

# GGR 338H1F: ENVIRONMENTAL ISSUES IN THE GLOBAL SOUTH

Department of Geography & Planning, University of Toronto

Fall Session 2017 | Monday 3:00-5:00  
Class Meeting Location: Sidney Smith Hall 2110

Instructor: Elsie Lewison  
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Office: Sidney Smith 5061  
Office Hours: Tuesday 1:00-3:00 or by appointment  
Teaching Assistants: Shalini Mariyathas & Laura Tozer

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## COURSE DESCRIPTION

In this course, we will be exploring the relationship between 'development' and 'environment' from a number of different perspectives. Rather than identifying 'best practice' approaches or technological solutions to common environmental issues, the aim of the course is to encourage a deeper understanding the relations of power that shape the definition, distribution and governance of environmental harms and hazards. We will critically examine the Global South-Global North distinction to consider what historical and contemporary processes are producing global geographies of inequality and how these might relate to socio-environmental relations. The course will be primarily structured around case studies in order to explore how these relations are embedded in particular geographical and historical contexts. The assignments for the course will also be structured around a chosen *focus country*, giving you the chance to develop more an in-depth understanding of your own particular case study.

An important focus of the course will be on familiarizing students with the history and institutions of international development. We will be looking at some of the key actors involved in producing dominant forms of environmental knowledge as well as governmental interventions to manage and improve human-environmental relations. The course aims to provide students with some strategies for thinking critically about the meaning and use of common terms like over-population, sustainability, vulnerability and resilience, and about how environmental problems are framed in a variety of different forms including research institution reports, development agency documents and the media

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## COURSE EXPECTATIONS

Preparation: This is a third-year course, and you will be expected to perform at an upper year level by demonstrating critical thinking and independent study skills. We will be actively engaging with the readings in class through the lectures, small group discussions and independent writing activities. You are expected to come to class having completed the readings. Lack of preparedness will affect your course contributions mark.

Email expectations: Announcements will be sent to you via your **utoronto email address**, it is expected that you will regularly check this email account. Please also use this account for any emails regarding the course and include GGR338 in the subject line. I will aim to respond to emails within two working days. I will generally not respond to emails on weekends or after regular work hours (9 am to 5 pm). If you have logistical questions about course policies or assignments, please be sure to thoroughly review your syllabus and assignment handouts before emailing. If your question requires a long and complex response, it's probably best to speak with me after class or during office hours.

Electronic devices: Taking photos and videos during class is not permitted. *Please ask me for permission if you wish to audio record the lecture.* Students should be aware that since audio recordings may occur within the lecture, your voice may be recorded by other students during class. Please speak to me if you have any concerns about this. A reminder that cell phones and other communications devices should either be turned off or in silent mode. Do not answer your phone or text message during class. If you use a laptop for taking notes, please do so in a way that does not disturb other students or distract the instructor (i.e., quiet on the keyboard, do not use computer for non-class related activities, turn off the internet function).

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## READINGS AND BLACKBOARD

Required texts: There is no textbook for the course. I will post links to the readings or a PDF file of the readings in Blackboard. If a link is broken, search for the reading on the library website. You are responsible for making sure you can access all readings, and you are expected to read the assigned reading before each class.

Blackboard: Make sure to check the Blackboard site frequently. I will post course announcements on the Blackboard home page for the course. Throughout the course I will be posting: lecture notes (generally after lecture); the readings for the class and reading questions to help highlight important content; assignment guidelines, along with useful links and resources for completing assignments.

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## ACADEMIC INTEGRITY

While I encourage you to discuss the class topics and assignments with others, I expect that the essays you submit are your own work. This includes learning how to properly cite and summarize information from other sources. For help with this, see the very useful document, “**How not to plagiarize**”: <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>. Plagiarism is quoting or paraphrasing the work of another author (including the work of fellow students) without proper use of citations (and quotations marks when using an author’s words). You also should not be submitting any academic work for which you have previously obtained (or are currently seeking) credit without first discussing this with me. *Cheating and plagiarism are serious offences at the University of Toronto*, and I expect you to be familiar with and abide by the University’s Code of Behaviour on Academic Matters: <http://www.governingcouncil.utoronto.ca/policies/behaveac.html>.

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## SUPPORT AND ACCOMMODATION

Accessibility: The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom, or the course materials, please contact Accessibility Services as soon as possible: [disability.services@utoronto.ca](mailto:disability.services@utoronto.ca) or <http://studentlife.utoronto.ca/accessibility>.

Writing Resources: More than 60 Advice files on all aspects of academic writing are available from <http://www.writing.utoronto.ca/advice>. Writing Centres at U of T provide individual consultations with trained writing instructors, along with group teaching in workshops and courses. There’s no charge for any of this instruction! For more information visit <http://writing.utoronto.ca/writing-centres>.

English Language Support: You can find more resources on the webpages of the English Language Learning program (ELL) at <http://www.artsci.utoronto.ca/current/advising/ell>.

Check out the non-credit August course ELL010H (Intensive Academic English). For more information, contact the ELL Coordinator at [ell.newcollege@utoronto.ca](mailto:ell.newcollege@utoronto.ca).

Mental Health: If you have mental health concerns, you are not alone! Please contact Counseling and Psychological Services for help: <http://www.caps.utoronto.ca>.

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## ASSESSMENT AND DEADLINES

Course Contributions	10%	In class
Country Sustainable Development Report	15%	Due Friday October 13th
Annotated Bibliography	15%	Due Friday November 3rd
Final Case Study Paper	30%	Due Friday December 1st
Final Exam	30%	TBA

*Course Contributions:* Throughout the course, you will complete a variety of in-class exercises of the following types: small group discussion of readings and activities to prepare for the course assignments; reactions to lectures or films, writing exercises. Please note that you will only be able to complete these activities if you are in class. The assessment will be based on a combination of the quantity of in-class activities you complete and the *quality* of these engagements.

*Country Report:* This assignment asks you to a) engage critically with the concepts of Limits to Growth and Sustainable Development and b) report on key environmental issues and sustainable development programs in a chosen **focus country** for the course. More details about the assignment will be provided in class. Due on Blackboard **11:59 PM Friday, October 13th**.

*Annotated Bibliography:* This assignment is designed to prepare you to write your final paper and requires significant research. For the assignment will be asked to identify key sources for your final paper and provide: an explanation of main points of the source; discussion of the origin and purpose of the source material, the perspective of the author, and how/why this might inform the content; comparison to other references on your list and relevance for your paper. More details about the assignment will be provided in class. Due on Blackboard **11:59 PM Friday, November 3rd**.

*Final Case Study Paper:* The purpose of the Case Study Analysis is to build on the previous two assignments—as well as concepts discussed in the course regarding how environmental problems are defined, distributed and addressed—and apply them to an analysis of a specific case study in your focus country. More details about the assignment will be provided in class. Due on Blackboard **11:59 PM Friday, December 1st**.

*Final Exam:* The final exam will cover *all* of the reading and lecture material for the course. In order to help prepare you for the exam I will be posting reading guides with study questions throughout the course. It is important that you *stay up to date with the readings* in order to do well on the final. We will discuss exam review strategies in class and I will post an exam guide on Blackboard. The final exam will be 3 hours and will be scheduled during the final examination period.

Assignment submission and late policy: All assignments must be submitted electronically through BLACKBOARD by 11:59 PM on the date specified by the instructor. Assignment submitted after 12:00am will be considered late. I will deduct 3% per day for late assignments. It is recommended that you keep copies of your assignments and early drafts until you receive your graded assignment. Please submit your assignments in a DOC, DOCX or Word-compatible file format. Do **NOT** submit your assignment as a PDF file.

Your file *must* use the following labeling format: GGR338\_AssignmentName\_Surname\_FirstName.docx (e.g. GGR338\_Bibliography\_Lin\_Eugene.docx)

Extensions: Extensions on assignments will be granted sparingly in the case of illness or other emergencies. For illness, you must have a health care professional fill out the official University of Toronto medical verification form. Please consult your College Registrar if you are having difficulties during the term that prevent you from completing your course work.

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## COURSE SCHEDULE

### Class 1 | September 11 | Course introduction

### Class 2 | September 18 | Colonial Ecologies and Uneven Development

- Dalby, S. (2004). Ecological Politics, Violence, and the Theme of Empire. *Global Environmental Politics*, 4(2), 1-11.
- Li, T. (2007). Introduction (selection). *The Will to Improve*. Durham: Duke University Press.
- Ferguson, J. and L. Lohmann. (1994). The Anti-Politics Machine: "Development" and Bureaucratic Power in Lesotho. *The Ecologist*, 24(5), 176-181.

#### *Suggested*

- Liverman, D. (2004). Who Governs, at What Scale and at What Price? Geography, Environmental Governance, and the Commodification of Nature. *Annals of the Association of American Geographers*, 94(4), 734–738.

### Class 3 | September 25 | Limits to Growth to Sustainable Development

- Willis, K. (2005). Environment and Development Theory [selection]. In *Theories and Practices of Development* 2nd ed (146-167). New York: Routledge.
- Lele, S. (1991). Sustainable Development: A Critical Review. *World Development*, 19(6), 607-621.
- Parenti, C. (2012, December 5). 'The Limits to Growth': A Book That Launched a Movement. *The Nation*. Retrieved from <https://www.thenation.com/article/limits-growth-book-launched-movement/>
- Harvey, D. (1974). The Political Implications of Population-Resources Theory (excerpt) Retrieved from <http://climateandcapitalism.com/2010/05/23/david-harvey-the-political-implications-of-population-resources-theory/>

### Class 4 | October 2 | Soils

- Blaikie, P. (1985). The classic or colonial approach to erosion and conservation. In *Political Economy of Soil Erosion in Developing Countries*. New York: Longman, 53-60.
- Mackenzie, F. (1995). Selective Silence: A feminist encounter with environmental discourse in colonial Africa. In J. Crush (Ed.) *The Power of Development*. New York: Routledge, 97-109.

#### *Suggested*

- Rocheleau, D, P. Steinberg & P. Benjamin. (1995). Environment, Development, Crisis, and Crusade: Ukambani, Kenya, 1890-1990. *World Development*, 23(6), 1037-1051.

### No Class | October 9 | Thanksgiving

### DUE | October 13th | Country Sustainable Development Report

### Class 5 | October 16 | Forests

- Eckholm, E. (1984, February 14). Nepal: A Trek through a Forest in Crisis. *The New York Times*.
- Guthman, J. (1997). Representing Crisis: The Theory of Himalayan Environmental Degradation and the Project of Development in Post-Rana Nepal. *Development and Change*, 28, 45-69.
- Robbins, P. (2001). Fixed Categories in a Portable Landscape: The causes and consequences of land-cover categorization. *Environment and Planning A*, 33, 161-179.

#### *Suggested*

- Ives, J. (1987). The Theory of Himalayan Environmental Degradation: Its Validity and Application Challenged by Recent Research. *Mountain Research and Development*, 7(3), 189-199.

### **Class 6 | October 23 | Parks**

- Neumann, R. (2004). Nature-state-territory: toward a critical theorization of conservation enclosures. In R. Peet and M. Watts (Eds.) *Liberation Ecologies: Environment, Development, Social Movements*, Second Edition, New York: Routledge. (BB OK)
- Brockington, D., R. Duffy and J. Igoe. (2008). International Conservation. In *Nature Unbound: Conservation, Capitalism and the Future of Protected Areas*. London: Earthscan.

#### *Suggested*

- Goldman, M. (2004). Imperial Science, Imperial Nature: Environmental Knowledge for the World (Bank). In S. Jasanoff and M. Martello (Eds.) *Earthly Politics: Local and global in environmental governance*. Cambridge, MA: MIT Press.

### **Class 7 | October 30 | Slums**

- Ghertner, A. (2010). Green Evictions: Environmental Discourses of a 'Slum-Free' Delhi. In M. Watts, R. Peet and P. Robbins. *Global Political Ecology*. New York: Routledge.
- Desai, R., C. McFarlane & S. Graham. (n.d.) *Everyday Sanitation: A comparative study of Mumbai's informal settlements*. Durham University. Retrieved from [https://www.dur.ac.uk/geography/everyday\\_sanitation/](https://www.dur.ac.uk/geography/everyday_sanitation/)

### **DUE | November 3rd | Annotated Bibliography**

### **No Class | November 6 | Reading Week**

### **Class 8 | November 13 | Waste**

- Rucevska I., Nellemann C., Isarin N., Yang W., Liu N., Yu K., Sandnæs S., Olley K., McCann H., Devia L., Bisschop L., Soesilo D., Schoolmeester T., Henriksen, R., Nilsen, R. (2015). Executive Summary. In *Waste Crime – Waste Risks: Gaps in Meeting the Global Waste Challenge*. A UNEP Rapid Response Assessment. United Nations Environment Programme and GRID-Arendal, Nairobi and Arendal.
- Schulz, Y. and J. Goldstein. (2015, November 27). *Criminal Negligence? (Part 2)*. Retrieved from <https://discardstudies.com/2015/11/27/criminal-negligence-part-2/>
- Samson, M. (2009). Forging a New Conceptualization of “The Public” in Waste Management. Women in Informal Employment: Globalizing and Organizing (WIEGO). Cambridge.

#### *Suggested*

- Moore, S. (2011). Global Garbage: Waste, Trash Trading, and Local Garbage Politics. In *Global Political Ecology*.

### **Class 9 | November 20 | Extraction**

- Bebbington, A. (2009). The New Extraction: Rewriting the Political Ecology of the Andes? *NACLA Report on the Americas*, 42(5), 12-20.
- Bridge, G. Acts of Enclosure: Claim staking and land conversion in Guyana's gold fields. In McCarthy, J. S. Prudham and P. Robbins (Eds.) *Neoliberal Environments: False Promises and Unnatural Consequences*. New York: Routledge.
- Block, N. (2017, March 3). Toronto's buried history: the dark story of how mining built a city. The Guardian. Retrieved from, <https://www.theguardian.com/cities/2017/mar/03/toronto-hidden-history-how-city-built-mining>

### **Class 10 | November 27 | Carbon**

- Bumpus, A. & Liverman, D. (2010). Carbon colonialism? Offsets, Greenhouse Gas Reductions, and Sustainable Development. In M. Watts, R. Peet and P. Robbins. *Global Political Ecology*. New York: Routledge.
- Ahmed, N. (2014, December 1). Carbon Colonialism: How the Fight Against Climate Change Is Displacing Africans. *Vice*. Retrieved from, [https://motherboard.vice.com/en\\_us/article/kbzn9w/carbon-colonialism-the-new-scramble-for-africa](https://motherboard.vice.com/en_us/article/kbzn9w/carbon-colonialism-the-new-scramble-for-africa)

### **DUE | December 1 | Final Case Study Paper**

### **Class 11 | December 4 | Climate Chaos**

- Hartmann, B. (2010). Rethinking Climate Refugees and Climate Conflict: Rhetoric, Reality and the Politics of Policy Discourse. *Journal of International Development*, 22, 233–246
- Cameron, E. (2012). Securing Indigenous Politics: A Critique of the Vulnerability and Adaptation Approach to the Human Dimensions of Climate Change in the Canadian Arctic. *Global Environmental Change* 22, 103–114.

#### *Suggested*

- Davis, M. (2004). The Political Ecology of Famine: The origins of the Third World. In R. Peet and M. Watts (Eds.) *Liberation Ecologies: Environment, Development, Social Movements*, Second Edition, New York: Routledge.

### **Class 12 | December 7 | Course Wrap Up**