

EGS4034Z: Globalization and the Natural Environment: Cape Town
Department of Environmental and Geographical Science, University of Cape
Town

Core Course Syllabus
Bill Moseley and David Woods

January – February 2007

The purpose of this core seminar is to introduce and develop the key themes of the course, Globalization and the Natural Environment. The seminar is largely taught by David Woods (with expertise in the realm of physical geography and conservation) and Bill Moseley (who specializes in environment, development and agriculture). Other sessions will be taught by experts in particular fields. Two University of Cape Town students will also be enrolled on this course to give a local perspective.

Assessment:

- 1) Presentation on one aspect of South African Geography and Environment (Friday, 12 Jan) (12.5% of grade)
- 2) Paper on land reform debate (based on lecture, fieldtrips and readings for 15-18 Jan), due Friday, 19 Jan (12.5% of grade)
- 3) Interview field assignment, write-up and presentation (based on lecture and interviews), due Friday, 2 Feb (15% of grade)
- 4) Extended essay and presentation on a select list of core course topics (due Friday, 9 Feb) (22.5% of grade)
- 5) Examination at the end of the core course, Friday, 15-16 Feb (25% of grade)
- 6) Class participation (8%) and discussion leadership (4.5% of grade) will also be assessed.

Writing and Presentation Assignments: Specific instructions for writing and presentation assignments will be distributed well in advance of due dates.

Reading: Reading assignments for each discussion are listed in the syllabus. Generally speaking, readings should be explored in the order they are listed in the syllabus. Two hard copies of each reading will be made available to the group. A CD with pdfs of most of the readings will also be made available (in the reading list below, * = .pdf available on CD).

Discussion: The purpose of discussion is to facilitate critical analysis and lively dialog on controversial issues related to globalization and the natural environment. The majority of class participation points will be derived from your contributions in eleven discussion sessions during the seminar. The quality of one's discussion comments is as or more important than the quantity. A few participation points will also be derived from the instructors' assessment of your participation in the lecture sessions (based on cogency of comments, questions, and answers to questions). Participation points are relatively easy to obtain if you keep up with the reading and speak up during discussion. Please see one of us if you have difficulty speaking in class.

In our opinion, the best discussions are those in which: 1) students listen (and learn) from one another and build on what each other is saying; 2) the discussion is focused on understanding the main argument of each reading and breaking down and analyzing this argument to see if it makes sense; 3) making connections between readings (when several are assigned on the same day) by identifying where authors agree and disagree; and 4) relating insight gained from reading and discussion to other texts or real life events. In sum, we want you to approach discussion as an on-going scholarly debate in which we (as a community of scholars and learners) are attempting to advance our collective knowledge. It is extremely important to be respectful of others during discussion. We enter each discussion with different perspectives and experiences. Diverse opinions and perspectives are what make discussion interesting – and thus an open and understanding class atmosphere is critical.

Discussion Leadership: Each student in the class will co-lead two discussions. Student discussion leaders (two for each discussion) will be assigned for each discussion session during the first week of the seminar. Discussion leaders will be expected to summarize the main points of each reading and to have prepared discussion questions in advance. Questions should be emailed to the course instructors and the entire class the night before the discussion. Discussion leaders are also expected to facilitate the discussion, i.e., they are responsible for: making sure the group gets through all the assigned readings in the allotted time; introducing each reading by briefly summarizing its main points (or calling on other class members to do this); helping the class get through a list of prepared questions in an expeditious yet thorough manner; and tactfully encouraging those who have not spoken to contribute to the discussion. The course instructors will interact in class discussion just like other members of the class, but we may intervene from time to time if we feel that an important issue has been left unexplored.

WEEK 1 (INTRODUCTION TO CAPE TOWN AND SURROUNDINGS)

4 Jan 2007 (Thursday)

Orientation to Cape Town region: Cape Point, and Southern Peninsula, WM, DW, MM
(meet at EGS Dept at 8:30am)

This trip will provide a spatial and historical overview of the Cape Peninsula. It introduces the natural environment of the region and addresses the impact of geology, biogeography and climate on agriculture and settlement in the region.

Evening Restaurant trip: Meet at Tugwell Bus stop at 6:30pm

5 Jan 2007(Friday) – Campus Orientation and City Tour

UCT Orientation in the morning (8:15-10:30)

Campus, library and IT orientation will take place during this time. Students will also be given the syllabus and given a research assignment into aspects of South Africa, including biogeography, economy, political organization, culture, climate.

11am – 3pm. Afternoon city tour with Dr. Jane Battersby-Lennard. This trip will introduce the history of the city from pre-colonial times to the present. Through this, the economic,

environmental and spatial impacts of various phases of development will be introduced. Particular attention will be given to colonialism, apartheid and the current phase on international investment.

WEEK 2 (GLOBALIZATION, DEVELOPMENT AND THE ENVIRONMENT)

8 Jan (Monday)

Lecture: Globalization and South Africa (WM) 9:30-10:30

This lecture will introduce students to the concept of globalization, including the strong and weak conceptions of this term. Particular attention will be given to globalization as a long term process and its connections to environmental history.

Discussion 1: South Africa and the Global System Since 1652 (10:45-12:15)

*Beinart, W. and P. Coates. 1995. *Environment and History: The Taming of Nature in the USA and South Africa*. New York: Routledge. Chap 1 and 6.

*Archer, Sean. 2003. "Technology and Ecology in the Karoo: A Century of Windmills, Wire and Changing Farming Practice." In: Dovers, S., R. Edgecombe and B. Guest (eds). *South Africa's Environmental History : Cases & Comparisons*. Cape Town: David Phip Publishers. Pp. 112-137

Hart, G. 2002. *Disabling Globalization: Places of Power in Post-Apartheid South Africa*. Berkeley: University of California Press. Chap 3 & 4

9 Jan (Tuesday)

Lecture: Globalization and Development (WM), 9:30-10:30

This lecture will focus on globalization as a contemporary phenomenon and development in South Africa since 1994.

Discussion 2: Globalization and South Africa Since 1994 (10:45 – 12:15)

Hart, G. 2002. *Disabling Globalization: Places of Power in Post-Apartheid South Africa*. Berkeley: University of California Press. Chap 7 & 8

*Peet, R. 2002. "Neoliberalism in South Africa." In: Logan, B.I. (ed.) *Globalization, the Third World State and Poverty-Alleviation in The Twenty-First Century*. Hampshire, UK: Ashgate Publishing Ltd.

*Logan, B.I. 2004. "Ideology and Power in Resource Management: From Sustainable Development to Environmental Security in Africa." In: Moseley, W.G. and B.I. Logan. (eds.) 2004. *African Environment and Development: Rhetoric, Programs, Realities*. Aldershot, UK: Ashgate Publishing Limited.

Braai at the home of Mike Meadows (6pm).

10 Jan (Wednesday)

Lecture: Human-Environment Interactions in the Context of Globalization: An Introduction to Political Ecology (WM) 9:00-10:30

This lecture introduces students to the theoretical framework of political ecology, an interdisciplinary approach to studying human-environment interactions within the context of globalization. The lecture will discuss: the political economy of human-environment interactions (making linkages across scales); differential environmental impacts (how social groups are impacted differentially by environmental phenomenon); the linked processes of social, environmental and economic marginalization; and the notion of environmental narratives.

Discussion 3 Political Ecology and Environmental Justice in South Africa (10:45-12:15)

* Logan, B.I. and W.G. Moseley. 2004. "African Environment and Development: An Introduction." In: Moseley, W.G. and B.I. Logan. (eds). *African Environment and Development: Rhetoric, Programs, Realities*. Aldershot, UK: Ashgate Publishing Limited. Pp. 1-14.

*Bryant, R.L. 1997. "Beyond the impasse: the power of political ecology in Third World environmental research." *Area*. 29(1): 5-19.

*Robbins, P. 2004. *Political Ecology: A Critical Introduction*. Malden, MA. Chapter 1.

*Maddox, G. 2003. "'Degradation narratives' and 'population time bombs': Myths and realities about African environments." In: Dovers, S., R. Edgecombe and B. Guest (eds). *South Africa's Environmental History : Cases & Comparisons*. Cape Town: David Philip Publishers. Pp. 250-258.

*Hollowes, D. and M. Butler. 2002. "Power, Poverty, and Marginalized Environments: A Conceptual Framework." In: McDonald, D. (ed). *Environmental Justice in South Africa*. Athens: Ohio University Press.

Afternoon movie (2pm): Amandla: A Revolution in Four Part Harmony

11 Jan (Thursday)

Lecture: Biodiversity and the Physical Geography of South Africa (WM): 9:30-11am

This lecture introduces students to some key concepts pertaining to biodiversity conservation and explores the biogeography of the Western Cape.

Mid-morning and afternoon: Time to prepare for South African geography and environment presentations.

12 Jan (Friday)

Student presentations (9:30-12am)

Picnic lunch and hike on table mountain (12:30-4pm)

WEEK 3 (AGRICULTURE, LAND REFORM AND BIODIVERSITY CONSERVATION)

15 Jan (Mon)

Lecture on Globalization and Agriculture in the Western Cape (WM) (9-10:30 pm)

This lecture introduces students to the various forms of agriculture in the South Africa. It further explores how commercial agriculture has changed since 1994.

Discussion 4: Agriculture in the Western and Eastern Cape (10:45-12:15 pm)

*Scully, P. 1992. "Liquor and Labor in the Western Cape, 1870-1900." In: Crush, J. and C. Ambler (eds). *Liquor and Labor in Southern Africa*. Athens: Ohio University Press. Pp. 56-77.

*Meadows, M.E. 2003. "Soil erosion in the Swartland, Western Cape Province, South Africa: implications of past and present policy and practice." *Environmental Science & Policy*. 6: 17-28.

*Mather, C. and S. Greenberg. 2003. "Market Liberalisation in Post-Apartheid South Africa: the Restructuring of Citrus Exports after 'Deregulation.'" *Journal of Southern African Studies*. 29(2): 393-412.

*Bundy, C. 1979. *The Rise and Fall of the South African Peasantry*. (preface and introduction)

16 Jan (Tuesday)

Day field trip to visit commercial fruit farm near Grabouw/Elgin and Genadendal to visit smallhold farmers.

17 Jan (Wednesday)

Lecture on Environmental Justice, Emerging Farmers and Land Reform in the Western Cape, WM (9-10:30am)

Non-whites were not allowed to own land in the Western Cape during the apartheid era. One of the promises of the ANC government has been to redistribute 30% of the land to emerging farmers by 2015. In this lecture/discussion, we will explore international debates concerning land reform, local debates on the issue and visit a number of land reform projects.

Discussion 5: Land Reform in the Western Cape (10:345-12:15)

*Mather, C. 2002. "The Changing Face of Land Reform in Post-Apartheid South Africa." *Geography*. 87(4): 345-354.

*Zimmerman, F.J. 2000. "Barriers to Participation of the Poor in South Africa's Land Redistribution." *World Development*. 28(8): 1439-1460.

*Hall, R., K. Kleinbooi and N. Mvambo. 2001. "What land reform has meant and could mean to farm workers in South Africa. Theme: Farm Workers and Land Reform in

Southern Africa.” Paper presented at the *SARPN conference on Land Reform and Poverty Alleviation in Southern Africa*. Pretoria. 4-5 June.

*Moseley, W.G. 2006. “Post-Apartheid Vineyards: Land and Economic Justice in South Africa's Wine Country.” *Dollars & Sense*. Jan/Feb issue.

Hart, G. 2002. *Disabling Globalization: Places of Power in Post-Apartheid South Africa*. Berkeley: University of California Press. Pp. 323-325 (Op-ed from July 8, 2001 *Sunday Independent*).

18 Jan (Thursday)

Day (field) trip to Stellenbosch-Paarl to visit one regular vineyards and two worker co-owned vineyards (Bouwland near Stellenbosch and New Beginnings near Paarl).

This day trip to the Stellenbosch region will introduce students to the province’s vital wine industry. Through visiting a number of wine estates (white owned and worker co-owned), students will learn how the wine industry links South Africa to the global economy, and how transformation in this sector has been especially challenging.

19 Jan (Friday)

Lecture: Globalization, Governance and Biodiversity Conservation, WM (lecture from 9-10:30am)

This lecture will examine various strategies for biodiversity conservation. We will explore conservation versus preservation approaches, parks and peoples issues in South Africa, and alternatives to the park model such as community-based natural resources management (CBNRM). These lectures links closely with the Cederberg fieldtrip.

Discussion 6: Parks, Peoples and Community-Based Conservation in Southern Africa (10:45-12:15):

*Carruthers, J. 2003. “Past & Future Landscape Ideology: The Kalahari Gemsbok National Park.” In: Beinart W. and J. McGregor (eds). *Social History & African Environments*. Cape Town: David Philip. Pp. .255-266

*Cock, J. and D. Fig. 2003. “From Colonial to Community-Based Conservation: Environmental Justice and the Transformation of National Parks (1994-1998).” In: In: McDonald, D. (ed). *Environmental Justice in South Africa*. Athens: Ohio University Press.

*DeMotts, R. 2004. “Placing the Local in the Transnational: Communities and Conservation Across Borders in Southern Africa. In: Moseley, W.G. and B.I. Logan. (eds.). *African Environment and Development: Rhetoric, Programs, Realities*. Aldershot, UK: Ashgate Publishing Limited.

*Logan, B.I. and W.G. Moseley. 2002. "The Political Ecology of Poverty Alleviation in Zimbabwe’s Communal Areas Management Programme for Indigenous Resources (CAMPFIRE)." *Geoforum*. 33(1): 1-14.

Paper due on land reform (Friday, Jan 19, at 5pm)

WEEK 4 (BIOGEOGRAPHY AND FISHING LIVELIHOODS)

21 -24 Jan (Sun – Wed)

Cederberg Field Trip MM, WM, DW

Prof. Meadows will lead the Cederberg Field Trip. This trip will include a hike in the Cederberg mountains with instruction on the geomorphology and biogeography of the region. Issues of conservation, land degradation and tourism will be discussed.

22 Jan(Mon) – Bill Moseley Departs in the very late evening (returning separately from field trip)

25 January (Thursday 9-12, Room 6A)

Lecture: *Fishing quotas, local rural economies and illegal harvest of wildlife*, Merle Sowman

This two-day session uses the issue of fishing quotas to address the conflicts between resource management and local community needs, and globalized and local economic imperatives. The first day will include a session on the need for fishing quotas from a conservation perspective.

26 January (Friday 9-11, Room 6A)

Lecture & Discussion: *Fishing quotas, local rural economies and illegal harvest of wildlife continue*, Maria Hauck

The second day will focus on the impact of these quotas on local community survival and the development of alternative source of income.

Discussion: Maria Hauck

* Hauck, M & Kroese, M 2006. Fisheries compliance in South Africa: A decade of challenges and reform 1994-2004. *Marine Policy* 30: 74-83

* Raakjaer Nielsen, J & Hara, M 2006. Transformation of South African industrial fisheries. *Marine Policy* 30: 43-50

WEEK 5 (PEOPLE AND POLITICS)

29 January (Monday 10-12, Room 6A)

Lecture: *Human subjects research and designing questionnaires*, Trish Zweig

Assignment 3 discussion (interview assignment)

David Woods

Kennedy, BA 1992. First Catch Your Hare... Research Designs for Individual Projects. In Rogers, Viles & Goudie (eds). *The Student's Companion to Geography*. Blackwell Publishers, Oxford

Mather, C 1996. The View from Outside? Interpreting Oral Testimonies from Rural South Africa. *South African Geographical Journal* 78 (1): 13-19

Mullings, B 1999. Insider or outsider, both or neither: some dilemmas of interviewing in a cross-cultural setting. *Geoforum* 30: 337-350

Visser, G 2001. On the Politics of Time and Place in a Transforming South African Research Environment: New Challenges for Research Students. *South African Geographical Journal* 83 (3): 233-239

30 January (Tuesday 2-4, Postgrad Funding Office Seminar Room)

Lecture: *Disease Causation*, David Coetzee

Discussion: David Coetzee

31 January (Wednesday 10-12, Room 6A)

Lecture: *World Views, Environmental Ethics and Globalization*, Glenn Stavridis

* Davies, G. Our Kids need Government to care for the Earth. *Cape Argus*, Friday 5 January 2007

* White, L 1967. The Historical Roots of our Ecological Crisis. *Science* 155: 1203-1207

1 February (Thursday, meet at house at 9)

Township tour of Kommetjie. Lunch at township B&B. See handout for details, Trish Zweig

2 February (Friday 1:30-4:30, Room 6A)

Student presentations of survey results and lessons learned (assignment 3)

David Woods

Assignment 3 due at the end of class.

WEEK 6: THE NATURAL ENVIRONMENT AND RESOURCE MANAGEMENT

5 February (Monday 10-12, LT2)

Lecture: *Global Climate Change*, Peter Johnston

Stern, N. 2006. *The Economics of Climate Change: The Stern Review*. Cambridge University Press (Executive Summary, Introduction to the Stern Review, and Summary of Conclusions are the compulsory reading as provided in the PDFs.)

6 February (Tuesday, meet at house at 9:15. Take snacks)

Field trip: *Koeberg Power Station Visitor Centre and Nature Reserve: Energy options for South Africa*, David Woods

* Earthlife Africa 2006. The PBMR is NOT the Answer. *Wise Nuclear Monitor*, 24 February 2006.

* Tennenbaum, J 2006. South Africa's PBMR: World's Most Versatile Nuclear System. Executive Intelligence Review, 10 February 2006.

7 February (Wednesday 2-4, Room 6A)

Lecture: *Water as a scarce, critical natural resource*, David Woods

Hoover, R 2001. Pipe Dreams: Dam-Affected People in Lesotho. International Rivers Network, Berkeley. (www.irn.org, PDF provided. Compulsory reading: pages 1-16, 34-45, printouts provided.)

8 February (Thursday 10-12, Room 6A – to confirm venue)

Lecture: *Environmental legislation in South Africa*, Richard Fuggle

Fuggle, F 1995. Integrated Environmental Management in South Africa: The Conceptual Underpinning. In Wood, C, Wynberg, R and Raimondo, J: *Involving People in the Management of Change towards a Sustainable Future*. Proceedings of 15th Annual IAIA meeting, Durban, South Africa. International Association for Impact Assessment.

Fuggle, RF and Rabie, MA 1998. *Environmental Management in South Africa*. Juta & Co., Cape Town. Chapter 30. Integrated Environmental Management (read pages 748-753, end of Audits section).

9 February (Friday 1:30-4:30)

Final Student Seminar Presentations (part of assignment 4)

David Woods

13 February (Tuesday 3:30pm)

Final paper (assignment 4) due. (Hand in to Department Secretary.) No late assignments will be accepted.

FINAL EXAM (Noon 15- noon 16 February)

(take home, essay style exam)

Although the assessed part of the course will conclude on 16th February, occasional seminars will be given throughout the semester which will develop the themes of the course.

Notes:

JB = Jane Battersby

PJ = Peter Johnston

GS= Glenn Stovrids

MS = Merle Sowman

KW = Kevin Winter

WM = William (Bill) Moseley

MM = Mike Meadows

RF = Richard Fuggle

DW = David Woods