

## 1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 1/14/2013

1b. Department/Division: Geography

1c. Contact Person

Name: tad mutersbaugh

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Phone: 7-1316

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? Yes

Global Dynamics

## 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: GEO 316

2c. Full Title: ENVIRONMENT AND DEVELOPMENT

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 2

OTHER: 1

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This is an introductory/intermediate level course on the relationships between environment and economic development. While this course emphasizes environmental concerns of the 'Global South', this course will also cover instances of 'Global Northern' peoples and places, particularly in less privileged areas such as Appalachia. The course examines the political economy of environmental destruction by asking why, despite much significant research, environmentally destructive development schemes continue. Although we understand at least the main contours of what it will take to become a sustainable society, little progress has been made in implementing even evidently necessary policies.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 35

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: Geography Major Program Change

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: **Yes**

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: **No**

Interactive Video: **No**

Hybrid: **No**

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? **NO**

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? **NO**

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

GEO 316 Environment and Development

Global Dynamics

Reviewer's Comments: Accepted

I commend the course developer for such an ambitious and comprehensive course for students at the 300-level! It more than fulfills the Learning Outcomes for the Global Dynamics requirement of the UK Core.

It is particularly strong because of a commitment to theory, something that is often lacking in courses at the undergraduate level. The "local to global and back again" approach is particularly effective especially in the use of anthropological writing on coffee production and consumption (Lyon, e.g.) and the discussion of resource extraction here in Kentucky compared with South America. Students need to be exposed to the knowledge that it is not just "them", it is also "us" when we talk about global issues. The impact of cross-cultural comparison is important in a global world and this course is framed within this perspective. This course will be crucial for many students in making sense of their role in a global community thus making them better aware of their own agency in shaping that world.

Well-done!

## Environment and Development, Geography 316

Professor: Tad Mutersbaugh  
Phone: 257-1316,  
Email: [tmute2@uky.edu](mailto:tmute2@uky.edu)  
Office: 1471 Patterson Office Tower  
Office hours:  
Lectures: M,W 2-3  
**PLUS: Fieldtrip to view Mountain-top Removal Sites in Eastern Kentucky**

### Course Description:

This course explores the interrelations between environment, development and sustainability. It analyzes the political economy, culture, and social relations of environment-human relations (at macro and micro levels), and across global environments, to better understand its origins and strategies to prevent it.

### Student Learning Outcomes:

After completing this course, the student will be able to:

- Identify principal mechanisms through the environment and economic development affect each other in the context of geographic places
- Evaluate specific instances of environmental degradation and suggest potential solutions
- Understand the importance of social factors such as gender, race, and class in the constitution and resolution of environmental conundrums

### What will this course cover?

This is an introductory /intermediate level course on the relationships between environment and *economic* development. While this course emphasizes environmental concerns of the 'Global South', this course will also cover instances of 'Global Northern' peoples and places, particularly in less privileged areas such as Appalachia. The course examines the political economy of environmental destruction by asking why, despite much significant research, environmentally destructive development schemes continue. Although we understand at least the main contours of what it will take to become a sustainable society, little progress has been made in implementing even evidently 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 Materials:

Course materials are available:

**online on the course website:**

**In a course reader available from Johnny Print at 547 S. Limestone**

Course Requirements and Assignments:

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

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- |                                                                                                                                       |     |
|---------------------------------------------------------------------------------------------------------------------------------------|-----|
| 1. Film analysis & Discussion Papers                                                                                                  | 15% |
| 2. Research Project (15 pages)<br>based upon field and library research                                                               | 30% |
| 3. Exams                                                                                                                              | 30% |
| 4. Field Trip Participation: SEE INFORMATION BELOW<br>(Based upon written journal entries, field analysis, and preparatory materials) | 20% |
| 5. Class Discussion Participation                                                                                                     | 5%  |

**Assignments** must be returned in accordance with guidelines. Late Policy: ½ letter grade deducted for each day late

## Readings Schedule

### Part I: Environment and Development

[Rod Neumann](#): 2005 *Making Political Ecology, 'roots and branches'* Hodder Education Publishers

[Paul Robbins](#): 2012 *Political Ecology: A critical introduction, 'seed and hatchet'* Wiley-Blackwell; 2 edition

[John Berger](#): *Pig Earth, 'the value of money'* Verso

[Peet, R., Watts, M., 2004. Liberating Political Ecologies](#) In eds M. Watts, R. Peet, *Liberation Ecologies* 2nd edition (New York, Routledge)

Haraway, Donna, 2008. *When Species Meet* Univ Of Minnesota Press

### Part II: Political Ecology and Environmental Relations

Stephen Gould, 1992. *The Panda's Thumb* W. W. Norton & Company

Vandermeer, J. and I. Perfecto (2008) "Biodiversity Conservation In Tropical Agroecosystems A New Conservation Paradigm" *Annals of the N.Y. Academy of Sciences* 1134: 173–200.

Vandermeer, J. and I. Perfecto (2007) "The Agricultural Matrix And A Future Paradigm For Conservation" *Conservation Biology* 21(1): 274–277.

Lewontin: *Dialectical Biologist*

Zimmerer, K. S., Ed. (2006). *Globalization & new geographies of conservation* Chicago, University of Chicago Press.

### Part III: Theories of Economic Development and Environmental Connections

Watts. *Empire of Oil, capitalist dispossession and the scramble for Africa*

O'Connor, James: *Natural causes: essays in ecological Marxism*

Mitchell, T. (1995) *The Object of Development: America's Egypt*. In JS Crust (ed) *Power of Development* (129-157). New York, NY: Routledge.

Mike Davis: Dead West

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Crow, Ben: 'Understanding Famine and Hunger'

Woodhouse, P. 2000. Environmental Degradation and Sustainability: In Poverty and Development eds., Tim Allen and Alan Thomas. Open School Oxford, Oxford University Press

Berstein, H. 2000. 'Colonialism, Capitalism, Development' In, Poverty and Development, eds., Tim Allen and Alan Thomas. Open School Oxford, Oxford University Press

Human Development Report: Selections (Online)

#### **Part IV: Environment, Race, Gender, and Class**

Schroeder R, 1997, Re-Claiming Land in the Gambia: Gendered Property Rights and Environmental Intervention *Annals of the Association of American Geographers*

Agarwal B, 2001, Participatory exclusions, community forestry, and gender: An analysis for South Asia and a conceptual framework *WORLD DEV* 29 (10): 1623-

Sen, A. 100 Million Missing Women *New York Review of Books*

**Yeh, E.T.** 2004: Beyond great walls: environment, identity and development on the Chinese grasslands of Inner Mongolia. *Annals of the Association of American Geographers* 94, 685–87.

#### **Part V: Case studies: Environment and Development in Everyday Life**

### **Topic 1: Political Economy of Resource Extraction: the story of primitive accumulation**

[Online Movie from Kentuckians for the Commonwealth](#)

Muradan R, Martinez-Alier J, Correa H, 2003, International capital versus local population: The environmental conflict of the Tambogrande mining project, Peru *Society and Natural Resources* 16: 775-792

Bell and Braun. 2010. Coal, Identity, and the Gendering of Environmental Justice Activism in Central Appalachia

[Petty et al. coal, streams, ecological impairment in Appalachia](#)

[Epstein et al. 'lifecycle of coal'](#)

### **Topic #2: Coffee from Farm to Cup, the Political Ecologies of conservation**

Padoch C., E. Harwell and A. Susanto (1998) "Swidden, Sawah, and In-Between: Agricultural Transformation in Borneo" *Human Ecology* 26 (1): 3-20.

López-Gómez, A. M., G. Williams-Linera, R. H. Manson (2008) "Tree Species Diversity And Vegetation Structure In Shade Coffee Farms In Veracruz, Mexico" *Agriculture, Ecosystems and Environment* 124:160–172.

Gordon, C., R. Manson, et al., (2007) "Biodiversity, Profitability, And Vegetation Structure In A Mexican Coffee Agroecosystem" *Agriculture, Ecosystems And Environment* 118 256–266.

Chassen-Lopez, F., 1994. Cheaper than Machines: Women in Agriculture in Porfirian Oaxaca. In Mary Kay Vaughan and Heather Fowler Salamini, (Eds.) *Creating Spaces, Shaping Transitions: Women of the Mexican Countryside, 1850-1990*. Tucson, University of Arizona Press), pp. 27-50.

Lyon, S., 2008. We want to be equal to them: fair trade coffee certification and gender equity within organizations, *Human Organization* 68(3), 258-268.

### **Fieldtrip Information: please read carefully – your grade is based in part upon fieldtrip participation**

We will take a fieldtrip to view mountain-top removal and other forms of strip mining in eastern Kentucky in early October (the precise date will depend upon availability of local guides). The trip will be an overnight trip, participants will camp out at Wiley's Last Resort campground above Whitesburg. We will speak with Kentuckians who have been affected by various aspects of mountaintop removal, including blasting and water contamination. We will also meet with colleagues from the UK school of Behavioral Medicine who are undertaking research on social networks and disease prevention in the area.

The trip will take two days – we will leave Saturday morning and return late on Sunday. You will be responsible for

- reviewing case study materials on Appalachian mining, politics, and environmental issues,
- observing and asking questions during the trip,
- discussing your observations during the trip
- and returning your fieldtrip write-up by Friday of the week following the trip.

### **Course Grading**

Grading scale:

- >90 – 100% = A
- >80 - 90% = B
- >70-80% = C
- >60-70% = D
- <=60% = E

### **Final Exam Information**

Date, time, location, other information

### **Mid-term Grade**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar

<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

### **Course Policies:**



<b>Submission of Assignments:</b> <b>In-class submission only</b>	<b>Attendance Policy.</b> <b>Students are expected to attend class meetings</b>
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### **Excused Absences:**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

### **Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of

plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. 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 (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Accommodations due to disability:**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.