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NRSM 475.01: Environment and Development

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NRSM 475 (34768) & 575 (CRN 34771)
Environment and Development

Instructor: Professor Jill Belsky, Dept. of Society & Conservation Class time: Tues/Thurs 11:10-12:30
Office: 410 Clapp Bldg Classroom: Forestry 301
Contact: (406) 243-4958, jill.belsky@umontana.edu Office hours: Tues/Thurs 12:45-2:00

Teaching Assistant: Laura Caplins Bosak, office: Clapp Bldg 446, contact: laura.caplins@uconnect.edu

Course Description

This course examines the roots of human inequality and environmental degradation associated with development, and responses towards establishing new patterns and processes of development which may be considered more sustainable – sustainable in terms of the demands made on the physical, ecological and cultural resources of the globe, and especially the characteristics of technology, societal organization and economic production which underpin them. We will look closely at actors and institutions around the globe who are trying to reconcile economic and human development with sustainable environmental use and management, and critically examine both the opportunities and challenges associated with innovations being tried from the emerging sustainable development “tool box”.

Be forewarned--- *the emphasis in this course is on learning to understand, think and write critically about social forces especially associated with environment, development, and conservation rather than on surveying all of the major environmental issues or conservation strategies in the world today.* Course readings, videos, discussions and assignments confront head on underlying micro and macro processes across multiple spatial and temporal scales. For many students, taking a multi-scaled approach is very challenging, as is studying big, complex processes such as capitalism, modernization, development and sustainable development; it is particularly challenging to take a *critical perspective*. The latter refers to understanding social-environmental interactions and change from various perspectives including 1) forces that cannot be directly observed but need to be understood through interrogating underlying meanings and struggles over meanings and 2) people and social movements representing concerns of poor families, politically marginalized ethnic groups, communities and/or genders. The subject matter and approach taken in this class is complex and may make some of you uncomfortable at times; but the instructor and TA are here to help explain difficult and new concepts, and ground them in current issues and real life experiences. The expectation of you is that by enrolling in this class you are agreeing to do your best to undertake this challenge and to let her know when you don't understand something or wish to examine it further or in a different way.

Learning Objectives-- at the end of the course you will be able to:

- ***describe*** key social forces influencing society-environment-development interactions and strategies;
- ***analyze*** different perspectives on the origins, consequences and potential management of environment including major debates in sustainable development; and
- ***evaluate*** the opportunities and challenges of current conservation, environment and development strategies, as variably impacted by peoples, cultures, and environments with different and often unequal social and ecological characteristics and histories.

Course Structure-- The course combines lecture, discussion, videos, exams, and take home assignments

(including occasional evening public lectures). Students are expected to actively engage in all course activities, take responsibility for their own educational development (e.g. by coming to class prepared and with questions), and to contribute towards creating a healthy learning community. All views are welcomed in class but they must be communicated in class in a civil and never hostile manner.

Readings -- There is one required text for this class available for purchase at the UC Bookstore and supplemented by readings from journal articles, book chapters, internet, reports, etc. The latter are available from the UM Mansfield Library circulation desk: you may check out a cd with all the required readings or you may get them electronically through the ERES system (<http://eres.lib.umt.edu>; password: NRS475). Please note additional readings are required for graduate students enrolled in 575 but are optional for undergraduates.

Required Text: Elliot. Jennifer. 2013. An Introduction to Sustainable Development. 4th ed. Routledge Press.

Grading-- Your final grade will include evaluation of the following:

Class participation (5% of final grade): Participation includes attendance, punctuality, attentiveness, effort, completing all readings and offering your thoughts, ideas, opinions, and questions during class. Your participation grade is not based on knowing the "right" answers or the quantity or length of your comments but rather your willingness to contribute, evidence that you have completed and thought through material presented in the reading, and the increasing quality of your contributions.

Video critiques (20% of final grade): We will view seven videos during the semester. Students are required to submit critiques of **four** of the films. Your critiques will be graded in the following way: **excellent** (correct summary, critical application of theory and insightful questions), **good** (good attempt to summarize, apply theory and raise questions but room for improvement) and **unsatisfactory** (did not summarize correctly, engage with the readings and/or raise good questions as noted in the guidelines).

Two in class Exams (each 20% of final grade). Short answers and essays.

Abstract and Final Paper (35% of final grade): Each student will conduct independent research on a conservation or sustainable development initiative or organization and prepare a final paper. More details later

Grading Policy and Assignments: Please mark assignment due dates and exam dates on your calendar and plan accordingly. Please note that **EXTENSIONS OR MAKE-UP EXAMS REQUIRE PRIOR APPROVAL FROM THE INSTRUCTOR**. In the absence of such approval (and presuming no serious emergency), a zero will be given if you fail to take an exam or turn in an assignment.

<u>Assignment</u>	<u>Due Date</u>	<u>% of Final Grade</u>	<u>Grading Scale</u>	
Participation	Throughout	5	94-100 A	73-76 C
Four Video Critiques	Class after video shown	20	91-93 A-	70-72 C-
Exam 1	3/5	20	87-90 B+	68-69 D+
Exam 2	3/26	20	83-86 B	63-67 D
Abstract Final Paper	4/16	5	80-82 B-	60-62 D-
Final Paper	5/7	<u>30</u>	77-79 C+	< 60 F
		100%		

NRS475: Graduate students are required to read all assigned readings plus those marked **575**. On exams and other assignments, graduate students are expected to achieve a higher level of theoretical integration and

sophistication than undergraduate students. The instructor and/or TA will meet periodically throughout the semester with the graduate students (as schedules permit) for seminar-style discussion of course materials. Graduate students will occasionally be asked to summarize 575 readings and/or lead discussions during class sessions. The following texts are recommended for graduate students seeking more background:

P. McMichael. 2012. *Development and Social Change: A Global Perspective (5th ed)*. Pine Forge and Sage
W.M. Adams. 2009. *Green Development: Environment and Sustainability in a Developing World*. Routledge.

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review on line at:

www.umt.edu/SA/VPSA/index.cfm?page?1321.

Advising: You may e-mail, phone, or come to the instructor's or TA's office hours (TBA). You are always welcome to make an appointment to talk to the instructor outside of my office hours (schedules permitting). I encourage you to talk with me or the TA if you have questions or difficulties with the material. Please don't wait until the day before (or after) an exam.

More on Assignments:

Video Critiques

Each video critique will entail a two double-spaced pages (12 point font, 1 inch margins). You must complete four video critiques throughout the semester. Be sure to keep count of the number of critiques you submit.

*Critiques are due the class period following the viewing of the film. **Please Follow this format:***

1. **Title:** Write the video title and number (listed on syllabus) on the top of page one.
2. **Description:** Very briefly summarize the major theme or points of the video (one paragraph).
3. **Analysis:** Discuss how the video engages **two** key concepts or theories discussed in class.
4. **Evaluation:** Drawing on your analysis, evaluate (i.e., judge) the video – this can be its application (or failure to consider) a particular theory or body of knowledge, or its major conclusions or recommendations - make sure you provide ample evidence and clear reasoning for your evaluation.
5. **Questions:** List three specific questions inspired by the video that are related to the course and your ongoing reflection on what you are learning.

Final Paper

Objective: The purpose of the final paper is for you to assess a current conservation or sustainable development initiative or organization and describe, analyze and evaluate it according to criteria, lessons and evidence learned from class and your own readings, videos and discussions.

Selecting a topic: Each student will select an initiative or organization as the focus of your final research paper. You should pick one that has an explicit concern for conservation/sustainable development. If the scope of the initiative or organization is very large, you should select a smaller program or project associated with it. You may choose something that is operating internationally, in the USA, or in Montana. You may make your selection based on the novelty of the initiative or organization's approach, a noteworthy project, its geographical location, or prior experience with the organization. You are encouraged to choose a topic that you would like to know more about and/or even volunteer or work for in the future. Do not select an initiative or organization with scant information as you will not be able to complete the assignment. At the end of the discussion is a list of possible initiatives and organizations. These are just suggestions; you do not have to pick from this list.

Abstract for the Final Paper: This is a one page (maximum) summary of the initiative or organization you have selected for your final paper and a very brief description what you plan to examine. The latter should specify if you are focusing on the overall initiative or organization or a particular dimension or project or regional application. Include **5 references** that you will use in completing the requirements for the final paper – see below. The purpose of the abstract is to ensure that you have selected an initiative or organization that is in keeping with the objective of the assignment and which you can find sufficient information to complete it.

Final Paper: You must follow the format below; label each section as outlined. The final paper should be 8-10 pages (12 point font, 1 inch margins). You are welcome to discuss your paper with class members or anyone else with knowledge about the initiative or organization. ***However, the analysis and writing of the final paper must be your own individual work.*** The final paper must involve the following sections:

1. **Contact Information:** At the top of the first page provide the name and contact information for the initiative or organization, including website, mailing address, and phone number.
2. **Description:** Building on your abstract, very briefly describe the initiative or organization and its overall mission or the particular project you have chosen. This section should be around 2 pages.
3. **Analysis:** Select **TWO** of the key concepts we have used in class appropriate to your topic and use it as a basis for analysis, including how the initiative or organization defines its problem, selects an approach towards solution(s) and explains its successes or failures. Some example of key concepts relate to development, sustainable development, globalization, environmental externality, environmental justice, traditional ecological knowledge, free vs fair markets, debates over protected areas and community-based conservation. **This will require your critical analysis using class readings, lectures and discussions to examine what the initiative or organization claims to be doing and why; interrogate assumptions, claims, and contradictions.** The point here is not to accept at face value what you read on a web page – use the knowledge gained from class to critically examine and ask questions of the organization and its projects, even if you don't know the answer. This section should be around 3 pages.
4. **Evaluation:** Drawing on your analysis briefly evaluate or judge what you see as the initiative or organization or project's major strengths and/or limitations. This could be related to their framing of problems and mission, chosen strategy, practical accomplishments or ongoing struggles. **Be as specific as possible with regard to your reasoning and the evidence you provide for your evaluation.** Be attentive to real social and ecological conditions so your suggestions are feasible and practical. This section should be around 3 pages
5. **Literature cited:** You must cite all the literature you use to describe, analyze, and evaluate the organization; it is fine to use material from class and/or include additional readings (e.g. website and internet resources, reports, articles, book chapters, information from key sources). Please follow conventional social science citation protocols (author last name and year in parentheses in the text and a complete bibliography at the end, including the full web address for any online resource).

Helpful hints: *The analysis and evaluation sections are the most important; they should take up over half of the paper.* You will need to do both original research and thinking. Search the library and internet for information about your organization and its activities. There may be formal evaluations available for larger organizations. Closely examine its website and other relevant sites. You are likely to need to email your chosen

organization. Email someone involved with the initiative or associated with your organization early on with a concise list of questions, or if local, try to contact them by phone. Be polite and persistent, but realize that they are busy and may not respond immediately; hence the need to email them early and possibly often.

Suggestions of Environment/Conservation/Sustainable Development Organizations (across the spectrum)

<p>International NGOs (including initiatives)</p> <p>World Wildlife Fund (WWF) Conservation International (CI) The Nature Conservancy (TNC) Corporate Watch Inter-American Foundation Global Exchange Earthjustice Friends of the Earth Community Conservation, Inc. Food First Coral Cay Conservation Wetlands International Population Institute Borneo Project La Via Campesina Highlander Research and Education Center Women's Environment & Development Organization (WEDO) Community Forestry International Fair Trade Federation Catholic Relief Services CARE SmartWood</p> <p>NGO Directories Environmental Grantmakers Association http://www.ega.org/ngos/profile.php?op=list WANGO (Global) http://www.wango.org/resources.aspx?section=ngodir Central and Eastern Europe http://www.rec.org/rec/databases/ngodirectory/ngofind.html</p>	<p>U.S. NGOs</p> <p>Sonoran Institute Yellowstone to Yukon (Y2Y) Defenders of Wildlife (US) Greater Yellowstone Coalition Rainforest Alliance Pesticide Action Network Alternate Energy Research Organization (AERO) Trust for Public Land National Network of Forest Practitioners Sand County Foundation Sustainable Northwest Land Trust Alliance The Wilderness Society Institute for Local Self-Reliance Natural Resources Defense Council National Wildlife Federation</p> <p>Montana (including initiatives)</p> <p>Women's Voices for the Earth (WVE) Clark Fork Coalition Institute for Biomimicry Five Valleys Land Trust Wildlands CPR National Center for Appropriate Technology Citizens for a Livable Montana (CALM) Blackfoot Challenge (Blackfoot Community Project) Garden City Harvest Northwest Connections (Montana Legacy Project) Swan Ecosystem Center Montana Land Reliance</p>
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TOPICS AND READING ASSIGNMENTS

1. Introduction

Tues, 1/29

Introduction to the course

Thur, 1/31

Society, Environment & Development: Intersections

- King, L and McCarthy, D. 2005. Introduction: Environmental problems require social solutions, p xi-xxi. In: L. King and D. McCarthy (eds.). *Environmental Sociology: From Analysis to Action*. Rowman and Littlefield; Merchant, C. 1992.
- Greider, T. and L. Garkovich. 1994. Landscapes: the Social Construction of Nature and the Environment. *Rural Sociology* 59(1):1-24.
- ♦575: Bell, M.M. 2004. Chapter 1: Environmental Problems and Society. In: *An Invitation to Environmental Sociology*. Pine Forge Press. Pp. 1-26.
- Schmidt-Vogt, D. 2005. Our second nature... *Historic Environment* 19(1):14-17.

(Please attend: **Monday, February 4, 2013; 8:00 pm**; Dennison Theatre; lecture by Anna Lappe, author of *Diet for a Hot Planet*, "Sustainability, "Sustenance and Social Change: How Sustainable Food and Farming can Nourish the World and Transform Communities.")

2. From National Development to Globalization

Tues, 2/5 Setting the Context: Nature and Society Interactions

Video #1: Cadillac Desert: Mulholland's Dream

- Crow, M.M. 2007. None dare call it hubris: the limits of knowledge. *Issues in Science and Technology*, Winter, pgs. 1-4.
- ♦575: Robbins, P. 2012. Political versus apolitical ecologies. Oxford: Blackwell Pub. Chap 1.

Thurs, 2/7 Part 1: Colonialism, Post-Colonialism and the Emergence of Development

- McMichael, P. 2004. *Development and Social Change: A Global Perspective* (3rd ed.). Pine Forge, Chap 1 (pgs. 2-38).

Tues, 2/12 Part 2: National Development Project: Modernization and Markets

- McMichael, P. 2004. *Development and Social Change: A Global Perspective* (3rd ed.). Pine Forge, Chap 2 (pgs. 39-71).
- ♦575: Webster, A. 1990. Introduction to the sociology of development. MacMillan Press. Chap 3 (pps 49- 63).

Thurs, 2/14 Political Economy of Development: Or Creating Dependency and Underdevelopment

Video #2 Controlling Interests

- Nadal, P. 2012. Underdevelopment and historicism: W.W. Rostow and Andre Gunder Frank.
- Mitchell, T. 1991. America's Egypt: Discourse of the Development Industry. *Middle East Report*, March-April pp. 18-42.

Tues, 2/19 The (First) Green Revolution: Social Equity and Sustainability Concerns

- Oasa and Jennings 1982. Science and authority in International Agricultural Research. *Bulletin of Concerned Asian Scholars*, 14(4):30-44.
- Norrgard, R.B. 1988. The rise of the global exchange economy and the loss of biological diversity. In EO Wilson. *Biodiversity*. Chap 23. (cont. on next page)
- ♦575: Perkins, J.H. 1990. The Rockefeller Foundation and the Green Revolution, 1941-1956. *Agriculture and Human Values* 7(3-4): 6-18.

Thurs, 2/21 What "Counts" in Development?

- G.D.P.R.I.P New York Times, August 9, 2009
- Revkin, A.C. 2005. A new measure of well-being from a happy little kingdom. NYT 11.4.05

Video #3: Who's Counting? Sex, Lies, and Global Economics**Tues, 2/26 From Development to Globalization**

- McMichael, P. 2004. *Development and Social Change: A Global Perspective* (3rd ed.). Pine Forge and Sage, (pgs. 129-150; chap 5: 152-200).
- ♦575 *Development and Social Change: A Global Perspective* (3rd ed.). Pine Forge and Sage, chap 7 (Pgs. 238-283)

(If you can all please attend Evening Public Lecture, Joy W'Njuguna, "Lessons from the World's Oldest Tea Farmer: Small scale farming and Kenya's Environmental Renaissance,," tonite at 7pm at the North Underground Lecture Hall.)

Thurs, 2/28 Population, Development and Theory/Review for Exam 1

- Bell, M. 2004. Population and Development. Chap 4. In *An Invitation to Environmental Sociology* (2nd Ed). Pp. 78-104.
- Hardin, G. 1968. The tragedy of the commons. *Science* 162:1243-1248

Tues, 3/5 In class exam 1 – no blue books necessary**3. Global Capitalism, Transnational Corporations and Environmental Change****Thurs, 3/7 Privatizing Public Services: GM and the Rise of US Automobile Dependency**

- Greider, W. "Citizen" GE In J. Mander and E. Goldsmith. *The Case Against The Global Economy*. San Francisco: Sierra Club Books. Pp 323-334.

Video #4: Taken for a Ride**Tues, 3/12 Forest Conflict in the US Pacific Northwest: Class, Corporations & Cultural Identity**

- Foster, John Bellamy. 1993. The limits of environmentalism without class: lessons from the ancient forest struggle in the Northwest. *A Monthly Review/Capitalism, Nature, Socialism Pamphlet*.
- ♦575: Kelly, E. and J. Bliss. 2009. Healthy Forests, Healthy Communities. *Society & Natural Resources* 22:519-537.

Thurs 3/14 Tropical Forest Change and Degradation: Root Causes versus Symptoms

- Vandermeer, J. and I. Perfecto. 1995. Rethinking rain forests: biodiversity and social justice. *Food First Backgrounder*. Summer 1995
 - ♦575: Dove, M. 1993. A revisionist view of tropical deforestation and development. *Environmental Conservation* 20(1): 17-24, 56.
- Class Exercise:** Mapping Drivers through Drawing a Concept Map

Tues, 3/ 19 Politics of Knowledge: Traditional Ecological Knowledge and Practice/TEKP

- Berkes, F. 1999. Context of traditional ecological knowledge In: Berkes, F. 1999. *Sacred Ecology*, Taylor and Francis, pgs. 3-15. (cont. on next page)

Video #5: Taking Root: The Vision of Wangari Maathai**Thurs, 3/21 Environmental Justice: Race, Class and Gender**

- Taylor, D. 2005. American environmentalism: the role of race, class and gender in shaping activism 1820-1995 In: King, L. and D. McCarthy (eds.). 2005. *Environmental Sociology: From Analysis to Action*. Rowman and Littlefield Pub.

Watch and Discuss: <http://www.thedailyshow.com/watch/mon-january-24-2011/bird-like-me>)
Class review for exam

Tues, 3/26 In class, Exam 2

4. Sustainable / Resilient Futures

Review final paper guidelines/begin exploring a final paper topic

Thurs, 3/28 Introducing Sustainable Development and Sustainability

- Elliott, J.A. 2013. An Introduction to Sustainable Development. Ch.1 (p. 8-56)
♦575: Adams, W.M. 2009. Origins of Sustainable Development In: W.M. Adams. Green Development 3rd edition. Routledge. Chap 2

Spring Break Tues 4/2 and Thurs 4/4 – no class

Tues, 4/9 Global Challenges of Sustainable Development (1) Global Climate Change, Resource Scarcity, Energy, Water

- Elliott, J.A. 2013. An Introduction to Sustainable Development. Ch.2 (p. 57-77 top)
(watch in class: http://www.youtube.com/watch?v=f3_CYdYDDpk)

Thurs, 4/11 Global Challenges of Sustainable Development (2) Population, Poverty, Inequality

- Elliott, J.A. 2013. An Introduction to Sustainable Development. Ch.2 (p. 77-117)
- Stiglitz, J. E. 2013. Inequality is holding back the Recovery. NY Times, January 19, 2013.
♦575: skim the special section from The Economist on *Global Inequality*

Tues, 4/16 Actors and Actions in Sustainable Development

Abstract Due for Final Paper (submission by email ok; follow final paper guidelines)

- Elliott, J.A. 2013. An Introduction to Sustainable Development. Ch.3 (p. 120-189)

Thurs, 4/18 Sustainable Livelihoods

- Elliott, J.A. 2013. An Introduction to Sustainable Development. Ch.4, 5 (pgs. 249-301)
♦575: Holt-Gimenez, 2010. Food security, food justice or food sovereignty? Food First Backgrounder 16(2): 4 pgs

Tues, 4/23 “Damning Health:” Women, Work and Health in the Context of Social and Ecological Change in the Indian Himalayas- Guest lecture, Laura Caplins Bosak(TA)

- TBA

Thurs, 4/25 Wilderness, Working Landscapes and the Politics of Parks/Protected Areas

- Adams, W.M. The Politics of Preservation. In: W.M. Adams. Green Development. 3rded.Routledge. chap 10
- Chapin, M. 2004. A Challenge for Conservationists. World Watch. November/December. World Wildlife Fund Response, Retrieved Aug 15, 2006 from http://www.loe.org/thisweek/041217World_Wildlife_Fund_Response.doc
The Nature Conservancy response, Nov. 3, 2004

♦575: Terborgh, J. Reflections of a Scientist on the World Parks Congress, *Conservation Biology* 18:619-620 and Brosius, J.P. Indigenous Peoples and Protected Areas at the World Parks Congress, *Conservation Biology* 18(3):609-612.

Tues, 4/30 Rural Conflicts Over Land/Resources Use: U.S. South West

Video #6: *Whose Home on the Range?*

- Snow, D. 2001. Coming home: an introduction to collaborative conservation. In Brick, P., D. Snow, and S. Van de Wetering. *Across the Great Divide*. Island Press. p.1-11.
- McCloskey, M. 1996. The Skeptic: Collaboration has its limits. *High Country News* 28(9).

Thurs, 5/1 The Promise of Community-Based Conservation: Ecotourism

- Berkes, F. 2004. Rethinking community-based conservation. *Conservation Biology* 18(3):621-630.
- Belsky, J.M. 1999. Misrepresenting communities: the politics of community-based rural ecotourism in Gales Point Manatee, Belize. *Rural Sociology* 64(4): 641-666
- Jaffee, E. Good gone wild. *Science News*, vol 170. Sept 30, 2006.

Tues, 5/7 Market-Based Solutions: Free Trade, Fair Trade/Product & Certification Schemes

Video #7 *Buyer be Fair*

- The Economist. Why Greens Should Love Free Trade. *The Economist* 9, 1999. p17-18.
- Daly, H.E. 1996. Free trade: the perils of deregulation. In J. Mander and E. Goldsmith. *The Case Against The Global Economy*. San Francisco: Sierra Club Books. Pp 229-238.
- Conniff, R. Oct. 18, 2012. What's wrong with putting a price on nature? *Guardian Environment Network*.

Thurs, 5/9 Sustainable Development: Assessment and Class Evaluation

- Elliott, J.A. 2013. *An Introduction to Sustainable Development*. Ch.5 (p. 189-248)

Final papers are due in the wire basket on Jill Belsky's office door (Clapp Bldg 410) before or by Wed, May 7 -- extensions must be discussed/approved in advance.

Your graded final paper and course grade will be available for pick up from Dept of Society & Conservation, administrative assistant in Clapp Building Room 412 beginning Wednesday, May 16 and throughout the summer.

Have a great summer!