Geography/Environmental/International Studies 477
Comparative Environment and Development Studies: A Seminar in Cultural and Political Ecology
Fall Semester, 2017

Class Time and Location: 1:20-2:50 PM, Tuesdays & Thursdays, Rm 06A, Carnegie
Instructor: Bill Moseley
Office: Rm 104d, Carnegie Hall
Office Hours: 2-3pm MW, 3-4pm on Thurs, or by appointment
Phone: 651-696-6126
Email: moseley@macalester.edu

Course Description and Objectives
A concern for the relationship between nature and society has been one of the pillars of geographic inquiry, and has also been an important bridge between other disciplines. By the 1960s, this area of inquiry was referred to variously as ‘human ecology’ or ‘cultural ecology.’ Over the last two decades certain forms of inquiry within this tradition have increasingly referred to themselves as ‘political ecology.’ Much of the empirical work within these two traditions has been conducted in social and physical environments that might in some sense be called ‘marginal.’ They have been areas of environmental fragility, aridity and resource constraint; areas of socio-economic poverty; regions of indigenous populations; and local communities confronting rapid modernization and commodification.

The purpose of this seminar is to review major works within the traditions of cultural and political ecology; examine several areas of interest within these fields (e.g., agricultural modernization, environmental narratives, conservation, sustainable development); and explore nature-society dynamics across a range of geographical contexts. Towards the end of the course we will explore how one might begin to think in practical terms about facilitating development in marginal environments.

As a junior-senior level seminar, there will be considerable emphasis placed on writing, reading and discussion in this course. This is a good thing because I truly believe that, in a few years time, you will have forgotten most of what I have said in lecture. My hope, however, is that you will remember what you have discovered on your own by reading about it, writing about it, and discussing it inside and outside of class.

Format
The class will meet twice a week on Tuesdays and Thursdays. Most class periods will be devoted to discussion, interspersed with occasional lectures. Discussions will be led by students and focused on a related set of readings. In addition to a significant amount of out-of-class time devoted to reading, students will prepare and present a major research paper.

This is your class, and I want to know how it's going. Please let me know if you would like to see changes, from lecture topics to grading. You are welcome to speak with me after class or to visit me in my office. The surest way to contact me is to send me e-mail (moseley@macalester.edu), which normally will be responded to promptly during normal business hours.
Disabilities
I am committed to providing assistance to help you be successful in this course. Reasonable accommodations are available for students with documented disabilities. Please meet with the Director of Disability Services, Allie Quinn, who serves as the coordinator for services for students with disabilities. It is important to meet with her at the beginning of the semester to ensure that your accommodations are approved and in place to begin the semester successfully. The director may be reached in the Office of Student Affairs, 119 Weyerhaeuser, by phone at 651-696-6874, or email disabilityservices@macalester.edu.

Academic Misconduct
Plagiarism and cheating are both academic crimes. Never (1) turn in an assignment that you did not write yourself, or (2) turn in an assignment for this class that you previously turned in for another class. If you do so, it may result in a failing grade for the class, and possibly even suspension from the college. Please see me if you have any questions about what constitutes plagiarism. Anyone caught cheating on an exam will be reported to the provost in line with recognized college procedures.

Texts

In addition to the texts, there are a number of readings available electronically via the course moodle page (see reading list below).

Assignments
Reading: The amount of reading required for this course is substantial. Reading assignments related to discussion sessions are listed on the outline of topics that follows. Students are expected to have done all assigned reading before coming to class, and be prepared to discuss it.

Participation and Discussion: The course will be oriented towards discussion about three-quarters of the time (see schedule). The purpose of discussion is to facilitate critical analysis of key works within the field of cultural and political ecology. Class participation accounts for roughly a third of your grade in this course and the majority of class participation points will be derived from your comments in discussion. Participation points are relatively easy to obtain if you keep up with the reading and speak up during discussion. Please see me if you have difficulty speaking in class.

In my 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, I want you to approach discussion as an ongoing scholarly debate in which we (as a community of scholars and learners) are attempting to advance our collective knowledge.

Discussion Leaders: Two student discussion leaders will be assigned to facilitate each discussion session. Students will lead approximately three discussion sessions during the semester.
(depending on class size). Discussion leaders will be expected to summarize the main points of each reading and to have prepared discussion questions on more debatable aspects of each article.

Capstone Paper
A major component of this seminar is to undertake a research paper. This will entail posing an interesting problem or question related to environment and development studies, and then setting out to answer this question through library research, and in some instances, the analysis of relevant data sets. You will be graded for content and ideas as well as effectiveness of writing (organization, clarity, citations, spelling, punctuation). In order to facilitate the research and writing process, and limit the possibility of a last minute effort, a number of intermediary due dates have been established, including: submission of potential research topic; expanded research proposal and preliminary bibliography, research paper draft, peer review exercise, and final research paper. Late assignments will be penalized 10% per day.

The expanded research proposal should include your research question, plus a summary of your thesis and a paper outline. It should also include your preliminary bibliography of references and, in some instances, data sources. We will have a special session with a research librarian to help address any problems you may have encountered in collecting materials related to your research question.

Your final research paper should not exceed 30 double-spaced pages. All projects must be typed. Projects should be organized, written clearly and free of errors. Include citations within the paper as well as references for supporting maps, figures and tables. All sources used in preparing your paper must be cited, including data sources. Use standard citation and presentation forms (e.g., Kate Turabian’s Manual for Writers of Term Papers, Theses and Dissertations). Examples of past student papers may be found at: http://www.macalester.edu/geography/courses/geog488/moseley/f06_capstone.htm

Peer Review Exercise:
In addition to receiving feedback on your draft paper from the course instructor, each of you will receive comments from at least three other class members (and you, in turn, will provide three students with feedback). Peer review will occur in class on November 30. The guiding principles for a useful peer review are as follows: 1) engage at the level of ideas; 2) back up your comments with specific examples from the draft; and 3) be precise when giving advice.

Research Presentation
You will be asked to share your research paper findings with the class through a conference style presentation. You will have 20 minutes to make your presentation, followed by a 3-5 minute question and answer period. Use of visual aids is recommended. Because asking informed and interesting questions of a speaker is an important component of attending conferences, the other class members will be required to come up with questions for each presenter. In class time for presentations is scheduled for Tues, Dec 5, Thurs, Dec 7 and Tues, Dec 12.
**Grading**

<table>
<thead>
<tr>
<th>Grade Components</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Seminar Participation:</td>
<td>29%</td>
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<tr>
<td>Discussion Leadership:</td>
<td>9%</td>
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<tr>
<td>Research Proposal:</td>
<td>3%</td>
</tr>
<tr>
<td>Expanded Proposal &amp; Bibliography:</td>
<td>5%</td>
</tr>
<tr>
<td>Project Draft:</td>
<td>10%</td>
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<tr>
<td>Peer Review of Paper Draft:</td>
<td>3%</td>
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<tr>
<td>Research Presentation:</td>
<td>10%</td>
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<tr>
<td>Final Paper:</td>
<td>30%</td>
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**Total:** 100%

Final grades are based on a weighted average for the term. Grade cutoff points (in terms of percentage) are as follows: A = 93-100%; A- = 90-92%; B+ = 87-89%; B = 83-86%; B- = 80-82%; C+ = 77-79%; C = 73-76%; C- = 70-72%; D+ = 67-69%; D = 63-66%; D- = 60-62%, NC = < 60%.

**Semester Overview and Important Due Dates**

Please note that this is tentative and subject to change.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Dates</th>
<th>Tuesday</th>
<th>Thursday</th>
<th>Important Due Dates, Other Events</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>5-7 Sept</td>
<td>Course business, Introductions</td>
<td>1. Geography and the Social-Natural Science Divide</td>
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<td>3</td>
<td>19-21 Sept</td>
<td>4. Cultural Ecology: Case Studies</td>
<td>Judy Carney visit. Joint class w/ ES 368 in ORLI 301</td>
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</tr>
<tr>
<td>4</td>
<td>26-28 Sept</td>
<td>5. Political Ecology: Concepts and Theory</td>
<td>No collective class. Meet with Bill individually to discuss research topics</td>
<td>Research proposal due Sun, 10/1 @10pm via moodle</td>
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<tr>
<td>5</td>
<td>3-5 Oct</td>
<td>Library session for capstone paper. Libe room 206.</td>
<td>6. Political Ecology : Case Studies</td>
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**PART II: INVESTIGATION OF SELECTED ENVIRONMENT AND DEVELOPMENT THEMES**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Dates</th>
<th>Topic</th>
<th>Important Due Dates, Other Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>17-19 Oct</td>
<td>9. Feminist Political Ecology</td>
<td>Outline &amp; prelim bibliography due Wed, 10/25 @ 10pm via moodle</td>
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<tr>
<td>8</td>
<td>24-26 Oct</td>
<td>11. Water &amp; Commons</td>
<td>No class – Midterm break</td>
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**PART III: ENVIRONMENT AND DEVELOPMENT PRAXIS: WHAT TO DO?**

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<thead>
<tr>
<th>Wk</th>
<th>Dates</th>
<th>Topic</th>
<th>Important Due Dates, Other Events</th>
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<tbody>
<tr>
<td>11</td>
<td>14-16 Nov</td>
<td>16. Field work, Development and Scholarship</td>
<td>Lecture: Participatory Development Practice</td>
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<tr>
<td>12</td>
<td>21-23 Nov</td>
<td>“Life after Macalester”</td>
<td>No class. Thanksgiving</td>
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<tr>
<td>13</td>
<td>28-30 Nov</td>
<td>No collective class. Meet individually w/ Bill to discuss draft paper</td>
<td>Peer review in class</td>
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<td>14</td>
<td>5-7 Dec</td>
<td>Research Presentations</td>
<td>Research Presentation</td>
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<tr>
<td>15</td>
<td>12 Dec</td>
<td>Research Presentations</td>
<td>Final Research Paper (Wed, 12/13, 4pm hardcopy)</td>
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Detailed Lecture and Discussion Schedule

PART I: ENVIRONMENT/DEVELOPMENT STUDIES IN GEOGRAPHY & THE EMERGENCE OF CULTURAL/POLITICAL ECOLOGY

Tuesday, September 5
Introductions, Overview of Course, Possible discussion leader assignments

Thursday, September 7

1st Discussion: Geography and the Social-Natural Science Divide


Optional Reading (especially for those who have not had these in a previous geography course)


Tuesday, September 12

Short Lecture: The Study of Human Environment Interactions in Geography: Traditions, Tensions and Debates

2nd Discussion: The Place of the Human-Environment Tradition in Geography


Optional:


**Thursday, September 14**

**Short Lecture: Cultural Ecology**

3rd Discussion: Cultural Ecology (concepts and theory)


Optional:

**Tuesday, September 19**

4th Discussion: Cultural Ecology (classic case studies)


Optional:

**Thursday, September 21**

Visit to class by Professor Judy Carney. Meet in ORLI 301 for joint class with ES 368. Please read first, and possibly second article for her class.


Optional:


**Tuesday, Sept 26**

Short Lecture: Political Ecology

5th Discussion: Political Ecology I (concepts and theory)


Optional:


**Sunday, October 1**

Capstone research proposal due at 10pm via moodle

**Tuesday, October 3**

Library session to prepare for capstone research. Library room 206.

**Thursday, October 5**

6th Discussion: Political Ecology II (early case studies)


Optional:
Blaikie, P.M. 1985. *The Political Economy of Soil Erosion in Developing Countries*. London: Longman. Chapter 7 (pp. 117-137)


**Tuesday, October 10**

7th Discussion: Political Ecology Criticism and Extension


**Thursday, October 12**

8th Discussion: First World & Urban Political Ecology


Optional:


**PART II: INVESTIGATION OF SELECTED ENVIRONMENT AND DEVELOPMENT THEMES**

**Tuesday, October 17**

9th Discussion: Feminist Political Ecology


Optional:

Thursday, October 19
10th Discussion: Agriculture and Hunger


Optional


Tuesday, October 24
11th Discussion. Water Resources and Commons Management


**Wednesday, October 25**
Expanded research proposal, outline and preliminary bibliography due at 10pm via moodle

**Thursday, October 26**
No class. Midterm break.

**Tuesday, Oct 31**
12th Discussion: Environmental Narratives : Forest Cover and Desertification


**Optional:**


**Thursday, November 2**
13th Discussion: Wildlife Conservation & Ecotourism


Optional:


PART III: ENVIRONMENT AND DEVELOPMENT PRAXIS: WHAT TO DO?

Tuesday, November 7

14th Discussion: Political Ecology and Education


Thursday, November 9

15th Discussion: Alternative Development Paradigms


Gibson-Graham, J.K. 1996. Selections from Preface (pp.vii-xi) and Ch. 1 (pp.1-11). *The End of Capitalism (as we know it): A feminist critique of political economy*.


Tuesday, November 14

16th Discussion: Fieldwork, Development and Scholarship


**Thursday, November 16**
Lecture: Participatory Development Praxis

**Background reading for lecture**


**Tuesday, November 21**
Lecture/discussion led by Bill: “Life after Macalester.” We will also be joined by staff from the career development center. Paper draft due Wed, 11/22 at noon via moodle.

**Thursday, November 23**
No class. Thanksgiving holiday

**Tuesday, November 28**
Meet one-on-one w/ Bill to review paper draft

**Thursday, November 30**
Peer review in class

**Tuesday, December 5**
Student Presentations

**Thursday, December 7**
Student Presentations

**Tuesday, December 12**
Student Presentations and course evaluations

Due: Final Research Paper by 4pm on Wednesday, Dec 13 (hard copy in Bill’s office mailbox)

*Welcome to the course! I look forward to working with you this semester.*