

1-2012

## NRSM 475.01: Environment and Development

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## NRSM 475/575, Environment and Development Spring 2012

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Class time: Tues/Thurs 11:10-12:30  
Classroom: Forestry 301  
Office hours: TH 3:30-5:00 or by appt.

### **Course Description and Objectives:**

This course examines the *social forces and processes* which interact with how individuals and groups in the U.S. and around the world see, use and seek to manage “nature” to accomplish a variety of goals which fall under the umbrella of “development.” These include obtaining food, earning income, following culture, playing, being happy and managing natural resources. We will do this through a multi-scaled approach involving examining “*micro*” processes relating to how individuals, households, and communities think about, value, use, and/or steward natural resources. We will also look at broader social structures that influence individual perspectives and actions through “*macro*” processes such as different development approaches (such as modernization and neo-liberalization), capitalism, demographic dynamics, and globalization. We will be particularly interested in the many social-environments movements that have grown around the world in the last decade to respond to these processes. At all times we will try and consider such actions across space and time, the latter involving historical perspectives on why and how things became the way they are today and what they could become in the future. The theoretical orientation here is both *critical* (paying attention to not only explaining society but changing it, and to not only what can be observed but underlying meanings and struggles over meanings, AND *policies and practices* to reconcile development and protection of environmental resources and ecosystem functions. As such, we will pay close attention to concerns of environmental interests in deforestation, loss of biodiversity, scarce natural resources, unsustainable resource use and of course, climate change as well as to critiques by historically marginalized peoples and nations in how these are defined and policies and practices implemented to impact them. The latter will have us examine the growing portfolio of both top-down and grassroots/bottoms-up strategies to foster environmental conservation in ways that do not jeopardize the economic and social well-being of people including rethinking parks and protected areas to include private and working lands, market-based approaches including fair trade, certification, and payment for environmental schemes, and community-based conservation and ecotourism. *Please be aware that the emphasis here is on learning how to understand and think critically about the social context of environment, development, and conservation rather than on surveying all of the major environmental issues or conservation strategies in the world today.*

At the end of the course you will be able to:

- *describe* key social forces influencing human-nature interactions and be familiar with a number of case studies in social-environmental relations in the US and internationally;
- *analyze* different theoretical approaches to understanding and addressing environment and development issues and conflicts, including the contours of major debates; and
- *evaluate* the opportunities and challenges of conservation and development strategies, especially as they involve and impact peoples, cultures, and environments with different and unequal social and ecological characteristics and histories.

**Course Structure:** The course combines lecture, discussion, videos, exams, and student presentations. There will also be occasional in-class assignments (individual and group) designed to facilitate analysis, reflection, and active participation. Students are expected to actively engage in these activities, to contribute towards creating a healthy learning community, and to take responsibility for their own educational development (e.g. by coming to class prepared and with questions).

**Readings:** There is no text for this class. Instead, all readings (journal articles, book chapters, reports, etc.) are available electronically through the ERES system (<http://eres.lib.umt.edu>; password: environment). Additional readings are required for graduate students enrolled in 575 but are optional for undergraduates; they are included under the label **575**. Everyone is expected to complete all assigned reading before class, and be prepared to raise questions about what you don't understand or wish to discuss further.

**Grading:** Your final grade will include evaluation of the following (please see detailed descriptions of course assignments at the end of this section)..

**Class participation (5% of final grade):**

Students are expected to take an active role in their education in this course, and course grades will be based, in part, on student participation. Participation includes attendance, punctuality, attentiveness, effort, and being prepared for class (having completed any assignments, including the reading for that day). Participation also means offering one's 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 (in fact, concise and succinct comments, where appropriate, are favorable), but rather on your willingness to contribute, evidence that you have completed and thought through material presented in the reading, and the quality of your contributions. I realize that speaking in class is easy for some and difficult for others. Students need to be conscious to take only their share of the discussion time. In addition to talking in class, participation includes respect for differing opinions. Students who arrive late, miss class, fail to do readings on time, and/or do not engage in class discussions will be penalized.

**Reflective autobiography (5% of final grade):** Students will write a short essay on personal experiences and ideas about self, society, and nature. The essays are intended to help you to reflect on yourself at the start of the course and to chart changes as a result of the class.

**Video critiques (20% of final grade):** We will view seven videos during the semester. Students are required to submit critiques of three of the films. I will evaluate your critiques in the following way: strong, good (meaningful engagement with readings but room for improvement) and unsatisfactory (did not engage with the readings as noted in the guidelines).

**Exams (Exam #1: 20% of final grade; Exam #2: 25% of final grade)** There will be two in-class exams for undergraduates; Exam #2 will be a take home for graduate students. The second exam will cover all course material up to the date of that exam. In-class exams are closed-book and involve short answers and essays.



**Final Paper (25% of final grade):** Each student will conduct research on a conservation organization working in the nexus of environment, development and conservation and prepare a final paper.

**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
Reflective Autobiography	2/2	5	91-93 A-	70-72 C-
Three Video Critiques	Class after video shown	20	87-90 B+	68-69 D+
Exam 1	2/23	20	83-86 B	63-67 D
Exam 2	3/20 (575 due 3/22)	25	80-82 B-	60-62 D-
Final Paper Abstract	3/29	-	77-79 C+	< 60 F
Final Paper	5/9	25		
<b>Total</b>		<b>100%</b>		

**NRSM 524:** Graduate students are required to read all assigned readings including 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 will meet four times throughout the semester with the graduate students to engage in seminar-style discussion and analysis of course material. 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 a more thorough background on development, environment and sustainability:

Phil McMichael. 2004. *Development and Social Change: A Global Perspective*. 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/VPSSA/index.cfm?page?1321](http://www.umt.edu/SA/VPSSA/index.cfm?page?1321).

**Advising:** You may e-mail, phone, or come to my office hours (TH 3:30-5:00). You are always welcome to make an appointment to talk outside of office hours. I encourage you to talk with me if you have any questions or difficulties with the material. Please don't wait until the day before of an exam.

## **Assignments**

### **Reflective Autobiography**

Two double-spaced pages (12 point font, 1 inch margins).

1. Briefly describe one aspect of your upbringing, experience, culture, or belief system that influences or reveals something about your relationship to the environment. Reflect on the way you were socialized and the norms and ideals to which you adhere and how they relate to your assumptions about the relationship between society and the environment. You do not need to be comprehensive. Please select 1-2 specific aspects/dimensions and provide some detail on these. 2. After looking over the course syllabus, what topic is of most interest and concern to you at this moment in time? Please describe your preliminary ideas about a project or conservation organization you might want to focus on for your final paper.

### **Video Critiques**

Two double-spaced pages (12 point font, 1 inch margins). You must complete three 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.*

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 approach of the video reflects key debates, concepts, and/or theories discussed in class.
4. Evaluation: Drawing on your analysis, evaluate (i.e., judge) the video: for example you may defend or challenge the point of view or conclusions. Importantly, your evaluation must be based on evidence and analysis.
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 non-governmental organization working on conservation in the context of what you have learned in the class regarding the critical and practical challenges of environment and development issues.

**Selecting an NGO:** You must select a non-governmental organization (NGO). Different organizations will focus more or less on development OR environmental issues; or both. You should select an NGO that has an explicit concern with both, especially on conservation/sustainability. If the mission of the organization is very large, you should focus on a particular program or project within the organization. You may choose an organization that works internationally, in the USA, or only in Montana. You may make your selection based on the organization's philosophy, a noteworthy project, its geographical focus, or prior experience with the organization. You may also choose an organization that you would like to know more about and/or even volunteer or work for in the future. Do not select an organization that has scant information; you will not be able to complete the assignment properly. At the end of the discussion is a list of possible organizations. These are just suggestions; you do not have to pick from this list.

**Final Paper Abstract:** This is a one page (maximum) summary of the organization you have selected for your final paper and a very brief description of the topics you will examine. The latter should specify if you are focusing on the overall organization or a particular project or region. Include **5 references** on the organization or the topic 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 organization on which you can find sufficient information for your final paper.

**Final Paper: You must follow the format below; label each section as outlined.** The final paper should be 10-12 pages (12 point font, 1 inch margins). You are welcome to discuss your paper with class members or anyone else with knowledge about the organization or the issues it addresses.

***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 organization, including website, mailing address, and phone number.
2. **Description:** Building on your abstract, very briefly describe the organization and its overall mission or the particular project you have chosen. This section should be 2-3 pages at most.
3. **Analysis:** Select ***TWO*** of the key concepts we have used in class appropriate to your NGO/topic and use it as a basis for analysis, including how the organization or particular project 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 organization claims to be doing and why; interrogate assumptions, claims, 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.
4. **Evaluation:** Drawing on your analysis briefly evaluate or judge what you see as the 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/
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).

**Doing the Research:** 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 at 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.

**Examples of Environment/Conservation/Development Non-Governmental Organizations (only suggestions you may select one not from this list)**

<p><b>International NGOs</b></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  Catalytic Communities (internet based)  Highlander Research and Education Center  Women's Edge  Community Forestry International  Fair Trade Federation  Catholic Relief Services  CARE</p> <p><b>NGO Directories</b></p> <p>Environmental Grantmakers Association  <a href="http://www.ega.org/ngos/profile.php?op=list">http://www.ega.org/ngos/profile.php?op=list</a>  WANGO (Global)  <a href="http://www.wango.org/resources.aspx?section=ngodir">http://www.wango.org/resources.aspx?section=ngodir</a>  Central and Eastern Europe  <a href="http://www.rec.org/rec/databases/ngodirectory/ngofind.html">http://www.rec.org/rec/databases/ngodirectory/ngofind.html</a></p>	<p><b>U.S. NGOs</b></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><b>Montana</b></p> <p>Women's Voices for the Earth (WVE)  Clark Fork Coalition  Five Valleys Land Trust  Wildlands CPR  National Center for Appropriate Technology  Citizens for a Livable Montana (CALM)  Blackfoot Challenge  Garden City Harvest  Northwest Connections  Swan Ecosystem Center  Montana Land Reliance</p>
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## TOPICS AND READING ASSIGNMENTS

### Unit 1. Key Social Forces in Environment and Development

#### **Tues, 1/24 Introduction to the course**

#### **Thur, 1/26 Environment, Development, and Conservation in a Social Context**

- Bell, M.M. 2004. Chapter 1: Environmental Problems and Society. In: An Invitation to Environmental Sociology. Pine Forge Press. Pp. 1-26.
- Mascia, M.B. et al., 2003. Conservation and the social sciences. *Conservation Biology* 17(3): 649-650.
- 575: 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.

#### **Tues, 1/31 Whose Nature, What's Natural?**

- Greider, T. and L. Garkovich. 1994. Landscapes: the Social Construction of Nature and the Environment. *Rural Sociology* 59(1):1-24.
- Mann, C. 2002. 1491. *The Atlantic Monthly*. March, p. 41-53.
- 575: Cronon, William. 1996. The trouble with wilderness; or, getting back to the wrong nature. In Cronon, William (ed.) *Uncommon Ground: Rethinking the Human Place in Nature*. NY, London: Norton. p69-90. and Willers, B. 2001. The postmodern attack on wilderness. *Natural Areas Journal* 21(3):259-265.

#### **Thurs, 2/2 The Politics of Modernization, Technology and "Progress"**

Reflective autobiography assignment due today

- Archibald, RC A Century Later, Los Angeles Atones for their Water Sins. *NYT* Jan.1, 2007.
- Video #1: Cadillac Desert: Mulholland's Dream**

#### **Tues, 2/7 Development: A Multi-National Project**

- McMichael, P. 2004. *Development and Social Change: A Global Perspective* (3<sup>rd</sup> ed.). Pine Forge, chap 1

#### **Thurs, 2/9 Development Aid, or Development Damage?**

- Mitchell, T. 1991. America's Egypt: Discourse of the Development Industry. *Middle East Report*, March-April pp. 18-42
- 575: Sachs, I. 1987: Towards a second green revolution? In: Glaeser, B. (ed) *The Green Revolution Revisited: Critiques and Alternatives*. Allen & Unwin., p193-198.

#### **Tues, 2/14 The Meaning and (Mis) Measurement of Development: The Limits of GNP**

- Google "environmental externality" – bring definition to class
  - 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 #2: Who's Counting? Sex, Lies, and Global Economics**



**Thurs, 2/16 The Challenges of Population Growth and Demographic Transitions**

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

**Tues, 2/21 The Political-Economy of U.S. Automobile-Dependency**

Review for Exam #1 – bring questions to class to discuss!

- 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 #3: Taken for a Ride**

**Thurs, 2/23 In-Class EXAM #1 (Both 424 & 524; paper for exam provided)****Unit 2: Examining Globalization: Is it good, bad, or both? Who Decides?****Tues, 2/28 From Development to Globalization: Debt Regimes, Structural Adjustment, Neo-liberalism, and the New International Division of Labor**

- McMichael, P. 2004. *Development and Social Change: A Global Perspective* (3<sup>rd</sup> ed.). Pine Forge and Sage, pps. 129 (bottom)-150, chap 5
- 575: Leichenko, R & KL Brien. 2008. *Environmental Change and Globalization*. Oxford University. chap 2. Global Change Discourses.

**Thurs, 3/1 Pacific Northwest Forest Dynamics: Class, Corporations, Culture, and Politics**

- 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.

**Tues, 3/6 The Global West**

- Thompson, J. 2011. The Global West, *High Country News* 43(12): 12-21

**Thurs 3/8 Tropical Forests Dynamics: What Drives Forest Change?**

- Vandermeer, J. and I. Perfecto. 1995. Rethinking rain forests: biodiversity and social justice. *Food First Backgrounder*. Summer 1995
- Class Exercise: Mapping Drivers through Drawing a Concept Map

**Tues, 3/13 Whose Knowledge Matters? Reclaiming Traditional Ecological Knowledge and Practice or TEK**

- Berkes, F. 1999. Context of traditional ecological knowledge, In: Berkes, F. 1999. *Sacred Ecology*, Taylor and Francis, pgs. 3-15.

**Video #4: Ancient Futures: Learning from Ladakh**

**Thurs, 3/15 Agro-Environmental Justice and Change**

- Discussion of videos (last class and today) – no reading assigned (watch <http://www.thedailyshow.com/watch/mon-january-24-2011/bird-like-me>)
- Review for Exam #2; Distribute take-home assignment for 575, due 3/22

**Tues, 3/20 In-Class EXAM #2** (475, paper provided; no class for 575)

**Unit 3: Exploring the Conservation Toolbox: Possibilities for Linking Environment & Development?****Review final paper guidelines****Thurs, 3/22 Sustainable Development**

- Scoones, I. 2007. Sustainability. *Development in Practice* 17(4-5):589-596.140;
- Lele, S and R. Norgaard. 1996. Sustainability and the Scientist's Burden. *Conservation Biology* 10(2): 354-365..
- 575: Adams, W.M. 2009. Origins of Sustainable Development In: W.M. Adams. *Green Development*. 3<sup>rd</sup> edition. Routledge. Chap 2

**Tues, 3/27 Free Market Environmentalism?**

- The Economist. 1999. Why Greens Should Love Free Trade. *The Economist* 9, 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.
- Google/check Wikipedia on "Emissions Trading," "Carbon Market, or Carbon Trading, or Carbon Offset" – bring your definition and opinion of these to class to discuss (watch in class: [http://www.youtube.com/watch?v=f3\\_CYdYDDpk](http://www.youtube.com/watch?v=f3_CYdYDDpk))

**Thurs, 3/29 Free Trade VS. Fair Trade**

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

**Video #5: Buyer Be Fair**

575: Jaffee, D. 2011. Fair Trade and development: a changing paradigm. In: M. Warrier (ed.). 2011. *The Politics of Fair Trade: A Survey*. Routledge. p.87- 104.

**Spring Break Tues 4/3 and Thurs 4/5 – no class****Tues, 4/10 Reserving Nature: Debates on Wilderness, Parks, and Protected Areas**

- Adams, W.M. *The Politics of Preservation*. In: W.M. Adams. *Green Development*. 3<sup>rd</sup>ed.Routledge. chap 10
- Terborgh, J. Reflections of a Scientist on the World Parks Congress, *Conservation Biology* 18:619-620
- Brosius, J.P. Indigenous Peoples and Protected Areas at the World Parks Congress, *Conservation Biology* 18(3):609-612.
- 575: Hutton, J. et al., 2005. Back to the Barriers? Changing Narratives in Biodiversity Conservation. *Forum for Development Studies*. No. 2-2005, p341-370.



**Thurs, 4/12 “Conservation” by and for whom? Role of NGOs**

- 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](http://www.loe.org/thisweek/041217World_Wildlife_Fund_Response.doc)  
The Nature Conservancy response, Nov. 3, 2004
- Review webpage on Just Conservation: <http://www.facebook.com/JustConservation>.  
575: Breitmeier, H and V. Rittberger. Environmental NGOs in an emerging global civil society. In PS Chasek (ed.). The Global Environment in the twenty-first century. Tokyo, NY: UN Press. P 130-163.

**Tues, 4/17 The Promise and Politics of Community-Based Conservation and 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

**Thurs, 4/19 Collaborative Conservation in the U.S.**

- 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).

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

**Tues, 4/24 Cont.**

- White, C. 2006. Seeing the forest and the trees. The Quivira Coalition Journal No. 29, Oct 2006: 24-30.
- Edmunds, D and E. Wollenberg. 2002. Disadvantaged groups in multistakeholder negotiations. CIFOR Programme Report. Pp. 1-10  
575: TBA

**Thurs, 4/26 Global Climate Change: Possibilities for Mitigation, Adaptation, Transformation?**

**Video#7: *The Melting Himalayas***

**Tues, 5/1 Cont.**

- TBA

**Thurs, May 3 Course Wrap up and Evaluation**

**Final paper due in wire basket on Jill Belsky's office door (Clapp Bldg 410) Wed, May 9 (no extensions unless discussed/approved earlier)**

**Your graded final paper and course grade will be available for pick up from Lynn Gruszie, admin assistant located in Clapp Building 461 beginning Wednesday, May 16 and throughout the summer. *Have a great summer!***