



Geography 426 Geographies of Development:

Department of Geography & Environmental Management,
Faculty of Environment
Spring 2018

Course instructors:

Dr Steffanie Scott

E-mail: sdscott@uwaterloo.ca

Tel: 519-888-4567 ext. 37012

Class time: Mon & Wed 11:30-12:50 in EV1-132

Office: EV1 114

Office hours: Mon 2-3pm or by appointment

& Dr Julie Kate Seirlis

E-mail: jseirlis@uwaterloo.ca

Tel: 519-885-1460 ext. 25222

Office: STP 206

Office hours: Mon & Wed 1-2pm

Note: *Refer to the course website regularly for updates.*

We would like to acknowledge that we are on the traditional territory of the Attawandaron (Neutral), Anishnaabeg, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, land promised to Six Nations, which includes six miles on each side of the Grand River.

The [Waterloo Indigenous Student Centre](#) facilitates the sharing of Indigenous knowledge and provides culturally relevant information and support services for all members of the University of Waterloo community, including Indigenous and non- Indigenous students, staff, and faculty.

Calendar description

This seminar course introduces students to a range of geographical and interdisciplinary perspectives on issues and explanations of global development, poverty, livelihoods, and environmental sustainability. The geographical emphasis is on regions often referred to as the third world, developing countries, or the global south.

This course is recognized as a **PACS Content Course** that fulfills requirements in the interdisciplinary Peace and Conflict Studies plan. For information about doing a PACS concentration (Major, Minor or Option) visit: <http://grebel.uwaterloo.ca/academic/undergrad/pacs/plans.shtml>.

Learning outcomes

This course takes as its premises the contested meanings of “development” and the uneven and frequently unfair consequences of development globally, and within individual countries. To this end, we will develop a case study around one particular international agreement, the 2007 United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). Through this, we will examine the lived experiences and actions of indigenous peoples from North and South America, Asia, and Africa. We will pay critical attention to the geographies of “development” and indigeneity not only in a geopolitical sense but as spatial politics and ontologies.

Upon completion of this course, you should be able to analyze and critically explain the following:

- The significance, strengths and weaknesses of UN Declarations, specifically the United Nations Declaration on the Rights of Indigenous Peoples
- How Indigenous peoples foreground, expose and challenge the flaws of “development” and “conservation”, state violence and exploitation, corporate violence and exploitation, and land expropriation
- How indigenous peoples define and enact environmentalism
- How indigenous peoples forge identities, politics and livelihoods despite their marginalization; how indigenous peoples assert sovereignty and self-determination to address that marginalization
- Hierarchies of citizenship and hierarchies of knowledge

In this course, students will apply advocacy and lobbying skills, in the following ways:

- By examining the processes that produce defining documents such as the UNDRIP
- By preparing a proposal that simulates the process of advocacy and lobbying
- By demonstrating the importance of baseline information, case studies, theory and critical analysis to the advocacy and lobbying process
- By foregrounding the ethics of research, project design, and advocacy

By the end of this course, students will apply these skills and develop a (project) proposal to enact or revise part of the United Nations Declaration on the Rights of Indigenous Peoples.

In so doing, students will be able to demonstrate and articulate several **professional skills, including:**

- **thinking skills:** for example, you apply critical thinking when you prepare your *reading responses, reflections, essay, and proposal*); and
- **communication skills:** for example, you use written communication when you compose your *reading responses, reflections, essay and proposal*. You use oral communication when you *actively listen as a group member, take part in class discussions, present your draft reflections to peers, and do an oral presentation of your proposal*.

Course schedule, content, and readings

The course will be co-instructed by Dr Seirlis (who will manage the course up to May 30) and Dr Scott (who will manage the remainder of the course).

Most of the assigned readings will be available on LEARN, through the library website (for journal articles), or directly from the internet.

Weeks 1-2 (May 2 & May 7) Introduction: The Making of the UNDRIP – Dr Seirlis

Video: “There you Go!” <https://www.survivalinternational.org/thereyougo>

[United Nations Declaration on the Rights of Indigenous Peoples](#) (UNDRIP)

→ WatCV Assignment 1 due **May 7**

Week 2 (May 9) National parks – Dr Seirlis

Brockington D, Wilkie D. 2015 "[Protected areas and poverty.](#)" *Philosophical Transactions of the Royal Society B*, 370: 20140271.

Mitchell, W T J. 1994 "Introduction" and "Imperial Landscape" in *Landscape and Power*, Chicago: University of Chicago Press. (→ posted on Learn)

Week 3 (May 14 & 16) National parks – Dr Seirlis

Walley C 2003 "'Our Ancestors used to bury their Development in the Ground': Modernity and the Meaning of Development in Tanzania's Mafia Island Marine Par", *Anthropological Quarterly* 76 (1) 33-54

Walley C 2002 "'They Scorn us because we are Uneducated': Power and Knowledge in a Tanzanian Marine Park", *Ethnography* 3(3): 265-298

Week 4 (May 23) Bio-piracy – Dr Seirlis

Harvey, Neil 2001, "[Globalization and resistance in post-cold war Mexico: difference, citizenship and biodiversity conflicts in Chiapas](#)", *Third World Quarterly* 22(6).

→ May 23: Identify group members for proposals (term project)

Week 5 (May 28 & May 30) Bio-piracy – Dr Seirlis

Conklin, Beth 2002 "Shamans versus Pirates in the Amazonian Treasure Chest", *American Anthropologist* 104 (4)

Green, S 2004 "Indigenous People Incorporated? Culture as Politics, Culture as Property in Pharmaceutical Bioprospecting", *Current Anthropology*, 45(2)

Week 6 (June 4 & 6) Knowledge & Development – Dr Scott

Tuhiwai Smith, Linda 2012 *Decolonizing Methodologies*. 2nd edition. London: Zed Books. [Chapter on "Colonizing Knowledge"] (→ posted on Learn)

[& from Week 3] Walley, C. 2002 "'They Scorn us because we are Uneducated': Power and Knowledge in a Tanzanian Marine Park", *Ethnography*, 3(3) 265-298

→ Essays due June 4

Week 7 (June 11 & 13) Knowledge & Development – Dr Scott

Kimmerer, Robin Wall 2013 *Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants*. Minneapolis: Milkweed Editions. [chapter selection TBD]

& second reading TBD

→ Check in with Dr Scott about proposal topics (give a quick update in class)

Week 8 (June 18 & 20) Land – Dr Scott

Scott, James 1998 *Seeing Like a State*. New Haven and London: Yale University Press. [Chapter 2, Nature and Space, pp.11-52] (→ posted on Learn)

→ WatCV Assignment 2 draft due June 18; final version due June 20

→ presentation outline 3-minute pitch June 18; group contracts due June 19

Week 9 (June 25 & 27) Land – Dr Scott

Ochigame, R & Holston, J 2016 "[Filtering Dissent: Social Media and Land Struggles in Brazil](#)", *New Left Review* (99): 85-108.

Vandana Shiva and J. Bandyopadhyay. 1986. "The Evolution, Structure, and Impact of the Chipko Movement." *Mountain Research and Development*, 6(2): 133-142.

→ June 25 **guest speaker**: Dr Miguel Sioui (Geography, WLU). Responsibility-Based Thinking: The Potential of Indigenous Conceptions of Land Use and Management to Enhance Mainstream Environmental Policy

Week 10 (July 2 & 4) Extractivism & Development Alternatives – Dr Scott

Kothari, A., Demaria, F., & Acosta, A. 2014. "Buen Vivir, Degrowth and Ecological Swaraj: Alternatives to sustainable development and the Green Economy." *Development*, 362-375.

Raúl Prada Alcoreza. 2013. "Buen Vivir as a model for state and economy." In M. Lang and D. Mokrani (eds.), *Beyond Development: Alternative visions from Latin America*. Amsterdam: Transnational Institute, pp. 145-158. (→ posted on Learn)

→ July 2: students to give oral updates on progress on their proposals

Week 11 (July 9 & 11) Extractivism & Development Alternatives – Dr Scott

Readings TBD

→ Presentations of proposals

Week 12 (July 16 & 18) Indigenous Food Sovereignty – Dr Scott

Kimmerer, Robin Wall. 2013. *Braiding Sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants*. Minneapolis: Milkweed Editions. ["The Gift of Strawberries" chapter] (→ posted on Learn)

Kepkiewicz, Lauren & Bryan Dale. 2018. "Keeping 'our' land: property, agriculture and tensions between Indigenous and settler visions of food sovereignty in Canada." *Journal of Peasant Studies*. DOI: 10.1080/03066150.2018.1439929

Daigle, Michelle 2017. "Tracing the terrain of Indigenous food sovereignties." *Journal of Peasant Studies*.

Week 13 (July 23 & 25) Review – Dr Scott

No readings this week

→ WatCV Assignment 3 draft due July 23; final version due July 26

→ Final proposals due July 25; group self-assessment due July 30

Assessment of learning & due dates

Unless otherwise specified, due dates are 11:59pm on the date indicated.

		Due dates
• Reading responses. Complete 3 of 10, @ 3.3%	10 %	4pm on Tuesdays of the corresponding week, starting May 15
• Essay	25 %	June 4
Three WatCV Assignments (25% in total):		
• WatCV Assignment 1 (based on first class activity)	5 %	May 7
• WatCV Assignment 2 Draft for peer review (to be presented in pairs in class); this is required for your Assignment 2 final version to be marked	1 %	June 18, 11am
• WatCV Assignment 2 final	9 %	June 20
• WatCV Assignment 3 Draft for peer review; required for your Assignment 3 final version to be marked	1 %	July 23, 11am
• WatCV Assignment 3 final	9 %	July 26
Proposal (term project) (40% in total):		
• Presentation outline (3-min pitch in class)	5 %	June 18
• Group contract	--	June 19
• Oral presentation of proposal (in groups)	10 %	July 9
• Written proposal (term project) (in groups)	25 %	July 25
• Group self-assessment (required for your proposal grade) – in PEAR website	--	July 30

Reading responses

Each reading response is 300-350 words in total, and makes reference to *each* of the readings for that week. Your response should address three questions:

1. identify the conclusion and summarize the argument of the readings;
2. identify the element of the readings that you found most interesting, persuasive, well-argued, or thought-provoking, and explain why;
3. identify the element of the readings that you found most problematic, least persuasive, or most in need of further elaboration, and explain why.

The response should be posted on the dropbox on Learn by **4pm on Tuesday** (e.g., your Week 3 response would be about readings for Week 3). *Late submissions will not be marked, and you will not be given the chance to make up missed submissions.* The marking rubric is provided on Learn.

Essay

Choose **one** of the following:

1. To what extent are national parks imperialist projects? How does the UNDRIP address this problem? OR
2. What are the relationships between biodiversity and citizenship? How does the UNDRIP address this problem?

In your answer, respond to the relevant sections and critiques of the UNDRIP and **at least TWO** of the assigned readings on **either** national parks **or** biopiracy.

Your essay must be a **minimum** of 1,800 words and a maximum of 2,200 words. See marking rubric on Learn.

WatCV Assignments

In this course, we integrate WatCV to help you identify and reflect on professional skills that you will acquire and/or improve while taking this course. This course is designed to develop a number of professional skills that are identified as key skills and competencies by potential employers.

Professional Skills embedded in this course:

Personal skills Initiative Responsibility	Interpersonal skills Leadership Teamwork Conflict management
Communication skills Written communication Oral communication	Thinking skills Decision making Problem solving Critical thinking

WatCV assignments are designed for you to develop a career-oriented portfolio, using format of reflection that resembles the job interview process. The WatCV assignments are completed using STAR (Situation or Task/Actions/Result) format and focus not only on what is the skill that you developed, but also on how you achieved this skill. They are graded as an application for work that would have been received by your potential employer.

More details about WatCV and the assignments will be discussed in class and posted on Learn.

Proposal (term project)

To build skills in research, analysis, and written and oral communication, you are asked to work in groups to prepare a project proposal, and deliver a presentation on it (first as a 3-minute pitch and later in more depth). Guidelines are provided on Learn.

Teamwork: All members of a group are expected to contribute to all aspects of the project. It isn't appropriate to divide the work in such a way that certain aspects of the project are mostly or entirely the responsibility of one person. Group projects can be extremely rewarding when individuals pull together and contribute fairly to the collective effort. At the same time, they can be extremely frustrating when some people don't pull their own weight. All members of the team are individually and collectively responsible for keeping the instructor informed of how the team is functioning.

A **group self-evaluation** process will be used to ensure that individual contributions to the group project are evaluated fairly. *People who do not pull their own weight will not receive the full mark assigned to the project.* Every group member is required to submit a score with written justification for themselves and each member of their group (see guidelines on Learn). We may exclude or make adjustments for evaluations that have very weak written justification or if the written justification does not support the numeric score given (especially if

the numeric grade given is low) or if one student's evaluation is way out of line with others' evaluations of the same student.

Submission of assignments

Assignments only need to be submitted on Learn, not in hard copy.

For citing references in your assignments, please use **APA style** or another standard referencing format. Single or 1.5 spacing is preferred.

By submitting an assignment for this course, you are agreeing to the following:

- You have properly referenced all ideas, words or other intellectual property from other sources used in the completion of this assignment.
- You have included a proper reference list, which includes acknowledgement of all sources used to complete this assignment.
- The assignment was completed by your own efforts. You did not collaborate with any other person for ideas or answers (with the exception of group projects).
- This is the first time you have submitted this assignment or essay (either partially or entirely) for academic evaluation.

Late policy: You are expected to take account of the possibility of computer or printer failure in planning your time. Emailed assignments will not be accepted. The penalty for late assignments is **5 %** of the total possible mark per day, including weekends and holidays. I will not accept assignments more than 5 days after the due date unless we have a prior arrangement.

When You Cannot Meet a Course Requirement Due to Illness or Other Reasons: There will be no unpenalized extensions on assignments except for illness, severe personal extenuating circumstances, or weather emergencies. When you find yourself unable to meet a course requirement because of medical, compassionate or other reasons, please advise me in writing by Learn email; make sure to include your full name in your message. Where possible, you must contact the instructor in advance of the assignment due date, but otherwise as soon as possible after the due date. As a rule, you must provide appropriate documentation, for example, a note from your doctor indicating the dates during which you were ill, and describing the severity of your illness. *Manage your time carefully. Pressure of work alone is not an acceptable reason for seeking an extension without penalty.*

Waterloo Learn (course website): Waterloo Learn is a web-based course management system that enables instructors to manage course materials (posting of lecture notes etc.), interact with their students, drop boxes for submissions, discussion boards, course e-mail, etc.), and provide feedback (grades, comments, etc.).

Logging Into Waterloo Learn: Users can login to Learn via: <http://learn.uwaterloo.ca/>. Use your WatIAM/Quest username and password. If you still cannot get on after checking your password, please confirm with your instructor that you are on the class roster.

UW Writing and Communication Centre

The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 25- or 50-minute appointment and to see drop-in hours, visit uwaterloo.ca/wcc. Group appointments for team-based projects, presentations, and papers are also available.

Strongly recommended sources on writing skills

For a fourth-year human geography course, you are expected to have a high level of writing competency. To further hone your skills, consider reviewing the sources below:

Writing Effective Essays and Reports, by Rob de Loe (free online resource):

http://www.environment.uwaterloo.ca/u/rdeloe/writing_booklet/

Style: Lessons in Clarity and Grace by Joseph Williams (free PDF online, or in the library).

& www.grammarbook.com (free online resource).

Two of my pet peeves are the use of term ‘the locals’ (in place of ‘local people’) and the incorrect use of ‘however’, as in the following sentence: “You have found good sources to draw on, however, they were not referenced properly.” (It should be broken into two sentences.)

I suggest you review the sources above for tips on addressing grammar issues such as this one, as well as and many other helpful hints to improve your writing—and your grades.

Email

Check the ‘Announcements’ tool in Learn for updates regarding the course. Subscribe to receive email notifications.

Please direct course-related questions to Dr Seirlis (weeks 1 – 5) and Dr Scott (weeks 6 – 13) through Learn. Put Geog 426 in the subject line of your email. Prod us after three business days if we haven’t replied in case your message got overlooked.

Note that email is the official channel of communication between the University and its students. You are required to check your *uwaterloo.ca* email account regularly. If you use another email service (e.g., gmail), it is your responsibility to ensure that mail sent to your *uwaterloo.ca* account is forwarded to your other account.

University policies

◆ Intellectual Property:

Students should be aware that this course contains the intellectual property of their instructors and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials, and the intellectual property contained therein, are used to enhance a student’s educational experience. However, sharing this intellectual property without the intellectual property owner’s permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent

terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

◆ **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. The University's guiding principles on academic integrity can be found here: <http://uwaterloo.ca/academicintegrity>. ENV students are strongly encouraged to review the material provided by the university's Academic Integrity office specifically for students: <http://uwaterloo.ca/academicintegrity/Students/index.html>

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also complete the following tutorial: <https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial>

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance:

<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>

◆ **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.

◆ **Mental Health:** The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services <http://www.uwaterloo.ca/counselling-services> is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

◆ **Religious Observances:** Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

◆ **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. See Policy 70 - Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please contact your Undergraduate Advisor for details.

◆ **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)

www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

◆ **Communications with Instructor(s):**

All communication with students must be through either the student's University of Waterloo email account or via Learn. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

◆ **Turnitin:** 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, and are subject to the USA PATRIOT ACT, 2001; 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.