

Subject to Change (slightly)

JPG 1426H

Natural Resources, Difference and Conflict

Professor Sharlene Mollett
Assistant Professor
Department of Geography and Planning
University of Toronto

sharlene.mollett@utoronto.ca

416.208.2237

Class Time: Thursdays 10am at St. George, classroom 2124A, Sid Smith Hall

Office Hours: Thursdays (by appt). at St. George, office TBA, Sid Smith Hall

Overview

This course is concerned with the ways in which natural resource policies (whether economic, social, political etc.) governing use, access and control of resources are imbued with, and reproduce difference and inequality. Conflict is one of the ways social differences manifests and is made legible. Through attention to the entanglements of environment, difference and struggle, a core aim of this seminar is to interrogate what is *given* and *taken-for-granted* within the governing narratives, instruments and institutions shaping natural resource policies pertaining to land and territorial demarcation, water access and distribution, livelihood (in)security, oil and mineral extraction, biodiversity conservation, and struggles over urban citizenship.

Course Description and Learning Outcomes

Three overlapping themes will guide this seminar. First, we will familiarize ourselves to the ways scholars have imbued historical and geographical perspectives to understand natural resource conflicts. This course will pay particular attention to difference, read through political economic, feminist and post-colonial theorizations of environment-development. Second, we will examine the contemporary role of the state in the provocation and abatement of natural resource conflict and become fluent with notions of property, natural resource access and land control. In this vein, we pay particular attention to the legal geographies (both formal and informal) that underpin the myriad ways natural resources, difference and conflict are interwoven. Third, we will investigate how multiple forms of difference and their intersections (caste, class, gender, race, sexuality, nationality etc.) are materially and symbolically imbued in natural resource policy (*de jure and de facto*) and practice. Together, our seminar discussions, readings, and news analyses will address a number of conceptual and empirical debates and policy-related discussions in geography, development planning, and development studies. In this course students will:

- become familiar with prevailing conceptual frameworks for understanding natural resource conflict and social difference ;
- become familiar with geographical debates regarding the way natural resource conflicts unfold in the context of international development agendas and nation building projects;
- learn multiple meanings of conflict and violence and the ways in which these terms are bound up with nation building and international development thought, practice and planning;
- become familiar with the contested nature of neoliberal development models; and
- strengthen and improve written and oral communication skills through writing assignments and ongoing oral presentations.

Required Texts

Nixon, R. 2011. *Slow Violence and the Environmentalism of the Poor*. Cambridge, MA: Harvard University Press. ISBN: 978-0-674-07234-3

Bobrow-Strain, A. 2007. *Intimate Enemies: Landowners, Power and Violence in Chiapas*. Durham: Duke University Press. ISBN 978-0-8223-4004

McKittrick, Katherine. *Demonic Grounds: Black women and Cartographies of Struggle*. University of Minnesota Press.

Required books can be found at the UT Bookstore and/or through online orders at Amazon.ca. Please plan accordingly.

About the course and the Instructor

This course welcomes Masters and early Ph.D students in geography and planning, and graduate students from related fields. For Ph.D students, this course offers good preparation for comprehensive exams in the arenas of environmental, critical, feminist, development and political geographies. For Masters students who are interested in environmental politics, international development planning and/or political, environmental and feminist geography, this course offers an introduction to scholarship and concepts that may be applied to contemporary environment-development planning, politics and policy. In addition to structured weekly assignments, students are welcome (with my consultation) to consider a number of different assessment styles for their final assignments.

Who am I?

I am cultural geographer and political ecologist with research interests in natural resource conflicts in Latin America. My ongoing research projects in Central America interrogate land struggles in the context of protected area conservation (Honduras) and tourism development (Panama). In addition to many years teaching geography in the United States, I have also consulted with the World Bank and the United Nations Development Program. I bring my international, scholarly and applied experiences to this course and look to foster a robust, rigorous, and reflexive learning environment. Since July 2015, I am the Editor for the Editorial and Opinions section at *Human Geography, Hg, A New Radical Journal*.

Course Assignments

A. Reading Presentations and Reviews (rolling due dates) 20%

Each week at least one student will lead class discussion around the readings (Students will present at least once—see below). Students will complete a readings review that at a minimum identifies and explains the authors' main arguments, and show a fluency in how concepts and themes link the papers. The review is to be limited to 1200 words, double spaced and 12 Font. Students will sign up to present by the second week of classes. Further instructions will be provided.

Students who are not presenting must actively engage in class discussion.

Presentations Students are responsible for leading the seminar's weekly readings discussion. These presentations should last about 1 hour. Written summaries and reflections of the readings are due the following week, after the presentation. Depending on course numbers students may conduct more than one presentation and/or conduct presentation in pairs. **Written papers are worth 15%; presentations are worth 5%. Total=20%**

B. Op-Ed Assignments 30%

Activism scholarship is a growing arm in the discipline of geography. There are many ways to engage as a scholar-activist. One way is through the participation in written public debates around your area of expertise. Op-Eds are a creative and efficient way to “test out” an argument and make a polemical statement based on research. For this course, students are responsible for writing **one Op-Ed paper (1200 words max)**.

The objective of this assignment is as follows:

- Op-Ed pieces require that we follow global current events and link our research expertise to the “real world”;
- This assignment requires that students begin to select a research paper topic early in the course as **Op-ed topics are aimed to get you started on defining and framing research papers**;
- Activist scholarship requires clarity in writing and communication; Skilled Op-Ed writers aim for clarity and accessible language as a way to reach “the masses”.
- Publication: polished and effective Op-Eds may potentially be published in Hg subsequent to the end of the term. (See section “who I am?” above).
- Papers must be single-spaced, 12 Font and may not exceed 1200 words. (Further instructions pending)

Due Dates: Op-Ed Deadline: November 3rd, 2016

C. Class Participation

Participation grades are earned by active engagement in class discussions. Discussion will comprise a great deal of class time. It is expected that students will contribute by posing questions, raising issues for commentary, using the text to inform your commentary and analysis, listen closely to others, and respectfully engage with their views. We will work together to become more fluent with the debates and insights embedded in the readings. It is a goal of this course to learn from one another. **Please remember, participation starts with perfect attendance.**

A **good strategy** for class discussion is to focus on the purpose and stated intent of the author. Did the author successfully address what they stated that they would? Are the supporting examples convincing, why and why not? Why is the argument important?

You can also critique the literature. But keep in mind it's not enough to say the writing is poor and "I don't understand the author's argument". You have to explain what you did understand and what makes the author's argument less compelling to you. A good way to evaluate the readings is to discuss the way the readings help you understand or explain a topic/event/concept that you are interested in pursuing in your own work/research/general interest etc. Critique is important and I am open to student critique of the readings, I just urge students to work hard to understand the author's positioning first, before you embrace and/or dismiss the readings. We cannot effectively critique if we don't fully understand the argument.

In addition, to develop critical reading skills often requires readings articles more than once. I suggest reading an article and taking notes at the same time. Then re-read either the entire article again, or the introduction and conclusion. Ask, what is the author's main argument, what is the author's lens and strategy to illustrate the arguments, and what are the main lines of evidence? For books, try to do a close reading the first time (with note-taking) but read the introduction and conclusions twice.

Participation=10%

D. Final Project

Students have the choice of format for their final papers. Projects must however be a written assignment with no fewer than 6000 words (24 double-spaced pages @ 250word/page). Some examples may be a research paper, a literature review, a research proposal for upcoming grant application, an introductory/review chapter of a MA thesis or? Please bring your ideas and we can discuss. I will not accept an annotated bibliography. One of the best ways to develop your ideas is through (reading) and writing. All projects must be approved by Prof. Mollett.

Final Project=40%

DEADLINE: December 22nd, 2016

Readings Schedule

Week 1: September 15

Introductions and Seminar Organization

Conceptualizing natural resource struggles, difference and “conflict”

Week 2: September 22

D(develop)ment, natural resources, difference and “conflict”

Conceptual frameworks and contingencies: the politics of natural resource access, control and distribution

Baviskar, Amita. 2003. For a Cultural Politics of Natural Resources. *Economic and Political Weekly*, 38(48): 5051-5055.

Li, Tania. 2003. Situating Resource Struggles: Concepts for Empirical Analysis. *Economic and Political Weekly*, 38(48):5120-5128

Escobar, A. 2006. Difference and Conflict in the Struggle Over Natural Resources: A political ecology framework. *Development* 49(3): 6-13.

Rob Nixon, *Slow Violence*
p.1-67

Week 3: September 29th

The Politics Difference

Akhil Gupta and James Ferguson. 1992. Beyond "Culture": Space, Identity, and the Politics of Difference, *Cultural Anthropology*, Vol. 7, No. 1:6-23.

Ribot, J. and Peluso, N. 2003. A Theory of Access. *Rural Sociology*, 68(2):153-181.

Cho, S., Crenshaw, K., McCall, L. 2013. Towards a field of Intersectionality Studies: Theories, Applications, Praxis. *Signs*, 38(4): 785-810.

Wainwright, J. 2005. The Geographies of Political Ecology: After Edward Said. *Environment and Planning A*: 37:1033-1043.

Perry, Keisha-Khan . 2009. "If we didn't have water': Black Women's Struggle for Urban Land Rights in Brazil. *Environmental Justice*, 2(1): 9-14

Week 4: October 6

Feminist political ecologies

Mackenzie, F. 1990. Gender and Land rights in Murang'a District, Kenya. *Journal of Peasant Studies*, 17(4):609-643.

Sultana, Farhana 2011. Suffering for Water, Suffering From Water: Emotional Geographies of Resource Access, control and conflict. *Geoforum* 42:163-172.

Ramamurthy, Priti 2010. Why are Men doing Floral Sex Work? Gender, Cultural Reproduction and the Feminization of Agriculture. *Signs*, 35(2):397-424.

Mollett, S. and Faria, C. 2013. Messing with Gender in Feminist Political Ecology. *Geoforum*.45:116-125.

Nixon, R. *Slow Violence*,128-149

Optional

Razavi, S. 2007. "Liberalism and the Debates on Women's Access to Land." *Third World Quarterly* 28 (8): 1479–1500.

Week 5: October 13

Petro-Violence and subterranean struggles

Watts, M. 2003. Economies of Violence. More Oil, More Blood. *Politics and Economic Weekly*, 38(48): 5089-5099.

Nixon, *Slow Violence*, 68-127

Bebbington, A. 2012. Underground Political Ecologies: The Second Annual Lecture of the Cultural and Political Ecology Specialty Group of the Association of American Geographers. *Geoforum*, 43(6):1152-1162.

Week 6: October 20th

Land "Grabbing"

Peluso, N and Lund, C 2011. New Frontiers in Land Control. *Journal of Peasant Studies*,38(4):667-681.

Levien, M. 2012. The land question: special economic zones and the political economy of dispossession in India. *Journal of Peasant Studies*, 39(3-4): 933–69

White, B., S.M. Borras Jr., R. Hall, I. Scoones, and W. Wolford. 2012. The new enclosures: critical perspectives on corporate land deals. *Journal of Peasant Studies*, 39(3-4): 619–47.

Mollett, Sharlene. 2016. The Power to Plunder: Rethinking Land Grabbing in Latin America. *Antipode*, 48(2): 412-432.

Pasterak, S. 2015. How Capitalism Will Save Colonialism: The Privatization of Reserve Lands in Canada. *Antipode*, 47(1):179-196.

Golay, C. and Biglino, I. 2013. Human Rights Responses to Land Grabbing: A Right to Food Perspective. *Third World Quarterly*, 34(9): 1630-1650

Week 7: October 27th

Urban Political Ecology and Water Struggles

Erik Swyngedouw and Nicholas Heynen. 2003. Urban Political Ecology, Justice and the Politics of Scale. *Antipode*,35(5): 898-918.

Lawhon, M., Ernston, H. and Silver, J. 2014. Provincializing Urban Political Ecology: Towards a Situated UPE Through African Urbanism. *Antipode*, 46(2):497-916.

Doshi, Sapana. 2016. Embodied Urban Political Ecologies. *Area*, DOI: 10.1111/area.12293

Truelove, Yaffa. 2011. (Re)-Conceptualizing Water Inequality in Delhi, India through a feminist political ecology framework. *Geoforum*,42 (2):143-152.

Alex Loftus. 2009. Rethinking Water Political Ecologies. *Third World Quarterly* 30(5): 953-968.

Margaret del Carmen Morales, Leila Harris and Gunilla Åberg . 2014. Citizenshit: the right to flush and the urban sanitation imaginary, [*Environment and Planning A*](#), 46(12): 2816-2833.

Optional

Debbane, A. M. 2013. Disarticulations and the Hydrosocial Cycle: postapartheid geographies of agrarian change in the Ceres Valley, South Africa. *Environment and Planning A*, 11:2553- 2571.

Lerner, A. and Eakin, H. 2013. An Obsolete Dichotomy? Rethinking the urban-rural dichotomy in terms of food security and production in the global south. *GeoJournal*, 17(4):311-320.

Van Houweling, E. 2015. Gendered water spaces: a study of the transition from wells to handpumps in Mozambique, *Gender, Place and Culture*, 22(10). 1391-1407.

Week 8: November 3rd

“Unimagined Communities”: Rights and Resources

Nixon, R. *Slow Violence*, 149-198

Lunstrum, Elizabeth. 2014. Green Militarization, Anti-Poaching Efforts and the Spatial Contours of Kruger National Park. *Annals of the Association of American Geographers*, 104(4): 816-832.

Peluso, Nancy. 2009 Rubber Erasures and Rubber Producing Rights: Making Racialized Territories in West Kalimantan, Indonesia. *Development and Change*, 40(1):47-80.

Marschke, M. and Vandergeest, P. 2016. Slavery scandals: Unpacking labour challenges and policy responses within the off-shore fisheries sector. *Marine Policy*, 68-39-46.

Mojola, S. 2011. Fishing in dangerous waters: Ecology, gender and economy in HIV risk. *Social Science and Medicine*, 72(2):149-156.

Optional

Ojeda, Diana. War and Tourism: The Banal Geographies of Security in Colombia’s Retaking. *Geopolitics*, 18(4):759-778.

Mollett, S. 2011. Racial Narratives: Miskito and *colono* land struggles in the Honduran Mosquitia. *Cultural Geographies*, 18(1):43-62.

Dalby, S. 2003. Environmental Insecurities: Geopolitics, Resources and Conflict. *Economic and Political Weekly*, 38(48):5073-5079.

Week 9: November 10th

Land, Masculinity and Violence

Bobrow-Strain, A. 2007. *Intimate Enemies: Landowners, Power, and Violence in Chiapas*. Durham: Duke University Press.

Week 10: November 17th

Postcolonial influences in political ecology

Harris, C. 2004. How did Colonialism Dispossess? Comments from an Edge of Empire. *Annals of the Association of American Geographers*, 94(1):165-182.

Povinelli, Elizabeth. 2011. The Governance of the Prior. *Interventions: International Journal of Postcolonial Studies* 13(1): 13-30.

Quijano, A. 2005. The Challenge of the Indigenous Movement in Latin America. *Socialism and Democracy*. 19(3):55-78

Bhambra, Gurinder. 2014. Postcolonial and Decolonial Dialogues. *Postcolonial Studies*, 17(2):115-121.

Mollett, S. 2013 Mapping Deception: The politics of Mapping Miskito and Garifuna Space in Honduras. *Annals of the Association of American Geographers*, 103(5): 1227-1241.

Cavanagh, C.J. and Himmelfarb, D. 2015 “Much in Blood and Money”, Necropolitical Ecology on the Margins of the Uganda Protectorate. *Antipode*, 47(1):55-73.

Optional

Wolfe, P. 2006. Settler colonialism and the elimination of the native. *Journal of Genocide Research*, 8(4): 387-409.

Week 11: November 24th

Post-humanist and intersectional interventions in environmental human geography: What does it mean to be Human?

Deckha, Maneesha 2008. Intersectionality and post-humanist visions of equality. *Wisconsin Journal of Law, Gender and Society*, 23:249.

Hovorka, Alice. 2012. Women/Chickens vs. Men/Cattle: Insights on gender-species intersectionality. *Geoforum* 43: 875-884.

Sundberg, J. 2011. Diabolic Caminos in the Desert and Cat Fights on the Rio: A post-humanist political ecology of Boundary Enforcement in the US-Mexico Borderlands, *Annals of the Association of American Geographers* 101(2): 318-336.

Collard, Rosemary-Claire. Cougar-Human Entanglements and the biopolitical un/making of safe space. *Environment and Planning D* 30(1):23-42.

Nixon, R. *Slow Violence* (Ecologies of the Aftermath)...199-262 (skim)

Optional

Mignolo, Walter. 2014. Sylvia Winters: What does it mean to be Human? In McKittrick, K. Sylvia Winters, Human as praxis. Duke University Press. Pp. 106-123.

Week 12: December 1st**Bodies as ‘resource’ and “sites” of struggles**

McKittrick, Katherine. 2006. *Demonic Grounds* (book)

Week 13: December 8th**Last Day of Class (3 hours)**

First hour: 9-10am Complete McKittrick Discussion

Hours : 10-12pm Paper Presentations

Final Assignment DEADLINE: December 22nd at 12 noon

Course Norms

- We will use **Blackboard** for communication: email and announcements. Course readings can be accessed via the University Libraries Electronic Resources and will be posted on the Blackboard welcome page. Please see a librarian if you are having difficulty locating articles.
- **Please arrive on time to class**
- All course assignments must be submitted to me in class on the day that they are due as a hard copy. **Final papers may be submitted electronically no later than 12 noon, December 22nd.**
- *There is an expectation is that you will keep up with your work. If you need more time for the final research paper please contact me before the last day of class. I generally will grant everyone an extension if someone makes a request. However, there are no late submissions for term assignments (besides the final). If you are late its 10% a day deduction (weekend counts as one day). No exceptions without a verifiable medical reason.*
- The use of cell phones is not permitted during class time. Please kindly put them away. Laptops/tablets are welcome for note taking and I encourage you to bring them.
- **Feedback on written assignments--**I will do my best to return assignments quickly. However, I will not necessarily conduct line by line editing of your assignments. I will closely edit parts of the paper to identify the strengths and weaknesses in your writing. I will make comments on your ideas. You will be graded on both. It is much easier to assess your ideas when writing is clear. I strongly suggest that if you are at all concerned about your writing that you make an appointment with the **Writing Centre in the School**

for Graduate Studies. Seeking help with writing is NOT a weakness. Most students learn how to write WELL in Graduate school. Take advantage of the wonderful resources in SGS to sharpen your writing skills. **Book appointments in advance.** The Centre is popular.

- **Welcome. I am very delighted to be learning with you this term ☺**

Special Accommodations

Please contact me if you require any special accommodations in order to be successful in this course. I am happy to work with you. Also please see below:

Accessibility Needs: The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

Academic integrity.

A message from the Chair:

“Plagiarism is an academic offense at the University of Toronto. Plagiarism is quoting (or paraphrasing) the work of an author (including the work of fellow students) without proper use of citation (and quotations marks when using an author’s words). Students also should not be submitting any academic work for which credit has previously been obtained or is being sought, without first discussing with the instructor. Please consult the “Rules and Regulations” section of the Arts and Science Calendar (http://www.artsandscience.utoronto.ca/ofr/calendar/Rules_&_Regulations.html) for further information and check the ‘How not to plagiarize’ website at: <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize.”>

Upcoming Events Relevant to the Seminar:

Intersections, September 30th, 2016

Sharlene Mollett

Title:

Irreconcilable Differences? A feminist postcolonial reading of gender, development and *Human Rights* in Latin America. Jan Monk Distinguished Lecture.

Robert Nixon

TBA

Supplementary Materials

Chu, Jessica. 2011. Gender and Land Grabbing in Sub-Saharan Africa: Women's Land Rights and Customary Land Tenure. *Development* 54(1): 35-39.

Benjaminsen, Tor, and Bryceson, Ian 2012. Conservation, green/blue grabbing and accumulation by dispossession in Tanzania, *Journal of Peasant Studies*, 39(2):335-355.

Willem-Braun, B. 1997. Buried Epistemologies. The politics of nature in (Post) Colonial British Colombia. *Annals of the Association of American Geographers*. 87(1):3-31.

Blomley, N. 2003. Law, Property and the Geography of Violence: The Frontier, the Survey, and the Grid. *Annals of the Association of American Geographers*, 93(1):121-141.

Le Billon, P. (2007) "Geographies of War: Perspectives on 'Resource Wars'". *Compass* 1(1): 1-20.

Radcliffe, S. 2014. Gendered Frontiers of Land Control: indigenous territory, women and contests over land in Ecuador. *Gender, Place and Culture*, 21(7): 854-871

Mollett, S. A "Modern" Paradise: Garifuna Land, Labor and Displacement-in-place. *Latin American Perspectives*.

Hayes, Matthew 2015. Into the Universe of the Hacienda: Lifestyle Migration, Individualism and Social Dislocation in Vilcabamba, Ecuador, *Journal of Latin American Geography*, 14(1):79-100.

Peluso, N. and Vandergeest, Peter. 2011. Political Ecologies of War and Forests: Counterinsurgencies and the Making of National Natures. *Annals of the Association of American Geographers*, 101(3):587-608.

Simpson, Audra. 2011. Settlement's Secret. *Cultural Anthropology*, 26(2): 205-217.

Gilmartin, David. 2003. Water and Waste: Nature, Productivity, and Colonialism in the Indus Basin. *Economic and Political Weekly*, 38(48):5057-5065.

Doshi, Sapana. 2012. The Politics of the Evicted. Redevelopment, Subjectivity and Difference in Mumbai's Slum Frontier. *Antipode*, 45(4):844-865.

Grove, R. 2002. Colonialism and the history of environmentalism. *Harvard International Review*, 23(4):50-55.

Devine, J. 2014. Counter-insurgency eco-tourism in Guatemala's Maya Biosphere Reserve. *Environment and Planning D: Society and Space*, 32(6):984-1001

Escobar, A. 2003. Displacement, Development and Modernity in the Colombian Pacific. *International Social Science Journal*. 157-167.

Perreault Tom. 2008. Custom and Contradiction: Rural Water governance and the Politics of Usos y Costumbres in Bolivia's Irrigators Movement. *Annals of the Association of American Geographers*. 98(4): 834-854.

Leire Urkidi. 2011. The Defence of Community in the Anti-Mining Movement of Guatemala. *Journal of Agrarian Change* 11(4):556-580

Gillian Hart. 2001. Development Critics of the 1990s: Cul de sacs and Promising Paths. *Progress in Human Geography* 25(4):649-658.

Yeh, E. 2007. Tropes of Indolence and the Cultural Politics of Development in Lhasa, Tibet. *Annals of the Association of American Geographers*, 97(3): 593-612.

Lawrence, B. 2002. Rewriting Histories of the Land. Colonization and Indigenous Resistance in Eastern Canada. In Razack (ed), *Race, Space and the Law: Unmapping a White Settler Society*. Toronto: Between the Lines. 21-46.

Casolo, Jennifer and Sapana Doshi. 2013. Domesticated Dispossessions? Towards a Transnational Feminist Geopolitics of Development. *Geopolitics*, 18,(4):800-834.

Verma, Ritu. 2014 Land Grabs, Power and Gender in East and Southern Africa: So, what's new? *Feminist Economics*, 20(1): 52-75.