“Because we’re told that it’s being done for the sake of the Greater Common Good. That it’s being done in the name of Progress, in the name of National Interest (which, of course, is paramount). Therefore gladly, unquestioningly, almost gratefully, we believe what we’re told. We believe that it benefits us to believe.”

– Arundhati Roy 1999, Greater Common Good

Introduction: Welcome to Environmental Studies Special Topics! This course is focused on development, displacement, and the environment, looking across the world from local to global examples. At least 15 million people around the world are displaced every year in the name of development, often resulting in loss of land, livelihoods, access to culturally significant resources, homelessness, political marginalization, physical and mental health impacts, and disruption to subsistence, economic, and social systems. Such development patterns have left affected populations further impoverished and marginalized, and have disrupted increasingly fragile ecosystems. In this context, this course addresses the following questions:

What is the relationship between the environment, development and human societies? How does the current, prevailing development paradigm promote or impinge on human rights and social and environmental justice? What are solutions to address these problems?

The first part of the course will look at the historical context of policies and actions by international development agencies and governments, reviewing critiques of the systemic weaknesses and failures, and the impacts on, and resistance by, local communities. The second part of the course will focus on ethnographic and other accounts that look at the outcomes of development projects, including conservation projects, and the various actors involved. Case studies will be highlighted from around the world. Finally, we will critically examine the work of scholars, practitioners, and activists who advocate for alternative policies and actions to promote human rights and social and environmental justice. The course will include role-playing and experiential learning.

Readings: You should complete all of the assigned readings before each class meeting as indicated in the course outline below. Please bring that day’s reading to class, so that we can discuss the text together. All articles are available on Gauchospace in an effort to reduce costs for students. The assigned books are available at the UCSB bookstore and the text reserve copy is available in the Davidson Library.

Required Books

Assignments and Grades
Attendance & Participation, including case-study presentation: 35%
Reflections: 15%
Public comment: 10%
Op-ed: 10%
Research Paper: 30%

***For every 24 hours that any assignment is late, the grade will drop by one letter. That means, for example, an A paper turned in 2 days late will become a C paper.***
1. Participation (25% of grade)
The success of this course depends on your participation. This means coming to every class prepared to contribute. Classes will have a mixture of lectures, discussions, group activities, and guest speakers, so there will be a number of different ways for you to participate. If you need to miss a class for a personal, medical, or religious reason, you must notify the instructor in advance.

In class case-study presentation (10% of grade)
In your assigned group, you will read a provided case study and present the case study in class on Monday, May 2 and Wednesday, May 4. You will have 20 minutes to present the case. Presentations could be in the form of powerpoints, a play, activity, etc. to convey the information and engage the class.

2. Reflections
(1) Reflection on Externalized Costs (5% of grade)
By 5pm, Wednesday, March 30: Post on GS Discussion Forum “Reflection on externalized costs” a 2-3 paragraph explanation about your chosen product and the externalized costs found of mapping the product through the materials production line.
By 5pm, Friday, April 1: Post a 1-paragraph response to another student’s original post.

(2) Reflection on Field Trip (10% of grade)
Reflect on what you learned during the field trip and proposed solutions to the witnessed industrial development and environmental injustice. Your reflection can be captured creatively, through a poem, a short video, a poster, a brochure, a written prose, a song, etc. Post your reflection (or web-link if it’s a video) on GS Discussion Forum “Reflection on Field Trip”
There will be an alternative assignment for those who cannot attend.
By 5pm, Thursday, May 19: Post your reflection on field trip.
By 5pm, Friday, May 20: Post a 1-paragraph response to another student’s original post.

3. Public Comment or Action (10% of grade)
Research a development project causing disturbances to local populations and/or the environment, related to topics covered in class. Find a public register notice, letter to sign, public call for input, etc. Submit your public input, and then post what you submitted to GS under “Public Comment Discussion Forum,” including what you were responding to for your input. For example, if signing on to a letter campaign, post the text of the letter to GS, then also post the comments you provided when you signed the letter. You need to do more than just sign on to something, but also compose a 1-2 paragraph response input. On GS post, also include a 1-paragraph explanation how what you responded to relates to course topics. Alternatively, you could participate in a public action and post a 3-4 paragraph response on GS that explains the action, how the action relates to the course topics, explain your experience, and what you learned. An example action could be a local public forum, or May 14 “Keep it in the Ground” march in Los Angeles. Post to GS by 5pm, Monday, April 18.

4. Opinion/Editorial Paper (10% of grade)
Write a one-page opinion piece related to issues covered in either Shearer’s book or Shiva’s book. This paper should be in the form of either: 1. Letter to the editor of a specific newspaper, or 2. Letter to a specific institution. Instructions for writing an op-ed will be posted on GS. Submit a hard copy of your op-ed in class on Wednesday, May 25

5. Research Paper (30% of grade)
Select a specific case study on development, displacement, and the environment. Post your chosen case study on GS by Monday, May 16.
Write a 10-12 page paper that includes: a brief history of the region, description of the development project, including the project’s history, who the various actors are that are involved in the project (e.g.,
government agencies, funding agencies, private companies, NGOs), who are the benefitting populations, and who are the affected populations. What have been the positive benefits and negative impacts on both the local population and the environment? Have their been any human rights violations, environmental injustice? Provide proposed recommendations or solutions to overcome these impacts. Include list of references from academic research, as well as drawing from class material, at the end of the paper. Please print out your typed, paginated, 12-point font, double-spaced essay (10-12 pages, including references) and submit to the instructor in class Wednesday, June 1.

Other policies
Electronic devices: Please do not use your electronic devices during class. No computers in class! If you have questions or concerns about this, please come talk to me.

Equal Access for All Students: If you have any learning or medical condition that requires accommodation to complete the course work, please ensure that the Disabled Students Program (DSP) is aware of your disability and that you are familiar with your DSP responsibilities. See http://dsp.sa.ucsb.edu/Index.aspx. I will work with you and DSP to find the appropriate accommodation.

Plagiarism: UCSB takes plagiarism and other academic misconduct very seriously. If you turn in any work that fails to acknowledge the contributions of others, it may result in failure of the assignment or the course itself. If you are unsure what constitutes plagiarism, please ask.

Incomplete Grades: Incompletes will not be given for this class, except in the most extreme circumstances, such as a debilitating illness.

Copyright: All of the materials you receive through this course are subject to federal copyright laws and university policies. Distribution of these materials, such as posting them online or selling them to third party businesses, are strictly prohibited.

Respectful behavior in the classroom is required: Respect your instructor and fellow classmates when they are asking questions or speaking to the class. Be open to others with diverse experiences and opinions. Be prompt for class meetings and do not interrupt the class by leaving unless it is an emergency. Be part of creating a positive learning environment.

Part I. Introduction: Development, Displacement and the Environment
M, Mar 28: Introduction to the course.
   In class: Mapping exercise

W, Mar 30: Externalized Costs – No class meeting
   Assignment due: Discussion Forum – Reflection on Externalized Costs
   By 5pm, Wednesday, March 30: Post a 2-3 paragraph explanation about your chosen product and the externalized costs found of mapping the product through the materials production line.
   By 5pm, Friday, April 1: Post a 1-paragraph response to another student’s original post.

M, Apr 4: Neoliberalism and Development Agencies
   Reading:

W, Apr 6: Modern Development Paradigm
In class: Film – Life and Debt
Reading:
  • World Health Organization, Structural Adjustment Programmes

M, Apr 11: Scope and Policies of Forced Displacement and Resettlement
Reading:

**Part II. Example Types of Displacement**

W, Apr 13: Mining
Reading:

M, Apr 18: Conservation
In class: Film: Make Way! The Kuno Story
Reading:

**Assignment due: By 5pm, Monday, April 18:** Post your public comment to GauchoSpace Forum – Public Comment.

W, Apr 20: Dams and Environmental Justice
Reading:

M, Apr 25: Dams and Environmental Justice (continued)
*Guest speaker: Barbara Rose Johnston*
Reading:

W, Apr 27: Group case studies – No class meeting

M, May 2: Case Study Presentations

W, May 4: Case Study Presentations

**Part III. True Costs of Modern Development**

M, May 9: Oil

In class: Sweet Crude Film

Reading:


W, May 11: Industrial Development and Environmental Justice

*Field trip:* Oxnard with Central Coast Alliance United for a Sustainable Economy (CAUSE)

M, May 16: Climate change context

Reading:


**Monday, May 16: Final date to post your chosen case study for research project**

W, May 18: Climate change context (continued)

Reading:


**Assignment due:** Discussion Forum – Reflection on Field Trip

*By 5pm, Thursday, May 19:* Post your reflection on field trip.

*By 5pm, Friday, May 20:* Post a 1-paragraph response to another student’s original post.

**Part IV: Crafting Solutions**

M, May 23: Crafting Solutions

In class: Share reflections
Reading:

W, May 25: Crafting Solutions (continued)
Reading:

**Assignment due:** Submit a hard copy of your op-ed in class on *Wednesday, May 25*

M, May 30: No class (Memorial Day)

W, Jun 1: Course wrap-up
- In class: Story of Change

**Assignment due:** Submit a hard copy of your final paper in class on *Wednesday, June 1*