A significant and lasting shift in our relationship to the global environment came about with the advent of agriculture. At the same moment, so too have we established development as an unfolding process not only for remaking our world but also for its promise of potential future change. In our course, we will consider some general theories for understanding development, the environment, and the interaction of these two forces. We ground ourselves using particular case studies: we will look at the forms of crop production in West Africa and how this system triggers the circulation of people between rural and urban spaces, in West Africa and beyond. In Southern Africa, the history of development has been playing out against the unique habitat of the Cape Floral Region, where native and invasive species frame a parallel debate on the legacy of colonialism. Brazil's alternating periods of rapid development and stagnation are having an uneven effect on both the population and landscape. And a host of different issues from the Himalayan region, from dam building in Bhutan to rare earths mining in Tibet, illustrate the entanglements of development and environment in our contemporary world.

Development remains a contentious issue not only because of debates over how to best carry out improving the environments and the lives of peoples in the Global South, but because even the idea of development is contested—for some, development is not possible, while for others, when development does occur it can do more damage than good. In this course, we will explore the debates and some of the main concepts of development, as well as exploring particular places in the world—primarily in the Global South—where these ideas continue to impact environments and peoples.
Goals: Through this course, you should become knowledgeable not only about the issues of environment and development, but also the debates that frame these issues. Furthermore, you should consider how theories hold up in real-world settings in the cases we consider from Africa, Latin America, and southern Asia.

By the end of this course, you should have attained competency in two distinct sets of objectives, and consider for yourself a third:

First, through lectures and readings, you should become familiar with broad concepts and terms on development and the environment.

Second, you should become familiar with how environmental and development issues impact particular Global South places we study, with the aim that you can extrapolate these concepts to elsewhere.

Third, I ask that you think through your own potential for bettering lives, places, and the environment—the ones we study and the ones you will inhabit in your own future trajectory.

Grade components: 68% writing projects (three papers medium-length papers of 20% each; and two short essays at 4% each); 30% quizzes (two at 15% each); and 2% for completing the final online course evaluation.

You should develop your understanding of course subject matter by attending lectures, reading provided articles, and asking questions.

In-class quizzes are designed to synthesize key points from readings and lectures, and are thus cumulative. The quizzes are scheduled for weeks 5 and 9, but may be adjusted according to our progress in the lectures. Adjustments in the quiz schedule will be given with a week’s notice. There are no make-up dates for quizzes: you are required to attend and take quizzes on the day they are given to the whole class.

Readings are assigned to supplement your grounding in course topics. While some reading content will be addressed directly in lectures, we will not always have a chance to cover all materials, so feel free to ask questions directly about the readings during class time. All readings are posted under the appropriate week (visible when you are logged in) on the course website:

https://moodle2.sscnet.ucla.edu/course/view/18W-GEOGM128-1

Papers:

Week 1: Initial writing response—approximately 1 page, 4% graded for completion, written in class week 1

As an in-class writing assignment, please respond to these questions in a short essay of about a page:

Why take this course—what about the environment and development appeals to you intellectually?

How do you imagine studying the interactions of environment and development in an academic course?

Finally, what would you personally like to take away from this course?

Week 5: Current events assignment—approximately 800 words, 20%, turn in hard copy in week 5 class

The goal of this assignment is to understand that academic theory is not meant to be solipsistic; rather, it is built on experiences in and explanations for ongoing, real world processes.

Select a recent news article (within the past month or thereabouts) that you think relates to topics we have so far covered on environment and development issues. The article can be from news sources from anywhere in the world (though I request that your article be in English) and that the source of the news is considered generally accepted in the accuracy of its reporting. Mainstream newspapers or magazines and even niche sites that are widely considered as legitimate are fine; but not tabloids, satire, ideologically-driven, pseudo-science, nor state-sponsored propaganda.

This paper is not a report on the article. Rather, argue how the particular issue that the article covers ties to the content of our course. In what way does this article relate—does it reinforce, contradict, support, deny, add specifics to, expand on, provide a narrower focus for—to what we have learned about in class?

In your paper, include a citation of the article (using any generally accepted citation format) as well as the article’s full online address (copy/paste).
In assessing papers, I look for a clear thesis, a road-map that follows on from the thesis that lays out your argument, sufficient research to be able to answer the question raised by the thesis, analysis of the research data which is then marshaled as evidence toward your argument, and a conclusion that aligns with the overarching trajectory of your paper. Grading is qualitative, asking such questions: is your argument clear? is it rational? is the content organized? have you established alignment from the thesis, through the research, into the evidence collected, analysis of the evidence, and to your conclusion? is your evidence well-integrated in the argument of the essay? is your wording and phrasing accurate toward conveying the meaning you intend? is your writing clear, concise, and composed with care? Include citations for all consulted materials (using any generally accepted citation format).

**Week 7: Dams debate**—approximately 1000 words, 20%, turn in hard copy in week 7 class

The goal of this debate paper is to understand that the connections between the environment and development are not simple nor necessarily oppositional. Using case studies built around dams—which here can be considered as techno-political assemblages and interventions into the human-altered landscape—you will be able to delve deeper into the nuances of developmental and environmental issues upon which dams are built and operated, but also contested. You will select the dam which you will investigate and write about from a list on the course website.

Your paper will consist of three, succinct sections:

- In the first, you will make a development-oriented argument about the dam (in most cases, this will be a position that is in favor of the dam, but feel free to research and argue a form of development that is against the dam).
- In the second section, make an environmentally-oriented argument (for many of your cases, this will be against the construction of the dam, though there are a number of situations where a pro-environmental stance might favor the dam).
- Finally, answer whether a negotiated settlement might be possible between the environmental and developmental forces. What might such a compromise look like?

Papers will be assessed according to the logic of the argument as well as the completeness of the evidence gathered in support of the argument.

In assessing papers, I look for a clear thesis, a road-map that follows on from the thesis that lays out your argument, sufficient research to be able to answer the question raised by the thesis, analysis of the research data which is then marshaled as evidence toward your argument, and a conclusion that aligns with the overarching trajectory of your paper. Grading is qualitative, asking such questions: is your argument clear? is it rational? is the content organized? have you established alignment from the thesis, through the research, into the evidence collected, analysis of the evidence, and to your conclusion? is your evidence well-integrated in the argument of the essay? is your wording and phrasing accurate toward conveying the meaning you intend? is your writing clear, concise, and composed with care? Include citations for all consulted materials (using any generally accepted citation format).

**Week 9: Common Pool Resources essay**—approximately 800 words, 20%, turn in hard copy in week 9 class

Consider a current environment-development problem that might be framed as a Common Pool Resource dilemma. Be creative and choose an issue that has not generally been framed this way before. Is there an approach to this issue that can be solved or mitigated by those most impacted? Using a conception of Common Pool Resource governance, how might Elinor Ostrom’s guidelines (see week 8 readings) be used toward devising a solution? What would be necessary—at a regulatory or institutional level—to fix this problem? Your answer might take into account stakeholders, policies, political or economic factors, or other concerns.

Because you are seeking new paths for mitigating long-vexing issues, creativity is a key element to your paper. The Common Pool Resource papers will be assessed—in addition to the criteria outlined above for the week 7 Dams Debate—according to your creativity in framing the problem, as well as the completeness and logic of the rule-system you devise.

Include citations for all consulted materials (using any generally accepted citation format).

**Week 10: Final writing response**—approximately 1 page, 4% graded for completion, written in class week 10.

What did you learn? Was there content or concepts that led you to an epiphany or wider realization? In a brief essay, explain at least one thing you will take with you from this course. This can be at the detail level (if so, explain the details in context), or at a broader, theoretical level. How might you apply this lesson toward further academic study or in a more general way in your life? And, importantly, are there other ways you intend to follow up on the material presented in this course?
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture content</th>
<th>Readings</th>
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| 1 Outlining the problems introduction | Mon 1/8 Introduction to the course  
**initial in-class writing assignment** | required:  
Diamond, 1987, The worst mistake in the history of the human race  
Kolbert, 2013, Head count: fertilizer, fertility, and the clashes over population growth  
recommended:  
The Economist, 2016, A green evolution |
| | Wed 1/10 Environmental impact—the end of eating paleo—Neolithic Revolutions—inventing the city—the division of labor in society | |
| 2 Our recent centuries | Mon 1/15 MLK holiday | required:  
Childe, 1950, Urban revolution  
recommended:  
Obertreis et al, 2016, Water, infrastructure, and political rule  
Smith, 2009, V. Gordon Childe and the urban revolution: a historical perspective on a revolution in urban studies  
Soja, 2000, Putting cities first |
| | Wed 1/17 Hydraulic hierarchy—inventing political systems—control of nature & control of people—beginning development  
Commanding resources—urbanization concentrates material, human (labor), capital—resources and their curse—Dutch disease & corruption of limited-access resources | |
| 3 Impacts of populations Cases from Senegal and Rwanda | Mon 1/22 Demographic transition—orange juice—total fertility rates—secondary, cultural transition—rural carrying capacities—rural-to-urban migration—diversified (urban) economic strategies | required:  
Kenny, 2011, The good news: the end of the Malthusian trap  
Weeks, 2011, Population  
recommended:  
Davis, 2006, Planet of slums (particularly chapter 1: The urban climactic)  
Malthus, 1798, An essay on the principle of population (select chapters) |
| | Wed 1/24 Dystopic visions—Malthusian catastrophe or economic innovation—springing the Malthusian trap—population plateaus  
Recovering Rwanda—umuganda—construction as reconstruction | required:  
Diamond, 2005, Malthus in Africa  
recommended:  
Andre and Platteau, 1996, Land tenure under unbearable stress: Rwanda caught in the Malthusian trap |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Required</th>
<th>Recommended</th>
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| 1/29     | Developing debates Mon 1/29 neo-Malthusian catastrophes and neoclassical economist vibrancy—population bomb—the Ehrlich-Simon wager Scaling sub- & super-linearity—cities & hinterlands | **required:** Bettencourt et al, 2007, Growth, innovation, scaling, and the pace of life in cities  
Rees, 1992, Ecological footprints and appropriated carrying capacity—what urban economics leaves out  
**recommended:** Hamilton et al, 2007, Nonlinear scaling of space use in human hunter-gatherers |  

| 1/31     | Piketty's return to Capital—Rognlie’s returns to real property—is land missing from the Ehrlich-Simon debate commodity basket? | **required:** Açemoglu et al, 2001, Reversal of fortune: geography and institutions in the making of the modern world income distribution  
**recommended:** Wallerstein, 1974, Dependence in an interdependent world |  

| 2/5      | Centers and edges Mon 2/5 *first quiz* | **required:** Pew Research, 2015, A global middle class is more promise than reality  
**recommended:** Milanovic, 2012, Global income inequality by the numbers  
Rodrik, 2016, Premature deindustrialization |  

| 2/7      | Modernization—the world system—dependency theory—tripartite division of global interconnected operations—colonial legacies—reversals of fortune—between G7 and G20—building BRICS, minting MINT |  
**required:**  
**recommended:**  
  |  

| 2/12     | South Africa’s productive landscape—from hunter-gatherers, to herders, to agriculturalists—San parables of food security—local knowledge—fynbos—geography of a Cape Floral Region Ecological imperialism—the road from Botany Bay—fertile land, just add crops—Company’s Garden synecdoche—from Joseph Banks to seed banks  
*Cases from Southern Africa*  
| 2/14     | Food security—global agriculture—Philippi and the fight for tablescrap—high water-tables—sand-mining for construction elsewhere casualized infrastructure—standpipes and enforced informality—cost recovery service provision—  | **required:**  
  
  **recommended:** van Sittert, 2003, Making the Cape Floral Kingdom—the discovery and defence of indigenous flora at the Cape 1890-1939 |  

**Winter 2018**  
**Class: Mon/Wed 3:30-4:45**  
**Geography M128/Urban Planning CM166**  
**Global environment and development**  
**Rick Miller, PhD**  
**Office: Mon/Wed 4:45-5:45**  
**Office: Bunche**
<table>
<thead>
<tr>
<th>7 Measured success</th>
<th>Mon 2/19</th>
<th>Presidents Day holiday</th>
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<tbody>
<tr>
<td>Cases from urbanizing Brazil</td>
<td>Wed 2/21</td>
<td>Order and progress—extractive &amp; settler colonialism Demography of immigrants and nordestinos—geography of poverty—decrepit core to desperate periferia—favelas and high-rise escapism—from favela to ‘pacified’ comunidade Urban expansion, urban nature—northern preserves, southern reservoirs—who pollutes—over-urbanization and resource scarcity—water and power—impounded development—Itaipu’s city of the damned—urban runoff—which direction for polluted rivers?—development in a watershed Bolsa Familia—creating and raising classes—growing participation and growing dissatisfaction—revolutions of rising expectations—Brazilian social ladder, victim of success?—middle-class environmental impact</td>
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<td>require:</td>
<td>Caldeira, 2011, Worlds set apart Kidd and Huda, 2013, Bolsa unfamiliar</td>
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<tr>
<td>8 Competing controls</td>
<td>Mon 2/26</td>
<td>The front range—geographical pivot—watershed of 5 rivers—physical geography—valleys and peoples—highland resistance—geopolitics of resources—massifs and monsoons—trade winds as continental respirations—the water pump—topography+water = hydro-economy—tragedy of the commons or citizen participation?—hydroelectric happiness</td>
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<tr>
<td>Cases in the Himalayan front-range</td>
<td>Wed 2/28</td>
<td>Formats for measuring development—from economics to economics+____—growing happiness or just happy for others?</td>
</tr>
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| 9 Resources and curses | Mon 3/5 | Tibetan facts-on-the-ground—undoing isolation
Resources of the plateau—discourse of ‘degradation’—water and the pastoral environment—mining and environmentalism—rare earth—using environment for development | Zurick, 2006, Gross National Happiness and environmental status in Bhutan
required:
BBC, 2013, Tibetans displaced within region amid ‘rampant mining’
World Trade Organization, 2015, Dispute settlement: DS431 China: Measures Related to the Exportation of Rare Earths, Tungsten and Molybdenum
recommended:
IIED, 2013, Pastoralism—the custodian of China’s grasslands
Yeh et al, 2013, The roles of overgrazing, climate change and policy as drivers of degradation of China’s grasslands |
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<tr>
<td>Wed 3/7</td>
<td>second quiz</td>
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| 10 Our term in summary | Mon 3/12 | Competing rangelands: the case of Laikipia, Kenya—pastoralism, wildlife conservation, indigenous, foreigners, colonialism, tradition, environmentalism, land rights, tribalism, electioneering
Tibet, Mongolia, and the American West | required:
various news articles on the 2017 Laikipia situation (to be assigned)
recommended:
Gadd, 2005, Conservation outside of parks: attitudes of local people in Laikipia
Huho et al, 2011, Living with drought: Maasai pastoralists |
| Wed 3/14 | Putting it all together—what have we learned?—where do we go from here? | final in-class writing assignment |


IIED. 2013. “Pastoralism—the custodian of China’s grasslands” from Li, W., GongbuZeren, Li. Y, & Zhang, C. A review of rangeland management policy and possibility to re-frame policy narratives in a context of climate. International Institute for Environment and Development.


