ERST-IDST-POST 360 - Environment and Development
Fall/Winter Session 2008/2009

Instructors: Stephen Bocking (Fall) Karen Morrison (Winter)
Office & phone: ESB B310, 748-1011, x7883 ESB A115, 748-1011, x7684
E-mail: sbocking@trentu.ca karenemorrison@trentu.ca
Office hours: Tuesday 12 – 2 p.m. Tuesday 11:30 – 13:30 p.m.
Thursday 2 – 4 p.m. and by appointment, or drop in

Teaching assistant: Lily Hamill
E-mail: lily.hamill@gmail.com

Secretary: Deb Mills, ESB B202
748-1011, x7199

Course time and location: Lecture: Tuesday, 9 – 10:50 SC 103
Seminars: Wednesday, 2 – 2:50 EPC 101
Wednesday, 4 – 4:50 SC W1
Wednesday, 5 – 5:50 SC W1

Description of the course:

Environmental problems don’t just happen; they are created. They are most often a product of particular relations and interactions that occur within human societies, that determine who uses the environment, who has control over it, who is excluded from it. To understand this, and the interaction between development and the environment generally, it is necessary to address the diverse political, social, economic, and ecological aspects of specific environmental issues. This course makes special reference to developing countries, while exploring where possible comparisons with Canadian issues.

The course consists of a two hour class each week plus a one hour seminar. Stephen Bocking will be responsible for classes and marking during the first term, and Karen Morrison will teach the class in the Winter term.

Grading Scheme:

- Five class papers (first term, due in class) 20%
- Seminar participation 10%
- Two in-class tests (October 7 and November 11) 6% (higher grade) & 4% (lower grade) 10%
- Fall term exam (December exam period) 15%
- Conceptual review related to environment and development (due February 10) 10%
- Individual research paper (3% referencing) (due March 10) 15%
- Final exam (April exam period) 20%
**Explanation of Assignments & Grading**

**Class papers:** In the first term you are to write five papers, of about 800-1000 words each, based on the readings of any five (your choice) of the following classes: September 16, September 23, September 30, October 7, October 14, October 28, November 4, November 11, November 18, or December 2. Each paper is to identify and synthesize the key themes of all the readings for that class. Each paper will be due at the beginning of the class.

**Seminar participation:** Active participation in the course seminars is a key component of this course. The material covered in the seminars will be included in the mid-term and final exams of the course. Attendance at the seminar sessions will be kept and students will be evaluated on their contribution to the seminar discussions, including speaking, writing, active listening and participation in small group exercises.

**In-class tests:** Two tests are scheduled at the beginning of the classes on October 7 and November 11, and will be based on material from the preceding classes. These are intended as practice for the mid-term exam.

**Exams:** There will be a mid-term exam in the December exam period. The format will be primarily essay questions. There will also be a final exam in the April exam period. It will cover the entire second semester and will consist of short-answer and essay questions.

**Conceptual review related to environment and development:** This assignment is a reflective and critical review of one of the key concepts presented during the second term (e.g. household-centred environmental sanitation, precautionary principle, sustainable development, integrated water resources management, environmental goods and services, etc.). The assignment is to be no longer than 1500 words and must be properly referenced. A minimum of six references must be utilized. Only two internet-based references from highly reputable sources will be accepted, the others must come from the academic literature (including electronic books and journals). All references must be properly cited, using one citation style. The review will be evaluated on:

1) a brief (maximum three paragraph) review of the concept and its history;
2) a reflection on/reaction to the concept and its significance;
3) the implications of the concept for environment and development studies;
4) strengths and weaknesses of the concept;
5) final comments and conclusions.

The topic of the paper should be submitted to the TA in advance to ensure its appropriateness. The papers are due in-class February 10th. Late penalties will be applied, as per the policy on due dates (see below).

**Research paper:** Each student will investigate one aspect of environment and development and will write a 3000 word research report on that topic. A minimum of ten references must be utilized. Only two internet-based references from highly reputable sources will be accepted; the other eight references must come from the academic literature (including electronic books and journals). All references must be properly cited, using one citation style. 3 of 15 marks are reserved for proper referencing, and this mark will be separate from the mark for the essay text – improper or incomplete references will be handed back to the student and must be redone in order for the paper to receive a final mark (see Referencing Policy, below). The evaluation criteria for the research papers include: style, grammar, documentation, profundity of description, critical thinking about the research topic and intellectual engagement with the topic. Students are encouraged to discuss their choice of topic with the course instructor or the TA prior to beginning work on their essays. Papers must present a clear thesis.
statement that guides the discussion, analysis and conclusions. **The research papers are due March 10th during the lecture period.** Late penalties will be applied, as per the policy on due dates.

**General information:**

**Due dates and late papers:** Late assignments will be penalized at 5% of the value of the assignment per weekday late. Weekends will be treated as a single weekday. **Deadlines are non-negotiable.** Extensions will only be granted with appropriate documentation (i.e. for medical reasons [supported by a doctor’s note] or upon the written recommendation of Counseling Services).

**Assignments are due in lecture.** Late assignments may be dropped off in the appropriate slot of the drop box outside of Rob Loney’s office (ESC A204). Please note that only late assignments should make use of this option – assignments that are to be considered as being submitted on time must be handed in during the lecture period (unless accompanied by appropriate documentation, as above).

**Environmental Policy:** We like to minimize the use of paper in this course. Accordingly, we encourage you to hand in assignments and essays on re-used paper (i.e. that has something already on the other side).

**Academic Dishonesty:** Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offense and carries penalties varying from failure in an assignment to suspension from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University’s Academic Dishonesty Policy which is printed in the University Calendar and on the university web site at: [http://www.trentu.ca/deansoffice/policies_dishonesty.php](http://www.trentu.ca/deansoffice/policies_dishonesty.php).

**Access to Instruction:** It is Trent University’s intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Disability Services Office (BL Suite 109, 748-1281, disabilityservices@trentu.ca) as soon as possible.

**In-Class Behaviour:** Students are expected to come to lecture and seminar prepared for the class (i.e. having read the assigned readings). Questions are permitted during lecture provided that they do not disrupt the rest of the students’ ability to take in the material presented. Students are expected to treat each other with the utmost respect; disruptions to the class will not be permitted. Active listening is encouraged.

**Required Texts:** The required readings for the first term are available in a coursepack and in a text: Richard Peet and Michael Watts, eds., *Liberation Ecologies: Environment, Development, Social Movements*, Second Edition (Routledge, 2004). Both are available at the Trent Bookstore. Some readings will also be available online, at the myLearningSystem (WebCT) course page, or will be on reserve in Bata Library. The readings correspond closely to the topics to be considered in the lectures and seminars, and should be read before the relevant classes.

**Referencing Policy:** Written work that is not properly referenced will be considered to be below the standard expected in an upper-year University course and will be returned to the study with no mark. The student will be expected to re-submit the paper during the next class, fully referenced in order to have the paper accepted for grading. Failure to re-submit the paper will result in a grade of zero on the assignment. Proper referencing involves the consistent use of a single referencing style. Websites must be fully and properly referenced in that same style.
COURSE SCHEDULE & READINGS – FIRST TERM

September 9:     Introduction to the course

September 16:     Tracing the origins of environment and development issues: colonial and post-colonial Asia and Latin America

September 23:     Environment and Development Case Study: Costa Rica – how deep is the “greening”? [readings available online]

September 30:     Developing the Environment: The World Bank

October 7:     Development, resistance and communities

October 14:     Violence and the environment
October 28:  What is the environment for? Conflicts over "wilderness"


November 4:  Questions about knowledge: What do we know about the environment, how do we know it, and what do we do about it?


November 11:  Gender Issues in Environment and Development


November 18:  Agricultural Biotechnology (additional readings available online)


November 25:  No class

December 2:  Dams: Development and resistance

• Aviva Imhof, Susanne Wong & Peter Bosshard, Citizens’ Guide to the World Commission on Dams, (International Rivers Network, 2002) [available online].
COURSE SCHEDULE & READINGS – SECOND TERM

January 6: Introduction to the second term

January 13: Environment, Development and Human Health

January 20: Perspective and Scale

January 27: Environmental Sanitation (Hygiene and Sanitation)

February 3: Integrated Water Resources Management (Water Supply and Urban Drainage)

February 10: Environmental Goods and Services – CONCEPTUAL REVIEW DUE

February 24: Human Security
March 3: Sustainable Livelihoods

March 10: Green Design – RESEARCH PAPERS DUE

March 17: Complexity and Uncertainty in Social-Ecological Systems

March 24: Case Study – Cuba

March 31: Review and Discussion