GEOG 431/531 - Syllabus
Global Resources and Development

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Office hours: Mondays 4-5 pm; Tuesdays & Thursdays, 11-noon; and by appointment
Meets: Tuesdays and Wednesdays, 2 – 3:20 pm, 234 Milam Hall

Catalog course description. GLOBAL RESOURCES AND DEVELOPMENT (3). Examines resource
development issues and strategies in the Global South. Issues and strategies from agriculture,
forestry, fisheries, energy, wildlife management, mineral development, land use, and health are
examined. Offered every other odd year in spring.

“Resource” originally implied life. Its root is the Latin verb, surgere, which
evoked the image of a spring that continually rises from the ground....
The concept thus highlighted nature’s power of self-regeneration and called
attention to her prodigious creativity. Moreover, it implied an ancient idea
about the relationship between humans and nature—that the earth bestows
gifts on humans who, in turn, are well advised to show diligence in order not
to suffocate her generosity.

--Vandana Shiva, in The Development Dictionary, 1992

The investigation of development and global resources offers many possible avenues for
study. This course will emphasize the ways that “resources” and “development” are
understood. Through a variety of readings, films, and discussions, we will question the
meanings of these terms. What do they mean? Who uses them? People will always be central,
since without social, political, environmental, and economic systems resources and
development have no meaning. People’s institutions of kinship, government, markets,
multinational corporations, private voluntary organizations, international finance, for example,
all give meaning at different scales, from local to national to international and global. Political
ecology will be introduced as a framework for the study of resource development issues.

Several areas of study provide the core structure of the course: development discourse,
development theory, rural resources—land, plants, animals and labor, biodiversity and genetic
resources, oil and minerals as resources, and technology as a resource. Ethnography,
conservation, and decentralization will all be discussed in relation to the course material.
Students will direct much of the class discussion. Assignments are intended to help students
articulate ideas about resources and development in the Global South through writing and
speaking.
Learning objectives:
• To listen to differing perspectives and to thoughtfully contribute reasoned ideas regarding material presented in class;
• To speak and write with clear and unambiguous language;
• To question and analyze the meaning and use of terms and concepts related to development and resources in the Global South;
• To apply development concepts to case studies;
• To explain observed (or reported) phenomena with knowledge of related theory;
• To propose and evaluate alternative approaches to development situations.

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Week 1—Questioning Resources

Tues., 31 March Introduction: What is a resource?
Wed., 2 April What is development? Why political ecology?

http://books.google.com/books?id=2bi_kf7QAq4C&pg=PA6&lpg=PA6&dq=gustavo+esteva+development&source=bl&ots=yY_7KCQzCo&sig=xBFCh7FQqLfsIt_wWGLeDAID7y0&hl=en&ei=8-gw5-y-E4mssgP71OyQDA&sa=X&oi=book_result&ct=result&resnum=8&ved=0CB4Q6AEwBw#v=onepage&q=gustavo%20esteva%20development&f=false

http://minnesota.publicradio.org/display/web/2009/06/09/midmorning1/

Week 2—Development Theory & Political Ecology

Tues., 7 April Linking development and resources
Thurs., 9 April Theoretical perspectives
Week 3—Land Resources
Tues., 14 April Theoretical perspectives and political ecology framework
Thurs., 16 April Resources in peasant farming systems: Mande land, West Africa
Required reading: 1) Western, David and Wright, R.M. 1994. The Background to Community-based Conservation. [Handout]

Week 4—Land Resources
Tues., 21 April Community based natural resource management
Guest Speaker: Prof. G. Matzke
Due: Select alternative resource development issue
Thurs., 23 April Resource conservation: Enclosed territories, global networks
Required reading: Alternative resource development: Sources identified

Week 5—Global Political Ecology (Peet, Robbins, Watts)
Tues., 28 April Redefining resources?—Genetic, mineral, forest, fisheries, water, energy, land, etc.
Thurs., 30 April Implications for resources
Due: Background of issue for Consultant’s Packet
**Week 6—Launching Consultant’s Packet & Midterm Exam**

**Tues., 5 May**  
*Alternative resource development issue identified: Brief presentation of topic (issue, location, actors, resource)*

**Thurs., 7 May**  
Midterm examination. Start film

**Week 7—Mineral Resources**

**Tues., 12 May**  
Discuss: “Choropampa: The Price of Gold”  
*Due: Scales of analysis and objectives of actors*

**Thurs., 14 May**  
Student-led resource theme  
*Due: Grads:*

**Required reading:**
1) O’Shaughnessy, Hugh. 2007. “Mine Games: Peruvian Villages Step Up Protests Against Western Mining Companies,” *New Internationalist*, 1 Jan., p. 29. [Handout, one page]
3) Selections by students

**Week 8—The Politics of Resource Extraction**

**Tues., 19 May**  
Resources, indigenous people, the state, and MNCs  
*Due: Alternative views/strategies (All)  
Due (Grads only): How issue has been addressed*

**Thurs., 21 May**  
Student-led resource theme  
*Due: Grads:*

**Required reading:**
2) Selections by students

**Week 9—Synthesizing Concepts about Resources**

**Tues., 26 May**  
Graduates (GEO 526): *Knowing Nature*  
Undergraduates (GEO 426): Political ecology of contested resource

**Thurs., 28 May**  
Does technology change a resource?  
“The Cow Jumped Over the Moon [film, 52 min.]  
Alternative resource strategies. Consultant’s group

*Due: Consultant’s Packet Paper*

**Required reading:**

**Recommended:**  

**Week 10**

**Tues., 2 June**  
Discussion of reading and consultant’s group. Presentations.
Thurs., 4 June Presentations

Final Examination: Wednesday, 10 June 2015, 9:30-11:20 am
Required readings available at the OSU Store:

**GEO 426**

**GEO 526**

All other assigned readings will be available on reserve at the Valley Library or as handouts.

**Current grades and other information** will be kept on Canvas.

**Student conduct: Academic honesty, dignity and respect.** Students are expected to be honest and ethical in their academic work. Academic dishonesty is defined as an intentional act of deception in one of the following areas:
- Cheating: Use or attempted use of unauthorized materials, information or study aids
- Fabrication: Falsification or invention of any information
- Assisting: Helping another student to commit an act of academic dishonesty
- Tampering: Altering or interfering with evaluation instruments and documents
- Plagiarism: Representing the words or ideas of another person as one’s own

The goal of Oregon State University is to provide students with the knowledge, skill, and wisdom they need to contribute to society. University rules seek to assure each student’s freedom to learn and to protect the fundamental rights of others. People must treat each other with dignity and respect in order for scholarship to thrive. Behaviors that are disruptive to teaching and learning will not be tolerated, and will be referred to the Student Conduct Program for disciplinary action. **Please turn off cell phones and CD players.**
For more information please see [http://oregonstate.edu/admin/stucon/achon.htm](http://oregonstate.edu/admin/stucon/achon.htm).

The history of the world shows that peoples and societies do not have to pass through a fixed series of stages in the course of development.
--Aung San Suu Kyi
Geosciences 426 (the undergraduate version)

Course organization

1. **In-class**
   Twice weekly discussions and lectures, plus videos, student presentations, simulation game, and slides.

2. **Reading**
   Required for each topic and discussion. See outline.

3. **Grading**
   Full descriptions of assignments are on Canvas.

Where (What) is the Global South? (Week 1)—*Map and explanation* 5%

Political ecology framework (Week 2)  10%
*In-class participation and written notes*

Midterm examination (Wk 6)  25%
*In-class participation and written notes*

Consultant’s Packet for a Contested Resource
  Select issue and sources (Week 4)
  Identify background (Week 5)
  Examine the scales of analysis and objectives of the actors (Week 7)
  Report on alternative views and/or strategies (Week 8)  30%
  Six-page paper (Due end of Week 9)
  Presentation (Week 10)

Final exam  30%

Humankind has not woven the web of life. We are but one thread within it. Whatever we do to the web, we do to ourselves. All things are bond together. All things connect.
--Chief Seattle, 1855

To waste, to destroy our natural resources, to skin and exhaust the land instead of using it so as to increase its usefulness, will result in undermining in the days of our children the very prosperity which we ought by right to hand down to them amplified and developed.
--Theodore Roosevelt, Seventh annual message, 3 Dec. 1907

We do not inherit the earth from our ancestors, we borrow it from our children.
--Native American Proverb
Geosciences 526 (the graduate version)

Course organization

1. In-class Twiceweekly discussions and lectures, plus videos, student presentations, simulation game, and slides.

2. Reading Required for each topic and discussion. See outline.

3. Grading Full descriptions of assignments are on Canvas.

Where (What) is the Global South? (Week 1) —Map and explanation 5%

Development perspectives presentation (Week 2) 10%
*In-class participation and written notes*

Midterm examination (Wk 6) 20%
*In-class participation and written notes*

Lead seminar discussion 15%
*In-class participation and written notes*

Consultant’s Packet for a Contested Resource
   Select issue and sources (Week 4)
   Identify background (Week 5)
   Examine the scales of analysis and objectives of the actors (Week 7)
   Investigate how the issue has been addressed (Week 8)
   Report on alternative views and/or strategies (Week 8)
   Presentation (Week 10)
   10-15 page paper (Due end of week 9) 30%

Final exam 20%

There is sufficiency in the world for men’s need but not for man’s greed. –Mohandas K. Gandhi

All the people like us are We, and everyone else is They. –Rudyard Kipling

*Jirikurun men o men ji la, a te ke bama ye.* (Bambara)
No matter how long a log stays in the water, it doesn’t become a crocodile. (English)
When you start working with the environment seriously, the whole arena comes: human rights, women’s rights, environmental rights, children’s rights, you know, everybody’s rights. Once you start making these linkages, you can no longer do just tree-planting. --Wangari Maathai

Learning Outcomes for GEO 426

<table>
<thead>
<tr>
<th>Topic</th>
<th>Expected Outcome (what the studentshould be able to do)</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitions of resources, development, and the Global South</td>
<td>Describe different definitions of “resources,” “development,” and “Global South.”</td>
<td>Sketch and interpret maps, graphs &amp; tables with data on wealth, resources, health, education, politics &amp; environment.</td>
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<tr>
<td></td>
<td>Compare and evaluate different measures of development. Identify different views of development and globalization.</td>
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</tr>
<tr>
<td>Development theory</td>
<td>Describe and apply development theories: Neoclassical, Keynesian to Neoliberal, Modernization, Marxism, Poststructural, Feminist, and Critical, Modernism.</td>
<td>Describe, compare &amp; contrast in written form on exams. Apply in written &amp; form for a case study. Present orally to the class as part of a group.</td>
</tr>
<tr>
<td>Agricultural resources</td>
<td>Describe different ways that agricultural resources, e.g. plant and animal genes, fertile soils, access to land and water, cropping and livestock raising technologies, differ for, and intersect with, local peoples, states, and transnational institutions.</td>
<td>Describe in written and oral forms in course assignments. Describe, compare &amp; contrast in written form on exams.</td>
</tr>
<tr>
<td>Mineral resources</td>
<td>Describe different ways that mineral resources, e.g. diamonds, copper, bauxite, iron ore, and including petroleum differ for, and intersect with, local peoples, states, and transnational institutions.</td>
<td>Describe in written and oral forms in course assignments. Describe, compare &amp; contrast in written form on exams.</td>
</tr>
<tr>
<td>Biodiversity and genetic resources</td>
<td>Describe different ways that biodiversity and genetic</td>
<td>Describe in written and oral forms in course assignments.</td>
</tr>
<tr>
<td>Approaches to studying geographies of resources</td>
<td>Synthesize knowledge to compare different development &amp; resource experiences; describe political ecology as an approach.</td>
<td>Identify the contested nature of specific resources &amp; development presented by students.</td>
</tr>
<tr>
<td>Technology and resources</td>
<td>Describe different ways that culture and economic value affect technology and ultimately resource use and extraction.</td>
<td>Describe in written and oral forms in course assignments. Describe, compare &amp; contrast in written form on exams.</td>
</tr>
<tr>
<td>State and resources</td>
<td>Describe different ways that states and economic policy affect resource use and extraction.</td>
<td>Describe in written and oral forms in course assignments. Describe, compare &amp; contrast in written form on exams.</td>
</tr>
<tr>
<td>resources, e.g. forests, oceans, crop plants, medicinal plants, and domestic animals differ for, and intersect with, local peoples, states, and transnational institutions</td>
<td>Describe, compare &amp; contrast in written form on exams.</td>
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Learning Outcomes for GEO 526

<table>
<thead>
<tr>
<th>Topic</th>
<th>Expected Outcome (what the student should be able to do)</th>
<th>Assessment Method</th>
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</thead>
<tbody>
<tr>
<td>Definitions of resources, interpret</td>
<td>Critically examine and contrast different definitions of “resources,” “development,” and “Global South.”</td>
<td>Sketch and maps, tables with data</td>
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<tr>
<td>development, and the graphs &amp;</td>
<td>Critically examine and contrast different measures of development.</td>
<td>on wealth, resources, health, education, politics &amp; environment.</td>
</tr>
<tr>
<td>Global South</td>
<td>Identify different views of development and globalization.</td>
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<tr>
<td>Development theory</td>
<td>Critically examine and contrast development theories: Neoclassical, Keynesian to Neoliberal, Modernization, Marxism,</td>
<td>Describe, &amp; contrast in written form</td>
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<td>compare</td>
<td>Poststructural, Feminist, and Critical, Modernism.</td>
<td>on exams.</td>
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<tr>
<td>Agricultural resources</td>
<td>Critically examine and contrast different ways that agricultural resources, e.g. genes, fertile soils, access to land and</td>
<td>Describe, contrast in written course</td>
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<tr>
<td>compare and written form</td>
<td>water, cropping and livestock raising technologies, differ for, and intersect with, local peoples, states, and transnational institutions.</td>
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<tr>
<td>Mineral resources</td>
<td>Critically examine and contrast different ways that mineral resources, e.g. diamonds, copper, Bauxite, iron ore, and</td>
<td>Describe, course</td>
</tr>
<tr>
<td>Describe compare &amp; contrast</td>
<td>including petroleum differ for, and intersect with, local peoples, states, and transnational institutions.</td>
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<td>oral forms in assignments.</td>
<td>Bauxite, iron ore, and including petroleum differ for, and intersect with, local peoples, states, and transnational institutions.</td>
<td>Describe, contrast in</td>
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</tbody>
</table>
Biodiversity and genetic resources  Critically examine and contrast different ways that biodiversity and genetic resources, e.g. contrast in written and oral course assignments. forests, oceans, crop plants, medicinal plants, & domestic animals differ for, and intersect with, local peoples, states, and transnational institutions. Describe, compare & contrast in written form on exams.

Technology and resources  Critically examine and contrast different ways that culture and economic value affect technology and ultimately resource use and extraction. Describe, compare & contrast in written form on exams. Lead discussion.

State and resources  Critically examine and contrast different ways that states and economic policy affect resource use and extraction. Describe, compare & contrast in written form in course assignments. Lead discussion.

Approaches to studying analyze contested geographies of resources specific resources & development Synthesize knowledge to compare different development & nature of resource experiences; use poli. ecol. presented by students. in analysis of a contested resource.