

## ENVS 67/GEOG 47.01/EEES167 Political Ecology Fall 2024

<b>Meeting Time:</b>	10A (TTh 10:10-12:00 pm; X Hour: F 4:00-4:50)
<b>Instructor:</b>	Chris Sneddon (christopher.s.sneddon@dartmouth.edu), 125 Fairchild
<b>Room:</b>	101 Fairchild
<b>Office Hours:</b>	MW: 09.30—10.45 am or by arrangement with Professor Sneddon

**Course Description:** Political ecology is an approach to studying human-environment relations that links a broad understanding of biophysical systems (e.g., tropical forests, coastal ecosystems, river basins, agro-ecosystems, urban environments) to knowledge regarding the political, economic and cultural forces that drive ecological change. Drawing on examples from North America, South and Southeast Asia, Africa and Latin America, this course employs a political ecology framework to examine contemporary debates over urbanization, conservation, water resources, the role of science in environmental conflicts, and the cultural landscape.

### Learning Outcomes

By the end of this course, our goal is that all participants will have the ability to:

1. Achieve an understanding of the major theories and concepts that have shaped contemporary scholarship in political ecology;
2. Critically assess these theories and concepts in terms of how they might be applied to a range of socio-ecological problems across a diversity of spatial scales and cultural contexts;
3. Critically reflect on our own roles as socio-ecological agents who are part of a broader set of political-economic, cultural and ecological processes; and
4. To develop the skills necessary to master the foundations of the field of political ecology while excelling within an online learning environment.

**Texts:** We will be reading selected chapters out of Neumann, R. 2012 [2<sup>nd</sup> edition]. *Making Political Ecology* (New York: Routledge). You can find a good used copy for under US\$10.00 if you are inclined to have one on hand. All chapters we use in class will be available on our Canvas site.

### Electronic Resources

All of our readings (articles, etc.), or links to our readings, will be posted to our Canvas site. Readings can be accessed in several ways: in our course Folders; through links on our “Week at a glance” Pages; through our Discussion Board; and finding them on your own. We will also make use of our course Discussion Board and other features (e.g., Assignments, Groups) on Canvas. We will use Panopto to have recordings of most in class sessions.

### Canvas and Zoom

Course materials will be made available and assignments will be submitted via [Canvas](#), as usual. Although we do not anticipate needing it at this time, class meetings will be held via [Zoom](#) if required (especially if Sneddon is ill). You may need to use Dartmouth’s [VPN client](#) to access campus resources, and it is a good habit to launch [GlobalProtect](#), Dartmouth’s primary VPN Portal, at the beginning of your day; this is the same app that facilitates access to Library resources. If we need to have online sessions, our course sessions will be recorded, as required by Dartmouth College, and posted to Canvas. See the Canvas site for the form. If you have any difficulties accessing these technologies or are unsure of how to use their necessary features, please reach out.

## **Course Assessment**

Attendance and Participation	10%
Discussion Board contributions	10%
Reading Reactions (6 in total)	30%
Midterm Exam (take home)	20%
Dartmouth Political Ecology Project (DPEP)	30%

## **EXPECTATIONS**

### **Attendance and Participation**

Even though we are hoping the worst impacts of the pandemic are over, I am aware that we continue to face unusual circumstances this term and year. Although the overall impacts of COVID-19 have lessened, the virus in its various mutations is still present and likely to continue its transmission. You may find yourself in a circumstance that makes it difficult to stay current with course assignments, discussions and participation, not only due to COVID but other ailments as well. If such a situation arises, please reach out to me as quickly as possible so we can find a solution. I am more than happy to work together to find an avenue for participation that works for whatever situation. If you are already aware of conditions that will affect your ability to participate in the course regularly or occasionally, please contact me at the start of the term so we can work out a plan.

I am also keenly aware of the mental health challenges faced by young people (and old), and the particular intensity these can take on at Dartmouth. Although by no means an expert, I have received some training through the Dartmouth CARES program and am always willing to listen. Dartmouth has a number of mental health resources ([LINK](#)) available to students (see below also). If you are feeling overwhelmed or otherwise concerned about your ability to maintain focus in the course, please reach out to Professor Sneddon. Again, I am not an expert but will try to search for reasonable accommodations.

Our collective experience of this course hinges on engaged commitment to the material and discussions throughout the term. Each student is expected to participate in a sustained, serious way with all assigned readings (including e-news articles), and to actively prepare for and participate in discussions each week. Class discussion will revolve around readings and your reactions to those readings (posted on class Discussion Board in Canvas). I expect you to be punctual for in-class or Zoom sessions, committed to the readings, and prepared for discussion. Please notify me as far in advance as possible if you need to miss a class session. My rubric for class participation and Discussion Posts (see below) are included at the end of the syllabus.

### **Discussion Board Posts**

Your reactions to the Readings and answers to prompts will form the basis of our Discussion Board posts on the Canvas site. Although you may not be completely finished with your Reading Reaction (see below) prior to the class in which we are discussing those readings, I ask that you post one question or comment about the reading prior to the beginning of class. Ideally, this would occur the evening before the course. But life often intervenes in our well-laid plans. Thus, try your utmost to post your question or comment one hour prior to class. See end of syllabus for information on grading of Discussion Posts. If you completely forget to post prior to class, do go back and post a comment. There will be a slight penalty but it will still be included in your point total.

### **Reading Reactions (RRs)**

At six times throughout the term, you will write and submit a brief summary and critique of the readings assigned for the class on the dates noted in the syllabus. You will note on the syllabus that you can submit a RR for either day of the week (Tuesday or Thursday) that has RRs assigned. For example, in Week 4 of the

term focused on political ecologies of racial justice you can submit either RR C-1 on Tuesday of that week or C-2 on Thursday. I will explain this in more detail in the first week of class. These summaries form the basis of class discussion, and serve to establish your comprehension of the readings and your engagement with course themes. I have included a “Makeup” RR (MU-1 and -2) that can be submitted in Week 8 in case you have had difficulty in keeping up with the assignments. All RRs are due at 11:59 pm EST on the day they are assigned. If you are finding it challenging for whatever reason to submit the RR on the assigned day, please let Prof. Sneddon know and schedule a time when it will be submitted.

These submissions consist of questions and reactions formulated around the assigned reading or readings. Although you should include some descriptions of the texts, the emphasis in these writings should be on your analysis of the arguments. Thinking deeply about how the readings engage political ecology as both an intellectual framework and a research practice will further your own interpretations and add depth and vigor to our class conversations. As in years past, I have explicitly included e-news articles and other non-academic information sources in order to (a) update events described in the journal articles, and/or (b) provide a more “popular political ecology” view of the cases we examine. See my note at end of syllabus for how I assess Reading Reactions. Finally, with the advent of Generative AI (GenAI) platforms in the past year, we are dealing with an entirely new world of learning and assessment in higher education. See my note below for more details on how we can best use this resource.

### **Midterm Exam**

There will be a take-home midterm examination at the half-way point of the term covering material we have engaged with up to that point. The format will short essay questions and you will have roughly one week to respond and submit the exam to Canvas. See Course Schedule for dates.

### **The Dartmouth Political Ecology Project (DPEP)**

This project is the ninth in a long-term study on the political ecology of the Dartmouth campus and beyond that in the past has examined the ecological, social and historical dimensions of the Dartmouth green and (more recently) contemporary environmental controversies. This year we will investigate *how actors on the Dartmouth campus interact with everyday commodities*. Students will work in small teams to investigate (a) the social and ecological impacts of specific commodities (e.g., food, clothing, fuels) that link Dartmouth to distant social-ecological systems, and (b) the institutional (political, economic) and cultural forces that come together to influence how these commodities are purchased, consumed, and discarded. Importantly, a key component of this exercise is to determine how to encourage more sustainable and just relationships with the things we encounter in our everyday lives. The specific nature of this project will be developed in a participatory process—students and Prof. Sneddon will together generate a list of potential commodities and specific research questions early in the term. A more detailed hand-out that describes the project will be disseminated the second week of the course. Each team will coordinate with each other and Prof. Sneddon via a mutually agreed upon media platform devoted to their particular commodity.

### **IN-PERSON TEACHING IN THE COVID-19 ERA**

Although we are in a significantly better situation than previous years, we all need to remain vigilant in our care for others and ourselves, and remain flexible in how we approach learning. The pandemic has touched all of us to some extent, and many of us significantly. If you find yourself in need of support or advice regarding this course, please reach out to me as early in the term as possible. Please look closely at the specific policies on attendance, safety, and accessibility listed below:

#### *Attendance:*

You are expected to attend class in person unless you have made alternative arrangements due to illness, medical reasons, or the need to isolate due to COVID-19. For the health and safety of our class community, please: do not attend class when you are sick, nor when you have been instructed by Student Health Services to stay home. As noted above, you will be able to view recordings of class in Canvas if you

are unable to attend, either ones from last Fall or from this year if we are in a classroom that supports Panopto recordings.

Importantly, there is increasing awareness in the scientific and higher learning communities that long COVID presents a significant challenge to learning and well-being. One study found that almost 37 percent of those who had COVID-19 continued to experience persisting symptoms of long COVID between three and six months following their illness. The study also reveals that almost 40 percent of patients with long COVID experienced symptoms between three and six months after their illness that they had *not* experienced in the first three months. In addition, symptoms of long COVID even occur in people who were not hospitalized for COVID, confirming that long COVID occurs even in young people and those who had a relatively mild illness.<sup>1</sup>

#### *Safety:*

You are expected to attend class in person unless you have made alternative arrangements due to illness, medical reasons, or the need to isolate due to COVID-19. For the health and safety of our class community, please: do not attend class when you are sick, nor when you have been instructed by Student Health Services to stay home. As noted above, you will be able to view recordings of class in Canvas (Week at a glance Pages) if you are unable to attend, either ones from last Fall or from this year if we are in a classroom that supports Panopto recordings.

#### *Accommodations*

Students requesting disability-related accommodations and services for this course are required to register with Student Accessibility Services (SAS; [Getting Started with SAS webpage](#); [student.accessibility.services@dartmouth.edu](mailto:student.accessibility.services@dartmouth.edu); 1-603-646-9900) and to request that an accommodation email be sent to me in advance of the need for an accommodation. Then, students should schedule a follow-up meeting with me to determine relevant details such as what role SAS or its All y [Testing Center](#) may play in accommodation implementation. This process works best for everyone when completed as early in the quarter as possible. If students have questions about whether they are eligible for accommodations or have concerns about the implementation of their accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

## **RESOURCES & OTHER ISSUES**

### **Access to Campus Resources (In person and Remote if needed)**

I recognize that the academic environment at Dartmouth is challenging, that our terms are intensive, and that classes are not the only demanding aspect of your life. This is particularly the case given the combined pressures of a global pandemic, unexpected climatic events and ongoing struggles for racial justice in the US and globally. Many of you may be facing greater challenges than usual given the sudden changes to your living and learning environment, public health concerns, and a host of other factors (e.g., housing or food insecurity, new or changing caregiving responsibilities, visa and accessibility concerns, access to health and mental health support, and so on). I want to state up front that I am cognizant of these realities, and more than willing to help each of you work through these challenges.

There are a number of campus resources available this term to support your needs. While the situation is constantly evolving, many offices are prepared to meet with you via phone or Zoom. For concerns about health and wellness, you may reach out to the [Dartmouth Health Service](#) (603-646-9400 or Secure Message

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<sup>1</sup> Taquet, M., Dercon, Q., Luciano, S., Geddes, J. R., Husain, M., & Harrison, P. J. (2021). Incidence, co-occurrence, and evolution of long-COVID features: A 6-month retrospective cohort study of 273,618 survivors of COVID-19. *PLoS medicine*, 18(9), e1003773.

in DartHub), [Counseling Services](#) (603-646-9442), and the [Student Wellness Center](#). Many students have found the wellness apps listed by the Health Service ([Wellness Apps](#)) to be quite useful. Also, check out Dartmouth's new [Wellness at Dartmouth](#) initiative.

For academic needs, you may contact your [undergraduate dean](#) (603-646-2243), [Student Accessibility Services](#) (603-646-9900), and the [Academic Skills Center](#) (603-646-2014). Students with concerns related to campus employment may connect with the [Student Employment Office](#) (603-646-3641). Those with visa-related concerns may reach out to the [Office of Visa and Immigration Services](#) (603-646-3474). I encourage you to take advantage of these resources, and to speak with me if you need support in the class.

Please note that faculty and staff are required by law to report certain matters to relevant parties on campus, including disclosures of sexual or gender-based harassment, sexual assault, relationship and interpersonal violence, and stalking. Taken together, these issues are encompassed by Dartmouth's Title IX Office. You can find more information about confidential versus non-confidential resources and support options [here](#).

### **Special Concerns**

You are encouraged to schedule a meeting with me and discuss course issues. I also encourage students with any kind of disability, including “invisible” ones like chronic illness and learning-related, to discuss with me possible accommodations that might be helpful. Any student with a documented disability needing academic adjustments or adaptations is requested to speak with the professor by the end of the second week of the term. I would also strongly encourage you to contact Student Accessibility Services (SAS) if you need assistance in this regard (<https://students.dartmouth.edu/student-accessibility/>). Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

### **Use of GenAI**

In this course, you may use AI programs (e.g. ChatGPT, Bard, Elicit) to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. The responses you receive from GenAI platforms may be elegant and sound confident, but they are often wildly incorrect. Be aware that their use may also stifle your own independent thinking and creativity. *You may not submit any work generated by an AI program as your own.* If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). Any plagiarism or other form of cheating will be dealt with severely under relevant Dartmouth policies (see below). Finally, I am planning on using GenAI platforms throughout the course in creative and interesting ways (stay tuned).

Please read carefully Dartmouth's recently updated [Guidelines on Using GenAI for Coursework](#). We will adhere to these guidelines.

### **The Honor Principle**

Please read carefully Dartmouth's updated [Academic Honor Principle](#). The Principle states: "Academic integrity is foundational to a Dartmouth education. All members of the Dartmouth community—faculty, staff, and students—are responsible for maintaining a culture of integrity, honesty, and respect in teaching, learning, scholarship, and creative work. By upholding this principle, we foster an atmosphere of intellectual growth and personal development both within and beyond Dartmouth." Consult our Canvas Pages for more details. It is imperative that you thoroughly understand the Honor Principle prior to submitting any work in this course.

### **Diversity and Inclusion**

One of the central aims of this course is to foster respectful and insightful dialogues about a range of topics, some of which raise challenging issues about racial hierarchies, social and economic marginalization,

unequal power relations, and environmental degradation. Achievement of this goal, to quote from Dartmouth's recently articulated *Toward Equity* plan, "depends upon the full diversity and inclusivity of this community." As in the broader Dartmouth community, I feel it is my responsibility as an instructor to help foster a classroom environment in which *all* individuals—irrespective of gender, gender identity, sexual orientation, race, ethnicity, socio-economic status, disability, nationality, political or religious views, or position within the institution—and their viewpoints are respected. Together, we can create a learning climate that is conducive to divergent perspectives being aired, discussed, and on occasion challenged, through civil discourse. I invite you, as a participant in this class, to join me in this aim. Two terrific resources that are helping to transform Dartmouth's community towards a more inclusive and just place include the Office of Pluralism and Leadership ([OPAL](#)) and the Office of Institutional Diversity and Equity ([IDE](#)). I would also encourage you to look at the recent report [Toward Equity](#), a powerful visioning document of Dartmouth's principles concerning inclusion, belonging, equity, and diversity.

## **COURSE SCHEDULE**

*Week 1: Introduction to course: What is Political Ecology?*

Tuesday, 17 September

PLEASE LOOK AT THIS READING PRIOR TO FIRST CLASS:

Neumann, Chapter 1 (Introduction) + Discussion of Political Ecology

Thursday, 19 September

Neumann, Chapter 2 (Roots and Branches)

Nietschmann, B. (1979). Ecological change, inflation, and migration in the far western Caribbean. *Geographical Review*, 1-24.

<https://www.nytimes.com/2016/10/17/world/americas/nicaragua-dispute-over-indigenous-land-erupts-in-wave-of-killings.html> ("Nicaragua dispute over indigenous land...")

DISCUSSION: What would a Reading Reaction for this week look like?

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*Week 2: Nature, Society, Gender*

Tuesday, 24 Sept

Demerritt, D. (2001). "Being constructive about nature." In N. Castree and B. Braun (eds) *Social Nature: Theory, Practice, and Politics*, pp. 22-40. Malden, MA: Blackwell.

<https://www.organicauthority.com/buzz-news/natural-food-brands-trick-labels-avoid-lawsuits> (No More 'Natural Food'...)

<https://ensia.com/features/predators/> ("These Montana ranchers...")

SUPPLEMENTAL READING: Neumann, Chapter 3 (Nature and Society)

DUE: [Reading Reaction A-1](#)

Thursday, 26 Sept

Carney, J. (1993). Converting the wetlands, engendering the environment: The intersection of gender with agrarian change in the Gambia. *Economic Geography*, 69(4), 329-348.

<https://thecommonwealth.org/news/report-recommends-changes-laws-discriminate-against-women-gambia> ("Report recommends changes to laws that discriminate against women in Gambia") – includes Link to Full Report

VIDEO: The Gambia: Reclaiming the Land: <https://www.youtube.com/watch?v=U5e2NB6U9dw>

SUPPLEMENTAL READINGS:

Mollett, S., & Faria, C. (2013). Messing with gender in feminist political ecology. *Geoforum*, 45, 116-125

DUE: [Reading Reaction A-2](#)

### **Introduction of DPEP: Themes and Teams**

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*Week 3: Dartmouth Political Ecology Project (DPEP) – Theme: Dartmouth Commodities and Alienation*

Tuesday, 1 October

#### **DPEP: Alienated Commodities at Dartmouth I**

Ollman, B. 1971. The theory of alienation. Chapter 18 in: *Alienation: Marx's Concept of Man in Capitalist Society*. London: Cambridge University Press. [VERY SHORT]

Watch one of the following VIDEOS:

- 1) Dan Lowe. 2023, Marx's Theory of Alienation, <https://www.youtube.com/watch?v=k7-tqxRZL9E>.
- 2) Sociology Live! 2015. Alienation, <https://youtu.be/30HeJvE9KCg>.
- 3) The Marxist Project. 2020. Fundamentals of Marxism: Alienation. <https://youtu.be/OQ6dSMnijCQ>.

Worthy K. (2013). The banality of everyday destruction. Chapter 1 in: *Invisible Nature: Healing the Destructive Divide between People and the Environment*. New York: Prometheus Books.

SUPPLEMENTAL READINGS:

Cook, Ian, et al. (2004). Follow the thing: Papaya. *Antipode* 36(4), 642-664.

Brooks, A. (2015). Systems of provision: Fast fashion and jeans. *Geoforum*, 63, 36-39. [VERY SHORT]

DUE: [Reading Reaction B-1](#)

Thursday, 3 October

#### **DPEP: Alienated Commodities at Dartmouth II**

Video : [Waste Pickers in Delhi, India](#)

Walter, M. L. Weber, and L. Temper. 2020. Learning and teaching through the online environmental justice Atlas: From empowering activists to motivating students. In *New Directions for Teaching and Learning. Special Issue: Teaching and Learning about Sustainability in Higher Education*. Volume 2020, Issue 161, Spring 2020, Pages 101-121.

#### **Discussion--DPEP: Putting It All Together**

DUE: [Reading Reaction B-2](#)

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*Week 4: Political Ecologies of Racial Justice*

Tues, 8 October

Pulido, L. (2000). Rethinking environmental racism: White privilege and urban development in Southern California. *Annals of the Association of American Geographers*, 90(1), 12-40.

Woods, C. (2005). Do you know what it means to miss New Orleans?: Katrina, trap economics, and the rebirth of the blues. *American Quarterly*, 57(4), 1005-1018.

<https://www.nytimes.com/2020/07/28/magazine/pollution-philadelphia-black-americans.html>  
("Pollution is killing poor Black Americans. This community fought back.")

DUE: Reading Reaction C-1

**TAKE HOME MIDTERM UNLOCKED ON CANVAS**

Thursday, 10 October

Levkoe, C. Z., & Offeh-Gyimah, A. (2020). Race, privilege and the exclusivity of farm internships: Ecological agricultural education and the implications for food movements. *Environment and Planning E: Nature and Space*, 3(2), 580-598.

Barra, M. P. (2020). Good sediment: Race and restoration in Coastal Louisiana. *Annals of the American Association of Geographers*, 1-17.

DUE: Reading Reaction C-2

**Discussion + DPEP Work Day** (consult with peers, Sneddon)

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Week 5—*Urban Political Ecologies, Water & Conflict*

Tuesday, 15 October

Ranganathan, M., & Balazs, C. (2015). Water marginalization at the urban fringe: environmental justice and urban political ecology across the North–South divide. *Urban Geography*, 36(3), 403-423.

Cobbinah, P. B., & Nyame, V. (2021). A city on the edge: the political ecology of urban green space. *Environment and Urbanization*, 33(2), 413-435.

<https://www.usnews.com/news/healthiest-communities/articles/2020-05-21/poor-water-access-heightens-coronavirus-threat-for-many-americans> (For Many Americans, Poor Water Access Heightens the COVID Threat)

DUE: Reading Reaction D-1

Thursday, 17 October

Sneddon, C. (2015). Chapter 6 in *Concrete Revolution: Large Dams, Cold War Geopolitics, and the US Bureau of Reclamation*. Chicago: The University of Chicago Press.

<https://www.scmp.com/week-asia/politics/article/3235081/china-mekong-states-boost-data-sharing-close-gap-uncertainty-mekong-shouldnt-be-place-rivalry> (China, Mekong states boost data sharing to close ‘gap of uncertainty’)

<https://www.rfa.org/english/news/laos/china-mekong-dam-restriction-09192023160452.html> (Chinese reservoirs were fuller than ever as lower Mekong suffered)

DUE: Reading Reaction D-2

**DPEP Work Day** (consult with peers, Sneddon)

**TAKE HOME MID-TERM DUE BY 11.59 pm on Friday, 13 October**

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Week 6: *Water, Restoration, and Justice*

Tuesday, 22 October

Readings:

Fox, C. A., Magilligan, F. J., & Sneddon, C. S. (2015). “You kill the dam, you are killing a part of me”: Dam removal and the environmental politics of river restoration. *Geoforum*, 70, 93-104.

Kocisky, K. (2022). Towards conceptions of green gentrification as more-than-human. *Environment and Planning E: Nature and Space*, 5(2), 6

46-665.DUE: [Reading Reaction E-1](#)

Thursday, 24 October

**Special Guest: Synia Gant-Jordan**, Black Voices at the River, Grand Rapids Michigan

Milligan, R., McCreary, T., & Jelks, N. T. O. (2021). Improvising against the racial state in Atlanta: Reimagining agency in environmental justice. *Environment and Planning C: Politics and Space*, 39(7), 1586-1605.

Grand Rapids Public Museum, "The renaissance of the Grand River"

(<https://www.grpm.org/blog/the-renaissance-of-the-grand-river/>) [PDF](#)

"We're scrambling to catch up:" Black residents say river management efforts fall short (<https://www.mlive.com/news/grand-rapids/2023/02/were-scrambling-to-catch-up-black-residents-say-river-restoration-engagement-efforts-fall-short.html>) [PDF](#)

Kimmelman, M. 22 July 2012. River of hope in the Bronx. *New York Times*. page AR1.

DUE: [Reading Reaction E-2](#)

**Discussion + DPEP Work Day** (consult with peers, Sneddon)

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*Week 7: Conservation Politics/Climate*

Tuesday, 29 October

Sundberg, J. (2011). Diabolic Caminos in the desert and cat fights on the Rio: a posthumanist political ecology of boundary enforcement in the United States–Mexico borderlands. *Annals of the Association of American Geographers*, 101(2), 318-336.

Fletcher, R. (2017). Gaming conservation: Nature 2.0 confronts nature-deficit disorder. *Geoforum*, 79, 153-162.

SUPPLEMENTAL READING: Neumann, Chapter 5 (Biodiversity Conservation)

DUE: [Reading Reaction F-1](#)

Thursday, 31 October

Nyantakyi-Frimpong, H., & Bezner-Kerr, R. (2015). The relative importance of climate change in the context of multiple stressors in semi-arid Ghana. *Global Environmental Change*, 32, 40-56.

Ford, J. D., Zavaleta-Cortijo, C., Ainembabazi, T., Anza-Ramirez, C., Arotoma-Rojas, I., Bezerra, J., ... & Wright, C. (2022). Interactions between climate and COVID-19. *The Lancet Planetary Health*, 6(10), e825-e833. VERY SHORT ARTICLE

Herrero, M., & Thornton, P. (2020). What can COVID-19 teach us about responding to climate change?. *The Lancet Planetary Health*, 4(5), e174. EVEN SHORTER

DUE: [Reading Reaction F-2](#)

**Discussion + DPEP Work Day** (consult with peers, Sneddon)

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*Week 8: Political Ecologies of Health and Disease/Praxis*

Tuesday, 5 November

Guthman, J., & Mansfield, B. (2013). The implications of environmental epigenetics A new direction for geographic inquiry on health, space, and nature-society relations. *Progress in Human Geography*, 37(4), 486-504.

Chitewere, T., Shim, J. K., Barker, J. C., & Yen, I. H. (2017). How Neighborhoods Influence Health: Lessons to be learned from the application of political ecology. *Health & place*, 45, 117-123.

<https://www.whatisepigenetics.com/popular-herbicide-may-epigenetically-promote-health-problems-in-descendants/> (“Popular herbicide may epigenetically promote...”)

<https://theconversation.com/if-were-not-careful-epigenetics-may-bring-back-eugenic-thinking-56169> (Epigenetics’ links to eugenics)

DUE: Reading Reaction Makeup 1 (MU-1)

Thursday, 7 November

Osborne, T., Brock, S., Chazdon, R., Chomba, S., Garen, E., Gutierrez, V., ... & Sundberg, J. (2021). The political ecology playbook for ecosystem restoration: Principles for effective, equitable, and transformative landscapes. *Global Environmental Change*, 70, 102320.

Zanotti, L., Carothers, C., Apok, C. A., Huang, S., Coleman, J., & Ambrozek, C. (2020). Political ecology and decolonial research: co-production with the Inupiat in Utqiagvik. *Journal of Political Ecology*, 27(1), 43-66.

DUE: Reading Reaction Makeup 2 (MU-2)

**Discussion + DPEP Work Day** (consult with peers, Sneddon, Snyder)

Week 9

**DPEP Presentations** (TTh, 12-14 November)

Week 10

Tuesday, 19 November

**Roundtable discussion on the future of political ecology**

SHORT VIDEO on political ecology and civic engagement

Feedback on DPEP—Where to Next Time?

**DUE: DPEP Report**

### **Assessment of Class Participation/Discussion Posts**

Class Participation accounts for 10% of the course grade, and Discussion Posts account for another 10%. Every participant in the class is expected to come to class prepared to discuss the assigned material. The success of the course demands that each participant be ready to articulate and defend her/his ideas, as well as to listen to and work with the ideas of the other participants. As alluded to earlier, your participation in discussion, carrying out of the political ecology projects and engagement in the facilitation project will go a long way to making the course engaging and successful. Class participation will be graded according to the following specifications:

(1) A student who receives an "A" for participation in discussion typically comes to every class with questions and/or comments about the readings already in mind. S/he/They raises these issues for other members to discuss and listens to contrary opinions. S/he/They engages other students in discussion of their ideas as

well as her/his/their own. S/he/They is under no obligation to change her opinions to fit the consensus of the class, but s/he/they respects the ideas of others and discusses the issues before the class with a mind to discovering areas of agreement and disagreement. In short, an "A" student participates in an exchange of ideas.

(2) A student who receives a "B" for participation in discussion typically has completed all the reading assignments on time, but does not always come to class with questions in mind. Rather, s/he waits passively for others to raise interesting issues. Other "B" discussants are courteous and articulate but they do not always engage other students in discussion of their ideas. In short, a "B" student may occasionally participate in an exchange of ideas but sometimes frustrates that exchange either through silence or an unwillingness to direct comments to the other participants.

Discussion Board Posts submitted on time that engage with the prompt or other aspects of the readings for that day will receive a “++” mark. Late but thoughtful Discussion Board posts will receive a “+” mark. Missing Discussion Board posts will receive no mark. I expect most students to receive a majority of ++ marks throughout the term, and will be given full 10% towards the overall grade. A blend of ++ and + marks (around 50/50) will receive 9%. A mix of ++, + and no marks will receive 8%, and so on. Basically, you will be rewarded for participating in the Discussion Boards in a timely and consistent fashion, with some wiggle room for submitting late posts when circumstances get the better of us.

### **Reading Reaction Grades Explained**

I always think transparency in the grading process is a good idea. Here is my best effort to explain how my understanding of your work translates into the score you receive on your Reading Reactions.

**97-100:** This corresponds to an “A” in the Dartmouth system. The RR that scores in this range is extremely well-written, efficient (no wasted words) and has concise summaries of the readings. The linkages among readings, if present, are drawn out. The critical analysis speaks to the most important arguments/topics in the readings and goes further by drawing on the students’ own experience, other readings, or other concepts (from G90 and beyond). Questions are not rhetorical or simple (“what do you think was most interesting about...”), but are great fodder for discussion.

**94-96:** This corresponds to an “AM(inus)”. The RR is well-written and has good summaries. Linkages across readings are at least implicit (they are there, but maybe not commented on). Critical analysis focuses on flaws or gaps in reading, or comments on “interesting” points or concepts without going in to detail. Questions are engaging, but maybe slightly off topic.

**90-93:** Corresponds to “BP(lus)”. This RR is pretty well-written, but summaries might be too long or not quite on target. Critical analysis tends towards repeating the arguments of the authors without mobilizing your own analysis. Questions tend towards the rhetorical or simplistic.

**87-89:** Corresponds to “B”. Essentially the same as “BP”, but lack of attention to grammar or points are unclear. Little critical analysis, or analysis that seems unconnected to readings (but still interesting). Questions are just slightly above average in terms of relevance, and tend to be very general.

**84-86:** Corresponds to a "B-": Decent summaries of articles, but one article summary missing. Little to no effort at critical analysis, or errors in analysis of reading. Irrelevant tangents.

**83 and under:** Analysis is rushed and incoherent. Summaries that miss the mark.

I am confident that everyone can achieve an A mark on their RRs if enough time and thought is put into the crafting of the response.