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**DEST 405.01**  
**Environment and Development**  
GFC Hours 3-0  
**Winter 2024**

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**Prerequisite(s):** 3 units from Development Studies 393, Anthropology 313, or Indigenous Studies 317.

**COURSE DESCRIPTION**

Critical engagement with sustainability through study of the intersections between environment and development, such as planning and development, management, and implementation, the political economy of environment, and political ecology. Topics may include political and economic systems, resource depletion, industrial agriculture, biodiversity, gender, hazards, traditional knowledge, and resistance.

The course will guide students through a review of selected challenges of sustainable development, emphasizing the environmental and poverty issues that are most pressing to marginalized urban and rural households in the Global South. Key approaches and methods will be taught, based on practical experiences, on how to develop sustainable water and sanitation services and promote climate-smart agriculture, and how to strengthen resilience and climate change adaptation. A critical attitude will be encouraged through the review of diverse views on sustainable development, but especially encouraging a reflective, learning approach to development practice. After training in project proposal preparation, individual students will prepare a proposal as their term paper.

**LEARNING OUTCOMES:**

The Department of Anthropology and Archaeology is committed to student knowledge and skill development. Upon completion of this course, students should be able to:

- Understand the main environmental challenges facing developing countries, think critically about and interrogate the various explanations and arguments pertaining to the environment and development, including social, economic and political dimensions

- demonstrate a general understanding of key approaches and issues in the planning, management and implementation of sustainable development programs in urban environments (especially water and sanitation) and rural environments (particularly agriculture and natural resource management)
- demonstrate an understanding of the roles and relationships between various development “protagonists” including individuals and communities, international and local governmental organizations, non-governmental and private sector actors, and other participatory mechanisms such as movements
- convey coherent presentations on topics in verbal and written form
- demonstrate research and analytical skills, and constructive criticism, in the analysis of development approaches

### **READINGS AND TEXTBOOKS:**

#### *Required Texts:*

Sachs, J. (2015). *The Age of Sustainable Development*. Columbia University Press.

Available from the bookstore and online vendors or in ebook form:

<https://calgary-store.vitalsource.com/products/the-age-of-sustainable-development-jeffrey-d-sachs-v9780231539005?term=9780231173155>

\*REQUIRED READING Chapters 1, 2, 6, 7, 10, 11, 12, 13, 14

Clapp, J. & Dauvergne, P. (2005) *Paths to a Green World: The Political Economy of the Global Environment*. 1<sup>st</sup> edition. MIT Press. Available through library; eg. login and copy/paste this link:

<https://direct-mit-edu.ezproxy.lib.ucalgary.ca/books/monograph/2449/Paths-to-a-Green-WorldThe-Political-Economy-of-the>

\*REQUIRED READING : Chapters 1, 2, 3, 8

Other required and recommended readings will be posted in a separate file on D2L.

### **REQUIRED TECHNOLOGY AND EQUIPMENT:**

In order to successfully engage in their learning experiences at the University of Calgary, students are required to have reliable access to the following technology.

- A computer with a supported operating system, a word processor (e.g., Word), as well as the latest security and malware updates
- access to the internet, to use D2L and the library, obtain articles, and access other media or occasional lectures, with a current and updated web browser.

## COURSE REQUIREMENTS AND ASSESSMENT

Component	Percentage of final grade	Dates
Participation	5	Throughout
In-Class Presentations	10	Throughout
Discussion Board	10	Throughout
Term Paper, part 1: Outline for Project Proposal	10	February 15
Term Paper, part 2: Complete Project Proposal	30	April 9
Exam 1	10	February 8
Exam 2	25	March 26

### *a. Participation*

In order to support a participatory learning environment, a significant portion of the course assessment is based on participation, in three ways:

#### Participation in Classes – 5% of final grade

Students will be encouraged to participate in lectures, raise questions and comments, and participate in discussions throughout the course. Missing several lectures could affect this portion of the grade, therefore it is recommended that a student who misses classes should review the presentations and communicate with the instructor with any comments or questions about this missed class content.

#### In-Class Brief Presentations – 10% of final grade

Students will be asked to give several brief verbal presentations (approximately 3) to the class, of between 1 and 3 minutes, to help develop their ability to summarize and present their learning. This will include an “elevator pitch”, an important skill in communicating and selling any proposal. Further guidelines will be provided in class.

#### Discussion Board – 10 % of final grade

A number of discussion topics (approximately 3) will be provided for students to comment on in D2L.

### *b. Term Project: Project Proposal*

#### Part 1: Outline for Project Proposal- 10% of final grade (Due: February 15)

Students will present a proposal for a sustainable development project related to course themes. As the first step in preparing the individual project, students will do some preparatory reading on the topic of their choice, and share an initial outline of their plans.

#### Part 2: Completed Proposal – Proposal 30% of final grade (Due: April 9)

The completed project proposal will describe the following components of a project: assessment, project design, baseline, stakeholder engagement, monitoring, evaluation and learning plan. Prior to handing in the written assignment, verbal informal presentations will be shared in class, to assist students to learn from each other and refine their ideas prior to writing them up. More details to be discussed in class. Upload to D2L.

Please submit term paper assignments electronically in the dropbox in D2L. Assignments will be submitted in Word format. Assignments should have a file name as follows: "First Name - Last Name - Assignment Title – Date [YYMMDD]" (e.g., Alex Smith Assignment 2 231105). Assignments must be submitted by 11:59pm on their due date. It is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted. Late assignments will be penalized by 10% per day, unless otherwise agreed by the instructor.

### *c. Exams*

Exams will be held in class at the regular time, and will consist of short and long answer questions, and multiple choice (Scantron). Most of the exam questions (70-85%) will be based on lecture materials, and students will need to study their notes as well as the PowerPoint presentations which will be provided. Some exam questions will also draw on the required readings, generally on subjects related to lectures. Exams are closed-book, but students will be permitted to bring a study sheet. Further orientation to the exams will be provided in class.

Exam 1: 10% of final grade (February 8) – covering material from weeks 1-4

Exam 2: 25% of final grade (March 26) - covering material from weeks 6-10

Missed examinations/tests cannot be made up without the approval of the instructor. Exams may only be deferred in the case of serious illness or medical emergency, religious observance, or domestic affliction. Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam, and will receive a mark of zero on the exam or assignment.

Makeup tests/exams may differ significantly in format and/or content from the regularly scheduled test/exam, and generally will be essay style.

Note regarding assessment components:

- It is **not** essential to pass all components to pass the course as whole.
- In case a student does not complete one component, they must be completed within 2 weeks of the due date.
- The weight of any missed exam or assignment may be transferred to remaining exams or assignment components, as the instructor deems appropriate.
- Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course

where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note. Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.”

- Should a request to defer term work exceed the end of the term, a Deferral of Term Work form must be completed and submitted to the Office of the Registrar. The deferral will be recorded on the student record. Deferrals are granted at the discretion of the Dean or designate and are normally granted for 30 days beyond the last day of the term. Should circumstances warrant, the maximum time that may be granted for a deferral of term work is one additional term. Approved extensions must be sent to the Office of the Registrar. Application information is available at: <https://www.ucalgary.ca/registrar/student-centre/student-forms>
- there is no extra credit work available in this course.

**Reappraisal of Graded Term Work:** <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>  
**Reappraisal of Final Grade:** <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Department of Anthropology and Archaeology Grading Scheme:

A+	95 – 100%	B+	80 – 84.9%	C+	67 – 70.9%	D+	55 – 58.9%
A	90 – 94.9%	B	75 – 79.9%	C	63 – 66.9%	D	50 – 54.9%
A-	85 – 89.9%	B-	71 – 74.9%	C-	59 – 62.9%	F	< 50%

#### *Land Acknowledgement*

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut’ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).

#### *Acknowledgment and Respect for Diversity*

The Department of Anthropology and Archaeology views diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion.

Indigenous people possess special knowledge of their environment, and their worldview and form of society should be shown particular consideration when considering sustainable development.

## **COURSE POLICIES**

### *Global Diversity*

Students come to the University of Calgary from a variety of nations and backgrounds, and this course will emphasize the expression of this global diversity. Students are encouraged to share anecdotes and to draw on their diverse experiences in class participation spaces. The course values and promotes excellence in English verbal and written expression, but there is also an acknowledgement that people have different backgrounds and abilities with the English language, so there will be some flexibility taken in assessment in this area.

## **UNIVERSITY POLICIES**

### *ACADEMIC ACCOMMODATIONS*

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <https://live-ucalgary.ucalgary.ca/student-services/access>. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor or the Department Head. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

### *ACADEMIC INTEGRITY POLICY*

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: [www.ucalgary.ca/pubs/calendar/current/k.html](http://www.ucalgary.ca/pubs/calendar/current/k.html).

### *ACADEMIC MISCONDUCT*

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: [www.ucalgary.ca/pubs/calendar/current/k-3.html](http://www.ucalgary.ca/pubs/calendar/current/k-3.html). Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Geography recommends that they attend Academic Integrity workshops offered through the Student Success Centre: <https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity>

#### *INSTRUCTOR INTELLECTUAL PROPERTY*

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing. Information on Instructor Intellectual Property can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy>

#### *FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT*

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

#### *COPYRIGHT LEGISLATION*

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor

notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

*SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY*

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk



## TENTATIVE CLASS SCHEDULE

The following schedule is subject to possible changes: any changes will be communicated in D2L. **Please note:** that the classes for weeks three and four (Jan 22-Feb 2) will be delivered online. Details to be provided in class.

Week/ Dates	Topic/ Assessments	• Readings/Resources (refer to reading list)
1) Jan 9 & 11	Introduction	<ul style="list-style-type: none"> <li>• Sachs (2015) Ch 1, 2 (Intro to Sustainable Development, Inequality)</li> <li>• Clapp &amp; Dauvergne (2005) ch 1, 3</li> </ul> Recommended: <ul style="list-style-type: none"> <li>• De Bruijn (2020)</li> <li>• Year of Living Dangerously, Season 1, Episode 1</li> </ul>
2) Jan 16 & 18	Global Climate and Environment Challenges <i>*Intro to term project, online discussion forum and in-class brief presentations</i>	<ul style="list-style-type: none"> <li>• Sachs (2015) Ch 12 (Climate Change)</li> </ul> Recommended: <ul style="list-style-type: none"> <li>• Boehm (2023)</li> <li>• Cook et.al (2016)</li> </ul>
3) Jan 23 & 25	Key Environmental Challenges, & Governance for Sustainable Development;	<ul style="list-style-type: none"> <li>• Sachs (2015) Ch 13 (Biodiversity, ecosystem services), ch 6 (planetary boundaries)</li> <li>• Hedley (2023)</li> </ul> Recommended: <ul style="list-style-type: none"> <li>• Breaking Boundaries video, Netflix</li> <li>• UN-Water (2019) pp. 7-12, 16-23</li> </ul> Browse: <a href="https://www.un.org/sustainabledevelopment/sustainable-development-goals/">https://www.un.org/sustainabledevelopment/sustainable-development-goals/</a>
4) Jan 30 & Feb 1	Urban 1: Environmental Challenges <i>*In-class brief presentations</i>	<ul style="list-style-type: none"> <li>• Sachs (2015) Ch 11 (Cities)</li> </ul> Recommended: <ul style="list-style-type: none"> <li>• Water Integrity Network/Hedley et.al. (2021) Introduction, Ch 2</li> </ul>
5) Feb 6 & 8	Urban 2: Water Supply & Sanitation Approaches <i>*Exam 1 – February 8</i>	<ul style="list-style-type: none"> <li>• Sachs (2015) Ch 7 (inclusion)</li> </ul> Recommended <ul style="list-style-type: none"> <li>• Mitlin et.al. (2019) (Water): Executive summary</li> <li>• Satterthwaite et.al. (2019) (Sanitation) : Executive summary</li> <li>• HLPE 9 (2015)</li> </ul>

6) Feb 13 & 15	Urban 3: Urban Environment & Governance Approaches, <b>*Term Paper part 1: Outline for Project Proposal due Feb 15</b>	<ul style="list-style-type: none"> <li>Sachs (2015) Ch 14 (SDGs)</li> </ul> Recommended: <ul style="list-style-type: none"> <li>Davis-Reddy &amp; Vincent (2017) (climate risk &amp; vulnerability)</li> </ul>
READING WEEK: Feb 18-24		
7) Feb 27 & 29	Project Proposal Training, Review of Sustainable Development Perspectives <b>*In-class brief presentations</b>	<ul style="list-style-type: none"> <li>Clapp &amp; Dauvergne (2005) Ch 2</li> </ul> Recommended: <ul style="list-style-type: none"> <li>Global Affairs Canada (2018) (RBM guide)</li> </ul>
8) Mar 5 & 7	Capacity-building and knowledge generation approaches Guest Speaker: Leslie Stewart (Mar 7), FUNDAEC Colombia	Recommended: <ul style="list-style-type: none"> <li>HLPE 14 (2019)</li> <li>Chambers (2017) Ch 5, 6</li> </ul>
9) Mar 12 & 14	Rural 1: Climate Change Adaptation, Land Use & Gender	Recommended: <ul style="list-style-type: none"> <li>Ashby &amp; Pachico (2012)</li> <li>Frankenberger (2020)</li> <li>Year of Living Dangerously, Season 1, Episode 2</li> <li>Valencia et.al. (2021)</li> </ul>
10) Mar 19 & 21	Rural 2: Food Security & Resilience Guest Speaker (Mar 21): Godfrey Mitti, Zambian/African experiences, Conservation Agriculture	<ul style="list-style-type: none"> <li>Sachs (2015) Ch 10 (food security)</li> </ul> Recommended: <ul style="list-style-type: none"> <li>Gordillo &amp; Jeronimo (2013) (sovereignty)</li> <li>FAO (n.d.) (agroecology)</li> <li>Corbeels et.al. (n.d.) (conservation agriculture)</li> <li>Bellouin (2023)</li> </ul>
11) Mar 26 & 28	Rural 3: Resilience and Climate Change Guest Speaker (Mar 28): Rachel Benzner Kerr, Cornell University <b>*Exam 1 – March 26</b>	<ul style="list-style-type: none"> <li>HLPE Report 9 (2015)</li> </ul>
12) Apr 2 & 4	Review, term project work in class	Recommended: <ul style="list-style-type: none"> <li>Year of Living Dangerously, Season 1, Episode 8</li> <li>Global Affairs Canada (2018) (RBM guide)</li> </ul>

	<b><i>*In-class brief presentations</i></b>	
13) Apr 9	Conclusions <b><i>*Term Paper part 2: Completed Project Proposal - due – Apr 9</i></b>	<ul style="list-style-type: none"> <li>• Clapp &amp; Dauvergne (2005) Ch 8</li> </ul>

*IMPORTANT DATES for the University*

M Jan 8	Start of Classes
R Jan 18	Last day to drop a class without a financial penalty
F Jan 19	Last day to add or swap a course
F Jan 26	Fee payment deadline for Fall Term full and half courses.
M Feb 19	Alberta Family Day No Classes.
Feb 18-24	Reading Break. No classes.
F Mar 29	Good Friday no classes
M Apr 1	Easter Monday no classes
T Apr 9	End of classes Last day to withdraw from half courses.
Apr 12-23	Fall Final Exam Period.
May 20-25	Exam period for Registrar deferred final exams

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017>