no students are there I will not wait

Lecture Schedule

Week/ Dates	Topic	• Required Readings/Resources (refer to list below)
1) 8 & 10 Sept	Introduction	<ul style="list-style-type: none"> • UN-Water (2019)
2) 15 & 17 Sept	Global Climate and Environment Challenges	<ul style="list-style-type: none"> • McGregor, Swanson, in Desai & Potter (6.2, 6.7) (climate change, biodiversity) • Roy et.al. (2018) (IPCC climate, poverty) <p>Recommend:</p>

		<ul style="list-style-type: none"> • Cook et.al (2016) (Climate change consensus) • Clapp & Dauvergne (2005) Ch 1
3) 22 & 24 Sept	Sustainable Development Governance, Intro to term project	<p>Browse: https://www.un.org/sustainabledevelopment/sustainable-development-goals/</p> <ul style="list-style-type: none"> • Rakodi, Satterthwaite, Desai, Clark, Boas, Whitman, in Desai & Potter (5.4, 5.6, 10.6, 10.7, 10.11, 10.13) (poverty, urbanization & environment, NGOs, state, multilaterals and United Nations)
4) 29 Sept & 1 Oct	Urban 1: Environmental Challenges	<ul style="list-style-type: none"> • Satterthwaite et.al. (2019) (Sanitation) Recommend: • Staddon et.al. (2020) (Water coronavirus)
5) 6 & 8 Oct	Urban 2: Water Supply & Sanitation Approaches Guest Speaker: Catherine Kadimba-Mwanamwambwa: Experiences in Lusaka, CARE Zambia	<ul style="list-style-type: none"> • Mitlin et.al. (2019) (Water)
6) 13 & 15 Oct	Urban 3: Urban Environment & Governance Approaches, <i>15 Oct - Outline for Individual Project due</i>	<ul style="list-style-type: none"> • Davis-Reddy & Vincent (2017) (climate risk & vulnerability)
7) 20 & 22 Oct	Project Proposal Training, Review of Sustainable Development Perspectives	<ul style="list-style-type: none"> • Global Affairs Canada (2018) (RBM guide) • Frankenberger et.al. (2020) Recommend: • Clapp & Dauvergne (2005) Ch 2 • Redclift, Cannon, Koundori & Kountouris, Jacobs, in Desai & Potter (6.1, 6.6, 6.8, 6.12) (sustainable development, disasters, water management, livelihood strategies)
8) 27 & 29 Oct	Capacity-building and knowledge generation approaches Guest Speaker: Leslie Stewart, FUNDAEC Colombia	<ul style="list-style-type: none"> • Mullen, Zoomers, Pretty, in Desai & Potter (3.1, 3.2, 3.6) (poverty, livelihoods, agricultural sustainability) Recommend: • Chambers (2017) Ch 5, 6
9) 3 & 5 Nov	Rural 1: Climate Change Adaptation Nov 3 - Mid-Term Exam	<ul style="list-style-type: none"> • Ashby & Pachico (2012) Recommend: • Henly-Shephard & Sagara (2018) (measuring resilience)

Week of 9 Nov	Term Break	
10) 17 & 19 Nov	Rural 2: Food Security & Resilience Guest Speaker: Godfrey Mitti, African experiences, Conservation Agriculture	<ul style="list-style-type: none"> • Gordillo & Jeronimo (2013) (sovereignty) • FAO (n.d.) (agroecology) • Corbeels et.al. (n.d.) (conservation agriculture)
11) 24 & 26 Nov	Rural 3: Water and Food Security 26 Nov - Keynote Speaker: Lyla Mehta, Institute for Development Studies: HLPE Report	<ul style="list-style-type: none"> • HLPE Report (2015)
12) 1 & 3 Dec	Term project work	<ul style="list-style-type: none"> • Essay write-shop + Group work preparations
13) 8 Dec	Conclusions 10 Dec - Project proposal due	<ul style="list-style-type: none"> • Group Presentations

In addition, a guest speaker series is being offered on Fridays at 11:00 AM through DEST 375 Gender and Development, this will be open to DEST 405 students and it is strongly recommended that all DEST 405 students attend as many of these as possible.

Course Learning Outcomes

The Department of Anthropology and Archaeology is committed to student knowledge and skill development. The key learning outcomes for this course are provided below:

- Understand the main environmental challenges facing developing countries, think critically about and interrogate the various explanations and arguments pertaining to the environment and development, including social, economic and political dimensions
- have an understanding of key approaches and issues in the planning, management and implementation of sustainable development programs, with detailed review of selected program and policy approaches in urban environments (especially water and sanitation) and rural environments (particularly agriculture and natural resource management)
- be equipped with an understanding of the roles and relationships between various development actors including international and local governmental organizations, non-governmental and private sector actors, and other participatory mechanisms such as movements
- receive an exposure to a number of principle project management tools and methods
- have improved their writing, reading, research and analytical skills
- have improved their ability to engage in constructive criticism

Prerequisites

3 units from Development Studies 393 (which requires DEST 201), Anthropology 313, Indigenous Studies 317

Learning Resources (Reading List)

The following reports and many of the journal articles are all available online free of charge to all, while

other journal articles require university log-in for access. The required readings will not change during the course, however there may be additional recommended resources (papers, videos, etc) that will be shared subsequently.

Required:

(in some cases, specific chapters / pages to be read will be indicated prior to the relevant lectures):

Ashby, J., & Pachico, D. (2012) Climate change - from concepts to action: a guide for practitioners.

Baltimore: Catholic Relief Services. Retrieved from

<https://www.fsnnetwork.org/sites/default/files/climate-change-from-concepts-to-action.pdf>

Corbeels, M., et.al. (2020). Limits of conservation agriculture to overcome low crop yields in sub-Saharan Africa. 1. Nature Food

Davis-Reddy, C.L., & Vincent, K. (2017). Climate risk and vulnerability: a handbook for Southern Africa (2nd Ed). Pretoria, South Africa: CSIR. Retrieved from

https://researchspace.csir.co.za/dspace/bitstream/handle/10204/10066/Davis_20312_2017.pdf?sequence=1

Chapter 4, 5, 8, 10, 13, 14, 15

Desai, V., & R. Potter (2008) The companion to development studies. London: Hodder Education

This was on the required reading list for DEST 201 so presumably all students will have it or previously read parts of it. It is available from the University Library. Relevant papers are chapters 3.1, 3.2, 3.6, 5.4, 5.6, 6.1, 6.2, 6.6, 6.7, 6.8, 6.12, 10.6, 10.7, 10.11, 10.13 - discussed in the schedule.

FAO (n.d.) The 10 elements of agroecology: guiding the transition to sustainable food and agriculture systems. Food and Agriculture Organization, Rome.

Frankenberger, T., et.al. (2020). Analysis of integrated activities addressing food security, adaptation, and resilience. Washington: Chemonics

Executive Summary, Key Findings

Gordillo, G., & O. Jeronimo (2013). Food Security and Sovereignty. Retrieved from <http://www.fao.org/3/a-ax736e.pdf>

HLPE (2015). Water for food security and nutrition: a report by the High Level Panel of Experts on Food Security and Nutrition of the Committee on World Food Security. Rome: FAO. Retrieved from

<http://www.fao.org/3/a-av045e.pdf>

Mitlin, D., V.A. Beard, D. Satterthwaite, & J. Du. (2019). Unaffordable and Undrinkable: Rethinking Urban Water Access in the Global South. Washington, DC: World Resources Institute. Retrieved from www.citiesforall.org

Roy, J.et.al. (2018). IPCC Climate Report 2018: sustainable development, poverty eradication and reducing inequalities. pp. 451-459

Satterthwaite, D., V. Beard, D. Mitlin, & J. Du (2019) Untreated and unsafe: solving the urban sanitation crisis in the global south. Washington, DC: World Resources Institute. Retrieved from www.citiesforall.org

UN-Water (2019). UN-Water Policy Brief on Climate Change and Water. Retrieved from

<https://www.unwater.org/publications/un-water-policy-brief-on-climate-change-and-water/>

Recommended:

Chambers, R. (2017). Can we know better? Reflections for development. London: Practical Action Publishing. Retrieved from <https://doi.org/10.3362/9781780449449>
Chapter 5, 6

Clapp, J. & P. Dauvergne (2005) Paths to a Green World: The Political Economy of the Global Environment. Cambridge, Massachusetts: MIT Press. Retrieved from https://www.researchgate.net/publication/227458564_Paths_to_a_Green_World_The_Political_Economy_of_the_Global_Environment
Chapters 1, 2, 3, 4, 8

Cook, J., et.al. (2016). Consensus on consensus: a synthesis of consensus estimates on human-caused global warming. Environmental Research Letter. 11, Retrieved from <https://doi.org/10.1088/1748-9326/11/4/048002>

Global Affairs Canada (2016). Results-based management for international assistance programming at Global Affairs Canada: a how-to guide. Ottawa: Global Affairs Canada. Retrieved from https://www.international.gc.ca/world-monde/assets/pdfs/funding-financement/results_based_management-gestion_axee_resultats-guide-en.pdf
Part 1, Sections 2.1, 2.2, 2.5, 2.7, 3.5, part 4

Henly-Shepard, S., Sagara, B., 2018. Resilience measurement practical guidance note series: an overview. Mercy Corps. Retrieved from https://www.fsnnetwork.org/sites/default/files/GN_Overview_Final.pdf

C, Staddon. et.al. (2020). Water insecurity compounds the global coronavirus crisis. Water International, 45:5, 416–422.

Learning Technologies and Requirements

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology.

- A computer with a supported operating system, as well as the latest security and malware updates
- A current and updates web browser
- Webcam (built in or external – this should generally be left on during lectures)
- Microphone and speaker (built in or external) or headset with microphone
- Broadband internet connection
- Access to Youtube

Grading (Weighting)

Outline for Individual Project - 10% (Due: October 15th)

As the first step in preparing the individual project (see below), students will do some preparatory reading on the topic of their choice, and share an initial outline of their plans.

Midterm exam: 20% (Nov 3)

Short & long answers and multiple choice. All materials in-class and in the readings to date will be covered, including guest lectures for DEST 405.

Individual Project – Proposal 35% (Due: Dec 10)

Students will present a proposal for a sustainable development project related to course themes. The proposal will describe how they would do the assessment, project design, baseline, stakeholder engagement, monitoring, evaluation and learning plan. More details to be discussed in class. Upload to D2L.

*Late assignments will be penalized by 10% per day, unless otherwise noted.

Final exam: 35% (**Exam period)

This will be scheduled by the Registrar's Office. Further details to be provided closer to the date.

- It is **not** essential to pass all components to pass the course as whole
- In case a student does not complete one component, they must be completed within 2 weeks of the due date
- If exams are open book, indicate whether course notes, e-texts, or online resources are allowed.

Grading System

Use EITHER this grading system (percentages are the Departmental standard for Undergraduates ONLY):

95–100	A+	75–	B	59–	C-
		79.9		62.9	
90–94.9	A	71–	B-	55–	D+
		74.9		58.9	
85–89.9	A-	67–	C+	50–	D
		70.9		54.9	
80–84.9	B+	63–	C	<50	F
		66.9			

Supplementary Fees

n/a

Referencing Standard

In written work presented in this class, the accepted method for referencing the work of others will be the Chicago Manual of Style: <https://www.chicagomanualofstyle.org/home.html>

Statement of Inclusivity

Students should be aware of the diverse nature of society, and be respectful of different ways that others may have in their participation. This course emphasizes cross-cultural learning and listening.

All interventions during lectures should be respectful, polite, humble, while open and frank.

The University of Calgary would like to take this opportunity to acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III.

SUPPLEMENTAL INFORMATION

Principles of Conduct

The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: www.ucalgary.ca/pubs/calendar/current/k.html.

Plagiarism, Cheating, and Student Misconduct

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: www.ucalgary.ca/pubs/calendar/current/k-3.html. Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: <https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Anthropology and Archaeology recommends that they attend Academic Integrity workshops offered through the Student Success Centre: <https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity>

Instructor Intellectual Property

Information on Instructor Intellectual Property can be found at <https://www.ucalgary.ca/policies/files/policies/Intellectual%20Property%20Policy.pdf>

Freedom of Information and Protection of Privacy

Freedom of Information and Protection of Privacy (FOIP) legislation in Alberta disallows the practice of having students retrieve assignments from a public place, such as outside an instructor's office, the department office, etc. Term assignments will be returned to students individually, during class or during the instructor's office hours; if students are unable to pick up their assignments from the instructor, they must provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

Human subjects

Students are not expected to participate as subjects or researchers.

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared,

distributed or published with the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behavior in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. Student Non Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your Zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Accessibility

The lecture will be presented on Zoom so students will need to be able to read these and listen to the lectures.

Posting of Grades and Picking-up of Assignments

Graded assignments will be returned by the instructor or teaching assistant personally during scheduled lecture or laboratory periods, unless they are made available electronically through the course D2L webpage. Grades and assignments will not be available at the Department of Anthropology and Archaeology's main office.

Academic Accommodations

It is the student's responsibility to request academic accommodations, according to the university policies and procedures listed in the University Calendar.

The student accommodation policy can be found at:

https://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

Students needing an accommodation based on a protected ground other than disability should communicate this need, preferably in writing to their instructor or the Department Head (email: pcdawson@ucalgary.ca).

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright <https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf> and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure

they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Act.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university community, such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Students requiring assistance are encouraged to email the Student at Risk line if they or others appear to need wellness assistance: sar@ucalgary.ca. For more immediate response, please call: 403-210-9355 and select option #2.

Contact Information for Student and Faculty Representation

- Student Union VP Academic 403-220-3911, suypaca@ucalgary.ca
- Students Union Representatives for the Faculty of Arts – 403-220-3913, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca
- Student Ombuds Office information can be found at: www.ucalgary.ca/ombuds/

Campus Safewalk

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day, to any location on Campus, including the LRT station, parking lots, bus zones, and university residences. Contact Campus Security at 220-5333 or use a help phone, and Safewalkers or a Campus Security officer will accompany you to your campus destination.