

**DEVELOPMENT STUDIES
DEST 593 HONOURS SEMINAR IN DEVELOPMENT STUDIES
Winter 2020**

**Class Time: Wednesdays, 2-4:45 PM
Class Location: PF 2110**

CONTACT INFORMATION

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PREQUISITES

Development Studies 393 and admission to the Development Studies Honours Program.

COURSE DESCRIPTION

This is a working seminar, one that requires collaboration and input from everyone in the class. In general, we will focus on interdisciplinary approaches to Community Development, sustainable and otherwise, 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 that are situated in Sustainable Livelihoods and other relevant frameworks. This is just the Cliff Notes for topics we will discuss.

The frameworks that we will focus on are spatially and temporally explicit, with this 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 of organization. We will work with Sustainable Development and Sustainability frameworks, Resilience and Systems theory/ thinking, life cycle analysis the circular economy, and more. We will avoid abstract theoretical or quasi-theoretical discussions in favor of understanding practical solutions to real world problems (no Foucault for you this semester, hopefully a welcome break).

This course is organized in the manner of professional workshops that we attend all over the world, and it is a window into what you will encounter in graduate school, should you decide that this is what you want to do. It is problem based by design, and is open ended with respect to scoping prospective solutions to applied social, cultural, ecological and economic problems; in short, the focus is on whole systems

analysis and on understanding tightly coupled social and ecological systems analysis from an interdisciplinary perspective.

LEARNING OUTCOMES

By the end of the course you should be able to:

- 1.) Explain 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.) Discuss the need for and relevance of Community Based Participatory (CBPR) research and implementation strategies;
- 5.) 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, a research proposal, and other professional writing activities.

COURSE MATERIALS

Assigned readings will be discussed in detail during class, or in some cases, may simply serve as the contextual framework for discussions. Assigned materials are the basis for written work and class presentations, although you are encouraged to use other relevant material as well. Most readings will be sent to you electronically on a weekly basis. Below is a short list of recommended readings, and a list of books that should be available in the UCalgary bookstore.

RECOMMENDED READINGS

We will use selected items from the following:

Walker, Brian and David Salt

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

Sachs, Jeffrey D.

2015 The Age of Sustainable Development. Columbia University Press.

Nabhan, Gary Paul

2013 Growing Food in a Hotter, Drier Land, Lessons from Desert Farmers on Adapting to Climate Uncertainty. Chelsea Green Publishing.

Sheridan, Thomas E., Gary Paul Nabhan and Susan Charnely

2014 Stitching the West Back Together: Conservation of Working Landscapes. The University of Chicago Press

Costanza, Robert and Ida Kubiszewski

2014 Creating a Sustainable and Desirable Future: Insights from 45 Global Thought Leaders. World Scientific.

BOOKS AVAILABLE IN THE UCALGARY BOOSTORE

Please pick one of the following, you will be asked to write a Professional book review as one of the class assignments this term. You do not need to buy all of the books for this class from the bookstore. Buy what looks good to you, and/or what you are most interested in, but you will probably want your own copy of the book you choose to review. When we do use one of these books we will make electronic copies of appropriate sections available to you, pending of course appropriate copyright approvals. As mentioned, however, you will want to have your own copy of the book that you select to review.

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.

Donner, Dietrich

The Logic of Failure: Recognizing and Avoiding Error in Complex Situations.

Mckibben, Bill

Falter: Has the Game Begun to Plat Itself Out?

Prud' Homme, Alex

The Ripple Effect: The Fate of Freshwater in the Twenty-first Century.

Wallace-Wells, David

The Uninhabitable Earth: What Climate Change Means.

COURSE REQUIREMENTS, EXPECTATIONS, GRADING

There are no exams in this class. Grades are based on participation, quality of weekly presentations about the literature that we read, the quality of your written work, one critical book review to be written and presented in a publication format, and your Sustainable Community Development Plan and Needs Assessment (all assignments will be discussed in more detail in class). Evaluation is based in part on your demonstrated ability/willingness to use systems thinking to solve real world problems, your ability and/or open mind about the use of interdisciplinary data sets, and, perhaps most importantly, your level of effort and engagement with ideas and course material. The educational model in use here is the same as what I use for graduate seminars; the expectations, however, are not necessarily the same. You are expected to read and to come to class prepared to contribute to class discussions, you are expected to participate, and you are expected to complete all of the assignments.

More often than not, we will 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 situated in the context of 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.

The Internet. Remember that the Internet is an unregulated minefield, one that is difficult to navigate for meaningful, accurate, and high quality information; anyone can post anything they want, without peer-review, without an evidence-based argument, and even without thoughtful consideration or reflection, garbage in, garbage out sometimes, too often. You will of course use it, we all do, but please critically evaluate all information that is posted, and use what you find in combination with more reliable sources.

Critical Evaluation of literature and class participation:	20%
Book Review (February 12):	30%
Needs Assessment (March 25):	20%
Sustainable Community Development Plan (April 22):	30%

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

TENTATIVE WEEKLY SCHEDULE (this is just an outline, we may deviate from the exact schedule, depending on how fast we work through the literature and problems, and on new or different directions that you would like to pursue)

WEEK 1: Introduction to course, course expectations, grading. General discussion about course goals, your short and long-term plans for further education and/or research, and about what you would like to accomplish in local, regional and/or global development studies. Discussion of your perspectives on Sustainable Development based on past course work, and a brief Introduction to Wicked Problems, with a written assignment and oral presentation due at the beginning of Week 2. Week 2 readings will be sent electronically.

A question to discuss: Is sustainable development even possible in a context of unprecedented and rapid global climate change, regional weather unpredictability, and in a context of global political chaos, the rise of right wing populism, climate denial, social injustice, global warfare and more?

A brief discussion of the Book Review Assignment will be helpful to get you started; this is the Book Review, (Due February 12).

Assignments for Week 2: (1) I want you to share your perspectives on Sustainable Development, perspectives that you have been exposed to in your other Development Studies courses. **Please write no more than a 3-5 page** paper, this will be shared with the class, and you can provide your overview in no more than 10 minutes in class; (2) **Define 5 “wicked problems** (see the Rittel and Webber 1972 paper and the Wicked Problem paper, both handed out in class and both will be sent to you electronically) and write a short paper (no more than ½ to 1 page per problem) summarizing the problem, and justifying the same in the context of sustainable development, in particular, how does the problem compromise existing sustainable development initiatives? You don’t need to write about this, but think about ways to improve on sustainable strategies, and about ways to help rather than hinder community development, community health and well-being.

Week 2 readings will be sent electronically.

WEEK 2: Overview, presentations and discussion of your perspectives on Sustainable Development, along with a discussion of current challenges to community development in the context of Wicked Problems; your perspectives on this will be handed in as a written assignment, but also presented orally. The history and development of Sustainable Development concepts in theory and practice will be discussed.

Readings for Week 3 will be sent electronically.

WEEK 3: Sustainable Livelihoods and more on Sustainability thinking and Sustainable Development Frameworks; challenges, problems and prospects discussed in more detail.

Assignment 2: Fig Tree Foundation Needs Assessment assignment will be discussed and outlined (**due March 25**). Dr. Sarah Skett will provide an overview and directions for the assignment, and Leslie MacKinnon, CEO of Fig Tree Foundation will present a guest lecture.

Readings for Week 4 will be sent electronically.

WEEK 4: 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 introduced.

Guest Lecture: Dr. Aamil Jamal (Faculty of Social Work) will discuss his research and work with NGOs, gender justice, identity crises, and global conflicts in particular, individual and community vulnerability in general.

Guest Lecture: Dr. Sarah Skett (Sustainability Studies) will discuss qualitative research design models, along with qualitative approaches to Program evaluation, both necessary pre-requisites for your Fig Tree Foundation Needs Assessment assignment.

Readings for Week 5 will be sent electronically.

WEEK 5: Global food security and the challenge of feeding 9 billion people. The assumption is that we, the “West,” will feed 9 billion, but another and perhaps better way to frame the question, why can’t 9 billion people feed themselves, what historical forces have shaped dependence on a global system, and in so doing, reduced or compromised healthy local communities that are more or less self-reliant and sustainable? The Green Revolution discussed, the “Fatal Harvest” paradigm and multi-national corporate food production model criticized; social justice and Vandiva Shiva’s “Stolen Harvest” ideas discussed.

Readings for Week 6 will be sent electronically.

WEEK 6: More on local and regional food security and food sovereignty introduced and discussed. A Nexus: Interconnected and tightly coupled food, water and energy (renewable and otherwise) systems introduced.

Presentation: Showing and discussion of selected short documentaries from our Tied to the Land Film Series, northwest Alaska.

Readings for Week 6 will be sent electronically.

WEEK 7: The anatomy of a well developed, place based Community Development Plan.

Assignment 3 (due April 22): Community Development Plan for Indigenous communities in northern Canada. Dr. Sarah Skett will present her perspectives on what a good community development plan looks like, and will discuss this assignment in detail.

No required readings for Week 8, although additional source and reading material will be sent electronically, material that will be useful to you as you work through this assignment.

WEEK 8: No formal class. You are encouraged to come to class, we will be there, come with questions, perspectives or ideas. This is your time for individual and/or group work on the N Canada Community development plan assignment.

Readings for Week 9 will be sent electronically.

WEEK 9: Community Sustainability, Community Health and Well-Being. The One Health Model introduced and discussed. The North American Arctic and eastern Africa presented as case studies.

Readings for Week 10 will be sent electronically.

Week 10: Agroecology introduced, Food from the radical Center, conservation ecology and conservation of working landscapes, community health and well-being, community and regionally based sustainability initiatives.

Guest Presentation: Gary Paul Nabhan (Kellogg Endowed Chair in Food Security, University of Arizona).

Gary Paul is an agricultural ecologist, an ethnobotanist, an Ecumenical Franciscan Brother, and author of more than 26 books on the plants and cultures of the desert SW and the Middle East. He is an internationally celebrated nature writer, seed saver, conservation biologist, and sustainable agriculture activist, and has been called the “father” of the local food movement by Utne Reader and Mother Earth News. Gary has been a winner of the John Burroughs Medal, a MacArthur Genius Fellowship, is a Pew Conservation Scholar, a recipient of the Lannan Literary and Southwestern Book Awards, to name but a few accomplishments.

WEEK 11: 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 in Alaska and Canada (northern Alberta) presented as case studies, with the emphasis on collaboration, co-design and management, and Indigenous contributions to Sustainable Community Design.

No required new readings assigned for Week 12.

WEEK 12: No formal class. Faculty will be in class and available to discuss your Community Development Plans.

WEEK 13: Final thoughts, closing conversations. You will all formally present your Community Development Plans, with 30 minutes allotted for each presentation and 10-20 minutes for open discussion. The final written copy is due one week after this last class, April 22, 2020.

Academic misconduct

The University expects Students to conduct Academic Activities with integrity and intellectual honesty and to recognize the importance of pursuing and transmitting

knowledge ethically. “Academic Misconduct” includes such things as Cheating, Falsification; Plagiarism, Unauthorized Assistance and failure to comply with exam regulations or an Instructor’s expectations regarding conduct required of Students completing academic assessments. Academic Misconduct is a serious form of intellectual dishonesty with significant consequences. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action which could include Probation, Suspension, or Expulsion from the University. For more information see the Student Academic Misconduct Policy (<https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>)

Instructor intellectual property

Lectures, demonstrations, performances, and any other course material provided by an instructor includes copyright protected works under the Copyright Act and all forms of electronic or mechanical recording of lectures, laboratories, tutorials, presentations, performances, electronic (computer) information, the duplication of course material, and to the translation of recordings or transcriptions of any of these materials to another form by electronic or mechanical means by students is not permitted, except.

- As a formal accommodation as assessed by the Student Accessibility Services and only for individual private study and only at the discretion of the instructor.
- With the permission of the instructor, students without a formal accommodation may audio record lectures, provided that the student and instructor sign a release form available from departmental and faculty offices. A copy of the Release form shall be retained by the instructor and by the department in which the course is offered. Any audio recording by students is permitted only for the purposes of private study by the individual student. Students may not distribute, email or otherwise communicate these materials to any other person.
- For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed.
- Any use other than that described above (e.g. distributing, emailing or otherwise communicating these materials to any other person, constitutes academic misconduct and may result in suspension or expulsion.
- Students are encouraged to make notes of classroom discussions, lectures, demonstrations etc.

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. The Department of Anthropology and Archaeology keeps exams and any term work not picked up for a minimum of one year after which it is destroyed.

Please refer to the following link for detailed information:

<http://www.ucalgary.ca/legalservices/foip>

Academic Accommodations

It is the student's responsibility to request academic accommodations according to the University policies. Students requesting an Accommodation on the basis of Disability are required to register with Student Accommodation Services (SAS) by submitting a Request for Accommodation in accordance with the Procedure for Accommodations for Students with Disabilities

(<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>). SAS will issue a Letter of Accommodation which

must be presented to either designated contact person within the Department or the appropriate Instructors within 10 days of the beginning of term. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or the Department Head/Dean or to the designated contact person in their Faculty.

Copyright

All **students** are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright

(www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.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 unauthorized 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 Policy.

Support and Resources:

Non-course-specific related information can be found on the Office of the Registrar's website: <https://www.ucalgary.ca/registrar/registration/course-outlines>

Note: information here includes

- Emergency Evacuation/Assembly Points
- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Safewalk