Class Time and Location: 3-4:30 PM, Tuesdays & Thursdays, Rm Carnegie 105
Instructor: Bill Moseley (he/him/his)
Office: Rm 104d, Carnegie Hall
Office Hours: 9-10am Tues and Thurs, or by appointment
Phone: 651-696-6126
Email: moseley@macalester.edu
Class email: sp22-geog-477-01@groups.macalester.edu
Class zoom channel: https://macalester.zoom.us/j/97739010503?pwd=RXJZb29TVHRESzAwYnJnVkJZYM2t4Zz09

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.

---

1 We acknowledge that Macalester College is located on the traditional, ancestral and contemporary lands of the Wahpekute band of Dakota Oyate, the Dakota nation. We recognize that this acknowledgment is but a first step in recognizing and dismantling aggressive and persistent policies of settler colonialism that continue to oppress this day. The work of acknowledgement must be paired with active practices like the amplification of Indigenous voices and land repatriation in order to be substantive and meaningful.
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, Melissa Fletcher, 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 Kagin Commons, Rm 125, by phone at 651-696-6974, or email disabilityservices@macalester.edu.

**Health and Wellness**
You are encouraged to make your health and well-being a priority throughout this semester and during your career at Macalester. Taking care of yourself will help you engage more fully in your academic experience. Remember that beyond being a student, you are a human being carrying your own experiences, thoughts, emotions, and identities with you. It is important to acknowledge any stressors you may be facing, which can be mental, emotional, physical, cultural, financial, etc., and how they can have an impact on your academic experience. I encourage you to remember that you have a body with needs. In the classroom, eat when you are hungry, drink water, use the restroom, and step out if you are upset and need some air. Please do what is necessary so long as it does not impede your or others’ ability to be mentally and emotionally present in the course. Outside of the classroom, sleeping, moving your body, and connecting with others can be strategies to help you be resilient at Macalester. If you are having difficulties maintaining your well-being, please don’t hesitate to contact me and/or find support from Health & Wellness Center. I have included contact information for health and wellness resources on the course moodle page.

**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).
### 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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>PART I: ENVIRONMENT/DEVELOPMENT STUDIES IN GEOGRAPHY &amp; THE EMERGENCE OF CULTURAL/POLITICAL ECOLOGY</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>20 Jan</td>
<td>Course business, Introductions</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>25-27 Jan</td>
<td>1. Geography and the Social-Natural Science Divide</td>
<td>Lecture + 2. The Study of Human-Environment Interactions in Geography</td>
</tr>
<tr>
<td>4</td>
<td>8-10 Feb</td>
<td>Lecture + 5. Political Ecology: Concepts and Theory</td>
<td>No collective class. Meet with Bill individually to discuss research topics</td>
</tr>
<tr>
<td>5</td>
<td>15-17 Feb</td>
<td>Library session for capstone paper.</td>
<td>6. Political Ecology: Case Studies</td>
</tr>
<tr>
<td>7</td>
<td>1-3 March</td>
<td>Writing day. No class meeting</td>
<td>Writing day. No class meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>PART II: INVESTIGATION OF SELECT ENVIRONMENT/DEVELOPMENT THEMES (RELATED TO STUDENT INTERESTS)</strong></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8-10 March</td>
<td>9. Environmental Narratives &amp; Forest Cover (Nick)</td>
<td>10. Political ecology of climate change (Simon)</td>
</tr>
<tr>
<td>9</td>
<td>15-17 March</td>
<td>11. Political ecology of health and poverty (Celia)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Spring break)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>14. Agriculture, tenure and biodiversity (Angus)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>PART III: ENVIRONMENT AND DEVELOPMENT PRAXIS: WHAT TO DO?</strong></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>5-7 April</td>
<td>15. Alternative Development Paradigms</td>
<td>Lecture + 16. Field work, Development and Scholarship</td>
</tr>
<tr>
<td>13</td>
<td>12-14 April</td>
<td>Lecture and Discussion: “Life after Macalester”</td>
<td>Political ecology alumni panel</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Paper draft due Sun 4/17, at 5pm via moodle to Bill &amp; peers via email</td>
</tr>
<tr>
<td>14</td>
<td>19-21 April</td>
<td>Peer review in class</td>
<td>No collective class. Meet w/ Bill individually to discuss paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Optional presentation opportunity at MUGS conference at Gustavus on Sat, 4/23</td>
</tr>
<tr>
<td>15</td>
<td>26-28 April</td>
<td>Research Presentations</td>
<td>Research Presentations</td>
</tr>
</tbody>
</table>

### Grading

**Grade Components**

- **Seminar Participation:** 29%
- **Discussion Leadership:** 9%
- **Research Proposal:** 3%
- **Expanded Proposal & Bibliography:** 5%
- **Project Draft:** 10%
- **Peer Review of Paper Draft:** 3%
- **Research Presentation:** 10%

**Final Paper:** 30%

**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%.
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 April 19. 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 the last full week of class on Tuesday, April 26 and Thursday, April 28.

---

**Detailed Lecture and Discussion Schedule**

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

**Thursday, January 20**  
Introductions, Overview of Course, Possible discussion leader assignments

**Tuesday, January 25**  
1st Discussion: Geography and the Social-Natural Science Divide  


**Thursday, January 27**  
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  


**Tuesday, February 1**

Short Lecture: Cultural Ecology

3rd Discussion: Cultural Ecology (concepts and theory)


**Thursday, February 3**

4th Discussion: Cultural Ecology (classic case studies)


**Tuesday, Feb 8**

Short Lecture: Political Ecology

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


**Thursday, Feb 10**

No class. Meet with Bill individually to discuss research topics.
Sunday, Feb 14
Capstone research proposal due at 10pm via moodle

Tuesday, Feb 15
Library session to prepare for capstone research.

Thursday, Feb 17
6th Discussion: Political Ecology II (early case studies)

Tuesday, February 22
7th Discussion: Political Ecology Criticism and Extension

Thursday, February 24
8th Discussion: First World & Urban Political Ecology
Tuesday-Thursday, March 1-3
No collective class. Writing days

Sunday, March 6
Expanded research proposal, outline and preliminary bibliography due at 10pm via moodle

PART II: INVESTIGATION OF SELECTED ENVIRONMENT AND DEVELOPMENT THEMES

Tuesday, March 8
9th Discussion: Environmental Narratives & Forest Cover


Thursday, March 10
10th Discussion: Political Ecology of Climate Change, Vulnerability & Capitalism


Tuesday, March 22
11th Discussion: Political Ecology of Health and Poverty


Thursday, March 24
12th Discussion: Feminist Political Ecology and Food Systems


Tuesday, March 29
13th Discussion: Agriculture, Food Security & Nutrition


Thursday, March 31
14th Discussion: Agriculture, land tenure and agrobiodiversity


PART III: ENVIRONMENT AND DEVELOPMENT PRAXIS: WHAT TO DO?
Tuesday, April 5
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.


**Thursday, April 7**  
Lecture: Participatory Development Praxis

16th Discussion: Fieldwork, Development and Scholarship  


**Tuesday, April 12**  
Lecture/discussion led by Bill: “Life after Macalester.”

**Thursday, April 14**  
1) Presentation by career center  
2) Political ecology alumni career panel. Engage with three alums of the course in terms of what they have done post Macalester.

Paper draft due Sunday, 4/17 at 5pm via moodle.

**Tuesday, April 19**  
Peer review in class

**Thursday, April 21**  
No collective class. Meet one-on-one w/ Bill to review paper draft

**Tuesday, April 26**  
Student Presentations

**Thursday, April 28**  
Student Presentations and course evaluations

Due: Final Research Paper by 4pm on Monday, May 2 (hard copy in Bill’s office mailbox)

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