

# **GES 3500: *Nature and Society***

Spring 2022 | Monday: 10am-12:30pm | Centennial Hall 115 | 4 Credits



Monolith (unknown artist) – San Juan County, Utah

## **Course Description**

The past few years can be characterized by multiple, competing, and nested crises: from COVID-19 to increased calls for racial justice, to profound levels of unemployment and inflation, to climate-fueled natural disasters (e.g., wildfires in Colorado). These issues may seem unrelated; however, they are profoundly related along axes of inequality and the practices and ideologies that maintain it. Further, it is easy to think of the ‘environment’ as being separate from our social or political spheres. Yet, it is precisely in the environment (built or otherwise) where these crises are happening, and how we exist in the environment – in relation to it and to one another – has ramifications for how these crises are experienced. Take wildfires for example. Wildfires are a natural phenomenon, but their intensity and frequency are changing because of climate change. Importantly, where they happen and who/what is impacted is as much a matter of climate change as it is urban planning. In short, nature and society are deeply interconnected, and this course will explore these interconnections through critical engagement with nature/society scholarship and an examination of relevant and timely case studies.

This course will be offered as a HyFlex course, meaning that we will aim to meet in person though there may be exceptions as we continue to deal with COVID-19. If you have any questions, thoughts, or ideas, please be in touch with me at [dharril4@uccs.edu](mailto:dharril4@uccs.edu).

**Professor:** Dylan M. Harris



**Email:** [dharr14@uccs.edu](mailto:dharr14@uccs.edu) (checked 9am-5pm M-F)

**Office Hours:** Mondays, 1:00pm – 3:00pm (or by appointment)

**Office Location:** Zoom (for now, though in-person is possible)

## **Faculty Response Time**

I try to respond to emails within 24 hours (except for weekends), and I try to return grades within 72 hours. I will let write to let you know if my schedule changes otherwise!

## **Teaching Philosophy**

I think of the classroom as an experimental space in which I can learn alongside students, testing and pushing the limits of how knowledge is made, consumed, and carried forward outside of the university. With a background in organizing work, I also see the classroom as a site where knowledge production meets practical skills meant to encourage students in their research and writing, activism, and professional development. I focus on four main tenets in my teaching: critical thinking, deep listening, active engagement, and effective communication. I believe this four-part approach to teaching encourages students to slow down their thought processes, to sit with tension in their own ideologies and truly learn from others. Ultimately, I think this approach to teaching permits students to feel more comfortable expressing themselves in the classroom, which allows students—and myself—to learn just as much from one another as they do from me. Finally, and importantly, I draw from my personal and professional experiences as an educator (in both formal and informal spaces over the last decade), to center diversity and inclusion in the classroom. I am intentional about creating space for students to feel brave and confident in their own life experiences, bringing them to the fore in classroom conversations to help one another better understand how the ideas we discuss in class resonate in particular and significant ways in people's lives.

## **Course Objectives**

This course will introduce to wide array of ideas, concepts, and problems related to nature-society relations. There is a lot to cover here, and it important that you all are prepared to **think critically**. Critical thinking is bolded here because it will be our most useful tool throughout this

course. Take a quick look at a definition of critical thinking from the *Foundation for Critical Thinking*:

“Critical thinking can be seen as having two components: 1) a set of information and belief generating and processing skills, and 2) the habit, based on intellectual commitment, of using those skills to guide behavior... It is thus to be contrasted with: 1) the mere acquisition and retention of information alone, because it involves a particular way in which information is sought and treated; 2) the mere possession of a set of skills, because it involves the continual use of them; and 3) the mere use of those skills (‘as an exercise’) without acceptance of their results.”

Building from a base of critical thinking, at the end of this course you will be able to:

- CO1 – explain how our current relationship to ‘nature’ developed over time;
- CO2 – identify historical antecedents to contemporary nature-society relations in the present;
- CO3 – articulate key biophysical, social, political, and economic factors influencing nature-society relations in the present and the future;
- CO4 – discuss contemporary issues – such as cryptocurrency – as it relates to nature-society relations;
- CO5 – synthesize the key similarities and differences between contemporary case studies;
- CO6 – effectively communicate, through discussion and writing, about nature-society relations.

## Course Requirements

- There are no prerequisites for this course.

## Required Texts and Other Readings

- Each module/week, I will upload chapters and articles for you all to read. Though there are no books you are \*required\* to buy, this course will draw heavily from a few books –
  - C. Merchant (1980) *The Death of Nature: Women, Ecology, and the Scientific Revolution*. San Francisco, CA: Harper.
  - W. Cronon (1983) *Changes in the Land: Indians, Colonists, and the Ecology of New England*. New York, NY: Hill and Wang.
  - R. W. Gilmore (2007) *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California*. Berkeley, CA: University of California Press.
  - T. Perreault, G. Bridge, J. McCarthy, eds. (2015) *The Routledge Handbook of Political Ecology*. New York, NY: Routledge.
  - P. Robbins. (2019) *Political Ecology: A Critical Introduction*. New York, NY: Wiley.
  - M. Liboiron. (2021) *Pollution is Colonialism*. Durham, NC: Duke University Press.

If you find this class particularly interesting, you may want to pick these books up someday!

- This course will also use lots of supplementary materials – podcasts, music, interviews, popular articles, etc. – that will also be made available either as links or PDFs through Canvas.

## **Course Expectations**

In short, you will get out of this course what you put into it. We will spend lots of time discussing text and ideas, learning from one another. There will be multiple opportunities to engage with material in ways that are meaningful to you, and it is my hope that this information will not be passively absorbed. Rather, it is my hope that this material resonates with you all in ways that extend beyond the classroom.

### **Technology Requirements**

This course will work best with the use of a personal computer system, either Mac or PC. It can potentially be completed with a mobile device or tablet, but it may prove to be more difficult in terms of technical capacity.

Here are some helpful tips –

- Download and install Microsoft Office 365 on your personal computer (this is free through UCCS).
- To participate in a few discussions, you will need speakers or headphones/earbuds attached to your computer as well as a microphone, or a webcam has a microphone built into it.
- Download and install the latest version of the Google Chrome.
- Download and install Acrobat Reader.

### **Technology Competencies**

- You are expected to begin this course with basic computing skills that include using Canvas, Microsoft Word or Apple Pages (or some other word processing software) to write papers, accessing online research databases, and corresponding by campus e-mail. Knowledge of technology-supported multimedia, such as Microsoft PowerPoint and other audio/video resources is a plus; Communication outside of class will be by campus e-mail or Canvas messaging. An idea: if your UCCS address is not your primary one, have emails from it rerouted to the one you check most often. You can find information on how to do this on the UCCS IT website.

## **Course Structure**

- This course will be HyFlex, which – for us – means that we will aim to meet in person whenever it is safe and possible (pandemic pending). When we are not able to meet in person, I will do my best to give you all plenty of time to plan accordingly. We will have to be patient and kind with one another as we figure this out together.

- Whether we are meeting in person or online, information will be uploaded at least a month at a time, allowing you to access course materials at your own pace.
- When we meet in person, it will be on Mondays from 10am-12:30pm. Again, this is the plan unless otherwise stated.
  - Most assignments will be due on Sundays at 11:59pm, after which it will be marked as late. However, seminar discussions will take place in class on Mondays, and the final reflection will be due on Thursday, May 12<sup>th</sup> at 5pm.
- The weekly course material will consist of video lectures, readings, links to internet resources (e.g., podcasts and news articles), and discussion assignments.
- There will be many diverse opportunities for engagement and interactivity among yourselves through class discussions and class activities.

## **Assignments & Grading Summary**

### ***GES 3500***

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1. *Participation* – 10% / 10 pts

2. *Initial Reflection* – 5% / 5 pts

3. *Seminar Leadership* – 15% / 15 pts

4. *Discussion Question Responses* – 40% / 40 pts

- (In-person or virtual)\* Discussions - 4 pts per week (2 pts per question answered, 2 pts per response to a peer) x 10 weeks = 40 pts

5. *Written Reflections* – 15% / 15 pts

- Short Paper #1 (5% / 5 pts)
- Short Paper #3 (5% / 5 pts)
- Short Paper #3 (5% / 5 pts)

6. *Final Reflection* – 15% / 15 pts

***Total – 100 points***

\* Depending on the pandemic as well as what folks are most comfortable with doing, I will see if responding to discussions in class or virtually makes the most sense.

## Grading Breakdown –

- A+ = 97 + points
- A = 94-96 points
- A - = 90-93 points
  
- B+ = 87-89 point
- B = 84-86 points
- B- = 80-83 points
  
- C+ = 77-79 points
- C = 74-76 points
- C- = 70-73 point
  
- D+ = 67-69 points
- D = 64-66 points
- D- = 60-63 points
  
- F = >60 points

## *Participation*

This course is offered as ‘HyFlex’, meaning that most activity will ideally happen in class, but we will have to be flexible. As such, course activity will take place in person and online. All course material – lectures, readings, assignments, etc. – will be uploaded to Canvas. If we end up having to meet online at various times, you will have plenty of time to prepare, plan for, and schedule these meetings.

Because this course is HyFlex, participation will be counted in a variety of ways. Below, you will find an overview of ways participation will be considered, both in-person and online (again, depending on how/where we meet).

While traditional ‘class participation’ (e.g., attendance in class, responding to/asking questions in class, visiting office hours (in person), and group work) is not possible, there are other kinds of participation that will be taken into account in this course –

### *In-person*

- Attendance in class (required unless given notice)
- Responding to/asking questions in class discussion.
- Visiting Office Hours (online most likely)
- In-class group work/discussion (at a safe distance)

### *Online*

- Accessing and utilizing course materials on Canvas (required)
- Completing assignments (required)

- Engaging with other students' discussion questions/answers (required)
- Attending online office hours (suggested)

### ***Initial Reflection – due by Sunday, January 30<sup>th</sup> at 11:59pm***

In a paragraph (~150-250 words), answer the following question –

*What is the first thing that comes to mind when you hear the words 'nature' and 'society'? Name at least one issue/phenomenon/problem/solution to explain your association with these words.*

There are certainly no right or wrong answers to this question, and I assure I am not looking for anything in particular! I like to start this course with a brief reflection/writing exercise to get us in a similar mindset when thinking about the complexities of nature-society relations. These responses will only be read by me and not shared with your peers. I will not be 'grading' this so much as I will be reading it to see how you think about these issues. Again, no right or wrong answers! You will receive full credit if you write a paragraph and attempt to answer the question.

### ***Discussion Question Responses***

*GES 3500 – 10 in total due by Thursday, May 12<sup>th</sup> at 5pm (the last day of class)*

Discussion – learning and collaborating together – will be a large part of this course, and, as such, will reflect a large portion of your final grade. Each class, I will provide context through an interactive lecture for the first half, and then we will transition into a seminar for the second half. Each week, we will discuss 3 or more questions that will come from me or from your classmates. They will be based on the 'required materials,' and I expect your responses to also be based on these materials (though, feel free to include the additional materials in your responses if you feel inclined!).

In order for you to get credit each week, you will need to answer these questions on Canvas. However, feel free to bring your computer/tablet/phone to class and answer them as we discuss them in person. I will check to see if you have answered the questions at the end of each week (by Sunday at 11:59pm). There are three reasons for this discussion format. First, discussing in person allows you to change your answers as we continue to learn about a topic. Second, this allows for multiple means of engaging. I realize some folks are more or less comfortable speaking in person and being able to write your discussions online is a helpful option for many. Third, if we need to move online for any reason, there is already a Canvas infrastructure for having discussions.

Responses to the questions can range in style and length. If you feel compelled to write a personal story, or if you want to write a mini-manifesto or research-based response, feel free to do so. I only ask that you answer the question fully and thoughtfully (e.g., engaging with each part of the question). **Your responses only need to be a few sentences, but feel free to write as much as you like. Again, I only ask that you answer the question fully, addressing each part of the question.** These responses will be public so that your peers can read and engage with

them as well. In addition to answering **2 questions**, you are expected to engage with at least **one** of your peers' answers. My intention is twofold –

- i) to create as much of a 'discussion' as I can between you all; and
- ii) to make sure that you are engaging with the course material throughout the class (rather than all at once at the end).

**There are 14 weeks of material, but I am only asking you to answer questions for 10 of them.** This means that you can pick and choose which weeks to engage with more deeply. However, you should be reading/engaging with each week. **Your discussion question responses will be due by the Sunday, at 11:59 pm, of the week about which you are writing.** *Keep in mind that some weeks can have multiple things due, so plan accordingly! And, to reiterate, you are welcome to answer these questions in class during the seminar portion.*

Point Breakdown –

*GES 3500*

- 1 point per question answered x 2 (2 points)
- 2 points per engagement with peers' answer (2 points)
- 10 weeks x 4 points = **40 points total**

### ***Seminar Leadership – Case Studies***

This course is largely modeled after a graduate studies seminar, meaning that discussion is a key element of how we are going to learn about this material. We will do our best to have these discussions in person; however, we may have to move to Canvas if/when we need to adjust for COVID-19.

**Beginning Week 8 (3/14 – 3/20): Abolition Ecologies & The Prison System.** you all will be partly responsible for leading our weekly classes/discussions. I will still provide context, but I will not lecture as long as usual to make space/time for you all to 'lead' the class and classroom discussions. The aim of including case studies is to think deeply about contemporary issues that pivot around nature-society relations that do not have any clear answers or resolutions. We will think and learn about these topics together.

There are 5 weeks of case studies, and there are roughly 25 students in our class. That means each week we will have 5 students presenting/leading. I will likely divide into groups of 2 or 3 so we can have more than one leader/presentation/seminar discussion per class. In order to get credit, you will only need to complete one of these throughout the course. You will be able to sign up for which topic you like in class as we get closer to Week 8.

For the assignment, you will need to read the week's/module's required materials ahead of time and prepare a short presentation (~15-20 as a group) that provides an overview of that week's materials and questions/ideas you had from the material. Additionally, you will submit some questions via email/Canvas to me – 4 max. – that you would like to pose to the class. These questions will then be added to that week's discussion.



Then - with my help - you will help facilitate the week's discussion/conversation.

Point Breakdown –

- ~15-20 minute group presentation (10% / 10 pts)
- Submit discussions questions – 4 max. – via Canvas. (5 pts)
- **Total – 15% / 15 pts**

### ***Short Papers***

- #1 due by Sunday, February 20<sup>th</sup> at 11:59pm (5pts)
- #2 due by Sunday, March 13<sup>th</sup> at 11:59 (5pts)
- #3 due by Sunday, April 24<sup>th</sup> at 11:59 (5pts)

Writing is a critical piece of how we synthesize information and communicate it broadly. These short papers provide a way for you to engage more deeply with the topics raised in this course and – ideally – will be a compass for how you think about nature-society relations after this course.

Topics for each paper will be announced via Canvas. Each paper should be no less than 1000 words (and not more than 1500 words – learning to write short papers is a virtue!). All normal formatting (1-inch margins, 12 pt. font, relatively normal font style) apply for these and the final reflections.

### ***Final Reflection – due by Thursday, May 12<sup>th</sup> by 5pm***

Using information taken from this class, you will be asked to reflect more deeply upon a contemporary issue that brings nature-society relations into perspective. The issue can be something we cover in class, or it can be something that you are passionate about pursuing. This assignment is an opportunity for you to further explore some element of this course that you found most appealing/interesting/useful, and to apply it to a pressing issue of your choice.

By this stage of the course, it is not a matter of you ‘proving’ any knowledge to me. Rather, it is meant to give you a parting thought/idea to carry with you outside of the course.

## **Grading Policy**

- Grades will be posted in Canvas within 4 days after the assignment due date.
- Assignments should be uploaded using the assignment link in Canvas; please do not email them to the instructor.

### **Late Assignments Policy**

**Discussion Responses – Because you have the option to choose which weeks you respond to discussion questions – and because you will have time to do these in class - there will be no late days.**

*Seminar Leadership* – If for some reason you are unable to lead the seminar on the day you selected, reach out to me ahead of time so we can figure out a solution/reschedule.

*Initial Discussion & Written Reflections* – **You each are allowed to use 3 late days throughout the semester however you choose.** If you are three days late on one assignment, your grade will not be affected. If you miss one day on each assignment, your grade will not be affected. However, if you use all of your late days and submit an assignment late, I will not be able to accept the late assignment, and you will receive 0 pts. I will keep up with these, but I encourage you to keep up with them yourself as well.

*Final Reflections* – Because these are due at the very end of class, there will be no room for late days.

### *Assignment / Grading Review*

#### **GES 3500**

<b>Assignments and points</b>	<b>Points total</b>	<b>Final Weighted Percentage</b>
Participation	10 pts	10%
Initial Discussion	5 pts	5%
Weekly Discussions	4 pts x 10 weeks = 40 pts	40%
Seminar Leadership	15 pts	15%
3 Short Papers	3 x 5 pts = 15 pts	15%
Final Reflection	15 pts	15%
<b>Total</b>	<b>100</b>	<b>100%</b>

### **Communication and Interaction Policies**

- Participate in all activities (in-person or online, pandemic pending) in the course as listed in the syllabus unless they make prior arrangements.
- Commit to spending a minimum of 2-4 hours per week to complete the requirements for the course.
- Check UCCS email daily for updated messages sent via Canvas by the professor, and reply to these messages when appropriate
- Practice “Netiquette” and civility for online discussions, written work, email, and all forms of communication (see below)
- Submit all assignments through Canvas by the stated deadline.
- Know the policies and procedures for late work or missed assignments.
- **Ask for help if you need it!**

# Student Services and Support

## Accommodations

“If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to register with Disability Services and provide them with documentation of your disability. They will work with you to determine what accommodations are appropriate for your situation. To avoid any delay, you should contact Disability Services as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until a Faculty Accommodation Letter has been given to me. Please contact [Disability Services](#) for more information at Main Hall room 105, 719-255-3354 or [dservice@uccs.edu](mailto:dservice@uccs.edu).

## Military and Veteran Students

[Office of Veteran and Military Student Affairs](#) provides the following syllabus statement: "Military students who have the potential to participate in military activities including training and deployment should consult with faculty prior to registration for any course, but no later than the end of the first week of classes."

At this time, the student should provide the instructor with a schedule of planned absences, preferably signed by the student's commander, in order to allow the instructor to evaluate and advise the student on the possible impact of the absences. In this course, the instructor will consider absences due to participation in verified military activities to be excused absences, on par with those due to other unavoidable circumstances such as illness. If, however, it appears that military obligations will prevent adequate attendance or performance in the course, the instructor may advise the student to register for the course at another time, when she/he is more likely to be successful.

## Technology Support

There is a pre-course setup that can be added to your course shell with instructions for students for setting up your computer and student tutorial videos for Canvas. More help is available through the Help link at the bottom of the global navigation in the Canvas course (black nav bar at the far left of the window).

- For 24/7 Canvas Student Support, 844-802-9230
- For issues with logging in or your UCCS e-mail account or campus wireless, contact the UCCS Help Desk 719-255-3536 or [Contact the Help Desk online](#).
- [Canvas Support Live Chat](#) - you do not have to be logged in to Canvas to access the hotline or chat.

## UCCS Academic Support Services

Access to a range of University academic support services is available via the Canvas user interface (UCCS Resources > Resources, Policies, Etc.

## **UCCS Student Services & Resources**

Access to a range of University student support services is available via the Canvas user interface (UCCS Resources > SU18-FA18 > Resources, Policies, Etc.). If you need access to these services, please contact the [Student Success Center](#).

### **The Excel Centers**

The UCCS Excel Centers include the Language and Social Sciences Center, the Mathematics Center, the Communication Center, the Science Center, and the Writing Center. These five academic centers are designed to provide critical academic and individual support to all students in the University in all major academic areas, both within and beyond the classroom. All Excel Centers offer [online services by appointment](#).

### **Kraemer Family Library**

Library skills are essential to your success as a college student. Librarians are available to help students select and locate appropriate books, articles, and other resources needed to complete course assignments. Research help is available in person at the Reference Desk, by phone at 719.255.3295, and through email or chat via the Library's website, [www.uccs.edu/library](http://www.uccs.edu/library).

## **Course and Institutional Policies**

In addition to the course policies, all UCCS students are also expected to know and comply with policies set by the campus and the Regents of the University of Colorado. The most important include:

### **Attendance, Preparation, and Participation**

Students are expected to maintain high standards of ethical and professional conduct. This includes being adequately prepared, contributing to class discussions, submitting high caliber work, and representing your own work fairly and honestly. You must actively engage in class and group work to maximize your learning in this course.

### **Professional Behavior**

Professional behavior is necessary for you to be a successful member of a learning community. Please monitor your participation in class discussions and group work and find ways to contribute intelligently to the discussion without silencing others. All written assignments must be computer generated unless otherwise indicated by the professor. Professional behavior will be expected in your future teaching/counseling career and is often the hallmark of career success.

## **UCCS Student Code of Conduct**

The purpose of the [Student Code of Conduct](#) is to maintain the general welfare of the university community. The university strives to make the campus community a place of study, work, and residence where people are treated, and treat one another, with respect and courtesy.

### **Plagiarism and Cheating**

If you are unsure of what plagiarism and cheating consists of, please contact me before submitting an assignment that may include plagiarism and cheating. You may also want to read the [UCCS Policies on Academic Honesty and Civility](#) if you are uncertain as to what plagiarism and cheating are. University regulations will be followed to the letter.

### **UCCS Student Rights & Responsibilities**

The Colorado General Assembly implemented the [Student Bill of Rights](#) (C.R.S. 23-1-125) to assure that students enrolled in public institutions of higher education have rights.

### **UCCS Academic Honor Code**

UCCS has an ongoing commitment to maintain and encourage academic integrity. Therefore, the university has created a set of [standards of academic honesty](#) and procedures governing violations of these principles.

### **Confidentiality**

Under no circumstances will students disclose individual student or teachers' names during whole class discussions. Please remember to respect the confidentiality of all participants, schools, and/or organizations.

### **Recording of classroom lectures and/or re-distribution of classroom materials**

The materials, classroom lectures, discussions, and assignments for this course have been developed for educational purposes at UCCS and constitute intellectual property. Any student who wants to record or videotape classroom lectures and discussions or re-distribute classroom materials must discuss this issue with the professor and obtain written permission.

#### *Recording a class with student participation to be used within the same class*

Making recordings available to students enrolled in the class in which the recording was made is allowed because enrolled students would have: (1) been in the class and the recording would not disclose anything to the student that they didn't already know, or (2) missed the class, but the information in the recording is something that the student had a right to access had the student been in attendance. Instructors should consider the following when making classroom recordings to be shared with students enrolled in the same class:

- Provide notice to students of the recording in the syllabus and through a verbal announcement at the beginning of each recorded session.

- Ensure storage and access to the recording is secure and limited to students enrolled in the same class, for example by utilizing Canvas.
- Instructors should delete the recording within a reasonable time after the class ends to prevent inadvertent disclosure or use.

*Recording a class with student participation to be used outside of the class*

The portion of these recordings containing student participation are education records protected by FERPA. Instructors should consider the following when sharing these recordings to anyone that is not a student enrolled in the class:

- Provide notice to students of the recording in the syllabus and through a verbal announcement at the beginning of each recorded session.
- Avoid recording students, if the recording includes only the instructor, it is not a student education record and not subject to FERPA.
- Edit the recording to remove any portion in which a student appears or blur the student's image and distort the student's voice.
- Plan class participation sessions so that it is easy to edit student participation out.
- For recordings where de-identification is not possible, obtain individual written FERPA consents from each student that can be identified in the recording.
- If students participating are not de-identified, or participating students do not provide a FERPA consent, then the recording cannot be shared outside of the class.

## **Withdrawal from Course**

You may choose to withdraw from your class. Please note the last date for withdrawal without instructor/dean's approval is **April 1<sup>st</sup>, 2022**. Please email prior to your withdrawal as I am concerned about your progress in this course.

## Course Schedule (subject to change)

### Martin Luther King Day – Jan. 17<sup>th</sup>

- Holiday! But if you're interested and have time here are some suggested materials:
  - Dr. Martin Luther King Jr. in His Own Words:  
[https://www.democracynow.org/2021/1/18/mlk\\_day\\_special\\_dr\\_martin\\_luther](https://www.democracynow.org/2021/1/18/mlk_day_special_dr_martin_luther)
  - MLK's Letter from Birmingham Jail:  
[https://www.africa.upenn.edu/Articles\\_Gen/Letter\\_Birmingham.html](https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html)

### Week 1: 1/24 – 1/30

#### *Course Introduction – Welcome to Nature & Society!*

- Syllabus Review, Class Overview – FAQs
- Required Materials
  - Read Course Syllabus
  - Watch Film: [Anthropocene: The Human Epoch](#) (2019)
- Additional Materials
  - Listen to podcast: [Intersectional History of Environmentalism](#)
- Course Activity
  - Discussion Board – Introductions (upload yours + respond to one other)
  - **Initial Discussion Assignment (~150-250 words) – Due Sunday, 1/30 by 11:59pm**
    - *What is the first thing that comes to mind when you hear the words 'nature' and 'society'? Name at least one issue/phenomenon/problem/solution to explain your association with these words.*

## I. The Nature/Society Schism and its Discontents

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### Week 2: 1/31 – 2/6

#### *Historical Antecedents of the Nature/Society Schism*

- Required Materials
  - Read chapter – Marsh (1867) *Man and Nature; Or, Physical Geography as Modified By Human Action* – [Chapter 1: Introductory](#)
  - Read short article – Brune (2020) [Tearing Down Our Monuments](#)
  - Read short article – [Sierra Club apologizes for racist views of 'father of national parks' John Muir](#)
- Additional Materials
  - Read article (re: environmental determinism) – Semple (1901) [The Anglo-Saxons of the Kentucky Mountains: A Study in Anthropogeography](#)
  - Read chapter – Kropotkin (1902) *Mutual Aid: A Factor of Evolution* – [Introduction](#)
  - Read chapter – Kosek (2006) *Understories: The Political Life of Forests in Northern New Mexico* – Chapter 5: “Smokey Bear is a White Racist Pig”
  - Watch short film – [Invasion \(2019\)](#)
- Course Activity
  - Discussion Board – Answer 2 Questions, Respond to 1 Answer

### Week 3: 2/7 – 2/13

#### *The Rise of “Environmentalism”*

- Required Materials
  - Read article – Lohmann (2003) Re-Imagining the Population Debate
  - Read essay – Hardin (1968) The Tragedy of the Commons
  - Read short article – SPLC – [Garrett Hardin](#)
- Additional Materials
  - Read short article – Amend (2019) [First as Tragedy, Then as Fascism](#)
  - Read chapter – Meadows et al (1972) *The Limits To Growth* – [Introduction](#)
  - Read short article – Rockström et al (2009) A Safe Operating Space for Humanity
  - Explore website – [Stockholm Resiliency Center – Planetary Boundaries](#)
  - Listen to Podcast – [Silent Spring: The Legacy of Rachel Carson](#)
- Module Activity
  - Discussion Board – Answer 2 Questions, Respond to 1 Answer

### Week 4: 2/14 – 2/20

#### *The “Death” of Nature*

- Required Materials
  - Read chapter(s) – Merchant (1980) *The Death of Nature* – Introduction: Women & Ecology and Chapter 2: Farm, Fen, and Forest: European Ecology in Transition
  - **OR**
  - Read chapter – Liboiron (2021) *Pollution is Colonialism* – Introduction
- Additional Materials
  - Read article – Cronon (1996) – The Trouble with Wilderness: Or, Getting back to the Wrong Nature
  - Listen to podcast – For the Wild: [Episode 156 – Dr. Max Liboiron on Reorienting Within a World of Plastic](#)
- Module Activity
  - Discussion Board – Answer 2 Questions, Respond to 1 Answer
  - **Short Paper # 1 due Sunday, February 20<sup>th</sup> at 11:59pm (1000 words)**
    - ***Topic will be announced via Canvas***

## **II. Political Ecology**

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### Week 5: 2/21 – 2/27

#### *What is political ecology? Pt. 1*

- Required Materials
  - Read chapter – Robbins (2019) *Political Ecology: A Critical Introduction* – [Chapter 1: Political Versus Apolitical Ecologies](#)
- Additional Materials
  - Read chapter – Watts (2015) [Now and Then: The origins of political ecology and the rebirth of adaptation as a form of thought](#)
  - Read article – Robbins and Moore (2013) Ecological anxiety disorder: diagnosing the politics of the Anthropocene



- Read article – Davis et al. (2019) Anthropocene, Capitalocene, ... Plantationocene?: A Manifesto for Ecological Justice in an Age of Global Crises
- Listen to podcast – [Hunting While Black](#) with Dr. Carolyn Finney (the actual interview starts at 36:34).
- Module Activity
  - Discussion Board – Answer 2 Questions, Respond to 1 Answer

#### Module 6: 2/28 – 3/6

##### *What is political ecology? Pt. 2*

- Required Materials
  - Read chapter – Robbins (2019) *Political Ecology: A Critical Introduction* – [Chapter 8: Degradation and Marginalization](#)
  - **OR**
  - Read chapter – Holifield (2015) [Environmental Justice and Political Ecology](#)
- Additional Materials
  - Read/listen to interview – (2020) Robert Bullard: [The Father of Environmental Justice](#)
  - Watch short film: [Frontline: Flint's Deadly Water](#) (2019)
  - Read article – Pulido (2015) Geographies of Race and Ethnicity 1: White Privilege vs White Supremacy in Environmental Racism Research
- Module Activity
  - Discussion Board – Answer 2 Questions, Respond to 1 Answer

#### Week 7: 3/7 – 3/13

##### *Political Ecologies of Energy & Climate Change*

- Required Materials
  - Read article – Avila-Calero (2017) Contesting energy transitions: wind power and conflicts in the Isthmus of Tehuantepec
  - Read article – Paprocki (2018) Threatening Dystopias: Development and Adaptation Regimes in Bangladesh
- Additional Materials
  - Read article – Whyte (2020) [The Dakota Access Pipeline, Environmental Injustice, and US Settler Colonialism](#)
  - Watch short film – [Honduras: Blood and Water](#) (2016)
  - Read policy – Colorado Department of Labor and Employment's [Just Transition Action Plan](#)
  - Listen to podcast – Peak Environment Episode 70: [Colorado Greenhouse Gas Pollution Reduction Roadmap](#)
- Module Activity
  - Discussion Board – Answer 2 Questions, Respond to 1 Answer
  - **Short Paper # 2 due Sunday, March 13<sup>th</sup> at 11:59pm (1000 words)**
    - ***Topic will be announced via Canvas***

### III. Case Studies

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#### Week 8: 3/14 – 3/20

- No class – Dylan has jury duty on March 14<sup>th</sup>.

#### *Spring Break: 3/21 – 3/27*

#### Week 9: 3/28 – 4/3

##### *Abolition Ecologies & the Prison System, Pt. 1*

- Required Materials
  - Read short article – Heynen (2018) Toward an Abolition Ecology
  - Listen to podcast – Not Past It: [What's Haunting the Lake?](#)
- Additional Materials
  - Read short article – Sultan & Herskind (2020) [What Is Abolition, And Why Do We Need It?](#)
  - Listen to podcast – Trillbilly Worker's Party – [Year Zero 3: The Blues Epistemology \(w/guest Jordan T. Camp\)](#)
  - Listen to podcast – Antipod – [Episode 1: Clyde Woods, Dispossession, and Resistance in New Orleans](#)
  - Read article – Williams (2020) "The Fabric of Our Lives"?: Cotton, Pesticides, and Agrarian Racial Regimes of the US South
- Module Activity
  - Discussion Board – Answer 2 Questions, Respond to 1 Answer
  - Seminar Leadership due in class on Monday, March 28<sup>th</sup>

#### Week 10: 4/4 – 4/10

##### *Abolition Ecologies & The Prison System, Pt. 2*

- Required Materials
  - Read chapter – Gilmore (2007) *Golden Gulag: Prisons, Surplus, Crisis and Opposition in Globalizing California* – [Chapter 2: The California Political Economy](#)
- Additional Materials
  - Watch Short Film – [Geographies of Racial Capitalism with Ruth Wilson Gilmore \(2020\)](#)
  - Read short article – Kushner (2019) [Is Prison Necessary? Ruth Wilson Gilmore Might Change Your Mind](#)
  - ADX Florence – Florence, CO
    - Abel (2015) [Colorado prison 'a high-tech version of hell'](#)
    - Cepero (2015) [Toxic Traps: Environmental Hazards Threaten Two Federal Supermax Prisons](#)
    - Matot (2017) [Florence runs into water issues with federal prison systems](#)
    - Tsolkas (2018) [Federal Correctional Facility Complex at the Center of Prison Town Water Debacle](#)
- Module Activity

- Discussion Board – Answer 2 Questions, Respond to 1 Answer
- Seminar Leadership due in class on Monday, April 4<sup>th</sup>

Week 11: 4/11 – 4/17

*Crypto-ecologies, Pts. 1 & 2*

- Required Materials (Pt. 1)
  - Watch short film – [Inside The Cryptocurrency Revolution](#)
  - Read short article – Stones (2021) [The Environmental Consequences of Cryptocurrency Mining](#)
  - Read short article – Cho (2021) [Bitcoin’s Impacts on Climate and the Environment](#)
- Additional Materials (Pt. 1)
  - Read article – Greenberg & Bugden (2019) Energy consumption boomtowns in the United States: Community responses to a cryptocurrency boom
- Module Activity
  - Discussion Board – Answer 2 Questions, Respond to 1 Answer
  - Seminar Leadership due in class on Monday, April 11<sup>th</sup>

*Crypto-ecologies, Pt. 2*

- Required Materials (Pt. 2)
  - Read article – Goodkind et al (2020) Cryptodamages: Monetary value estimates of the air pollution and human health impacts of cryptocurrency mining
  - Explore website/read article – Matthew (2022) [The 28 Most Sustainable Cryptocurrencies for 2022](#)
- Additional Materials (Pt. 2)
  - Listen to interview/podcast – *New York Times* Dealbook: [How do we green cryptocurrency?](#)
  - Read short article – Rhodes (2021) [Is Bitcoin Inherently Bad For The Environment?](#)
  - Read short article – Chrobak (2021) [Sci-fi carbon coins could actually save our planet](#)
- Module Activity
  - Discussion Board – Answer 2 Questions, Respond to 1 Answer
  - Seminar Leadership due in class on Monday, April 11<sup>th</sup>

Week 12: 4/18 – 4/24

*The Ecologies of (Student) Debt*

- Required Materials
  - Shah (2001) [Debt and the Environment](#)
  - Read short article – Sengupta (2021) [How Debt and Climate Change Pose ‘Systemic Risk’ to World Economy](#)
  - Read short article – Pearl (2019) [If climate apocalypse is imminent, should we bother paying our debts?](#)
- Additional Materials

- Read short article – West (2021) [Canceling Student Debt Would Help Achieve Environmental Justice](#)
- Watch short film – [Your Debt is Someone Else’s Asset](#) (2021)
- Read short article – King and Parnell (2020) [Stopping climate change could cost less than fighting covid-19](#)
- Module Activity
  - Discussion Board – Answer 2 Questions, Respond to 1 Answer
  - Seminar Leadership due in class on Monday, April 18<sup>th</sup>
  - **Short Paper # 3 due Sunday, April 24<sup>th</sup> at 11:59pm (1000 words)**
    - *Topic will be announced via Canvas*

#### **IV. Synthesizing & Wrapping Up**

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Week 13: 4/25 – 5/1

*Political Ecologies of the Future: Experimentation and Speculation*

- Required Materials
  - Read chapter – Robbins (2019) *Political Ecology: A Critical Introduction* – [Chapter 13: Political Ecologies of the Future](#)
  - **OR**
  - Read chapter – Braun (2015) [From Critique to Experiment? Rethinking political ecology for the Anthropocene](#)
- Additional Materials
  - Read article – Wilson (2015) [Energy Imaginaries: Feminist and Decolonial Futures](#)
  - Listen to podcast – [Imagining Climate Futures with Kim Stanley Robinson](#)
  - Read article – Harris (2021) *Storying climate knowledge: Notes on experimental political ecology*
- Module Activity
  - Discussion Board – Answer 2 Questions, Respond to 1 Answer

Week 14: 5/2 – 5/8

*Final Thoughts/Reflections/Conclusions*

- Required Materials
  - Read short article – [‘Hope is an embrace of the unknown’: Rebecca Solnit on living in dark times](#)
  - Read short chapter – Malm (2021) – Chapter 3: Fighting Despair (pp. 133-161)
  - Read short article – Kirksey (2014) [Hope](#)

Finals Week: 5/9 – 5/12

***Final Reflections due Thursday, May 12<sup>th</sup> by 5pm***