



## Conservation and Development

Geo 3441G

Winter 2014

**times & location:** Tuesdays 11:30-1:30 pm (UCC-63)  
Thursdays 9:30-10:30 pm (SSC 2024)

**instructor:** Dr. Tony Weis

**office:** SSC 2314

**office hours:** Thursdays 10.30-11.30, 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

Geography 3441 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 ‘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 course 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, weekly memos, and a research paper. We will work our way through 2 comprehensive books on development and conservation written by leading authors in both fields. The course will follow the thematic and reading outline on page 4, and you are expected to prepare a short memo each week to ensure that you keep up with the readings on a weekly basis. Keeping up with the assigned weekly readings will also benefit you in preparing for the tests and assignments.

## Objectives

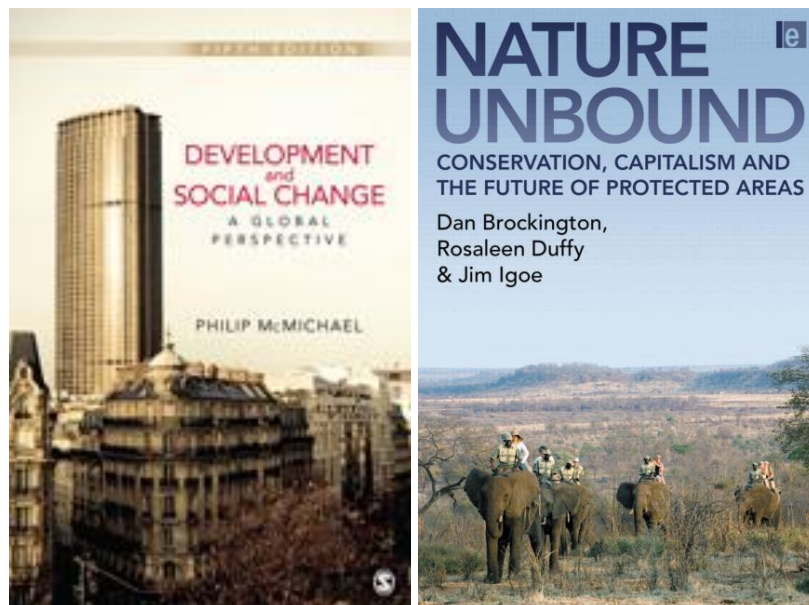
In general, this course seeks to:

- promote critical thinking with respect to debates, conflicts, and policy issues surrounding conservation and development.
- enhance analytical and communication skills through 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*. 5<sup>th</sup> 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

Weekly memos _____	10%
Research paper _____	40%
• Proposal (5%) (due: <b>January 30</b> )	
• Paper (35%) (due: <b>April 3</b> )	
Mid-term test _____	15%
• in class: February 13	
Final exam _____	35%
• in exam period: <b>April 11-30</b>	
• a combination of multiple choice, short paragraph and essay questions, covering the course lectures and readings.	

### Weekly memos (10%)

To encourage you to keep up with the assigned readings, you are expected to come to each Thursday class with a short point-form summary of the key points you have identified (½–1 page) from the week's assigned readings. These summaries will be collected after the class (in addition to making sure you keep up with assigned readings, this will help you prepare for the tests and assignment). There are 11 weeks, and you are expected to hand in 10 memos for full marks.

### Mid-term (15%) and Final Exam (35%)

The mid-term test is a combination of multiple choice and short paragraph questions, while the final combines multiple choice, short paragraph questions, and an essay questions. Both cover 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).

### Research paper (40%)

The **proposal (due January 30)** will indicate preliminary research outline, lines of exploration, and a working bibliography. This is to get you moving on the topic, give you constructive feedback at an early stage, and help you focus your topic if need be (you are also encouraged to discuss your proposed topic prior to the initial proposal). The proposal counts for 5 of the 40% total assignment grade.

The **final paper (due April 3)** will be evaluated based on the quality of the introduction, clarity of the thesis, support for the argument, analysis, overall style (organization, grammar, and concision of writing), and conclusions. The final paper counts for 35 of the 40% total assignment grade. *Length: no more than 2500 words for individual, 4500 words for pairs (not counting references).* DETAILS ON PAGES 6-7.

## Thematic and Reading Schedule

Classes	TOPICS	Readings
<b>DEVELOPMENT</b>		
Jan. 7	<i>Course Introduction</i>	
Jan. 9	<i>Setting the Context – Development: Global Inequality &amp; Consumption</i>	
Jan. 14	<i>The Economic Legacies of Colonialism</i>	McMichael Ch. 1 + Ch. 2 up to section 'Decolonization and Development' (to p. 42)
Jan. 16		
Jan. 21	<i>The 'Development Project' &amp; the making of the 'Third World'</i>	McMichael Ch. 2 (from p. 42) McMichael Ch. 3 & 4
Jan. 23		
Jan. 28	<i>Debt, SAPs, &amp; Neoliberal Prescriptions</i>	McMichael Ch. 5 & 6
Jan. 30	<b>Paper proposal – Jan. 30 (5%)</b>	
Feb. 4	<i>Crisis &amp; Counter-movements</i>	McMichael Ch. 7 & 8
Feb. 6		
Feb. 11	<i>Environmental Problems for Development</i>	McMichael Ch. 9
Feb. 13	<b>Mid-term test – Feb. 13 (15%)</b>	
Feb. 17- 21	<b>*CONFERENCE WEEK*</b>	
<b>CONSERVATION</b>		
Feb. 25	<i>Setting the Context – Problematizing Conservation</i>	Brockington et al: Preface (ix-xi) + Chapter 1
Feb. 27		
Mar. 4	<i>'Crisis Management' Conservation: The Race to Protect the 'Wild'</i>	Brockington et al: Chapters 2 + 3
Mar. 6		
Mar. 11	<i>Conservation and Local Communities I: Exclusion and Inclusion</i>	Brockington et al: Chapters 4 + 5
Mar. 13		
Mar. 18	<i>Conservation and Local Communities II: Indigenous Communities</i>	Brockington et al: Chapter 6
Mar. 20		
Mar. 25	<i>Ecotourism: Friend or Foe?</i>	Brockington et al: Chapter 7
Mar. 27		
Apr. 1	<i>International Organizations + the Future of Market-Based Conservation</i>	Brockington et al: Chapters 8 + 9
Apr. 3		
Apr. 8	<i>Struggles for Development Alternatives</i>	McMichael: Ch. 10
Apr. 11-30	<b>FINAL EXAM (35%)</b>	

NOTE: schedule subject to some flexibility

April 9-10 study days

## **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](mailto: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](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.

### **Statement on Use of Electronic Devices**

No electronic devices will be allowed during tests and examinations.

### **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.

### **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.

## RESEARCH PAPER

Your essential task is to examine a recent conservation struggle in the Global South (within the past 2-3 decades) to protect a particular area or species.

### Each paper should:

- start with a brief review of the geographic context (e.g. place, history, key actors, what's at stake)
- develop an argument about the roots of the problem
- assess the prospects of the struggle and possible alternatives
- connect your discussion to relevant issues raised in class lectures and readings
- draw on *at least* 5 academic sources, but ideally more. Academic sources are refereed journal articles, book chapters, or books – not non-scholarly short articles found on the Internet.

This project can be approached individually or in pairs. If you choose to work in pairs, obviously the expectations are obviously higher, in terms of word length (3000 vs. 5000 words) and the level of research. Grades will be given evenly to group partners, so it is your responsibility to ensure that it is a shared and even endeavour.

### Some examples of possible topics include:

- a struggle between a mining company and local indigenous peoples (e.g. Guatemala, Ecuador, PNG)
- a major dam building project (e.g. Narmada in India; Belo Monte in Brazil)
- a Debt-for-Nature swap
- a 'peace park'
- the Biofuel boom and orang-utan conservation in Southeast Asia
- Project Tiger in India
- poaching and the illegal trade in wildlife with respect to a particular species
- the debate over the Ivory Trade in elephant conservation in Africa
- private game reserves in South Africa
- some other ideas of topics might be found on Conservation International's *Biodiversity Hotspots* page: [www.biodiversityhotspots.org/](http://www.biodiversityhotspots.org/), and throughout both of the course readers.

## 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.

## Some General Tips for Writing a Successful Paper

The success of a research paper depends upon having a good, unambiguous thesis statement – that is, the explicit argument that will guide your paper, proposing an explanation for the problem in question. Without a strong thesis, papers tend to read like mere collections of information, when the point is to critically interpret it – to demonstrate how particular evidence explains the issues at hand. You will need to contextualize the conservation and development issues in question but don't let the description run away with your paper; a good test for whether to include information or not is to ask: “does this have relevance to my thesis?”

It is important to begin with a strong introduction that clearly states your thesis, catches the reader's attention, telling them why the subject at hand is important, and outlines the organization that is to follow. Making an outline can be very helpful before you start writing, framing it by your thesis and listing the key ideas for and against. Style and presentation are important. The body of the paper should be well organized, developing arguments with examples, quotations, data, and references, and providing transitions between sections. Avoid vague and unsubstantiated generalizations – they greatly weaken the persuasiveness of your argument. Any use of maps, graphs, and tables should be clear and should serve an explanatory purpose, and must be integrated into the text and referred to. Mechanics, punctuation, and spelling do weigh in the overall impression of the paper. End with a clear conclusion that concisely and unambiguously summarizes the major arguments and points and re-iterates the significance of the issue. It should *not* introduce new ideas or data.

There is no substitute for hard work, and good writing will typically involve multiple drafts, so leave yourself time to edit and revisit your work (essays written at the last minute rarely read well).

## 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/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.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>).

Any work that is found to have been plagiarized will receive a grade of **zero**.

## Late Policy

Deductions of 10% of grade per day will begin immediately after the class in which it is due ends. Term papers will not be accepted if they are more than 7 days late. Extensions will only be granted if there is documented evidence of exceptional circumstances.