

GEOG 203 Environment and Development in a Global Perspective

Mondays and Wednesdays, 8:30-9:50, AL 113

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Office hours: Tuesdays, 3:00-5:00

Teaching Assistants: TBA

Course description

This course examines the interface between human development and the environment in a global context. Various perspectives are explored to link environmental issues to wealth, poverty, consumption, population, and economic globalization. Case studies focusing on countries in different contexts of development are used to illustrate linkages.

Learning Outcomes

By the end of this course, you should be able to:

- Explain how human society and the environment interact to create contemporary environmental problems
- Explain key concepts and debates in environment-development interactions
- Apply your knowledge in a series of practical case studies
- Balance non-academic with academic sources to understand environmental issues
- Effectively communicate ideas and critiques verbally and in written form

Required course text

Wilson, G., Furniss, P. and Kimbowa, R. 2010. *Environment, Development and Sustainability*. Oxford: Oxford University Press.

Evaluation

Midterm (Oct. 15)	20% of final grade
Final (during exam period)	35% of final grade
Assignments	45% total, in three parts worth 10%, 10% and 25% respectively

Assignment Guidelines

Choose one of the environmental issues outlined below. Your assignment requires you to outline the development of the situation, trace the root causes, and develop a recommendation on how to best manage the problem. The three parts of this assignment are scaffolded, meaning that you have three separate deadlines to submit your work.

Part 1: Describe the situation, including its historical evolution. For this part, you want to present a clear summary of what is going on, including – as appropriate – the spatial scale, how many and what sort of people are affected, how the problem has developed over time, and what makes it a “problem”. Include maps, diagrams and other graphics (not photos) as appropriate. **Max. 1200 words, due Sept. 27, 10% of your final grade.**

Part 2: This section builds on Part 1. Your goal in this assignment is to trace the root causes of your problem, and explain how these interact. While there may be some minor repetition from Part 1, the emphasis here is to illustrate the relationship between the physical environment and human decisions, including policy decisions, the larger economy, population growth, development and so on as it applies to your issue. Please make sure you specify the various actors in your situation. It is expected that you refer to Part 1, e.g. “as outlined in Section 1.3...” – while this is a separate deadline, this is part of the same larger assignment. **Max. 1500 words, due Oct. 25, 10% of your final grade.**

Part 3: Now that you have outlined what the problem is, how it developed over time, and the interacting causes of it, it is time to develop a set of recommendations to best manage the problem. You are expected to have a minimum of three separate audiences for your recommendations: a set for locals who are affected by the problem (including local decisionmakers), a set for regional/national policymakers, and a set for agencies/NGOs actors who have been or could be involved in addressing your issue. Your submission will include all three Parts – i.e. this is the whole term paper. **Max. 1200 words for Part 3, due Dec. 4. The “new” section (Part 3) is worth 10%; the assignment overall is worth an additional 15%.**

*Word count limits are strictly enforced but do not include figures or reference lists. You must cite all sources, including sources for figures that you did not develop yourself. Your sources will include peer-reviewed articles, policy documents, news articles and reports as appropriate. All figures and tables must have numbers and captions. You must number your pages and use subheadings. All three parts of this assignment will be uploaded to the same Dropbox. You are free to revise earlier sections, and it is expected that you incorporate TA feedback for Parts 1 and 2 in the complete submission which includes Part 3. You are welcome to revise Part 1 and include it in your Part 2 submission, but it will not be regraded (it may, however, be useful to do submit a revised section so that you can refer back to elements you missed earlier and still stay within the word count!) The same teaching assistant will grade all of your assignments. **All submissions will be electronic, to the Learn Dropbox.***

*Late Policy: Late submissions will be assessed at 10% (absolute, not of earned grade) per day, on a 24 hour rolling clock, based on the time stamp in the Dropbox. **All submissions are due at 11:59 p.m. on the due date.***

Assignment Topics

All of the topics include a link to podcast, video or non-academic article that introduces the issue. As you work on your assignments, you must draw on both peer-reviewed literature and other sources such as government reports, media, and even podcasts. Some of these topics are extremely well documented in peer-reviewed literature, for others – particularly issues that have only recently become well known – only a few sources will come from the peer-reviewed literature.

Topic 1: Forest Fires in the Western USA and Canada.

<https://99percentinvisible.org/episode/built-to-burn/>

<https://99percentinvisible.org/episode/fire-and-rain/>

Topic 2: The Cape Town Water Crisis

<https://www.bbc.co.uk/programmes/w3csvsyq>

Topic 3: Groundwater in California

<https://www.npr.org/sections/money/2018/04/25/605848456/episode-640-the-bottom-of-the-well>

Topic 4: Sahelian Desertification

<https://www.youtube.com/watch?v=c-MYQYKQXhI>

Topic 5: Survival of the Southern Resident Killer Whales

<http://www.dfo-mpo.gc.ca/species-especies/profiles-profilis/killerWhalesouth-PAC-NE-epaulardsud-eng.html>

Topic 6: Flooding in Bangladesh

<http://www.sciencemag.org/news/2018/03/sea-levels-rise-bangladeshi-islanders-must-decide-between-keeping-water-out-or-letting>

<https://www.theguardian.com/voluntary-sector-network/2017/sep/12/bangladesh-severe-disaster-flooding>

Course Schedule and Readings

Class Number	Date	Topic	Readings
1	Sept 10	Course introduction, key terms	Ch. 1 Set the stage for the course by listening to Episode 346 of Freakonomics Radio Podcast http://freakonomics.com/podcast/save-the-planet/
2, 3	Sept 12, 17	Evolution of global environmental issues: Resource Development and Tragedy of the Commons	Ch. 15 Hardin, 1968
4	Sept 19	Environmentalism	Thompson, 2001
5	Sept 24	Environment and Technology	No reading
6	Sept 26	The World we Want: Sustainable Development, the SDGs	Sachs, 2012
7	Oct 1	Environmental justice, security and ethics	Ch. 3, Ch. 16
8	Oct 3	Test prep, Post-war agriculture and food security	Godfray et al., 2010
9	Oct 12 (Friday)	No class – prepare for test (extra office hours during regular class time)	
10	Oct 15	Test	
11	Oct 17	Post-war agriculture and food security continued	Verhoog, 2007 Podcast: GMO OMG! (Gimlet Media) https://www.gimletmedia.com/science-vs/gmo-omg#episode-player
12, 13	Oct 22, 24	Environmental conservation and protection	Ch. 8, Ch. 12
14	Oct 29	Integrative case study: oceans (conservation and food security)	Garcia and Rosenberg, 2010
15, 16	Oct 31, Nov. 5	Water: drinking, dams, development, security	Ch. 4, Ch. 13 Elimelech and Phillip, 2012

17	Nov 7	Case study: Agriculture and water in southern India	Van Meter et al., 2014
18	Nov 12	Waste and waste management	Ch. 14 Brooks et al., 2017
19	Nov 14	Mining	Bridge, 2004
20, 21, 22	Oct 19, 21, 26	Environmental Change, Climate Change and the Anthropocene	Ch. 10
23	Oct 28	Integrative case study: coal (mining and climate change)	https://www.nytimes.com/2017/03/30/podcasts/the-daily/scott-pruitt-coal-mining.html https://soundcloud.com/oxhrh/rightsup-rightnow-seeking-environmental-justice
24	Dec 3	Course review, where to go from here	

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check [the Office of Academic Integrity](#) for more information.]

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check [the Office of Academic Integrity](#) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Note for students with disabilities: [AccessAbility Services](#), located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you

require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.