



## APPLICATION FOR NEW COURSE

6. Course to be offered (please check all that apply):     Fall     Spring     Summer
7. Will the course be offered every year?     YES     NO  
If NO, please explain: \_\_\_\_\_
8. Why is this course needed?  
New faculty in department are interested in expanding course offerings that relate to human-nature interaction and expanding our environmentally focused classes. In particular we need a class that brings together issues of economic/development geography with environmental issues.  
\_\_\_\_\_
9. a. By whom will the course be taught? Dr. Karan or Dr. Mutersbaugh or Dr. Robertson
- b. Are facilities for teaching the course now available?     YES     NO  
If NO, what plans have been made for providing them?  
\_\_\_\_\_
10. What yearly enrollment may be reasonably anticipated?  
35 (one section of 35 students per year)
11. a. Will this course serve students primarily within the department?     Yes     No
- b. Will it be of interest to a significant number of students outside the department?     YES     NO  
If YES, please explain.  
We anticipate it will be of interest to many students concerned with the topic.
12. Will the course serve as a University Studies Program course<sup>†</sup>?     YES     NO  
If YES, under what Area? \_\_\_\_\_  
<sup>†</sup>AS OF SPRING 2007, THERE IS A MORATORIUM ON APPROVAL OF NEW COURSES FOR USP.
13. Check the category most applicable to this course:
- traditional – offered in corresponding departments at universities elsewhere
- relatively new – now being widely established
- not yet to be found in many (or any) other universities
14. Is this course applicable to the requirements for at least one degree or certificate at UK?     Yes     No
15. Is this course part of a proposed new program?     YES     NO  
If YES, please name: \_\_\_\_\_
16. Will adding this course change the degree requirements for ANY program on campus?     YES     NO  
If YES<sup>†</sup>, list below the programs that will require this course:  
\_\_\_\_\_

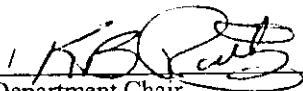

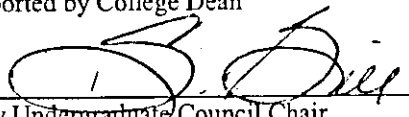
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<sup>‡</sup>In order to change the program(s), a program change form(s) must also be submitted.

17.  The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.
18.  Check box if course is 400G or 500. If the course is 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)
19. Within the department, who should be contacted for further information about the proposed new course?

Name: Matthew Zook, DUS Phone: 7-8334 Email: zook@uky.edu

20. Signatures to report approvals:

1/22/2008	Kurt Rautz	1	
DATE of Approval by Department Faculty	printed name	Reported by Department Chair	signature
3/25/08	Leonidas Zachas	1	
DATE of Approval by College Faculty	printed name	Reported by College Dean	signature
5/6/08	S. GILL	1	
* DATE of Approval by Undergraduate Council	printed name	Reported by Undergraduate Council Chair	signature
* DATE of Approval by Graduate Council	/	1	/
	printed name	Reported by Graduate Council Chair	signature
* DATE of Approval by Health Care Colleges Council (HCCC)	/	1	/
	printed name	Reported by Health Care Colleges Council Chair	signature
* DATE of Approval by Senate Council	Reported by Office of the Senate Council		
* DATE of Approval by University Senate	Reported by Office of the Senate Council		

\*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

ARTS AND SCIENCES  
EDUCATIONAL POLICY COMMITTEE  
INVESTIGATOR REPORT

<http://www.as.uky.edu/Admin/faculty/viewdocs/summary/>

INVESTIGATING AREA: Soc. & Behav. Sci. COURSE, MAJOR, DEGREE or PROGRAM: GEO 231

DATE FOR EPC REVIEW: 3/25/08 CATEGORY: NEW CHANGE, DROP

**INSTRUCTIONS:** This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to Leonidas Bachas Associate Dean, 275 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.  
Some aspects of grading policies were clarified.
2. If no modifications were made, review considerations that arose during the investigation and the resolutions.
3. List contacts with program units on the proposal and the considerations discussed therein.  
DUS was contacted with questions about grading and the level of the course.
4. Additional information as needed.

5. A&S Area Coordinator Recommendation:

APPROVE APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Education Policy Committee Recommendation:

APPROVE APPROVE WITH RESERVATION, OR DISAPPROVE

7. J. A. Hougland Date: 3/25/08  
A&S Educational Policy Committee,  
Jim Hougland, [jghoug2@email.uky.edu](mailto:jghoug2@email.uky.edu) 257-4417

File: InvestigatorRpt

## **GEO 231: Environment and Development**

Professor: Tad Mutersbaugh  
Phone/Email: 257-1316, [mutersba@uky.edu](mailto:mutersba@uky.edu)  
Lectures: MWF 9:00-9:50, CB 210  
Office Hours: 1331 Patterson Office Tower, MW 10 to noon

This is an introductory intermediate level course on the relationships between environment and development. While an important focus is placed on places and peoples of the 'Global South' (Latin America, Africa, Asia, Oceania), this course will cover instances of 'Global Northern' peoples and places as well (e.g., North America, Europe). The course examines the political economy of environmental destruction by asking why, despite much significant research, environmentally destructive development schemes continue. (We have discovered/envisioned at least the main contours of a sustainable society, yet little progress has been made in implementing even the most obviously necessary policies.) Readings and lecture/discussions will address this problem from both macro and micro perspectives. Macro material explores the problematic at the global, regional and national level, micro analysis examines these unfolding dynamics at the local household and village/town 'grassroots' level. Environmentally sustainable development depends upon local initiatives for success, yet we live in a world increasingly interconnected at the global level: by combining both perspectives in a political economy/ecology framework we may more fully understand the 'why' of environmental destruction and how to avoid it.

### **Course objectives:**

- To understand long-term and dynamic issues surrounding environment destruction and economic development.
- To increase understanding of why, despite much significant research, environmentally destructive development schemes continue.
- To understand how sustainable development depends upon local initiatives and global networks and how a political economy/ecology framework can provide insight.
- To improve skills in oral and written presentation and in critical thinking.

### **Course Materials:**

**Book** - *New Geographies of Conservation* Karl Zimmerer, University of Chicago Press, 2006.

**Book** - *Refashioning Nature: Food, Ecology and Culture* Goodman and Redclift. 1991.

**Course Reader** - Available from Johnny Print, South Limestone Ave.

Additional Materials available for download on Course Website:

<http://www.uky.edu/~tmute2/env&dev/>

All materials also Placed on Reserve in Young Library

### Course Presentation and Requirements:

Participants will be expected to read assigned materials and to participate in discussions. Grades will be based upon the following:

1. Essay/Film analysis	15%
2. Midterm In-class Exam	20%
3. Research Paper	35%
4. Final Exam	20%
5. Class Discussion Participation	10%

Although more details on assignments will be distributed as the semester progresses a brief overview of each assignment is outlined here. See **Course Topics/Readings** for due dates.

Essay/Film Analysis: A 2-3 page essay based on reaction to the film, 'All Under Heaven: Life in a Chinese Village'.

Mid-term: You will choose 3 (out of five possible questions) to write on. In class exam.

Research Paper: 10-15 pages, double spaced. You are welcome to select any topic related to the material covered in the course to research but I strongly suggest that you focus on a specific place and problem as it will make your life easier. You will be expected to draw upon course readings (I encourage you to take careful notes throughout the semester) but will also need to conduct library research on your topic. More specific details on possible topics, formatting, etc. will be distributed in week 2.

Final Exam: You will choose 4 (out of six possible questions). The final is non-cumulative and will only cover material from the after the mid-term. Exam is scheduled for May 3rd at 10 am (as per Exam Schedule)

Final grades will be based on a standard scale, *i.e.*, A=90-100%; B=80-89%; C=70-79%; D=60-69%; E=less than 60%.

### Course Topics/Readings

Readings in the Reader are organized chronologically. They are also on reserve at Young Library.

<b>The Earth Summit: Problems &amp; Political Economy of Sustainable Development</b>	<b>week 1-2</b>
Readings in Reader – (i) Cronin <i>Rural Livelihoods</i> Chapter 1 <i>Refashioning Nature</i> Chapter 1	
<b>Historical Backdrop: Making of the Third World</b>	<b>week 3</b>
Readings in Reader: (i) Bagchi and (ii) Wallerstein	
<b>Origins of Rural Poverty in the Global South</b>	<b>week 4</b>
Readings <i>Refashioning Nature</i> Chapter 2-4	

Movie: 'All Under Heaven: Life in a Chinese Village'

<b>Development and Sustainability in the Global North</b> Readings <i>New Geographies of Conservation</i> Chapter 2-3 <u>ESSAY/FILM ANALYSIS DUE ON MONDAY IN CLASS</u>	<b>week 5</b>
<b>Household models, household structure and Gender Politics</b> Readings in Reader: (i) Agarwal, (ii) Hart, <i>Refashioning Nature</i> Chapter 5,6	<b>week 6-7</b>
<b>MID-TERM EXAM WEEK</b> NO READINGS – This week will be spent reviewing and sythesizing the topics covered in the previous weeks. EXAM ON FRIDAY	<b>week 8</b>
<b>Environment, Peasant Agriculture and the Green Revolution</b> Readings <i>Refashioning Nature</i> Chapters 8 & 9	<b>week 9</b>
<b>Internationalization, Global Fordism and Resource Consumption</b> Readings in Reader (i) David Harvey, Reader/ <i>New Geographies of Conservation</i> Ch 4	<b>week 10</b>
<b>Agribusiness and Class Politics in the Developmentalist State</b> Readings in Reader: (i) Hecht, (ii) Schroeder, (iii) Cockburn and (iv) Examples of NGO's and Resource Stabilization Policies	<b>week 11</b>
<b>Bio-diversity and biotechnology, Intellectual Property Rights</b> Readings in Reader: (i) Halstrom <i>New Geographies of Conservation</i> Ch 5, 6	<b>week 12</b>
<b>Industrialization, TNCs, Global Institutions and Environmental Policy</b> <u>Industrialization</u> Readings in Reader: (i) Weinberg <u>Toxic Waste</u> Readings in Reader: (i) Henwood and (ii) MacKenzie <u>Natural Resource Appropriation by Industry</u> Readings in Reader: (i) CEPAL report	<b>week 13-14</b>
<b>Sustainable Futures and Social Action</b> Readings <i>Refashioning Nature</i> Chapters 11,12	<b>week 15</b>
<b>FINAL EXAM on May 3<sup>rd</sup> at 10 am (as per Exam Schedule)</b>	

## University Policies:

### Students with Disabilities

Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, instructors must make reasonable accommodations for students who have physical, mental, or learning disabilities. [See also "Assisting Students with Disabilities: A Guide for Faculty and Instructors".]

The student is responsible for requesting accommodations. Because some students may be reluctant to identify themselves or to request modifications, instructors are required to make the following announcement during the first class meeting and to include it on the syllabus:

"I would like to hear from anyone who has a disability which may require some modification of seating, testing, or other class requirements so that appropriate arrangements may be made. Please see me after class or during my office hours."

An adviser or instructor who believes that a student's academic performance has been affected by an undiagnosed learning disability may refer the student to the Office of Student Disability Services for formal assessment. College policy permits students with specific learning disabilities to complete the General Education program requirement in foreign language by substituting other approved courses.

Some examples of course-related accommodations are

- \* allowing extended, but not unlimited, time for completion of examinations;
- \* allowing examinations to be written in a quiet, low-stimulus environment;
- \* permitting the use of dictionaries during in-class writing assignments;
- \* using alternative methods to assess mastery of course content (e.g., narrative tapes instead of journals);
- \* allowing papers to be proofread for spelling and grammatical errors;
- \* providing specially trained tutors for course content;
- \* using computer software to assist in the completion of assignments (e.g., spell check, computer-based adaptive devices);
- \* allowing the use of taped materials and resources to assist the student in reading, listening, and speaking;
- \* allowing students to dictate essays to a scribe.

Students with complaints about disability accommodations must follow the procedures outlined in Chapter 5 under "Student Complaints Concerning Faculty Actions." Instructors may also call the CLAS Academic Programs & Services office, 120 Schaeffer Hall (335-2633) with questions on making prescribed accommodations or related concerns.

### Complaints:

Students have the right to complain and seek redress for course inadequacies. Procedures are discussed in detail in the schedule of courses. The student should ordinarily try to resolve the matter with the instructor first.



\* If the complaint is not resolved to the student's satisfaction, the student should discuss the matter further with the course supervisor (if the instructor is a teaching assistant), the departmental executive officer, or, in some departments, another faculty member designated to receive complaints.

\* If the matter remains unresolved, the student may submit a written complaint to the Associate Dean for Academic Programs, 120 Schaeffer Hall (335-2633). (Graduate students should be directed to the offices of the Graduate College, 205 Gilmore Hall, 335-2137.) However, the student always has the right to approach someone other than the course instructor first.

### Plagiarism, Cheating, and Forgery

An instructor who suspects a student of plagiarism or cheating must inform the student in writing as soon as possible after the incident has been observed or discovered. Subsequent procedures are detailed in student and faculty handbooks.

### Absence Policy

Excused absences are acceptable under certain circumstances such as serious illness, illness or death of a family member, university-related trips, major religious holidays, etc. It is your responsibility to inform me of an absence, preferably in advance, but no later than one week afterwards. I retain the right to ask for proof/documentation regarding the nature of the absence.

### List of Additional readings (suggested....)

Achebe, Chinua. 1996. *Things fall apart*. Portsmouth, N.H.: Heinemann.

Broch-Due, Vigdis, and Richard A. Schroeder. 2000. *Producing nature and poverty in Africa*. Uppsala: Nordiska Afrikainstitutet.

Ferguson, James. 2006. *Global shadows: Africa in the neoliberal world order*. Durham [N.C.]: Duke University Press. Ch. 8, "Governing extraction: new spatializations of order and disorder in neoliberal Africa"

Gourevitch, Philip. 1998. *We wish to inform you that tomorrow we will be killed with our families: stories from Rwanda*. 1st ed. New York: Farrar Straus and Giroux. Ch. 4, pp. 47-62

Mamdani, Mahmood. 2001. *When victims become killers: colonialism, nativism, and the genocide in Rwanda*. Princeton, N.J.: Princeton University Press. Introduction, pp. 3-14; Ch. 2, "The Origins of Hutu and Tutsi," pp. 41-75; Ch. 7, "The Civil War and the Genocide," pp. 185-233; Conclusion, pp. 264-282

Mamdani, Mahmood. 1996. *Citizen and subject: contemporary Africa and the legacy of late colonialism*, Princeton studies in culture/power/history. Princeton: Princeton University Press. Ch. 2, "Decentralized Despotism," pp. 37-61.

MacDonald, K. I. 2005. *Global hunting grounds: power, scale and ecology in the negotiation of conservation*. *Cultural Geographies* 12 (3):259-291.

Neumann, R. P. 2004. *Moral and discursive geographies in the war for biodiversity in Africa*. *Political Geography* 23 (7):813-837.

Schroeder, Richard. 1997. "Re-claiming" land in The Gambia: gendered property rights and environmental intervention. *Annals of the Association of American Geographers* 87 (3):487-508.

Watts, Michael. 2001. *Petro-violence: commodity, extracting, and political ecology of a mythic commodity*. In *Violent environments*, edited by N. Peluso and M. Watts. Ithaca: Cornell University Press.

Video: *The perfect famine* (Bullfrog Films 2002), or *The quiet revolution*

Video: *Up in Smoke* (Bullfrog Films 2002)