

THE DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY

DEVELOPMENT STUDIES INTERDISCIPLINARY PROGRAM

DEST 405: Winter 2018
Environment and Development
Tue/Thur 930am-1045am

Instructor: Ben McKay

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Office Hours: 11am-12pm Tues/Thur, or by appointment

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Office Hours TBD

Prerequisites:

DEST 393 or permission from instructor

Course description:

What is the relationship between the environment and development? Is economic growth and high levels of per capita income a necessary precondition to ensure sustainable forms of development? Or are current forms of globalization exacerbating inequalities and contributing to environmental degradation? Why is so little being done by nation-states and international organizations to address the severe global environmental problems such as climate change, deforestation and biodiversity loss? This course will help you think critically and answer these and other similar questions linked to the global political economy of environmental change.

You will become familiar with the key debates concerning the relationship between the environment and development through a deep understanding of four broad and contrasting worldviews. Analyzing various issues through these competing lenses will strengthen your capacity for critical thinking and analysis, as well as for understanding the debates in policy-making and in the literature regarding the environment and development. After understanding the underlying logics, arguments and assumptions of each, you will use these analytical lenses to interrogate the debates over various issues concerning global environmental change such as: the role of the state, globalization, environmental governance, economic growth, sustainable development, trade, investment, finance, extractive industries, agriculture, climate change, among others.

Learning Outcomes

After taking this course, students should be able to:

- Think critically and interrogate the various explanations and arguments pertaining to the environment and development

- Describe the emergence of, and diversity within, approaches to sustainable development
- Explain how global environmental problems are fundamentally grounded in social, economic and political relations
- Explain the roles and relationships between governments and forms of governance in global environmental politics
- Write an analytical research paper at an advanced level
- Critically evaluate issues related to the relationship between the environment and development

Learning methods:

This course combines (a) lectures, (b) student-led discussion and presentations, (c) video and films, and (d) student-led peer review exercises.

Methods of assessment:

Online Plagiarism Tutorial and Test: 2.5%

As a prerequisite for submitting written assignments for this course students are required to complete the University of Indiana’s “How to Recognize Plagiarism” online tutorial and test, available at: <https://www.indiana.edu/~academy/firstPrinciples/index.html>

Due: February 1st, 2018

Upon successful completion of the test, students must submit a copy of their certificate to the D2L platform. The certificate is your contract with the course instructor indicating that you will not engage in plagiarism in any form in this class, and it is a requirement for the submission of your written work.

Participation: 10%

Participation is an important component of this class. You are expected to come to class having done all the readings and ready to actively participate in the lectures by engaging in discussion and asking questions. Pop-quizzes and in-class assignments, if deemed necessary by the instructor, will be worth 2% of your participation grade. The final participation grade will be out of 10%, based on the following components and at the discretion of the instructor:

- a) Quality of participation and engagement with the required readings during the lectures
- b) Pop-quizzes and in-class assignments (if deemed necessary by instructor)

Student-led group work: 7.5%

This session aims to be a wrap up and synthesizing student-led exercise on the various relevant theoretical frameworks in understanding the environment and development. After this session, students are expected to be more at ease in using the analytical tools learned during the past sessions. Mechanics: students will be organized into groups of four, use meta cards, posters, pictures, drawings, acting, etc. (no PowerPoint) to present and explain strengths and weaknesses of a particular approach/framework as applied to an issue of choice; followed by a vibrant discussion. 5 minute presentations, followed by 3 minute discussion. More details to be discussed in class.

Mid-term exam: 20%

Short answers and multiple choice. All materials in-class and in the readings up to and including February 8th will be covered.

Film Reviews: 15%

Students will write one film review based on *either* After the Flood *or* Under the Rich Earth (choose one). The review will use two competing worldviews (lenses) discussed in class to analyze the various environment and development issues raised in the film. Reviews should be between 800 to 1000 words (max), not including bibliography. More details to be discussed in class.

Student-led peer review: 15%

This is another student-led exercise. But this time, it is more of an individual work, than group work. Mechanics: students will be asked to present an expanded outline of their final essay for this course, presenting their emerging argument. It will be subject to an individual lead discussant and plenary discussion. After this exercise, students' ability and ease in using abstract theoretical concepts in order to make sense of concrete empirical issues are expected to be further enhanced. More details to be discussed in class.

Final essay: 30%

Details to be discussed in class.

*All written assignments (including plagiarism certificate) should be uploaded to D2L, unless otherwise instructed. Late assignments will be penalized by 10% per day.

For referencing style, use APA. See <https://owl.english.purdue.edu/owl/resource/560/01/>

Please note: No Registrar-scheduled Final Exam.

The final mark out of 100, will then be converted to a letter grade as follows:

A+	94.9 – 100%	A	89.9 – 94.8%	A-	84.9 – 89.8%
B+	79.9 – 84.8%	B	74.9 – 79.8%	B-	70.9 – 74.8%
C+	66.9 – 70.8%	C	62.9 – 66.8%	C-	58.9 – 62.8%
D+	54.9 – 58.8%	D	49.9 – 54.8%	F	49.8 and below

Required textbook:

Clapp and Dauvergne (2011) *Paths to a Green World*, 2nd Edition. Cambridge and London: MIT Press (Available in bookstore)

Course structure and content

January 9th – Introduction to the course

Required Reading

- No assigned readings

January 11th – Four Environmental Worldviews

Required Reading

- Clapp and Dauvergne, Chapter 1

January 16th – Market Liberals and Institutionalists

Required Reading

- UNEP (2011) 'Introduction: Setting the stage for a green economy transition' in Towards A Green Economy: Pathways to Sustainable Development and Poverty Eradication. UNEP: Nairobi. Pp. 14-24 (10 pages) Available from https://web.unep.org/greeneconomy/sites/unep.org/greeneconomy/files/publications/ger/ger_final_dec_2011/1.0-Introduction.pdf
- Cato, Molly Scott (2009) Environment and Economy, Chapters 3 and 4. Pp. 34-66 (28 pages)

January 18th – Bioenvironmentalists

Required Reading

- Gould, W.T.S. (2009) Population and Development. London: Routledge, Ch. 2 'How population affects development: Malthus and Boserup', pp. 49-75 (26 pages)
- Daly, H.E. (2005) Economic in a Full World, Scientific American, 293, pp.100-107 (8 pages)

Recommended Reading

- Wilson, Kalpana (2015) 'The "new" global population control policies: Fuelling India's sterilization atrocities', *Different Takes* 87, pp. 1-3 (Hampshire College, Amherst MA, Population and Development Programme). (3 pages) https://dspace.hampshire.edu/bitstream/10009/940/1/popdev_differenttakes_087.pdf
- Costanza et al. (2015) 'Humanity's Current Dilemma', in *An Introduction to Ecological Economics*, 2nd Edition, CRC Press: Boca Raton, FL. Pp.1-24 (24 pages)

January 23rd – Social Greens

Required Reading

- Cato, Molly Scott (2009) Environment and Economy, Chapters 6 and 7. Pp. 85-115 (30 pages)

January 25th – The State

Required Reading

- Clapp (2007) 'Threats to the Environment in an Era of Globalization: An End to State Sovereignty?' In (eds) Schrecker, T. *Surviving Globalism: The Social and Environmental Challenges*. London: Macmillan Press. Pp. 123-137 (15 pages).

January 30th – Globalization, Environment and Development

Required Reading

- Clapp and Dauvergne, Chapter 2. Pp.19-45 (26 pages)
- Hines (2003) 'Time to Replace Globalization with Localization', *Global Environmental Politics*, Vol. 3, No. 3, pp. 1-7. (7 pages)

February 1st – Global Environmental Governance

Required Reading

- Clapp and Dauvergne, Chapter 3, pp. 47-86 (39 pages)

February 6th – Economic Growth and Environmental Change

Required Reading

- Clapp and Dauvergne, Chapter 4, pp. 87-125 (38 pages)

February 8th – Sustainable Development

Required Reading

- Brundtland Commission (1987) 'Towards Sustainable Development', *Our Common Future*, Oxford: Oxford University Press. Chapter 2 pp. 41-51 (10 pages)
- Redclift, Michael R. (2007), 'Sustainable development (1987-2005): an oxymoron comes of age,' *Horizontes Antropológicos* v.3, 12(25): 65-84. (19 pages)

February 13th – Student-led group work

- Details will be discussed in class

February 15th – Mid-term exam

February 20th – Reading Week

February 22nd – Reading Week

February 27th – Global Trade and the Environment

Required Reading

- Clapp and Dauvergne, Chapter 5, pp. 127-159 (32 pages)
- DeSombre, Elizabeth R., and J. Samuel Barkin. 2002. Turtles and Trade: The WTO's Acceptance of Environmental Trade Restrictions. *Global Environmental Politics* 2 (1): 12–18. (6 pages)

March 1st – The Green Economy: Corporations, Investment and the Environment

Required Reading

- Clapp and Dauvergne, Chapter 6, pp. 161-191 (30 pages)

Recommended Reading

- Lander E. (2011), 'The Green Economy: the Wolf in Sheep's clothing'. Transnational Institute, Netherlands. <http://www.tni.org/report/green-economy-wolf-sheeps-clothing>

March 6th – Global Finance and the Environment

Required Reading

- Clapp and Dauvergne, Chapter 7, pp. 193-225 (32 pages)

March 8th – Climate Change and Paths to a Green World

Required Reading

- Clapp and Dauvergne, Chapter 8, pp. 227-249 (22 pages)
- World Bank (2010) *World Development Report 2010: Development and Climate Change*. Washington: World Bank. Pp. 1-11 (12 pages)

Recommended Reading

- Storm, S. (2009) 'Capitalism and Climate Change: Can the Invisible Hand Adjust the Natural Thermostat?', *Development and Change*, Vol. 40, No. 6, pp. 1011-1034 (23 pages)

March 13th – Film Screening: Before the Flood [Documentary] (1 hour, 36min)

March 15th – Extractive Industries and the Environment

Required Reading

- Bebbington, A., Hinojosa, L., Bebbington, D. H., Burneo, M. L., & Warnars, X. (2008). Contention and ambiguity: Mining and the possibilities of development. *Development and Change*, 39(6), 887-914 (27 pages)
- McKibben, Bill. (2012) "Why Not Frack?" in *New York Review of Books* (March 8, 2012) <http://www.nybooks.com/articles/2012/03/08/why-not-frack/> (5 pages)

March 20th – Agriculture and the Environment Part I: The Limits to Industrial Agriculture

Required Reading

- Weis, T. (2010) The Accelerating Biophysical Contradictions of Industrial Capitalist Agriculture, *Journal of Agrarian Change*, Vol. 10, No. 3, pp.315-341 (26 pages)

March 22nd – Agriculture and the Environment Part II: Agroecological Alternatives

Required Reading

- Altieri, M.A and M. Toledo. (2011) The agroecological revolution in Latin America: rescuing nature, ensuring food sovereignty and empowering peasants, *Journal of Peasant Studies*, Vol. 38, No. 3, pp.587-612 (25 pages)

March 29th – Film Screening: Under Rich Soil [Documentary]

April 3rd – Global Environmental Justice

Required Reading

- Martinez-Alier et al (2016) 'Is there a global environmental justice movement?', *Journal of Peasant Studies*, Vol. 43, No. 3, pp. 731-755 (24 pages)

April 5th – Gender and the Environment

Required Reading

- Agostino, A. 'Climate Justice and Women's Agency: Voicing other ways of doing things' (in press) in R. Baksh and W. Harcourt (eds) (in press) *Transnational Feminist Movements: Knowledge, Power and Social Change*: New York: Oxford University Press America, Section 9, Chapter 34

April 10th – Essay outline presentations and peer review

- Details to be discussed in class

April 12th – Essay outline presentations and peer review/wrap up and course overview

April 16th-26th – Exam Week: Final Essay Due (TBA)

PLAGIARISM AND CHEATING

Plagiarism: "to steal and pass off the ideas or words of another as one's own" (Webster's). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Department of Anthropology and Archaeology's policy on intellectual honesty

DEFERRED EXAMS:

A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. The instructor at their discretion may transfer the percentage weight for the test to the final examination, if there is a final examination in the course, set another test, etc. An instructor will normally make this decision on the basis of verbal information provided by the student. In the event that an instructor feels that they cannot judge the veracity of the information provided, Students must be aware that they are responsible for payment of any charge associated with the medical assessment and documentation as this service falls outside the realm of services provided by the Provincial Health Care Plan. Deferral of the registrar scheduled final exam requires Registrar approval.

If a deferred exam is administered, the format of the exam may be different than the original exam.

ACADEMIC ACCOMMODATIONS

<http://www.ucalgary.ca/access/accommodations/policy>

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

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor of this course.

ACADEMIC INTEGRITY

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student's individual academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program.

For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and entering (forcibly entering an office to gain access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University

TEACHING EVALUATIONS / USRI (Universal Student Ratings of Instruction)

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. Your responses make a difference, please participate! Website: <http://www.ucalgary.ca/usri/>

Writing Across the Curriculum

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success

Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance

Emergency Evacuation Assembly Points: In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Freedom of Information and Protection of Privacy Act:

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. Please refer to the following link for detailed information: <http://www.ucalgary.ca/legalservices/foip>
The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternative arrangements with the course instructor early in the term.

Safewalk Information: Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

Faculty of Arts Program Advising and Student Information Resources: Have a question, but not sure where to start? Arts Students' Centre

The Faculty of Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require.

In addition to housing the Associate Dean, Undergraduate Programs and Student Affairs and the Associate Dean for Teaching and Learning, the Arts Students' Centre is the specific home to:

- program advising
- the Faculty's Co-operative Education Program
- the Arts and Science Honours Academy
- the Faculty's Interdisciplinary Programs
- a Student Help Desk

Location: Social Sciences Room 102

Phone: 403.220.3580

Email: ascarts@ucalgary.ca

Website: arts.ucalgary.ca/undergraduate/

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contacts for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca

arts2@su.ucalgary.ca
arts3@su.ucalgary.ca
arts4@su.ucalgary.ca

Ombudsman`s office: <http://www.ucalgary.ca/ombuds/>