

## D2: SU: GEOG 050: GLOBAL ENVIRONMENTS & CULTURES

Fall 2022 Syllabus - Section B, CRN [95198](#); 3 credit hours

Lectures: MWF 9:40 – 10:30am

Modality: In Person Lecture (LAFAYETTE L108)

### Professor

Dr. Ingrid L. Nelson

[ilnelson@uvm.edu](mailto:ilnelson@uvm.edu)

Office Hours: F 12:15pm – 3:15pm in Old Mill 204 or Microsoft Teams

Office Hours are by Appointment Only. Sign up here: <https://ilnelson.youcanbook.me/>

### Teaching Assistant

Iona McQuiston

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Office Hours: W 3:00-4:00pm (location TBD)

**Pre-requisites:** None

**General Education:** Satisfies the Diversity Category Two (D2) and Sustainability (SU) requirements

### Course Overview

This course offers an introduction to geography from global, regional, and place-based perspectives. We will examine socio-environmental transformations that arise from interactions between natural systems and human activities through six analytical modules: i) protected areas and biodiversity, ii) cultivation, land tenure and labor, iii) sustainability, 'green economies' and energy transitions, iv) water and environmental justice, v) political ecology, and vi) 'extreme environment' cultures of science and technology. Within each module, we will review key concepts that are likely familiar to students at this stage of learning, but that we *re-examine* from critical and diverse perspectives. The course encourages students to think geographically about global processes and their many social, political and environmental impacts. Although this is a required course for geography majors and highly recommended for geography minors, students of all interests and majors are welcome!

### Learning Objectives

This course aims to:

- Provide a global comparative framework for understanding political, economic, and environmental systems.
- Demonstrate how society and nature are linked through co-productive and co-evolutionary processes.
- Describe how individuals, groups or institutions affect and interact with each other.
- Identify and demonstrate understanding of theories of human behavior, experience, institutions, or social systems addressed in the course.
- Offer foundational perspectives on different meanings and practices of "diversity".
- Offer foundational perspectives on different meanings and practices of "sustainability."

This course reinforces the “Four Sustainability Learning Outcomes”:

- Students can have an informed conversation about the multiple dimensions and complexity of sustainability. (Knowledge category)
- Students can evaluate sustainability using an evidence-based disciplinary approach and integrate economic, ecological, and social perspectives. (Skills category)
- Students think critically about sustainability across a diversity of cultural values and across multiple scales of relevance from local to global. (Values category)
- Students, as members of society, can recognize and assess how sustainability impacts their lives and how their actions impact sustainability. (Personal domain)

At the completion of this course, students will be able to:

- Better understand the planet’s physical and cultural diversity and be able to analyze significant events in terms of that diversity.
- Have an informed discussion about the multiple dimensions of political, economic, and environmental challenges.
- Recognize and evaluate methods and processes of systematic investigation in one or more case study examples of social science research.
- Evaluate sustainability using an evidence-based disciplinary approach and integrate economic, environmental, and social perspectives.
- Think critically about sustainability across a diversity of cultural values.

### Required Course Materials

1. **Required Texts:** All required readings will be posted on Blackboard (<https://bb.uvm.edu>) in the “course materials” section of the site. Materials will be organized by module folders. Note: There is no textbook required to purchase for this course.
2. **Blackboard:** You will be able to see *preliminary* grades when they become available in Blackboard. You will find the course syllabus and any revisions in Blackboard, along with the course readings. Links to relevant media such as videos and other materials will be via Top Hat (see below). Weekly course announcements will be posted via Blackboard (due to the sync timing with the registrar’s information) and an automatic email will be sent to you when a new announcement is posted.
3. **Top Hat:** We will be using **Top Hat** ([www.tophat.com](http://www.tophat.com)) for class participation. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. For instructions on how to create a Top Hat account and enroll in our Top Hat course, please refer to the invitation sent to your school email address or consult Top Hat's Getting Started Guide (<https://bit.ly/31TGMlw>). Remember to register with your uvm email address. If you already have a Top Hat account, go to [<https://app.tophat.com/e/673814>] to be taken directly to our course. If you are new to Top Hat, follow the link in the email invitation you received or...
  - Go to <https://app.tophat.com/register/student>
  - Click "Search by school" and input the name of our school
  - Search for our course with the following join code: **673814**

Should you require assistance with Top Hat at any time please contact their Support Team directly by way of email ([support@tophat.com](mailto:support@tophat.com)) or the in-app support button. Specific user information may be required by their technical support team when troubleshooting issues.

## Course Structure and Assessments

**Attendance, Discussion & Top Hat Participation (25%):** Ideally, students should join every class session. You can miss up to 5 classes for the entire semester without penalty to your grade. This should cover most issues with unforeseen weather, illness, family or work emergencies, etc. Thus, DO NOT EMAIL PROF. NELSON about any of these types of reasons for class absences. If you miss a class, it is your responsibility to obtain notes from another student. Office hours are for working through specific questions and not an occasion for a professor to repeat an entire missed lecture. Please respect the instructor and your classmates by giving them your full attention when they are presenting. **We will establish expectations for how we will use the features of Top Hat during the first week of class. We may revisit these protocols and norms as needed throughout the semester.**

**Short Reading Quizzes (10%):** Students will complete 6 short online reading quizzes drawing on assigned course readings. Quiz questions will be in either True/False, Multiple-Choice or Fill-in-the-Blank format and will be made available on the course Blackboard site and/or via Top Hat (these quizzes do not have listed dates as they are meant to be virtual 'pop' quizzes to encourage keeping up with our readings. Quizzes are worth 2% each for a total of 10% of your course grade (**your lowest quiz grade will be dropped**)).

**Module Quizzes (50%):** Module quizzes are more substantial and have set dates (scheduled for the end of each module) and they are meant to take the place of traditional, higher stakes exams. Module quizzes will cover information from lectures, films, readings and course discussions. They will include short-answer, multiple-choice, and essay questions. There will be no make-up module quizzes. Don't leave the quiz to the last minute! You will have 30 minutes to complete each quiz, which is **open book/notes and questions are randomly generated**, meaning students will be answering a different combination of questions. If you cannot take a quiz on the scheduled range of dates, you should have your Dean of Students office contact me regarding requests for accommodations. Students with registered learning accommodations through SAS will have extended times built into their Blackboard settings for the quiz, but only if those accommodations have been indicated in a SAS letter. Some accommodations may require coordination with the Exam Proctoring Center. I will drop the lowest quiz score or you may choose not to take one of the quizzes without penalty to your final course grade. I will record your top five module quiz grades (worth 10% of the course grade each).

**Reflective and Integrative Work (25%):** There will be three opportunities to complete short homework assignments throughout the course. While doing all of the assignments is an excellent way of studying, students should submit **only two** of them. The first homework option is the least challenging and the third is the most challenging, so there is an incentive to submit the first two options. The short homework assignments are each worth 5% of your course grade.

There will be three opportunities to complete a slightly longer activity and written reflection throughout the course. While doing all of these assignments is an excellent way of studying for the exams, students should submit **only two** of them. The first option is the least challenging and the third is the most challenging, so there is an incentive to submit the first two options. The activity and written reflection are each worth 7.5% of your course grade.

## Course Grading\*

A+: 98-100%; A: 93-97.9%; A-: 90-92.9; B+: 88-89.9; B: 83-87.9; B-: 80-82.9; C+: 78-79.9%; C: 73-77.9%; C-: 70-72.9%; D+: 68-69.9; D: 63-67.9; D-: 60-62.9; F: below 60%

\*Warning letters: If a student is on track to earning a D or lower in class, they and their advisor will receive an Academic Alert via email suggesting they seek out ways to improve their work. If you receive an alert, please ask your instructor and academic advisor for guidance on improving your work. If you would like to contest a final grade, please follow the procedures outlined in this policy: <https://www.uvm.edu/policies/student/gradeappeals.pdf>. For more general information about grading and GPE calculation at UVM, go to <https://www.uvm.edu/registrar/grades>.

Course Assessments	% Final Grade
<b>Course Engagement and Fundamentals</b> <ul style="list-style-type: none"><li>• Discussion &amp; Top Hat Participation (10%)</li><li>• Class Attendance (5%)</li><li>• Short Reading quizzes (5 out of 6 count) (10%)</li></ul>	<b>25%</b>
<b>Module Quizzes</b> (Lowest quiz score dropped. Total score reflects five quizzes at 10% each) <ul style="list-style-type: none"><li>• Analytical Module 1 Quiz</li><li>• Analytical Module 2 Quiz</li><li>• Analytical Module 3 Quiz</li><li>• Analytical Module 4 Quiz</li><li>• Analytical Module 5 Quiz</li><li>• Analytical Module 6 Quiz</li></ul>	<b>50%</b>
<b>Reflective and Integrative Work</b> <ul style="list-style-type: none"><li>• Submit <u>two</u> of the three 'short' homework options (10%)</li><li>• Submit <u>two</u> of the three 'activity + reflection' homework options (15%)</li></ul>	<b>25%</b>
<b>Total</b>	<b>100%</b>

### General Course Policies:

**UVM's Definition of a credit hour:** This is a 3-credit course. The UVM Faculty Senate defines a University of Vermont credit hour as, "One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit or the equivalent amount of work over a different amount of time..." (p. 425; See this link: [https://www.uvm.edu/~rgweb/zoo/archive/catalogue/1718cat\\_ug.pdf](https://www.uvm.edu/~rgweb/zoo/archive/catalogue/1718cat_ug.pdf)). I have designed this course such that ***your work outside of and in addition to our scheduled class times (readings and other work) will average out to 6 hours per week over the course of the semester.***

**Technical support for students:** Please read this technology check list to make sure you are ready for classes: <https://www.uvm.edu/it/kb/student-technology-resources/>. Students should contact the Helpline (802-656-2604) for support with technical issues (except for Top Hat issues).

**COVID-19, Potential Course Changes and Classroom Space Expectations:** The University of Vermont reserves the right to make changes in the course offerings, mode of delivery, degree requirements, charges, regulations, and procedures contained herein as educational, financial, and health, safety, and welfare considerations require, or as necessary to be compliant with governmental, accreditation, or public health directives. UVM expects students, faculty, and staff to remain compliant with all COVID-19 recommendations and measures in place for UVM, the State of

Vermont, and the City of Burlington. This includes following all rules regarding safety when attending class and generally in indoor spaces. If you do not follow these guidelines, I will ask you to leave the class. [The Code of Student Conduct](#) outlines policies related to violations of University policies that protect health and safety on campus.

**Communication:** Please be sure you check your email regularly or ensure that you forward your UVM email to an address you check regularly. When emailing me please type GEOG 050 in the subject line.

**Late work:** All work is due on the dates indicated in the course schedule. Only work submitted by the listed deadline will receive thorough and timely feedback. Students may turn in homework assignments up to a maximum of one week after the deadline, but this late work will only receive a grade and minimal to no feedback. Students do not have to request this extended timeline, as the policy is automatic. Quizzes must be completed by their deadlines, except when your Dean of Student's office emails me for the need for an exception.

**Illness/Isolation/Quarantine:** If you are asymptomatic in quarantine due to COVID-19 or another illness, you are expected to continue your academic work in consultation with Prof. Nelson. ***Please DO NOT share any medical documents with your professors.*** Contact your Dean of Student's office in your college or school if illness is impacting your ability to keep up with your coursework, so that accommodations or other options such as medical withdrawal can be discussed. If a student will not be able to attend in-person classes for qualifying health reasons, Student Health Services (SHS) will send a notification to the appropriate student services office or designated staff member informing them of this along with the dates the student is unable to attend. The SHS notification will specify whether the request for flexibility is only around in-person class attendance or includes additional flexibility for assignments and tests because the student is too ill to participate. Students are responsible for working with their faculty to make up class content and work they miss due to a documented illness.

**Student Learning Accommodations:** In keeping with University policy, any student with a documented disability interested in utilizing ADA accommodations should contact [Student Accessibility Services \(SAS\)](#), the office of Disability Services on campus for students. SAS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations, which are communicated to faculty in an accommodation letter. All students are strongly recommended to discuss the accommodations they plan to use in each course with their professors. Completing a Disability Related Flexibility Agreement may be necessary (faculty do this in consultation with the student and SAS specialist). Contact SAS: A170 Living/Learning Center; 802-656-7753; [access@uvm.edu](mailto:access@uvm.edu); or [www.uvm.edu/access](http://www.uvm.edu/access).

**Academic Integrity:** Plagiarism is defined as any time that you present another's work as your own, and it will not be tolerated in this course. In this course, we will be learning about ways of giving credit to others for their ideas and work. Be sure to distinguish your own words, designs and ideas from those of others by utilizing complete and accurate citations and references. If you have any questions about how to avoid plagiarism, please ask Prof. Nelson, consult [UVM's Code of Academic Integrity](#), which addresses plagiarism, fabrication, collusion, and cheating. It is also important to consult reference librarians for assistance.

**Tips for Success:** There are resources for students other than the professor (e.g. [Undergraduate Writing Center](#), [Supplemental Instruction](#), [Learning Co-op tutors](#), supplemental course materials).

**Lived Name and Pronoun Information:** The UVM Directory includes fields for indicating your lived name and your pronouns. Lived names (preferred names, names in use) are names that an individual wants to be known by in the University community. Entering your pronouns is strongly encouraged to help create a more inclusive and respectful campus community. To update your information, login to the UVM Directory. A preview box will allow you to see how this information will appear in other systems used on campus such as Microsoft Teams and Blackboard. More information about how to make changes to your lived name and pronouns is available in the [Knowledge Base](#).

**Research and Citation Help:** For finding information, citing sources, and more, ask a librarian. You may ask questions by phone, e-mail, chat, or text, or make an appointment for an individual consultation.

Howe Library: <https://library.uvm.edu/askhowe>

Dana Medical Library: <https://dana.uvm.edu/help/ask>

Silver Special Collections Library: <https://specialcollections.uvm.edu/help/ask>

**Fostering a Critical and Responsible Learning Environment:** Throughout the course, please feel free to express your ideas and enter into dialogue with your fellow students. I encourage you to express your views and share your experiences. I expect you to be courteous with others, respect different views, and refrain from personal attacks—in class, outside of class and on-line. Failure to abide by these expectations will result in a reduced class engagement grade or disenrollment. [UVM's Code of Student Conduct](#) outlines conduct expectations as well as students' rights and responsibilities.

**Supporting Health and Wellbeing:** In this course we will acknowledge mental health struggles and the need for a supportive classroom space. However, this course cannot and should not replace licensed one-on-one and group mental health services. The Center for Health & Wellbeing (CHWB) offers a wide range of services to support your mind, body, and spirit while you're enrolled at UVM. The Student Health Services staff of physicians, physician assistants, nurse practitioners, nurses, and dietitians work with patients and collaborate with other CHWB providers to ensure personalized and timely care to UVM students. Counseling & Psychiatry Services (CAPS) offers short-term individual counseling, urgent needs counseling, group counseling, outreach and education, psychiatry, referrals, and consultation services. For more information, check out the CHWB website at <https://www.uvm.edu/health>.

#### **Counseling & Psychiatry Services (CAPS)**

Phone: (802) 656-3340; Website: <https://www.uvm.edu/health/CAPS>

**C.A.R.E.** If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380). If you would like to remain anonymous, you can report your concerns online by visiting the Dean of Students website at [https://www.uvm.edu/deanofstudents/student\\_advocacy/care\\_form](https://www.uvm.edu/deanofstudents/student_advocacy/care_form).

**Athletic and religious schedule accommodations** follow UVM policy, which can be viewed at <http://catalogue.uvm.edu/undergraduate/academicinfo/rightsandresponsibilities/>. Students participating in inter-collegiate athletics should plan their schedules with special care, recognizing the primary importance of all of their university academic responsibilities. Each semester, members of UVM varsity and junior varsity teams are responsible for documenting in writing any conflicts between their planned athletic schedule and the class schedule to their instructors by the end of the second full week of classes. Students and instructors should then discuss potential conflicts between course requirements and intercollegiate competitions. When an unavoidable conflict exists, the student and instructor should

seek a resolution, which permits the student to address the course requirement and participate in the athletic competition. The instructor has final authority on this matter. Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please submit the dates of your absence to me in writing by the end of the second full week of classes. You will be permitted to make up work within a mutually agreed-upon time.

<https://www.uvm.edu/registrar/religious-holidays>.

**Class Session Recordings and Transmission of Course Materials:** Consistent with the University's policy on intellectual property rights, teaching and curricular materials (including but not limited to lectures, class notes, exams, handouts, and presentations) are the property of the instructor. Students are prohibited from publicly sharing or selling academic materials that they did not author (for example: class syllabus, outlines or class presentations authored by the professor, practice questions, text from the textbook or other copyrighted class materials, etc.); and students are prohibited from sharing assessments (for example homework or a take-home examination). Violations will be handled under UVM's Intellectual Property policy and Code of Academic Integrity. ***Lectures will not be recorded, but slides will be available in the Top Hat platform for review.***

**Athletic and religious schedule accommodations** follow UVM policy, which can be viewed at <http://catalogue.uvm.edu/undergraduate/academicinfo/rightsandresponsibilities/>. Students participating in inter-collegiate athletics should plan their schedules with special care, recognizing the primary importance of all of their university academic responsibilities and recognizing that there may be unplanned changes due to the ongoing pandemic. Each semester, members of UVM varsity and junior varsity teams are responsible for documenting in writing any conflicts between their planned athletic schedule and the class schedule to their instructors as they are aware of their schedules. Students and instructors should then discuss potential conflicts between course requirements and intercollegiate competitions. When an unavoidable conflict exists, the student and instructor should seek a resolution, which permits the student to address the course requirement and participate in the athletic competition. The instructor has final authority on this matter. Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please submit the dates of your absence to me in writing by the end of the second full week of classes. You will be permitted to make up work within a mutually agreed-upon time. The complete policy is here:

<https://www.uvm.edu/registrar/religious-holidays>.

**Course Evaluation:** All students are expected to complete an evaluation of the course at its conclusion. The evaluations will be anonymous and confidential, and the information gained, including constructive criticisms, will be used to improve the course. The [UVM Knowledge Base page](#) provides student instructions on how to access Blue course evaluations.

**Use of student work:** This course may use course participation and documents created by students for educational purposes. In compliance with the Federal Family Educational Rights and Privacy Act, works in all media produced by students as part of their course participation at UVM may be used for educational purposes. It is understood that registration for and continued enrollment in a course where such use of student works is announced constitutes permission by the student. After the course has been completed, any further use of student works will meet one of the following conditions: (1) the work will be rendered anonymous through the removal of all personal identification of the work's creator/originator(s); or (2) the creator/originator(s)' written permission will be secured. The purpose of UVM's [FERPA Rights Disclosure](#) is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974.

## GEOG 050 Course Schedule Fall 2022

Note: Module and Short Quiz deadlines are firm unless your dean’s office communicates your documented need for accommodations. Specific lectures, readings and topics are subject to change due to scheduling logistics and solicited student input. Each week, Prof. Nelson will post schedule changes or updates in Blackboard. ‘Class time’ may consist of a lecture or other formats depending on the material and the fluctuating realities of the ongoing COVID-19 pandemic.

WEEK	DATE	TOPIC	READINGS & ASSIGNMENTS (DUE BEFORE CLASS ON DATE LISTED)
<b>ANALYTICAL MODULE 1: GEOGRAPHICAL PERSPECTIVES ON PROTECTED AREAS AND BIODIVERSITY</b>			
1	Mon. 8/29	Course introduction	Course Syllabus; Quammen & James 2019 (link in BB)
	Wed. 8/31	Geography and studying human–environment relations	Zimmerer (2017)
	Fri. 9/2	Species concepts, biodiversity & counting life	Excerpts from Tsing 2005, 155-70 (.pdf, BB)
2	Mon. 9/5	<b>NO LECTURE — LABOR DAY HOLIDAY</b>	
	Wed. 9/7	Making parks protect biodiversity; Cultures of conservation beyond parks	Wilson 2014, 1-15 (.pdf, BB); Büscher et al. (2017)
	Fri. 9/9	Case study: Gorongosa National Park, Mozambique (Part I)	Watch <i>The Guide</i> (2011) film excerpt (link in Bb); Excerpts from Schuetze 2015 (.pdf, BB)
3	Mon. 9/12	Case study: Gorongosa National Park, Mozambique (Part II); Brief Module 1 Review	Review Module 1 notes and materials for today
	<b>By Tues. 9/13 at 11:59pm Complete Module 1 Quiz in Blackboard</b>		
<b>ANALYTICAL MODULE 2: GEOGRAPHICAL PERSPECTIVES ON CULTIVATION, LAND TENURE AND LABOR</b>			
4	Wed. 9/14	Introduction to agriculture & global food systems	Ofstehage 2018
	Fri. 9/16	Approaches in agroecology	Altieri & Nicholls 2020
	Mon. 9/19	Land and resource tenure and labor	Excerpts from Rocheleau and Edmunds 1997 (.pdf, BB)
4	Wed. 9/21	International Financial Institutions (IFIs) and Structural Adjustment Programs (SAPs)	Graeber 2011 (Introduction) (.pdf, BB); Life & Debt film (see link in Blackboard)
	Fri. 9/23	Forestry as agriculture and as a carbon solution?	Oliver 2022
5	Mon. 9/26	Synthesis of Module 2	Review module 2 notes and materials for today
	<b>By Tues. 9/27 at 11:59pm Complete Module 2 Quiz in Blackboard</b>		
<b>ANALYTICAL MODULE 3: ENVIRONMENTAL GOVERNANCE, SUSTAINABILITY AND ENERGY TRANSITIONS</b>			
	Wed. 9/28	Mega-conferences on sustainable development and the green economy	Lebada and Chasek 2021
	Fri. 9/30	Greening extractivism in the ‘Lithium Triangle’	Sovacool et al. 2020; Voskoboynik and Andreucci 2021

6	Mon. 10/3	Geopolitics, extractivism and greening arid cities	Koch 2014
	Wed. 10/5	Expertise, calculation and producing sustainability	Nelson 2021
	Fri. 10/7	Energy, toxicity and indigenous cultures	Osofsky and MacFarlane 2019; World map of indigenous peoples (BB link); Red Power Energy film
7	Mon. 10/10	Synthesis of Module 3	Review module 3 notes and materials for today
	<b>By TUESDAY 10/11 at 11:59pm Complete Module 3 Quiz in Blackboard</b>		
<b>ANALYTICAL MODULE 4: GEOGRAPHICAL PERSPECTIVES ON WATER AND ENVIRONMENTAL JUSTICE</b>			
	Wed. 10/12	The global water crisis, water insecurity and gender	Sultana 2018; Caruso 2017
	Fri. 10/14	<b>NO LECTURE — FALL RECESS DAY</b>	
8	Mon.10/17	Water insecurity and race: Flint, Michigan case study	Excerpts from Pulido 2016; <a href="https://www.ewg.org/tapwater/">https://www.ewg.org/tapwater/</a>
	Wed. 10/19	EJ and the Politics and Practices of Leadership	Tuck 2009
	Fri. 10/21	Citizen science, traditional ecological knowledge (TEK), mapping politics	Lave 2012; Sadler 2016
9	Mon.10/24		
	Wed.10/26	Synthesis of Analytical Module 4	Review module 4 notes and materials for today
<b>By THURSDAY. 10/27 at 11:59pm Complete Module 4 Quiz in Blackboard</b>			
<b>ANALYTICAL MODULE 5: POLITICAL ECOLOGY, FPE AND STSS</b>			
	Fri. 10/28	Introduction to political ecology	Sundberg and Dempsey 2014
10	Mon. 10/31	Trading waste, policy, politics and scale: TB117	Slater 2012; Retro Report NYT 2015 'Safety on Fire' (BB link)
	Wed. 11/2	Oceans, garbage patches, microplastics, endocrine disruptors	Liboiron 2013 and Liboiron 2018 (.pdf, BB)
	Fri. 11/4	Bees, sharks and political ecologies of environmental sensing	Houlihan and Brody 2019
11	Mon. 11/7	FPE and STSS	Excerpts from Kosek 2011 and Johnson 2016 (.pdf, BB)
	Wed. 11/9	Communities of political ecology praxis	Key Political Ecology URLs (posted in BB)
<b>By THURSDAY. 11/10 at 11:59pm Complete Module 5 Quiz in Blackboard</b>			
<b>ANALYTICAL MODULE 6: 'EXTREME' ENVIRONMENTS WHERE EARTH/BODY/VIRTUAL/OUTER SPACES MEET</b>			
	Fri. 11/11	Play the Nova Labs Exoplanet Lab game	Tutton 2021
12	Mon.11/14	Gaming a virtual outer space	Tait and Nelson 2022
	Wed.11/16	Outer space geopolitics and contested Earth landscapes	Drake 2022; Klinger 2019
	Fri. 11/18	Undersea networks	Satariano 2019 (link in BB), Excerpts from Starosielski 2015

13	Mon.- Fri. 11/21-5	NO LECTURE — THANKSGIVING RECESS	
14	Mon.11/28	Biosphere 2 and the geopolitics of deserts	Koch 2021
	Wed. 11/30	Body spaces and afrofuturism	Mutu 2018 film
	Fri. 12/2	Body spaces and digital relations	Gaybor 2022
15	Mon.12/5	Introduction to FDN Research	Nelson et al. forthcoming
	Wed.12/7	Synthesis of Module 6; Open Discussion	Review module 6 notes and materials
	FRI.12/9	Course conclusion lecture	
<b>By FRIDAY. 12/9 at 11:59pm Complete Module 6 Quiz in Blackboard</b>			
EXAM WEEK		<b>WE WILL NOT HAVE A FINAL EXAM IN THIS COURSE</b>	

**Full citations for select additional required readings posted in Blackboard:**

- Altieri, M.A. and Nicholls, C.I. 2020. Agroecology and the reconstruction of a post-COVID-19 agriculture. *Journal of Peasant Studies* 47(5): 881-898.
- Büscher, B., Fletcher, R., Brockington, D., Sandbrook, C., Adams, W., Campbell, L., Corson, C., Dressler, W., Duffy, R., Gray, N., Homes, G., Kelly, A., Lunstrum, E., Ramutsindela, M., and Shanker, K. 2017. Half-Earth or Whole Earth? Radical ideas for conservation, and their implications. *Oryx* 51(3): 407-410. doi:10.1017/S0030605316001228
- Caruso, B. 2017. Women still carry most of the world's water. *The Conversation: Academic rigor, journalistic flair*, July 16, <https://theconversation.com/women-still-carry-most-of-the-worlds-water-81054>.
- Drake, N. 2022. Maunakea's Controversial Telescopes are Getting New Management. *Scientific American* (14 July 2022) <https://www.scientificamerican.com/article/maunakea-s-controversial-telescopes-are-getting-new-management/>.
- Gaybor, J. 2022. Of Apps and the Menstrual Cycle: A Journey into Self-Tracking. In Harcourt W, van den Berg K, Dupuis C and Gaybor J (Eds) *Feminist Methodologies: Experiments, Collaborations and Reflections*. [Palgrave Macmillan Open Access](#).
- Graeber, D. 2011. *Debt: The First 5,000 Years*. Brooklyn, NY: Melville House, pp. 1-19.
- Houlihan, J. and Brody, C. 2019. What's in My Baby's Food? A national investigation finds 95 percent of baby foods tested contain toxic chemicals that lower babies' IQ, including arsenic and lead. A Healthy Babies Bright Futures report (28 October 2019) [https://www.healthybabyfood.org/sites/healthybabyfoods.org/files/2019-10/BabyFoodReport\\_FULLREPORT\\_ENGLISH\\_R5b.pdf](https://www.healthybabyfood.org/sites/healthybabyfoods.org/files/2019-10/BabyFoodReport_FULLREPORT_ENGLISH_R5b.pdf)
- Johnson, E.R., 2016. Governing Jellyfish: Eco-Security and Planetary "Life" in the Anthropocene, in: Braverman, I. (Ed.), *Animals, Biopolitics, Law: Lively Legalities*. Routledge, Oxon, pp. 59-78.
- Klinger, J.M. 2019. Environmental Geopolitics and Outer Space. *Geopolitics*, DOI: 10.1080/14650045.2019.1590340
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