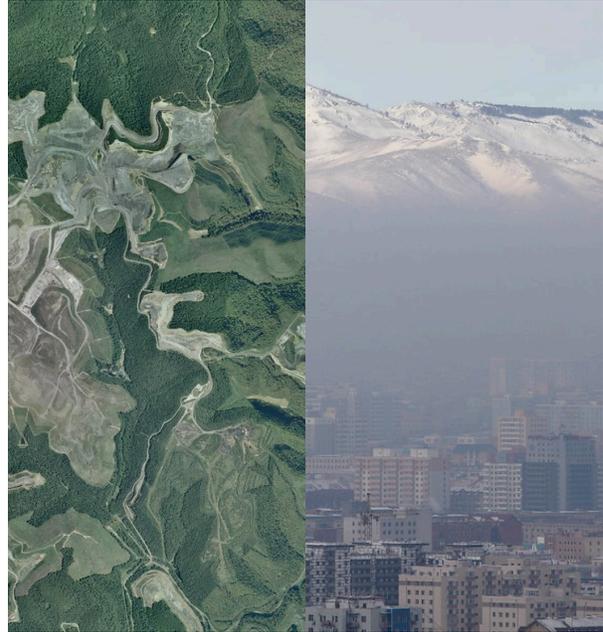


# GGR438

## ENVIRONMENT & DEVELOPMENT

Instructor: Elsie Lewison  
Session: Fall 2019  
Meeting: Monday 2:00-5:00, SS 2125  
Email: [elsie.lewison@mail.utoronto.ca](mailto:elsie.lewison@mail.utoronto.ca)  
Office Hours: Tuesday 1:30-3:30, SS 5038



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### COURSE DESCRIPTION:

This course is a fourth-year seminar devoted to understanding recent debates within geography regarding the links between the environment and development. We will consider the implications of development—as both an economic and social project—for the ways in which the environment is imagined and used, by whom, and to what ends. The readings address theoretical concerns and approaches in political ecology and critical development geography. We will focus particularly on themes of scarcity, sustainability and justice as they intersect with key topics in critical development studies including race, settler colonialism, governmental “technologies”, infrastructure and disaster. While the Global South is a primary focus in some weeks, we will also challenge Global South/North binaries, taking up course themes in diverse contexts including Canada and the US. The aim of the course is to provide students the opportunity to gain a deeper understanding of key academic concepts and debates related to the themes of environment and development, hone their critical reading skills and further develop their research and writing abilities. This course will be run as a seminar and will require students to complete readings and written assignments on a weekly basis. You are expected to attend all classes and participate in the discussions. This course should not be attempted until you have completed two years of full-time study or the equivalent number of credits part-time (10 FCEs).

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### COURSE EXPECTATIONS:

*Preparation:* This is a fourth-year seminar course, and you will be expected to come to class having read the readings and prepared to contribute to class discussion. I strongly recommend that you bring printed copies of the readings to class each week since we will be referring to them frequently in the discussion. Instead of assigning leadership duties ahead of time, I expect everyone to come to class ready to talk in the large group and smaller groups throughout the term. Overall, the emphasis is on quality of contributions over quantity. Engaging in active listening and making space for your colleagues to participate is equally as important as making your own contributions.

I also strongly recommend that you keep a set of special reading notes to help you make sense of and draw connections between the articles and selections throughout the course. I will be providing suggestions on strategies for note taking on readings in class. Given that this is an upper year seminar course, you may find that the readings assume you know things you don't know. While it is fine (and encouraged) to come into class with questions, it is also your responsibility to fill in gaps in your background knowledge. To help, I will be providing suggestions for reference sources and extra readings. The readings are subject to change.

*Electronics:* Taking photos and making audio (or video) recordings is not permitted (unless required for documented accessibility reasons). Non-compliance with these rules on recording will be subject to disciplinary actions under the Code of Student Conduct.

To help facilitate class discussion, I ask students to **not use their laptop or cell phone** during the seminar. Note taking in seminar settings plays a different role than in lectures and does not require the same level of detail. If you have any concerns about this, be it related to accessibility, English language, learning style or something else – please come chat with me.

*Email:* All course related email should be sent to **elsie.lewison@mail.utoronto.ca**. 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 GGR438 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 your question requires a long and complex response, I ask that you speak with me after class or during office hours.

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#### QUERCUS IN THE COURSE:

I will be using the course Quercus site for: assignment submission; providing access to readings; posting other relevant content; and sending announcements. To receive announcements to your email, you must ensure that your utoronto email address is the email on file in the University system.

*Readings:* There is no textbook for the course. I will post links to the readings or PDF files of the readings on Quercus. If a link is broken, search for the reading on the library website. You are responsible for making sure you can access all readings.

*Turnitin:* Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site. If you have an objection to the use of Turnitin for the submission of your work, please contact me to discuss alternatives, which may include submission of your working drafts. I will set up the Turnitin account such that you will be able to review your reports prior to submission. Note that the intellectual property of all students submitting to Turnitin is protected by the licensing agreement between the University of Toronto and iParadigms. This agreement also ensures that student papers submitted to Turnitin will not be used for commercial purposes.

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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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## ACADEMIC INTEGRITY

Please familiarize yourself with what counts as academic misconduct:

<http://www.artsci.utoronto.ca/osai/The-rules/what-is-academic-misconduct>.

Also, check out the rules relating to how to document the sources of information that you use and how to avoid plagiarism: <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>.

Note that using information directly from sources such as books, articles, videos, the Internet or work of fellow students without proper citation is considered plagiarism. Quotation marks are required when using someone else's words. Changing a few words in a sentence is not enough to make it your own. Be aware that cheating and plagiarism will not be tolerated. Nor should you submit any academic work for which credit has previously been obtained or is being sought. The Department and University treat these all as serious offenses and sanctions are severe.

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## WRITTEN ASSIGNMENTS

### 3 Questions/1 Artifact (3Q/1A)

For 8 out of the 12 class meetings (starting with Class 2), you are required to submit EITHER three questions you would like to raise in class based on the week's readings OR one 'artifact' that you would like to share with the class. This 'artifact' can be a website, graphic, short video, or news item accessible online. It should relate to the readings and make a contribution to in class discussion. When you submit the link for this item, include a short description of how you think it relates to a key issue raised in the week's readings. In place of an artifact, you may also submit an 'infographic' that visually illustrates a key concept from the readings (up to 2). If submitting an infographic, include a short description.

*Submission:* on Quercus, please use the text entry option.

*Due:* 8 in total by **11:59 PM** on the **Sunday before class**. No late submissions accepted.

### Reading Response Essays (RRE)

You are required to submit 3 reading response essays (700-750 words each) over the course of the semester. The responses should begin by briefly introducing the main question or theme that you will address in the essay. The response should then provide a clearly organized discussion that makes connections across readings, with a *focus on the readings from the week in which you are submitting* (i.e. if you submit on September 29<sup>th</sup>, the essay should focus on the readings on "Scarcity" for Class 4). The discussion should identify and reflect on one way in which the week's readings are related to each other, and/or tie into previously discussed themes in the course. The response could focus on, for example, a central theme, political claim, methodology, narrative, key thinker, or theoretical framework that is discussed similarly, or differently, across two or more course texts (or that is prominent in one and notably absent or 'silent' in another). For example, you might discuss: how two or three readings treat the concept of 'crisis' similarly or differently; how the readings incorporate (or pass over) the 'social construction' of nature in their analyses; how different authors use the term 'expert'. The commentaries will be evaluated on: demonstrated familiarity with the course content; the quality of analytical connections made; and how clearly the ideas are expressed.

*Submission:* on Quercus, please upload as a DOC. file.

*Due:* 3 in total by **11:59 PM** on the **Sunday before class**. I will accept reading responses between Classes 3 & 11 (see reading schedule). You must submit at least 1 response between Classes 3 & 7.

### OPTIONAL Reading Response Essay Re-write

You may choose to submit a re-write of 1 of your reading responses. The revisions should be based on in-class discussions and the instructor comments on your graded assignment. If you choose to submit a rewrite, your grade for that reading response will be based on the average of the original and remark scores (i.e., if you got 69% on the original and 87% on the rewrite, your mark will be 78% in my records). The re-write must be submitted **within one week** of receiving your mark. No late submissions accepted.

### Peer Outline Feedback

You will be providing constructive feedback on the paper outlines (see below) of 2 of your peers. More details will be provided later in class.

*Submission:* on Quercus

*Due:* by **11:59 PM** on **Friday November 15**

### Research Paper: Topic Proposal + Outline + Final Draft

Your research paper for the course, an essay of about 10-12 pages (about 3,000-3,500 words, excluding bibliography), can be on any topic that allows you to explore issues of environment and development. The final paper will be developed through the semester in stages and will entail the following three parts: 1) a topic proposal; 2) an outline; and 3) a final draft. More details will be provided in class.

#### *Topic Proposal*

Submission: on Quercus, please upload as a DOC. file.

Due: by **11:59 PM on Friday October 11**

#### *Paper Outline*

Submission: on Quercus, please upload as a DOC. file.

Due: by **11:59 PM on Sunday November 10**

#### *Final Draft*

Submission: on Quercus, please upload as a DOC. file.

Due: by **11:59 PM on Friday December 6**

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### ASSIGNMENT SUBMISSION AND LATE PENALTY

All assignments for this class are to be submitted electronically via Quercus, please note formats specified above. Assignment deadlines are either 11:59PM the Sunday\* before class or 11:59PM Friday (in the case of Peer Feedback, Topic Proposal & Final Draft). Unless otherwise specified there will be a late penalty of 5% for each day late including Saturday and Sunday. No assignments will be accepted more than one week after the due date unless the student has obtained prior permission from the instructor in the case of documented illness or other extenuating circumstances.

\* The one exception is Wednesday December 4<sup>th</sup> for the make up class.

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### ASSESSMENT AND DEADLINES

Class Contributions: 3 Questions/1 Artifact, in-class discussions & writing	25%	8 in total (see schedule)
Reading Response Essays	30%	3 in total (see schedule)
Peer Outline Feedback	5%	Friday November 15
Research Paper:		
Topic Proposal	5%	Friday October 11
Outline	10%	Sunday November 10
Full Draft	25%	Friday December 6

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## COURSE SCHEDULE

### CLASS 1 | September 9 | Introduction

### CLASS 2 | September 16 | What nature? Whose nature?

DUE: 3Q/1A (Sunday September 15)

Robbins, P., J. Hintz and S. Moore (2014). The social construction of nature. In *Environment and Society: A Critical Introduction*, (pp. 120-134). Wiley.

Neumann, R. (2003). The production of nature: Colonial recasting of African landscape in Serengeti National Park. In Zimmerer and Bassett (Eds.) *Political Ecology: An Integrative Approach to Geography and Environment-Development Studies*, pp. 240-254.

Brundtland Commission. (1987). Chapter 2: Towards Sustainable Development. In *Our Common Future*.

Escobar, A. (1995) Death of nature and rise of environment. In *Encountering Development: The making and unmaking of the third world*, (pp. 192-199). Princeton: Princeton University Press.

#### *Further Reading*

Mels, T. (2017). Environmental Discourse. In D. Richardson, N. Castree, M. Goodchild, A. Kobayashi, W. Liu, and R. Marston (Eds). *The International Encyclopedia of Geography*. John Wiley & Sons Ltd.

### CLASS 3 | September 23 | Developing what? Developing whom?

DUE: 3Q/1A (RRE) (Sunday September 22)

Frank, A. (1967). The development of underdevelopment. In S. Wheeler and T. Beatley (Eds.) *Sustainable Urban Development Reader*, (pp. 38-41). Routledge.

Ferguson, J. & Lohmann, L. (1994). The Anti-Politics Machine: "Development" and Bureaucratic Power in Lesotho. *The Ecologist*, 24(5), 176-181.

Escobar, A. (1995) The Problematization of poverty: The tale of three worlds and development. In *Encountering Development: The making and unmaking of the third world*, (pp. 21-31). Princeton: Princeton University Press.

Shrestha, N. (1995). Becoming a development category. In Crush (Ed.) *Power of development* (pp. 266-277), New York: Routledge.

#### *Further Reading*

Power, M. (2003). Development Thinking and the Mystical 'Kingdom of Abundance'. In *Rethinking Development Geographies*, (pp. 71-94). New York: Routledge.

## CLASS 4 | September 30 | The Threat of Scarcity

DUE: 3Q/1A (RRE) (Sunday September 29)

Scoones, I., Smalley, R., Hall, R., & Tsikata, D. (2014). Narratives of scarcity: Understanding the “global resource grab”. Working Paper 076, Future Agricultures. Retrieved from, <https://www.africaportal.org/publications/narratives-of-scarcity-understanding-the-global-resource-grab/>.

Ojeda, D., Sasser, J. & Lunstrum, E. (2019). Malthus’s specter and the Anthropocene. *Gender, Place & Culture*.

Ritchie, K. (2018). Anthropocene reveals the scale of Earth's existential crisis. *Now Toronto*. Available at, <https://nowtoronto.com/culture/art-and-design/anthropocene-burtynsky-baichwal-ago/>.

Review: <https://www.worldwildlife.org/threats/water-scarcity> & <https://www.conservation.org/projects/direct-connection>

### Further Reading

Bridge, G., & Wood, A. (2010). Less is more: Spectres of scarcity and the politics of resource access in the upstream oil sector. *Geoforum*, 41(4), 565-576.

## CLASS 5 | October 7 | The Promise of Green Growth

DUE: 3Q/1A (RRE) (Sunday October 6)

Milne, S. & Adams, B. (2012). Market Masquerades: Uncovering the Politics of Community-level Payments for Environmental Services in Cambodia. *Development and Change*, 43, 133-158.

Dempsey, J. & Suarez, D. (2016). Arrested Development? The Promises and Paradoxes of “Selling Nature to Save It”. *Annals of the American Association of Geographers*, 106(3), 653-671.

Monbiot, G. (2012, August 6). Putting a price on the rivers and rain diminishes us all. *The Guardian*. Retrieved from, <https://www.theguardian.com/commentisfree/2012/aug/06/price-rivers-rain-greatest-privatisation>.

Juniper, T. (2012, August 10). We must put a price on nature if we are going to save it. *The Guardian*. Retrieved from, <https://www.theguardian.com/environment/2012/aug/10/nature-economic-value-campaign>.

### Further Reading/Listening

Rhino Bonds. (2019, July 29). *The Indicator from Planet Money*. Available at <https://www.npr.org/2019/07/23/744612775/rhino-bonds>.

McAfee, K. (1999). Selling nature to save it? Biodiversity and green developmentalism. *Environment and Planning D: Society and Space*, 17(2), 133-154.



DUE: Topic Proposal (Friday October 11)

NO CLASS | October 14 | Thanksgiving Holiday

## **CLASS 6 | October 21 | Race, Environment and Development**

DUE: 3Q/1A (RRE) (Sunday October 20)

Feldman, M.B. & Hsu, H.L. (2007). Introduction: Race, environment, and representation. *Discourse*, 29(2&3), 199-214.

Pulido, L. (2016). Flint, environmental racism, and racial capitalism. *Capitalism Nature Socialism*, 27(3), 1-16.

"Thirsty for Democracy: The Poisoning of an American City": Special Report on Flint's Water Crisis. (2016, February 17). Democracy Now! Available at, [https://www.democracynow.org/2016/2/17/thirsty\\_for\\_democracy\\_the\\_poisoning\\_of](https://www.democracynow.org/2016/2/17/thirsty_for_democracy_the_poisoning_of).

### *Further Reading/Listening*

Episode 2: Being 'Outdoorsy' When You're Black or Brown. (2016, Jun 8). *Code Switch Podcast*. Available at, <https://www.npr.org/sections/codeswitch/2016/06/08/480932447/the-code-switch-podcast-episode-2-made-for-you-and-me>.

Pulido, L. & De Lara, J. (2019). Reimagining justice in environmental justice: Radical ecologies, decolonial thought, and the Black Radical Tradition. *Environment and Planning E*, 1(1-2), 76-98.

## **CLASS 7 | October 28 | Settler-Colonialism, Environment and Development**

DUE: 3Q/1A (RRE) (Sunday October 27)

McGregor, D. (2018). *Mino-Mnaamodzawin: Achieving Indigenous Environmental Justice in Canada*. *Environment and Society: Advances in Research*, 9, 7-24.

Procter, A. (2015). Uranium, Inuit Rights, and Emergent Neoliberalism in Labrador, 1956-2012. In A. Keeling and J. Sandlos (Eds.) *Mining and communities in Northern Canada* (pp. 233-258). Calgary: Calgary University Press.

Liboiron, M. (n.d.). Pollution is Colonialism. *Civic Laboratory for Environmental Action Research*. Available at, <https://civiclaboratory.nl/2017/09/01/pollution-is-colonialism/>

### *Further Reading*

Latulippe, N. (2015). Situating the work: A typology of traditional knowledge literature. *AlterNative: An International Journal of Indigenous Peoples*, 11(2), 118-131.

## **NO CLASS | November 4 | Reading Week**

## **CLASS 8 | November 11 | Participation, Enrollment and Empowerment**

DUE: 3Q/1A (RRE) | Paper Outline (Sunday November 10)

Sultana, F. (2009). Community and Participation in Water Resources Management: Gendering and Naturing Development Debates from Bangladesh. *Transactions of the Institute of British Geographers*, 34(3), 346-363.

Welker, M. (2009). "Corporate Security Begins in the Community": Mining, the Corporate Social Responsibility Industry, and Environmental Advocacy in Indonesia. *Cultural Anthropology*, 24(1), 142-179.



DUE: Peer Outline Feedback (Friday November 15)

## CLASS 9 | November 18 | Maps, Control and Contestation

DUE: 3Q/1A (RRE) (Sunday November 17)

Robbins, P. (2003). Beyond ground truth: GIS and the environmental knowledge of herders, professional foresters, and other traditional communities. *Human Ecology* 31(2), 233-53.

Mah, A. (2017). Environmental justice in the age of big data: challenging toxic blind spots of voice, speed, and expertise. *Environmental Sociology*, 3(2), 122-133.

Review: <https://www.conservation.org/projects/mapping-natural-capital> & <https://ejatlas.org/>

## CLASS 10 | November 25 | Infrastructural Natures

DUE: 3Q/1A (RRE) (Sunday November 24)

Carse, A. (2012). Nature as infrastructure: Making and managing the Panama Canal watershed. *Social Studies of Science*, 42(4), 539-563.

Barnes, J. (2017). States of maintenance: Power, politics, and Egypt's irrigation infrastructure. *Environment and Planning D: Society and Space*, 35(1), 146-164.

Anand, N. (2017, June 27). The Banality of Infrastructure. *Insights from the Social Sciences*. Available at, <https://items.ssrc.org/just-environments/the-banality-of-infrastructure/>.

## CLASS 11 | December 2 | Infrastructural Disasters

DUE: 3Q/1A (RRE) (Sunday December 1)

Ficek, R. E. (2018). Infrastructure and Colonial Difference in Puerto Rico after Hurricane María. *Transforming Anthropology*, 26(2), 102-117.

Gergan, M. (2019). Geological Surprises: State Rationality and Himalayan Hydropower in India. *Roadsides*, 1, 35-42.

"The Battle for Paradise": New Intercept Doc Goes Inside Struggle over Puerto Rico's Future. (2018, June 6). Democracy Now! Available at,

[https://www.democracynow.org/2018/6/6/the\\_battle\\_for\\_paradise\\_new\\_intercept](https://www.democracynow.org/2018/6/6/the_battle_for_paradise_new_intercept).

## CLASS 12 | December 5 | GND, Potentials and Pitfalls

DUE: 3Q/1A (Wednesday December 4)

Dutkeiwicz, J. (2019, August 11). Socialize Lab Meat. *Jacobin*. Retrieved from, <https://jacobinmag.com/2019/08/lab-meat-socialism-green-new-deal>.

Lennon, M. (2019, April 22). No Silver Bullets. *Jacobin*. Retrieved from, <https://jacobinmag.com/2019/04/green-new-deal-black-radical-tradition>.

Estes, N. (2019, August 6). A Red Deal. *Jacobin*. Retrieved from, <https://jacobinmag.com/2019/08/red-deal-green-new-deal-ecosocialism-decolonization-indigenous-resistance-environment>.

### Further Reading

Brown, K.B., Gong, J., Huber, M. & Munro, J. (2019, March 21). A Real Green New Deal Means Class Struggle. *Jacobin*. Retrieved from, <https://jacobinmag.com/2019/03/green-new-deal-class-struggle-organizing>.



DUE: Research Paper Final Draft (Friday December 6)