

APPLICATION FOR NEW COURSE

1. Submitted by the College of Arts and Sciences Date: January 23, 2008

Department/Division proposing course: Geography

2. Proposed designation and Bulletin description of this course:

a. Prefix and Number GEO 431

b. Title* Political Ecology

*If title is longer than 24 characters, write a sensible title (24 characters or less) for use on transcripts:

Political Ecology

c. Courses must be described by at least one of the categories below. Include the number of actual contact hours per week for each category, as applicable.

- () CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY (3) LECTURE () INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY () SEMINAR () STUDIO () OTHER - Please explain:

d. Please choose a grading system: [X] Letter (A, B, C, etc.) [] Pass/Fail

e. Number of credit hours: 3

f. Is this course repeatable? YES [] NO [X] If YES, maximum number of credit hours:

g. Course description:

This course examines the relationship between political economics and the biophysical environment and seeks to understand the challenges of development, agriculture, gendered divisions of labor, and the representation of nature in the context of the globalization of economic relations.

h. Prerequisite(s), if any:

None

i. Will this course be offered through Distance Learning? YES [] NO [X]

If YES, please circle one of the methods below that reflects how the majority of the course content will be delivered:

- Internet/Web-based Interactive video Extended campus Kentucky Educational Television (KET/teleweb) Other

Please describe "Other":

3. Teaching method: [X] N/A or [] Community-Based Experience [] Service Learning Component [] Both

4. To be cross-listed as: Prefix and Number Signature of chair of cross-listing department

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5. Requested effective date (term/year): Fall / 2008
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. Political ecology is an important aspect of what these professors are doing.
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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?
25 (one section of 25 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.
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12. Will the course serve as a University Studies Program course[†]? YES NO
If YES, under what Area? _____
[†]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[‡], list below the programs that will require this course:

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[†]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
DATE of Approval by Department Faculty

Karl Raitz K. B. Raitz
printed name Reported by Department Chair signature

3/25/08
DATE of Approval by College Faculty

Leonidas Bachas L. Bachas
printed name Reported by College Dean signature

5/6/08
* DATE of Approval by Undergraduate Council

S. Gill S. Gill
printed name Reported by Undergraduate Council Chair signature

* DATE of Approval by Graduate Council

/
printed name Reported by Graduate Council Chair signature

* DATE of Approval by Health Care Colleges Council (HCCC)

/
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 431

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.
Learning objectives 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 a request for more explicit learning objectives and questions about prerequisites. The questions were answered to our satisfaction.
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. Jim Hougland Date: 3/25/08
A&S Educational Policy Committee,
Jim Hougland, jhoug2@email.uky.edu 257-4417

Geography 431, Political Ecology

Instructor: Morgan Robertson, POT 1457, 257-0591, mmrobertson@uky.edu

Office Hours: Tues and Thurs, 1:30 to 4:00 pm

Class Meetings: CB 305 – MWF 9-10

Course Aims and Content: This course aims to give students a broad overview of the relationship between political economics and the biophysical environment that has been studied under the rubric of “political ecology.” Growing out of the human-environment tradition in Geography, and out of the encounter between cultural ecology and the critical political economics of the 1970s, political ecologists have sought to understand specific environmental challenges of development, agriculture, gendered divisions of labor, and the representation of nature in the context of the broad globalization of economic relations. While much of the core work in political ecology has been done, and continues to be done, in the developing world, this course will also consider whether the conceptual tools associated with political ecology can be applied in landscapes of late capitalism and in settings far from the peasant’s farm.

There will be a strong emphasis on assigned reading in this course. Students will be expected to arrive at class prepared to discuss each reading knowledgeably. Readings will be available in a reader for purchase at the University bookstore.

Student Learning Objectives

- Become familiar with the relationship between political economics and the biophysical environment.
- Demonstrate an ability to critically evaluate the environmental challenges of the representation of nature in the context of the broad globalization of economic relations.
- Write a capable, interesting paper on a specific case study of a particular region's experience with some aspect of political ecology.
- Show mastery of the key arguments and issues affecting and affected by political ecology.

Evaluation: There will be two exams of equal weight, each worth 30% of your final grade. Exams will cover material from lectures, discussions and the assigned readings. An additional 30% of your final grade comes from the final paper which should be 15 pages. You are welcome to select any topic within political ecology but all topics need to be first approved by me. You will need combine the course readings with standard library research (Beware wikipedia!). More specific details on possible topics, formatting, etc. will be distributed early in the semester. The final 10% of your grade is derived from your attendance and participation in class.

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 Regulation:

- ◆ You are expected to attend all classes and to take comprehensive notes on lectures and reading materials. You will not do well in this class if you do not follow that advice.
- ◆ There will be no make-up exams as a rule, except for 'excused' absences. Excused absences are those arranged with me **before a class** (and generally for official University reasons; see *Student Rights and Responsibilities* 5.2.4.2) or those documentable as health- or crisis-related after an exam or quiz. You also are entitled to an excused absence for the purpose of observing a religious holiday; but you must notify me of your request for one during the first week of class
- ◆ This class follows a 'no extra credit work' policy.
- ◆ If you find yourself falling behind, or having trouble with any part of this course, please see me sooner rather than later.
- ◆ It is assumed that you are familiar with University policy on cheating and plagiarism as set forth in your copy of *Student Rights and Responsibilities*.

Course Outline

Week 1: Cultural Ecology

Barrows, H. H. (1923). "Geography as Human Ecology." Annals of the Association of American Geographers 13(1): 1-14.

Steward, J. C. and R. F. Murphy (1977). Evolution and Ecology.

Nietschmann, B. Q. (1979). "Ecological Change, Inflation and Migration in the Far Western Caribbean." The Geographical Review 69(1): 1-24.

Week 2: Political Ecology

Blaikie, P. (1985). The political economy of soil erosion in developing countries. New York, Longman.

Blaikie, P. and H. Brookfield (1987). Defining and debating the problem. Land Degradation and Society. P. Blaikie and H. Brookfield. London, Methuen: 1-26.

Peet, R. and M. Watts (1996). Liberation Ecology: Development, sustainability, and environment in an age of market triumphalism. Liberation Ecologies: Environment, development, social movements. R. Peet and M. Watts. New York, Routledge: 1-45.

Week 3: Political economy

Peluso, N. L. (1993). Coercing Conservation: The Politics of State Resource Control. The State and Social Power in Global Environmental Politics. R. D. Lipschutz and K. Conca. New York, Columbia University Press: 46-70.

Bridge, G. and A. E. G. Jonas (2002). "Governing nature: the reregulation of resource access, production, and consumption." Environment and Planning A 34: 759-766.

Bunker, S. G. (1992). Natural Resource Extraction and Power Differentials in a Global Economy. Understanding Economic Process. S. Ortiz and S. Lees. New York, University Press of America. 10: 61-84.

Week 4: Political Ecology of Agriculture

- Dove, M. R. (1983). "Theories of swidden agriculture, and the political economy of ignorance." Agroforestry Systems 1: 85-99.
- Moore, D. S. (1996). Marxism, Culture, and Political Ecology: Environmental Struggles in Zimbabwe's Eastern Highlands. Liberation Ecologies: Environment, Development, Social Movements. R. Peet and M. Watts. New York, Routledge: 125-147.
- Stonich, S. C. (1993). "I am destroying the land!": The Political Ecology of Poverty and Environmental Destruction in Honduras. Boulder, CO, Westview Press.

RESEARCH PAPER TOPIC SELECTION

Week 5: Political Ecology of Development

- Hecht, S. B. (1985). "Environment, Development and Politics: Capital Accumulation and the Livestock Sector in Eastern Amazonia." World Development 13(6): 663-684.
- Goldman, M. (1998). Introduction: The Political Resurgence of the Commons. Privatizing nature: Political struggles for the global commons. M. Goldman. New Brunswick, NJ, Rutgers University Press: 1-19.
- Watts, M. (1983). On the poverty of theory: natural hazards research in context. Interpretations of Calamity. K. Hewitt. London, Allan Unwin: 231-262.

Week 6: Political Ecology of Resource use

- Grossman, L. 1997. Soil Conservation, political ecology, and technological change on Saint Vincent. Geographical Review 87(3): 353-374.
- Peluso, N. L. (1992). Rich Forests, Poor People: Resource Control and Resistance in Java. Los Angeles, University of California Press.
- Zimmerer, K. S. (2000). "Rescaling irrigation in Latin America: the cultural images and political ecology of water resources." Ecumene 7(2): 150-175.

Week 7: Tragedy of the Commons?

- Boserup, E. 1965. The Conditions of Agricultural Growth. London: Allen and Unwin (pp 15-55, 70-87).
- Zimmerer, K. S. (1993). "Soil Erosion and Labor Shortages in the Andes with Special Reference to Bolivia, 1953-91: Implications for "Conservation-With-Development"." World Development 21(10): 1659-1674.
- Goldman, M. (1998). Inventing the Commons: Theories and Practices of the Commons' Professional. Privatizing nature: Political struggles for the global commons. M. Goldman. New Brunswick, NJ, Rutgers University Pres: 20-53.

Week 8: Mid-term exam

Week 9: Cultural practices and nature

- Carney, J. A. (1996). Converting the Wetlands, Engendering the Environment: The intersection of gender with agrarian change in Gambia. Liberation Ecologies: Environment, Development, Social Movements. R. Peet and M. Watts. New York, Routledge: 165-187.
- Latour, B. (1999). Pandora's Hope: Essays on the Reality of Science Studies. Cambridge, MA, Harvard University Press. Chapter 2.
- Haraway, D. J. (1995). Universal Donors in a Vampire Culture: It's All in the Family: Biological Kinship Categories in the Twentieth-Century United States. Uncommon Ground: Rethinking the Human Place in Nature. W. Cronon. New York, W. W. Norton & Co.: 321-366.

Week 10: Environmental geography and ecological theory

- Zimmerer, K. S. (1994). "Human Geography and the "New Ecology": The Prospect and Promise of Integration." Annals of the Association of American Geographers 84(1): 108-125.
- Allen, T. F. H. (1998). The Landscape "Level" is Dead: Persuading the Family to Take it Off the Respirator. Ecological Scale: Theory and Applications. D. L. Peterson and V. T. Parker. New York, Columbia University Press: 35-54.
- Turner, M. D. "Overstocking the Range: A Critical Analysis of the Environmental Science of Sahelian Pastoralism." Economic Geography: 402-421.

Week 11: Environmental Sociology

- Lipietz, A. (1995). Green Hopes: The Future of Political Ecology. Cambridge, Polity Press.
- Beck, U. (1995). Ecological Politics in an Age of Risk. Cambridge, Polity Press.
- Buttel, F. H. (2000). "Ecological modernization as social theory." GeoForum.

Week 12: Ecology in Economics

- Costanza, R., R. d'Arge, et al. (1997). "The value of the world's ecosystem services and natural capital." Science 387(6630): 253-260.
- O'Connor, M. (1994). On the Misadventures of Capitalist Nature. Is Capitalism Sustainable?: Political Economy and the Politics of Ecology. M. O'Connor. New York, Guilford: 125-151.
- Kovel, J. (1999). "The Justifiers: A Critique of Julian Simon, Stephan Schmidheiny, and Paul Hawken on Capitalism and Nature." Capitalism Nature Socialism 10(3): 3-36.

Week 13: First-world political ecology

- Robbins, P. (2002). "Obstacles to a First World political ecology? Looking *near* without looking *up*." Environment and Planning A **34**: 1509-1513.
- Feldman, T. D. and A. E. G. Jonas (2000). "Sage Scrub Revolution? Property Rights, Political Fragmentation, and Conservation Planning in Southern California under the Endangered Species Act." Annals of the Association of American Geographers **90**(2): 256-292.
- Mansfield, B. (2004). "Rules of Privatization: Contradictions in Neoliberal Regulation of North Pacific Fisheries." Annals of the American Association of Geographers **94**(3): 565-584.

Week 14: Social Production of Nature

- Castree, N. (1995). "The nature of produced nature: Materiality and knowledge construction in Marxism." Antipode **27**(1): 12-48.
- Demeritt, D. (1998). Science, Social Constructivism and Nature. Remaking Realities: Nature at the Millenium. B. Braun and N. Castree. New York, Routledge: 173-193.

Week 15: Neoliberal Nature

- Bakker, K. J. (2005). "Neoliberalizing Nature? Market Environmentalism in Water Supply in England and Wales." Annals of the American Association of Geographers **95**(3): 542-565.
- McCarthy, J. and S. Prudham (2004). "Neoliberal Nature and the Nature of Neoliberalism." Geoforum **35**: 275-283.
- McAfee, K. (2003). "Neoliberalism on the molecular scale. Economic and genetic reductionism in biotechnology battles." Geoforum **34**: 203-219.

However, nothing in these *Rules* shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

6.3.2 Cheating

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board. [US: 12/12/05]

6.3.3 Falsification or Misuse of Academic Records [US: 3/20/89; US 4/10/00]

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

6.4 DISPOSITION OF CASES OF ACADEMIC OFFENSES [US: 3/10/86; US: 3/7/88; US 12/12/05]

These rules govern the prosecution of academic offenses defined in Section 6.3. The rules in this section 6.4 are binding upon all persons and groups mentioned in these rules. Instructors who impose penalties for academic offenses without following these rules are violating the due-process rights of students. Instructors, administrators, and the Appeals Board do not have the authority to impose penalties less than the minimum prescribed by these rules. Deadlines may be extended by mutual agreement of the involved parties.