

**THE DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY  
DEVELOPMENT STUDIES  
DEST 593 HONOURS  
FALL, 2017**

**CONTACT INFORMATION**

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Office Location: ES 832  
Office Hours: By Appointment  
Class Time: 12-2:45, Monday  
Class Location: ES 822

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**PREQUISITES**

Good standing in Development Studies and the Honours Program.

**COURSE MATERIALS**

Assigned readings will be discussed in detail during class, or in some cases, may simply serve as the contextual framework for discussion. Assigned materials are the basis for written work and class presentations, although you are encouraged to use other relevant material as well.

**REQUIRED READINGS**

We will use all or selected items from these:

Walker, Brian and David Salt

2006 Resilience Thinking, Sustaining People and Ecosystems in a Changing World. Island Press.

Nabhan, Gary Paul

2012 Where Our Food Comes From, Retracing Nikolay Vavilov's Quest to End Famine. Island Press.

Parenti, Christian

2012 Tropic of Chaos, Climate Change and the New Geography of Violence. Nation Books. Nation Books.

Sachs, Jeffrey D.

2015 The Age of Sustainable Development. Columbia University Press.

**COURSE DESCRIPTION**

This is a working seminar, one that requires collaboration and input from everyone. In general we will focus on interdisciplinary approaches to Community Development, on systems thinking, on food, water and energy systems, climate change and development, top down agendas such as the U.N. Sustainable Development Goals, and bottom up approaches situated in Sustainable Livelihood approaches. The frameworks that we discuss are spatially and temporally explicit, meaning that we will deal with the global, regional and local in terms of scales of analysis, and the local, regional, national and international in terms of sociopolitical

levels or organization. We will work with Sustainable Development, Resilience and Sustainability frameworks. We will avoid abstract theoretical discussions in favor of understanding practical solutions to real world problems. While some scholars and policy makers still think about development as if it is needed in some other place or country, the so-called “less developed,” North America and Europe are part of the cultural and geographic development landscape and must be included as well. This course is organized in the manner of professional workshops that I attend all over the world. It is problem based by design, but open ended with respect to scoping prospective solutions to applied social, cultural, ecological and economic problems; in short, the focus is on social and ecological systems analysis from an interdisciplinary perspective.

### **COURSE REQUIREMENTS, EXPECTATIONS, GRADING**

There are no exams in this class. Grades are based on participation, quality of weekly presentations of the literature that we read, quality of your written work, one critical book review to be written and presented in a publication format, your Sustainable Community Development Plan (to be talked about in class), and your demonstrated ability to use systems thinking to solve problems, your ability and willingness to use interdisciplinary data sets, and your level of effort. The model is use here is the same as what I use for graduate seminars; the expectations, however, are not always the same. You are expected to read and to come to class prepared to contribute to discussions, you are expected to participate, and to complete all of the assignments.

I will typically take 30-45 minutes or so at the beginning of class to frame the historical and contemporary perspective(s) on the problem of the day. Guest presenters, experts in their respective fields, will also present from time to time. In class, we will then turn to your oral presentations and enter into an open-ended discussion that is contextualized in the problem we are addressing. Although reference may occasionally be made to material taught in other Development Studies classes, the goal is to introduce new material that seems not to have been formally covered in your other required DEST courses.

The course is participation based and you should all be prepared to critically engage and collaborate in and out of class, with engagement meaning with the course materials and with each other. You are encouraged to bring computers to class, to use “power point” or other media in your presentations, but you are also free to present in a logical narrative format to stimulate discussion. You are required to share all weekly presentations and your chosen readings with each person in the class. Readings will be assigned on a weekly basis.

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Critical Evaluation of literature, class presentations, annotated bibliography: 30%

Class Participation: 30%

Book Review: 20%

Sustainable Community Development Plan: 20%

A	90-100%
B	80-89%
C	70-79%
D	60-69%

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### **LEARNING OUTCOMES**

- 1.) Gain an in -depth understanding of the problems and prospects of conducting development and sustainability research;
- 2.) Evaluate development project planning, management, monitoring, evaluation, and project assessment tools used by NGOs and other Development agencies;
- 3.) Develop critical systems thinking skills and a clear understanding of the need for interdisciplinary systems based research for community development;
- 4.) To appreciate the need for and relevance of Community Based Participatory (CBPR) research and implementation strategies;
- 5.) Refine your understanding of how to critically evaluate an argument, any argument in traditional science, in integrated social and ecological systems analysis, in the narrative that underlies politics, policy and development;
- 6.) Develop the critical skills needed to understand, scope, write, and implement a Sustainable Community Development Plan.

### **TENTATIVE WEEKLY SCHEDULE**

**WEEK 1 (Sept 11):** Introduction to course, course expectations, grading. General discussion about course goals, your short and long-term plans for further education and/or research and work in local, regional or global development studies.

**WEEK 2 (Sept 18):** Discussion of the history and development of Sustainable Development concepts in theory and practice. The Brundtland Report, the Limits to Growth (Meadows) and the “backlash,” and the U.N. Sustainable Development Goals. Introduction to Sustainability and overview of Sustainability concepts and practices.

**WEEK 3 (Sept 25):** Sustainable Livelihoods and Sustainable Development Frameworks; challenges, problems and prospects discussed.

**WEEK 4 (October 2):** Introduction to Resilience Theory/Thinking; from ecosystem ecology to coupled social-ecological systems, to political ecology, policy and the implementation of Sustainable Development strategies. Vulnerability analysis discussed.

The anatomy of a Sustainable Community Development Plan and your topics, regional areas of interest defined and written assignment made.

**WEEK 5: (October 9):** The problems and prospects of Sustainable Development in a context of climate change, extreme weather events, and the new geography of violence.

**WEEK 6: (October 16):** Global food security and the challenge of feeding 9 billion people. The assumption is that we, the “West,” will feed 9 billion, but the real question is why can’t 9 billion people feed themselves? The Green Revolution discussed, the “Fatal Harvest” mentality and corporate food production model criticized, and social justice and Shiva’s “Stolen Harvest” idea presented and discussed.

Book Review, Nabhan’s (see above, Required Readings) “Where Our Food Comes From....” discussed and assigned. Food security, food access, social justice, social impacts and resilience continued.

**WEEK 7 (October 23):** The Nexus: Food, Water and Energy systems introduced and discussed, Cumulative Effects Analysis introduced and Discussed.

**WEEK 8: (October 22):** No class. Individual meetings with you during class time, my office, ES 832.

**WEEK 9: (November 6):** Community Sustainability, Community Health and Well-Being. The One Health Model introduced and discussed. The North American Arctic and Africa compared and contrasted.

**Week 10 (November 13):** Urban ecology, climate change, Resilient Cities and urban sustainable design solutions (“smart” infrastructure, urban resilience as process and outcome, and planning for urban sustainable development).

**WEEK 11 (November 20):** Introduction to the “theory,” practice and application of Community Based Participatory Research, local knowledge, Integrated Assessment Frameworks, and more on Sustainable Community Design. Indigenous knowledge systems and communities in Alaska and Canada presented as case studies, with the emphasis on collaboration, co-design and management, and Indigenous contributions to Sustainable Community Design.

**WEEK 12 (November 27):** Oral Presentations and Written Assignment due: your Sustainable Community development Plans.

**WEEK 13 (December 4):** Final thoughts, closing conversation. Your written review of Nabhan’s book, the “Where our Food Comes From...” due December 4.

## **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, Josie Vayro.

### **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: 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](mailto:ascarts@ucalgary.ca)

Website: [arts.ucalgary.ca/undergraduate/](http://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](mailto:arts4@su.ucalgary.ca)

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