

**SOME WEEKLY TOPICS AND ASSIGNMENTS WILL CHANGE IN 2018 VERSION OF
COURSE**

Spring 2017 Geography 465/565:

Environment and Development: Facing Climate Change

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A girl walks through the flooded streets of her neighbourhood. Heavy rains overnight on Thursday 09, 2012 in Haiti's northern city of Cap Haitien left streets, homes and fields flooded and hundreds of people homeless and up to 15 people dead. (Credit: UN Photo/Logan Abassi).

Course Description:

It is now overwhelmingly obvious that the fossil-fuel intensive economic development pathways that have characterized the last 200 years – and which have brought high standards of living to countries in the “Global North” – can no longer be pursued if the earth is to remain habitable for all its people. Furthermore, we know that the populations and countries *least responsible* for historical emissions are those most vulnerable to the looming impacts of climate change such as sea level rise, extreme weather events, and heat-related disease and mortality. This class is dedicated to (1) understanding the historical trajectories of development to the present, including the legacies of colonialism and racism that “powered” the economic development of Europe and North America, (2) investigating the existing arrangements of global governance that have failed to meaningfully reduce greenhouse gas emissions (3) exploring the environmental transformations driving these emissions around the world as well as already-existing alternatives, and (4) impacts, vulnerability, and robust adaptation to climate change.

Course materials

Readings will be drawn from a variety of reports, books, and academic journals. Those not available for you to download directly will be posted on the Canvas site.

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Learning Goals

By the end of this course, you will be able to:

1. identify orthodox and heterodox development paradigms, and how they propose to address the climate change problem
2. Articulate why climate change makes “development as usual” so untenable for the planet and vulnerable populations
3. Explain the construction and limitations of basic metrics of development and adaptation planning
4. Explain the political and moral/ethical problems surrounding mitigation of climate change, and corrective actions and solutions being taken/proposed
5. Identify and advocate for specific adaptive strategies

Course structure

We will reach these goals through a combination of activities designed to engage you in processing existing material, searching for example cases, applying concepts to a country/context of your choice, and simulating negotiations around climate change responses.

This is a reading intensive course, consistent with 400-500 level courses at the UO. **A commitment to completing readings before each class session to which they are assigned is essential to success in the course.**

Assessment (for undergraduates):

1. Participation, including discussion prompts (15%)
2. Reading memos (25%)
3. Facilitation and class activity (15%)
4. Simulation (20%)
5. Country portfolio (25%)

Assessment (for graduate students):

1. Participation, including discussion prompts (10%)
2. Reading memos (30%)
3. Facilitation and class activity (10%)
4. Simulation (10%)
5. Final paper (40%)

Assessment elements description:

Participation, including discussion prompts:

Participation involves: showing up on time, with the assigned readings completed, and copies of the readings for the day in hand/on device, and actively engaging in class discussion/activities. It also involves uploading a substantive discussion question, comment, or critique to the Canvas Discussion board by 8 pm the day before class.

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Weekly memos:

Each Friday of our term (beginning Week 2) you will turn in a memo with your own personal reactions to the course material and readings. The purpose of the memo is to integrate course material with your own life, other course work, or curiosities. The content of the memos should focus on both the course material and your experiences, but are otherwise open to you. For example, you might describe your reaction to a class discussion, film or lecture, report an event from the news, or a conversation with a friend or family member about course material. **These are not reading or lecture summaries, but must substantively engage with one or more readings from the week.** Your memo can be anywhere from a paragraph to a page. You will receive credit for work done but memos will not be graded. Memos (without names) may be read in class to stimulate discussion or illustrate a diversity of perspectives. If you prefer not to have your memo read aloud just indicate so at the top.

For graduate students: your memos may be more productively aimed at working through how this week's reading contributes to your research/thesis topic. You should assess this on a week-by-week basis.

Facilitation and class activity:

Beginning in Week 4, each class a group of students will be responsible for facilitating class discussion for roughly 45 minutes. The facilitation team is responsible for:

1. Connecting the readings to a topic/example case not extensively discussed in the readings
2. Leading the class in a discussion that bridges from the topic of your presentation to the day's readings
3. Drawing on your group's expertise and interests to design and lead an in-class exercise that will help the class develop a *practical skill* in relation to the day's topics

You will be introduced to a number of news databases, blogs, and other resources that will assist you in making these links, and the instructor can suggest ideas of practical skills appropriate for each meeting if you are unsure. You are not required to post to the Canvas discussion board for the day you facilitate. Facilitation groups will be chosen in Week 2, meeting 2.

Simulation:

In two simulation exercises (Week 5 and Week 10), students will conduct a negotiation around an issue of pressing concern for climate and development. You will be assigned to craft and participate in one simulation; in the other session, you will act as a critical reporter on the negotiations. Further details and Simulation week assignments will be made in Week 3.

Country portfolio:

For your country portfolio, you will work with a partner to pick a country within the "developing country" or "least developed country" group to research for two assignments throughout the quarter. (A more detailed guide on the portfolio assignment will be posted on Canvas).

1. Situating the country: Research the country's basic development trajectory, economic sectors and growth, major environmental concerns and struggles, and characterize its position in the global economy. 4000 words. Due end of Week 6 (40%).
2. Assessing climate change impacts adaptation options: Write a policy brief assessing the likely impact scenarios for your country and *critically* assessing adaptation options. 3000-400 words. In lieu of a policy brief, you may choose to represent the same material in the form of an ESRI Story Map. Due end of Week 10 (40%)
3. Present your findings to the class in lieu of the final exam, on **Wed June 14 8-10 am.** (20%)

Graduate students:

Instead of a research paper, you will complete a research paper Research paper (tailored towards developing

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your thesis or dissertation, incorporating course readings and topics. 80% paper, 20% presentation).
Develop your topic in consultation in office hours with me by **Week 4**.

Weekly Topic Outline

Week	Tuesday	Thursday
1	Introduction: The present predicament	No class, AAG. Film/research assignment
2	Paradigms and definitions of environment and development	Colonialism, "Fossil capitalism", ecological debt
3	The Development decades, modernization, debt crisis, structural adjustment	Ecomodernization and its critics (Guest lecture: Prof Richard York, UO Sociology and Environmental Studies)
4	Global governance and the failure of mitigation, UN Framework Convention, Carbon rights and debts	Extractivism and energy landscapes
5	Simulation 1: Negotiations on emissions mitigation, UNFCCC	Energy poverty, small scale renewables

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6	Industrial agriculture and land grabbing; agroecology and peasant social movements	Forests and deforestation, ecosystem services; decentralization and community forestry
7	Impact scenarios and vulnerability	Indigenous vulnerability and response to climate change Guest lecture: Kathy Lynn, Tribal Climate Change Initiative
8	Inequities of intervention and adaptation	Climate migration and displacement <i>Portfolio Part 1 due Sunday</i>
9	Robust and community-led adaptation	Global mechanisms for funding compensation and development: Loss and Damage in the UNFCCC; Green Climate Fund
10	Simulation 2: Funding adaptation and mitigation	The world in 2050: other trajectories Tentative: Graduate student presentations <i>Portfolio Part 2 due Sunday</i>
11		<i>Final presentations during exam slot</i> 8-10 am, Wednesday June 14

Weekly Reading Schedule

Week 1.1 Introduction:

What does environment and development mean? What is the predicament we're in?

Week 1:2 Setting the stage: IPCC vs Klein

(class cancelled due to annual American Association of Geographers meetings, links to videos and questions posted on Canvas)

Week 2:1 Paradigms of Development

[Chapter 1](#) of *Theories of Development: Contentions, Arguments, Alternatives*, R. Peet and Elaine Hartwick. Guilford: New York. 2009. 1-20.

Week 2:2: Colonialism, "Fossil capitalism", ecological debt

Required: Malm, Andreas and Hornborg, Alf (2014) [The geology of mankind? A critique of the Anthropocene narrative](#). *The Anthropocene Review* 1(1) 62–9

Warlenius, R., Pierce, G., & Ramasar, V. (2015). [Reversing the arrow of arrears: The concept of "ecological debt" and its value for environmental justice](#). *Global Environmental Change*, 30, 21-30.

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Optional:

Stillwell, Marcus. 2012. [Climate debt: A primer](#). *Development Dialogue*, September. Pp 41-46. (illustration of the activist use of climate debt in negotiations as discussed in Warlenius et al.)

Week 3.1: Development decades, modernization, structural adjustment

Esteva, Gustavo (2010) "[Development](#)" in *The Development Dictionary: A Guide to Knowledge as Power* (2nd Edition), Wolfgang Sachs (ed). London: Zed Books (stop on p 17 before the section "New Commons")

Conway, Dennis (2014) "[Neoliberalism: Globalisation's neoconservative enforcer of austerity](#)" in *The Companion to Development Studies* (3rd Edition) Vandana Desai and Robert Potter (eds). (pp 170-176)

Week 3.2: Ecological modernization and its critics

(Cameo by Prof. Richard York, UO Department of Sociology and Environmental Studies)

The Ecomodernist Manifesto: <http://www.ecomodernism.org/manifesto-english/> (Links to an external site.)[Links to an external site.](#) (Versions also available in 11 other languages).

York, Richard. 2012. "[Do Alternative Energy Sources Displace Fossil Fuels?](#)" *Nature Climate Change* 2(6): 441-443.

York, Richard. (2006). "[Ecological paradoxes: William Stanley Jevons and the paperless office](#). *Human Ecology Review*, 13(2), 143.

Week 4.1: UNFCCC and the failure of global governance

Timmons Roberts, J. and B. Parks (2007) *A Climate of Injustice: Global Inequality, North-South Politics, and Climate Policy* Cambridge: MIT Press. ([Ch 1: "Wet Feet Marching"](#) and [Ch 2: "A Model of North-South \(non\)Cooperation"](#)).

Week 4.2: Extractivism and energy landscapes

Bridge, Gavin and Philippe Le Billon (2013) *Oil* London: Polity. [Chapter 5: "Developing through Oil"](#) pp 125-153

Klein, Naomi (2014) *This Changes Everything: Capitalism vs The Climate*. Knopf. [Excerpt from Chapter 4 \(Section begins: "Remembering How to Say No", pp 121-133\) and all of Chapter 5, "Beyond Extractivism" pp 141-163](#)

Week 5.1: Simulation 1 UNFCCC negotiations

Prepare for your simulation role and tasks. Everyone regardless of role reads:

Earth Negotiations Bulletin, Summary of the Paris Climate Change Conference, vol 12 no. 663. Read "A brief analysis of the Paris Climate Change Conference" on pages 42-45 of the document.

<http://enb.iisd.org/download/pdf/enb12663e.pdf>

Third World Network, Marrakech News Update "[Climate talks open in Marrakech, Morocco](#)" 8 November 2016.

Week 5.2 Energy poverty and small scale renewables

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Leopold, A. (2014) "[Making climate change mitigation more meaningful: The link to universal energy access](#)" Poor people's energy briefing #2, Practical Action. (pp 1-16).

Klein, Naomi (2014) *This Changes Everything: Capitalism vs The Climate*. Knopf. [Ch 12: "Sharing the Sky: The Atmospheric Commons and the Power of Paying our Debts" 335-361](#)

Week 6:1 Industrial agriculture and land grabbing; agroecology and peasant social movements

McMichael, P. 2009 [Banking on agriculture: A review of the World Development Report 2008](#), Journal of Agrarian Change 9(2): 205-228.

Then read either White (on land grabbing) or Putnam et al (on agroecology):

White, B. (2013) "[Corporate land deals, dispossession and the future of farming](#)" in Africa for Sale? Positioning the State, Land, and Society in Foreign Large Scale Land Acquisitions in Africa, S. Evers, C. Seagle, and F. Krijtenburg, eds. Leiden: Koninklijke Brill NV. pp 38-52.

Putnam, H., Godek, W., Kissmann, S., Pierre, J. L., Alvarado Dzul, S. H., Calix de Dios, H., & Gliessman, S. R. (2014). [Coupling agroecology and PAR to identify appropriate food security and sovereignty strategies in indigenous communities](#). *Agroecology and sustainable food systems*, 38(2), 165-198.

Week 6:2 Forests and deforestation, ecosystem services; decentralization and community forestry

Corbera, E., & Martin, A. (2015). Carbon offsets: Accommodation or resistance?. *Environment and Planning A*, 47(10), 2023-2030.

Beymer-Farris, B. A., & Bassett, T. J. (2012). The REDD menace: Resurgent protectionism in Tanzania's mangrove forests. *Global Environmental Change*, 22(2), 332-341.

Week 7:1 Impact scenarios and vulnerability

Excerpts from the Intergovernmental Panel on Climate Change "Climate Change 2014: Synthesis Report Summary for Policymakers": SPM 2 "Future Climate Changes, Risks and Impacts", pages 8-16.

Lynch, B. D. (2012). Vulnerabilities, competition and rights in a context of climate change toward equitable water governance in Peru's Rio Santa Valley. *Global Environmental Change*, 22(2), 364-373.

Week 7.2: Indigenous Vulnerability and response to climate change Cameo by Kathy Lynn, Director, Pacific Northwest Tribal Climate Change Project

3rd National Climate Assessment, Ch 12: Indigenous Peoples, Lands and Resources:
http://nca2014.globalchange.gov/system/files_force/downloads/low/NCA3_Full_Report_12_Indigenous_Peoples_LowRes.pdf?download=1

Simpson, L. and N. Klein. 2013. Dancing the World into Being. Yes, March 2013. Available at <http://www.yesmagazine.org/peace-justice/dancing-the-world-into-being-a-conversation-with-idle-no-more-leanne-simpson>

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Turkewitz, J. 2017 "Tribes that live off coal hold tight to Trump's promises" *The New York Times*, 2 April
<https://nyti.ms/2omQBqk>

Week 8:1 Inequities of intervention and adaptation

Ribot, J. 2011. 'Vulnerability before Adaptation: Toward Transformative Climate Action' From Affirmative to Transformative Climate Action' *Global Environmental Change*, Vol. 21, No. 4. 1160-1162

McEvoy, J., & Wilder, M. (2012). Discourse and desalination: Potential impacts of proposed climate change adaptation interventions in the Arizona–Sonora border region. *Global Environmental Change*, 22(2), 353-363.

Week 8:2: Climate migration and displacement

Black, R., Bennett, S.R.G., Thomas, S.M. and J.R. Beddington. (2011). Migration as adaptation. *Nature* 478: 447-449.

Marino, E. (2012). The long history of environmental migration: Assessing vulnerability construction and obstacles to successful relocation in Shishmaref, Alaska. *Global environmental change*, 22(2), 374-381.

Week 9:1: Robust and community-led adaptation

Wilby, R. L., & Dessai, S. (2010). Robust adaptation to climate change. *Weather*, 65(7), 180-185.

Tschakert, P., Dietrich, K., Tamminga, K., Prins, E., Shaffer, J., Liwenga, E., & Asiedu, A. (2014). Learning and envisioning under climatic uncertainty: an African experience. *Environment and Planning A*, 46(5), 1049-1068.

Week 9:2: Mechanisms for funding compensation, adaptation, and development: Loss and Damage in the UNFCCC

IIED Blog, "How devolved climate finance can deliver climate resilience at local level" 14 November 2016
<https://www.iied.org/how-devolved-climate-finance-can-deliver-climate-resilience-local-level> Please click through to one of the linked cases mentioned in the above post (Kenya, Tanzania, Senegal and Mali) to learn more about the project.

Vanhala, L., & Hestbaek, C. (2016). Framing Climate Change Loss and Damage in the UNFCCC Negotiations. *Global Environmental Politics* 16:4 p 11-129

The following is an official online pdf guide to the Warsaw International Mechanism for Loss and Damage. It has some data and links you may find useful, and which you might refer to for questions.
http://unfccc.int/files/adaptation/cancun_adaptation_framework/loss_and_damage/application/pdf/online_guide_id_nov_2016.pdf

Week 10:1: Green Climate Fund Simulation

All read excerpted "Green Climate Fund procedures and criteria" document and short blog posts from GCF observer/commenter organizations, posted on Canvas

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See GCF Simulation packet for additional reading directions specified depending on your role as (1) proposers or (2) reviewers.

Week 10.2: Graduate student presentations

No assigned reading, prepare for your final portfolio projects