



Conservation and Development

Geo 3441G

Winter 2013

times & location: LECTURE: Tuesdays 11:30-1:30 pm (SEB 2202)
TUTORIAL: Thursdays 9:30-10:30 pm (SSC 3014)

instructor: Dr. Tony Weis

office: SSC 2314

office hours: Thursdays 2.30-3.30, or by appointment

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phone: 519-661-2111 x. 87472

prerequisites: Third or fourth year status at the University. Two full courses in Geography or equivalent; enrollment in the Minor in Environment and Culture; or special permission.

Overview

This course examines struggles over conservation and development in a North—South context, approaching both in relation to global inequalities in power, wealth, and resource consumption. A basic premise is that efforts to defend the ‘wild’ areas and species must be situated historically, and in relation to the unevenness of development.

The first half of the course focuses on mainly on the ‘development era’, and the intensifying market integration that has occurred since the Second World War. The core aim here is to provide a foundation for understanding the political economic processes (and the associated ways of approaching development) that have driven the relentless transformation of natural ecosystems and the loss of biodiversity. The second half of the course examines the export of modern conservation ideas and practices, focusing in particular on the role of protected areas – the cornerstone of biodiversity conservation on a world scale. Yet while the champions of national parks have called them ‘America’s best idea’ and greatest export, parks have often produced tensions if not outright conflicts in many of the world’s most biodiverse countries. This has resulted in varying definitions and degrees of success, and sometimes left defenders locked in a defensive mentality described as ‘fortress conservation’. The goal in this part of the course is to make sense of the contradictions inherent in this model of conservation, especially when it is layered onto highly uneven human landscapes.

In the end, by bringing together a critical understanding of both development and conservation, the courses aims to provide a basis for analyzing conflicts over environmental protection and thinking constructively about what socially just forms of conservation might entail.

Format

This course is based upon lectures, readings, and a 2-part research project (with 2 short written assignments). We will work our way through 2 excellent, comprehensive books on development and conservation, following the thematic and reading outline on page 3. A fundamental expectation of the course is that you keep up with the assigned weekly readings, and come to tutorials with prepared notes and/or questions. This will also benefit you in preparing for the assignments and the final exam.

Objectives

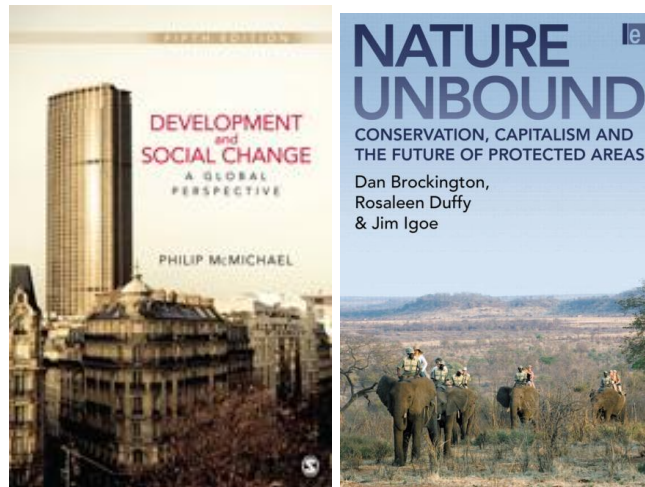
In general, this course seeks to:

- promote critical thinking with respect to debates, conflicts, and policy issues surrounding conservation and development.
- enhance analytical and communication skills through weekly tutorials and written exercises.
- provide a basis for further studies in international development, political ecology, and environmental politics and management.
- spark future reflection and action.

Course Materials

There are 2 required texts:

- McMichael, P. (2012): *Development and Social Change: A Global Perspective*. 5th edition. Thousand Oaks, CA: Sage.
- Brockington, D., R. Duffy, and J. Igoe (2008): *Nature Unbound: Conservation, Capitalism, and the Future of Protected Areas*. London: Earthscan.



Evaluation

Tutorial preparation & participation _____	15%
2-part research project _____	50%
• Part 1 (25%) (due: February 14)	
• Part 2 (25%) (due: April 2)	
Final exam _____	35%
• in exam period: April 14-30	
• a combination of multiple choice, short paragraph and essay questions, covering the course lectures and readings.	

Thematic and Reading Schedule

Classes	TOPICS	Readings
DEVELOPMENT		
Jan. 8	<i>Course Introduction</i>	
Jan. 10	<i>Setting the Context – Development: Global Inequality & Consumption</i>	
Jan. 15 Jan. 17	<i>The Economic Legacies of Colonialism</i>	McMichael Ch. 1 + Ch. 2 up to section 'Decolonization and Development' (to p. 42)
Jan. 22 Jan. 24	<i>The 'Development Project' & the making of the 'Third World'</i>	McMichael Ch. 2 (from p. 42) McMichael Ch. 3 & 4
Jan. 29 Jan. 31	<i>Debt, SAPs, & Neoliberal Prescriptions</i>	McMichael Ch. 5 & 6
Jan. 17 Feb. 7	<i>Crisis & Counter-movements</i>	McMichael Ch. 7 & 8
Feb. 12 Feb. 14	<i>Environmental Problems for Development</i>	McMichael Ch. 9
	Assignment Part 1 – Feb. 14 (25%)	
Feb. 18-22	*CONFERENCE WEEK*	
CONSERVATION		
Feb. 26 Feb. 28	<i>Setting the Context – Problematizing Conservation</i>	Brockington et al: Preface (ix-xi) + Chapter 1
Mar. 5 Mar. 7	<i>'Crisis Management' Conservation: The Race to Protect the 'Wild'</i>	Brockington et al: Chapters 2 + 3
Mar. 12 Mar. 14	<i>Conservation and Local Communities I: Exclusion and Inclusion</i>	Brockington et al: Chapters 4 + 5
Mar. 19 Mar. 21	<i>Conservation and Local Communities II: Indigenous Communities</i>	Brockington et al: Chapter 6
Mar. 26 Mar. 28	<i>Ecotourism: Friend or Foe?</i>	Brockington et al: Chapter 7
Apr. 2 Apr. 4	<i>International Organizations + the Future of Market-Based Conservation</i>	Brockington et al: Chapters 8 + 9
Apr. 9 Apr. 11	<i>Struggles for Development Alternatives</i>	McMichael: Ch. 10
Apr. 14-30	FINAL EXAM (35%)	

NOTE: schedule subject to some flexibility

Tutorial Participation (15%)

To encourage your preparation and critical thinking on assigned readings, you are expected to come to each seminar with a typed, point form summary of the key points you have identified (½–1 page), as well as any points you wish to discuss or questions you hope have clarified. These summaries will be collected after the seminar (in addition to making sure you keep up with assigned readings, this will ultimately also help you prepare for the research projects and the final exam). Your seminar grade will reflect the consistency of your attendance, the quality of your participation in class, and your demonstrated preparation in the collected summaries.

Note on course culture

I will aim to create a supportive atmosphere of mutual trust and respect, and this should guide all interactions between the instructor and students, and between students with each other. Creating a supportive intellectual climate of learning, debate, and growth when dealing with challenging issues and theories demands we prepare for discussions, listen carefully to all class members, and show awareness for what has already been said when we speak. Remember, debate doesn't mean jumping at the throat of someone you disagree with, but rather thinking about ways to be constructively critical, and trying to make them *understand* your perspective (and the flaws you see in their reasoning). On a related note, I am eager to help you with any problems you might have with the course, by email, phone, in my office hours, or by appointment, and am open to your suggestions for improving the course.

Research assignments (50%)

Select:

- one African, Asian, or Latin American/Caribbean country in the 'Medium' or 'Low' Human Development category which is also home to a 'hotspot' that you are interested in examining.

After consulting:

- the UNDP's *Human Development Report*: <http://hdr.undp.org/en/statistics/>
- Conservation International's Biodiversity Hotspots: www.biodiversityhotspots.org/

Assignment Part 1: Focusing in on Development (25%)

- write a 5-page (~1250 word) paper that considers the development prospects in the country you've identified.
- start with a basic social and economic snapshot of the country (no more than 1 page). Two great sources for this are:
 - <http://hdr.undp.org/en/data/profiles/>
 - <http://data.worldbank.org/country>
- the focus should then be on examining the country's development with respect to at least 2 of the major themes covered in the first half of the course, such as its: colonial history; colonial economic 'inheritance'; export structure/commodity dependence; land distribution; debt problems; impacts of structural adjustment; and influence by transnational corporations.
- research should be drawn from *at least* 3 academic sources (i.e. peer-reviewed journals, book chapters, and books – not short articles found on the internet)

Assignment Part 2: Focusing in on Conservation (25%)

- write a 5-page (~1250 word) paper that considers the conservation prospects in the hotspot you've identified.
- start with a basic biogeographic snapshot of the hotspot (no more than 1 page). A great source for this is:
 - www.biodiversityhotspots.org/ (once you've zoomed in on the hotspot in question, be sure to navigate the Overview, Projects, People, Issues, and Species Tabs)
- the focus should then be on examining conservation threats and possibilities with respect to at least 2 of the major themes covered in the second half of the course, such as: the establishment of protected areas; the relationship of parks to local peoples; the presence of extractive industries; the development of ecotourism; and the role of international conservation organizations.
- research should be drawn from *at least* 3 academic sources.

Both papers will be evaluated based on the quality of the introduction, clarity of the analysis, style (organization, grammar, and concision of writing), and conclusions.

Any plagiarized or copied work will receive a grade of **zero** (see notes on academic offences below).

Style Guidelines

Format Use 12 pt. font, 1 inch margins, number pages, footnotes or endnotes where appropriate, and a list of references (choose a style, and be consistent). Have a title page with the title, your name and student number, and the date. Staple your paper in the top left corner (no fancy binders). Respect the guidelines for the assignment word length.

Referencing Be sure to reference all quotes, paraphrased ideas and arguments, and data drawn from other sources, using scientific in-text referencing of author and date (Garrett 2003), giving page numbers only when you use direct quotations (Garrett 2003:34-35). Direct quotations can be useful, but use them with care, and do not overuse. A complete set of references of all in-text references (and nothing not referenced) should be listed alphabetically at the end in a bibliography. See the UWO Geography website for instructions on essays and referencing.

Final Exam (35%)

The exam is a combination of multiple choice and short paragraph questions, while the final combines multiple choice, short paragraph questions, and an essay questions, covering the content in course lectures and readings. The intent is to give you a chance to demonstrate your understanding of the key concepts and theories discussed in class. There will be some choice, and more detailed instructions will be given as the exams approach. If you fail to write the exam on the scheduled date and time, you will be given zero, unless you communicate with me *prior to* the exam, in which case you will require a note from your physician (see note on special examination policy below).

Additional Information

Support Services

- Registrarial Services: <http://www3.registrar.uwo.ca/index.cfm>
- Social Science Academic Counselling: <http://www.counselling.ssc.uwo.ca/>
- Student Development Services: <http://www.sdc.uwo.ca/>

Geography Counselling

- Angelica Lucaci: alucaci@uwo.ca

Mental Health

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit the site below for more information on mental health resources:

<http://www.uwo.ca/uwocom/mentalhealth/>.

Policy on Accommodation for Medical Illness:

- http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf
- for a downloadable Student Medical Certificate (SMC) see <https://studentservices.uwo.ca> under the Medical Documentation heading.

Special Examinations

A special examination is any examination other than the regularly scheduled exam. Special exams will be allowed only on receipt of medical documentation verifying a serious illness that kept the student from writing the exam as originally scheduled. Such documentation is strictly confidential and kept in the student's file. In the case of missing a final exam for documented medical reasons, a special exam will be set within 30 days. Special exams will not be granted for occasions such as employment interviews, weddings, bar mitzvahs, family reunions, vacations, misreading an exam timetable, or oversleeping. Neither will special exams be granted in order to facilitate transportation arrangements, such as booking flights for home for holidays. It is the policy to discourage informal arrangements by faculty which circumvent this regulation.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western and Turnitin.com (<http://www.turnitin.com>).

Western's Commitment to Accessibility

The University of Western Ontario is committed to achieving barrier free accessibility for persons studying, visiting and working at Western. Please contact Dr. Weis as soon as possible if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you, and to facilitate a positive learning environment. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

Prerequisite checking: your responsibility

Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.