



DEPARTMENT OF PHYSICAL AND ENVIRONMENTAL SCIENCES

KNOWLEDGE, ETHICS AND ENVIRONMENTAL DECISION-MAKING

ESTC36H3

FALL 2019

GENERAL INFORMATION

Course Instructor: Saul Cohen
Email: saul.cohen@utoronto.ca
Lecture: Monday 9:00 – 11:00, IC204
Office: EV340
Office Hours: Monday 11:00 – 11:30 outside IC204 (this is not a private setting) or
Monday 11:30 – 12:30 in EV340 (this is a private setting) or
By appointment

COURSE DESCRIPTION

As our environmental predicament seems to worsen it is becoming more crucial to find a consensus on addressing local and global environmental problems. However, it feels as these goals are becoming more and more difficult to achieve. This course is an attempt to shed light on this particular dilemma. First, it examines the different types and positionings of environmental knowledges and how they are impacted by culture, history and politics. Then we examine the interaction between the diverse and complex array of actors in environmental issues and the ethical considerations of intervening in the environment and the lives of various peoples. Finally, we address the possibilities and limitations of finding consensus and solutions through various decision-making processes. By the end of the course students will have an in-depth understanding of the recurrent historical patterns and the site-specific complexity of engaging with nature and the environment and the subsequent ethical ramifications.

COURSE REQUIREMENTS AND GRADING

1. **In-Class Mid-Term Test (25%) – Week 7 (October 28)**

The mid-term test will take place in class and will consist of a combination of multiple choice, short, long answer and essay questions.

1. **Case Study Preliminary Discussion (15%) due Week 3 (October 25)**
Case Study Critique (25%) due Week 10 (Friday, November 24 @ 5pm)

Using course readings and material, students will critique an environmental case study. The paper will be 7 – 10 pages

2. **Final Exam (35%), Time and Location TBA**

The final exam will take place in the final exam session and will consist of a combination of multiple choice, short, long answer and essay questions.

REQUIRED TEXTS AND READINGS:

1. Moore, Amelia. 2019. Destination Anthropocene
2. Journal, newspaper and magazine articles available from the course website

COURSE POLICIES

1. Attendance and participation

Attendance in all classes is mandatory. Classes are a combination of discussion, activities and lecturing. All three aspects are equally important toward gaining a strong foundation in the material and a better understanding of the course themes. I do not provide PowerPoint slides or lectures notes and exams questions emerge from the classes organically. Students that are not able to attend lectures due to work or other requirements are advised against taking the course. Students that occasionally miss class must get lecture notes from someone who attended the class and should come to office hours if they have specific questions about the missed material.

Participation in the lectures is a crucial component of the course. Students should come to lectures and tutorials on time, be prepared and actively listen and participate in the activities. Please keep all comments and discussions respectful and considerate. Any student displaying behaviour deemed to be disruptive by the professor will be asked to leave the lecture/tutorial and may be subject to additional disciplinary action.

2. Communication

All course information and updates are available on Quercus. Please check the site regularly or ensure you have notifications turned on.

3. Laptop and Mobile Phone Use in Class

It is strongly advised that students do not bring laptops to class. Research shows that typing notes is significantly less effective than writing notes. For this course, understanding the material is much more important than typing everything that is said in class. Laptops are also a great distraction. The temptation to go on-line is often too great. Browsing the internet is not permitted during lectures. Everyone is impacted by your decision to surf the web, go on social media, watch videos, etc. First, it is distracting to the professor. It is very obvious when students are not engaged in the lecture and are chatting or watching something on their laptops that is unrelated to the course material. Second, it is rude and distracting to your fellow students. Many students get frustrated by students who surf the web during class. It also does not make sense to come to class only to peruse the web. If you have issues with distraction and attention, anxiety, screen addiction, etc. then speak to me or a counselling service to address these issues. **Students that are on their laptops for non-course related reasons will be asked to leave the class.**

4. Assignment submission and late penalties

- Assignments handed in late will be assessed a late penalty of 3% per day, including weekends. Each weekend day counts as one day late. The reasons for this strict policy are that the due dates are given well in advance and the instructors want to ensure fairness in grading practices for all students.
- If assignments will be submitted late because of medical reasons, please follow the appropriate procedure and get the appropriate documentation. **Please inform the instructor in advance** if you anticipate that your assignment will be late on account of medical reasons.
- Assignment extensions for non-medical reasons are given only in extenuating circumstances and on a case-by-case basis. In the event of non-medical extenuating circumstances, students should provide supporting documentation from their college registrar's office or Accessibility Services.
- Extensions are not given close to the due date unless a student can demonstrate that they are very close to finishing their assignment.

3. Unauthorized video or audio recording in classrooms is prohibited

For reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited. This is outlined in the Provost's guidelines on *Appropriate Use of Information and Communication Technology* (<http://www.provost.utoronto.ca/policy/use.htm>).

4. University's Code of Behaviour on Academic Matters

It is the responsibilities of all students to read the University's *Code of Behaviour on Academic Matters* (August 1995) (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). Students are required to behave in a manner that is compliance with the regulations outlined in this documents.

5. Academic Integrity Statement

Academic integrity is one of the cornerstones of the University of Toronto. It is critically important both to maintain our community which honours the values of honesty, trust, respect, fairness and responsibility and to protect you, the students within this community, and the value of the degree towards which you are all working so diligently.

According to Section B of the University of Toronto's *Code of Behaviour on Academic Matters* (August 1995), which all students are expected to know and respect, it is an offence for students:

- To use someone else's ideas or words in their own work without acknowledging that those ideas/words are not their own with a citation and quotation marks, i.e. to commit plagiarism;
- To include false, misleading or concocted citations in their work;
- To obtain unauthorized assistance on any assignment;
- To provide unauthorized assistance to another student. This includes showing another student completed work;
- To submit their own work for credit in more than one course without the permission of the instructor;
- To falsify or alter any documentation required by the University. This includes, but is not limited to, doctor's notes; and
- To use or possess an unauthorized aid in any test or exam.

There are other offences covered under the *Code*, but these are by far the most common. Please respect these rules and the values which they protect.

Week 1 (Sept 9)	Welcome, Introduction and Course Overview
Week 2 (Sept 16)	<p style="text-align: center;">Is there an environmental knowledge or are there environmental knowledgeS? Cultures and the environment.</p> <p>West, Paige. 2008. Tourism as Science and Science as Tourism: Environment, Society, Self, and Other in Papua New Guinea. <i>Current Anthropology</i>, 49(4): 597-626.</p> <p>Dove, Michael R. 1993. Uncertainty, humility, and adaptation in the tropical forest: The agricultural augury of the Kantu'. <i>Ethnology</i> 32 (2): 145-67.</p> <p>Johnson, Leslie M. 2000. "A Place That's Good," Gitksan Landscape Perception and Ethnoecology. <i>Human Ecology</i> 28 (2): 301 – 325.</p>
Week 3 (Sept 23)	<p style="text-align: center;">What can we learn from nature's pasts? Histories and the environment.</p> <p>Cronon, William. 1996. The Trouble with Wilderness: Or, Getting Back to the Wrong Nature. <i>Environmental History</i> 1 (1): 7-28</p> <p>Neumann, Roderick. 1995. Ways of Seeing Africa: Colonial Recasting of African Society and Landscape in Serengeti National Park. <i>Cultural Geographies (Formerly Ecumene)</i> 2 (2): 149-169.</p> <p>Taylor, Michael. 2002. The Shaping of San Livelihood Strategies: Government Policy and Popular Values. <i>Development and Change</i> 33: 467-488.</p>
Week 4 (Sept 30)	<p>***No lecture***</p> <p>Watch <u>Second Nature</u> video at home and answer question sheet. Catch-up on readings.</p>
Week 5 (Oct 7)	<p style="text-align: center;">Whose view counts? The politics of environmental knowledge</p> <p>Goldman, Michael. 2001. The birth of a discipline: Producing authoritative green knowledge, World Bank-style. <i>Ethnography</i> 2, (2): 191-218.</p> <p>Brosius, J. Peter. 1999. Green dots, pink hearts: Displacing politics from the Malaysian rain forest. <i>American Anthropologist</i> 101, (1): 36-57.</p> <p>Wolmer, William. 2003. Transboundary conservation: The politics of ecological integrity in the Great Limpopo Transfrontier Park. <i>Journal of Southern African Studies</i> 29:261-78</p> <p style="text-align: center;">Case Study Preliminary Analysis Due: Friday, October 11</p>
	READING WEEK
Week 6 (Oct 21)	<p style="text-align: center;">What happens when different knowledges collide? Struggles over environmental meaning</p> <p>Stuart Kirsch , "Lost Worlds: Environmental Disaster, "Culture Loss," and the Law," <i>Current Anthropology</i> 42, no. 2 (April 2001): 167-198.</p> <p>Walley, Christine J. 2002. `They scorn us because we are uneducated': Knowledge and power in a Tanzanian marine park. <i>Ethnography</i> 3, (3) (September): 265-98.</p> <p>TBA</p>

Week 7 (Oct 28)	Mid-Term Test (During class-time, location TBA)
Week 8 (Nov 4)	<p>What is a “natural” “environmentalist”? The Indigenous as environmentalist</p> <p>Conklin, Beth and Graham, Laura. 1995. The Shifting Middle Ground: Amazonian Indians and Eco-politics. <i>American Anthropologist</i> 97(4): 695-710.</p> <p>Igoe, Jim. 2006. Becoming indigenous peoples: Difference, inequality, and the globalization of east African identity politics. <i>African Affairs</i> 105, (420): 399- 420</p> <p>TBA</p>
Week 9 (Nov 11)	<p>What happens when nature fights back? Climate change, crisis and breakdown</p> <p>Broad, K and Orlove, Ben. 2007. Channeling globality: The 1997–98 El Niño climate event in Peru. <i>American Ethnologist</i>, 34: 285-302</p> <p>Andrew S. Mathews 2009. Unlikely Alliances: Encounters between State Science, Nature Spirits, and Indigenous Industrial Forestry in Mexico, 1926–2008. <i>Current Anthropology</i> 50 (1): 75-101</p> <p>Cameron, Emilie S. 2012. "Securing Indigenous Politics: A Critique of the Vulnerability and Adaptation Approach to the Human Dimensions of Climate Change in the Canadian Arctic." <i>Global Environmental Change</i> 22 (1): 103-114.</p>
Week 10 (Nov 18)	<p>Destination Anthropocene – applying what we have learned 1</p> <p>Moore, Amelia. 2019. <i>Destination Anthropocene</i> – Introduction, Chapter 1</p> <p>Case Study Critique Due: Friday, October 11</p>
Week 11 (Nov 25)	<p>Destination Anthropocene – applying what we have learned 2</p> <p>Moore, Amelia. 2019. <i>Destination Anthropocene</i> –Chapter 2, 3, 4</p>
Week 12 (Dec 2)	<p>Destination Anthropocene – applying what we have learned 3 and Conclusions and Exam Preparation</p> <p>Moore, Amelia. 2019. <i>Destination Anthropocene</i> – Chapter 5 and conclusion</p>