

COURSE OUTLINE

ENV 360S

Political Ecology Seminar

Instructor: Dr. L.M. Campbell, BHL 309

Meetings: Tuesdays, 8:30-10:20. Wednesday, 9:00-10:00 (when scheduled)

Scope

This graduate level seminar will examine the concept of political ecology, as a means of conceptualizing conservation and development conflicts and solutions.

Blaikie suggests that political ecology explores “the interaction between changing environments and the socio-economy, in which landscapes and the physiographic processes acting upon them, are seen to have dialectical, historically derived and iterative relations with resource use and the socio-economic and political sets of relations that shape them”, and that, political ecology examines “different states of nature, their change through time, and their contested representations under conditions of unequal power; this usually involves the production and/or critique of scientific interpretations as well as others such as by the mass media, policy makers, formal and informal institutions, and various other actors in civil society” (Blaikie 1999, A Review of Political Ecology: Issues, Epistemology, and Analytical Narratives. (*Zeitschrift für Wirtschaftsgeographie* 43 (3-4): 131-147). These two conceptualizations of political ecology are the starting point for our discussions.

Course structure

Participants will meet as a group every week. For the first half of the course, readings will be assigned in advance, and students will take turns facilitating the group discussion, in pairs (CEM students) or individually (PhD students). The format of this facilitation will be discussed during the first class. In the second half, students working in pairs will select a topic for discussion (e.g. last year’s topics included the political ecology of tourism, livelihoods and artisanal fisheries. We also discussed feminist political ecology and the overlap between political ecology and environmental justice).

Required text: T. Forsyth. 2003. *Critical Political Ecology: The Politics of Environmental Science*. London: Routledge.

Week 1, Sept 5: Introduction(s) to Political Ecology - Campbell

Forsyth, T. 2003. *Critical Political Ecology*. London: Routledge - Chapter 1: Political Ecology and the Politics of Environmental Science: 1-23. (23pp)

Blaikie, P. 1999. A review of political ecology: issues, epistemology, and analytical narratives. *Zeitschrift für Wirtschaftsgeographie* 43 (3-4): 131-147. (17pp)

Watts, M. 2000. Political Ecology. In E. Sheppard and T. Barnes (eds.), *A Companion to Economic Geography*, Malden, MA: Blackwell, pp. 257-274 (18pp)

Week 2, Tuesday, Sept. 11: Forsyth +. Student facilitator: Kim

Forsyth, T. (2003). *Critical Political Ecology*. London: Routledge - **Chapter 2:** Environmental Science and Myths: 24-51 (28pp); **Chapter 3:** Environmental "Laws" and Generalizations: 52-76 (25pp).

Leach and Mearns, 1997. Introduction, in *The Lie of the Land: Challenging Received Wisdom on the African Environment*, 1-33 (33pp).

Week 2, Wednesday, Sept. 12

Video: Second Nature

Week 3, Sept. 18: Forsyth. Student facilitator: Suzanne

Forsyth, T. (2003). *Critical Political Ecology*. London: Routledge - **Chapter 4:** Social Framings of Environmental Science: 77-102 (26pp) **Chapter 5:** The Coproduction of Environmental Knowledge and Political Activism: 103-133 (31pp); **Chapter 6:** Enforcing and Contesting Boundaries: Boundary Organizations and Social Movements: 134-168 (35pp);

Week 4, Sept. 25: Forsyth. Student facilitator: Melissa

Forsyth, T. (2003). *Critical Political Ecology*. London: Routledge - **Chapter 7:** The Globalization of Environmental Risk: 168-201 (34pp); **Chapter 8:** Democratizing Environmental Explanations: 202-230 (29pp); **Chapter 9:** Democratizing Environmental Science and Networks: 231-265 (35pp); **Chapter 10:** Conclusion: "Critical" Political Ecology and Environmental Science: 266-279 (14pp).

Week 5, Oct. 2: First World Political Ecology. Facilitator, Myriah

McCarthy, J. (2002). "First World political ecology: lessons from the Wise Use movement." *Environment and Planning A* **34**(7): 1281-1302.

Robbins, P. (2002). "Obstacles to a First World political ecology? Looking near without looking up." *Environment and Planning A* **34**(8): 1509-1513.

St. Martin, K. "Mapping economic diversity in the First World: the case of fisheries." *Environment and Planning A* **37**: 959-979.

Wainwright, J. (2005). "The geographies of political ecology: after Edward Said." *Environment and Planning A* **37**: 1033-1043.

Walker, P. A. (2003). "Reconsidering 'regional' political ecologies: toward a political ecology of the rural American West." *Progress in Human Geography* **27**(1): 7-24

Week 6, Oct. 9: Fall break –NO CLASS

Week 7, Oct. 16: Third World Political Ecology, Facilitator, Jesse

(BOOK REVIEW DUE)

readings on blackboard

Bryant, R. L. (1998). "Power, knowledge and political ecology in the third world: a review." Progress in Physical Geography **22**(1): 79-94.

Mullins, M. T. (2004). "The political ecology of Indonesia: a case study of a fishing village in Sumatra." Local Environment **9**(2): 163-175.

Peluso, N. L. (1993). "Coercing conservation: the politics of state resource control." Global Environmental Change **3**(2): 199-217.

Vayda, A. P. and B. B. Walters (1999). "Against political ecology." Human Ecology **27**(1): 167-179.

Walker, P. A. (2005). "Political ecology: where is the ecology?" Progress in Human Geography **29**(1): 73-82.

Week 8, Oct. 23: Wildlife Conservation, Myriah

readings on blackboard

Campbell, L. M. (2007). "Reconciling local conservation practice with global discourse: a political ecology of sea turtle conservation." Annals of the Association of American Geographers **97**(2): 313-334.

Caro, T. M. and G. O'Doherty (1999). "On the use of surrogate species in conservation biology." Conservation Biology **13**(4): 805-814.

Michel, S. M. (1998). Golden eagles and the environmental politics of care. Animal geographies: place, politics and identity in nature-culture borderlands. J. Wolch and J. Emel.

Proctor, J. D. (1998). The spotted owl and the contested moral landscape in the Pacific Northwest: . Animal geographies: place, politics and identity in nature-culture borderlands. J. Wolch and J. Emel.

Rikoon, S. and R. Albee (1998). "'Wild and free, leave 'em be': wild horses and the struggle over nature in the Missouri Ozarks." Journal of Folklore Research **35**(3): 203-223.

Week 9, Oct. 30: Natural disasters, Suzanne
readings on blackboard

Boettke, P., E. Chamlee-Wright, et al. (2007). "The Political, Economic, and Social Aspects of Katrina." Southern Economic Journal **74**(2): 363-376.

Cutter, S. L., J. T. Mitchell, et al. (2000). "Revealing the Vulnerability of People and Places: A Case Study of Georgetown County, South Carolina." Annals of the Association of American Geographers **90**(4): 713-737.

Donner, W. R. (2007). "The political ecology of disaster: an analysis of factors influencing U.S. tornado fatalities and injuries, 1998-2000." Demography **44**(3): 669-685.

Klinenberg, E. (1999). "Denaturalizing Disaster: A Social Autopsy of the 1995 Chicago Heat Wave." Theory and Society **28**(2): 239-295.

Rigg, J., L. Law, et al. "The Indian Ocean tsunami: socio-economic impacts in Thailand."

Wisner, B. (2000). "Risk and the neoliberal state: why post-Mitch lessons didn't reduce El Salvador's earthquake losses." Disasters **25**(3): 251-268.

Week 10, Nov 6: NO CLASS

Week 11, Nov 13: Climate change, Jesse
readings on blackboard

Adger, W. N., S. Huq, et al. (2003). "Adaptation to climate change in the developing world." Progress in Development Studies **3**(3): 179-196.

Ford, J. D., B. Smit, et al. (2006). "Vulnerability to climate change in the Arctic: A case study from Arctic Bay, Canada." Global Environmental Change **16**: 145-160.

Nyong, A., F. Adesina, et al. (2007). "The value of indigenous knowledge in climate change mitigation and adaptation strategies in the African Sahel." Mitig Adapt Strat Glob Change **12**: 787-797.

Pelling, M. (1999). "The political ecology of flood hazard in urban Guyana." Geoforum **30**: 249-261.

Pelling, M. and C. High (in press). "Understanding adaptation: What can social capital offer assessments of adaptive capacity?" Gobal environmental change.

Week 12, Nov 20: Thanksgiving

Week 13, Nov 27: Ecotourism, Kim
Readings on blackboard

Farrell, B. H. and D. Runyan (1991). "Ecology and Tourism." Annals of Tourism Research **18**: 26-40.

Farrell, B. H. and L. Twining-Ward (2005). "Seven Steps Towards Sustainability: Tourism in the Context of New Knowledge." Journal of Sustainable Tourism **13**(2): 109-122.

Gössling, S. (2003). 'High-value conservation tourism': integrated tourism development in the Seychelles? Tourism and development in tropical islands: political ecology perspectives. Cheltenham, UK and Northampton, MA, USA, Edward Elgar: 203-221.

Liu, Z. (2003). "Sustainable Tourism Development: A Critique." Journal of Sustainable Tourism **11**(6): 459-475.

Mycoo, M. (2006). "Sustainable Tourism Using Regulations, Market Mechanisms and Green Certification: A Case Study of Barbados." Journal of Sustainable Tourism **14**(5): 489-511.

Patterson, T. and L. Rodriguez (2003). The political ecology of tourism in the Commonwealth of Dominica. Tourism and development in tropical islands: political ecology perspectives. S. Gössling. Cheltenham, UK and Northampton, MA, USA, Edward Elgar.

Week 14, Dec 4: The Walker Papers (TERM PAPERS DUE)

Walker, P. A., 2005. Political ecology: where is the ecology? *Progress in Human Geography*, 29(1):73-83. (11pp)

Walter, P.A., 2006. Political ecology: where is the policy? *Progress in Human Geography*, 30:3:382-395 (16pp)

Walter, PA. 2007. Political ecology: where is the politics? *Progress in Human Geography*, 31:3:363-369 (7pp).

Evaluation:

Participation in seminar discussions: 15%
Facilitation of pre-set discussions: 15%
Facilitation of student-led discussions: 20%
Book Review: 20%
Term Paper: 30%

ENV 360 – Political Ecology Guidelines for Leading Seminars

Students will be responsible for leading two seminars over the course of the term.

For CEM students: For the first seminar, you will lead the discussion of assigned readings. For the second seminar, you will lead a discussion on a topic of your choosing (e.g. MPAs, fisheries, tourism, climate change, whaling, etc.).

For PhD students: For the first seminar, you will lead a discussion on a topic of your choosing, but it should be on an issue of general interest in political ecology (e.g. ethics, 1st world/3rd world, gender, constructionism, etc.) rather than a specific topic (e.g. MPAs, fisheries, tourism, climate change, whaling, etc.). For your second seminar, you can choose either a general or a specific topic.

Instructions for leading the seminar:

1. You should prepare a discussion guide and circulate this the Friday before your seminar. This will give seminar participants enough time to do their reading with your guide in mind (or to revisit the readings with these new directions). Feel free to give your colleagues homework tasks, beyond raising general discussion points. Avoid questions with yes or no answers. Think of ways to encourage your colleagues to explore the ideas in more depth.
2. Remember, your **first** task is to ensure that we understand what we've read. You should **then** think about links between readings/weeks as we move on in the course, and about how the ideas in the readings can be applied or thought about outside of the specific context of the reading. E.g., if Forsyth provides an example of something, can we think of equivalent ones?
3. When you are responsible for selecting the readings, you should circulate these the week before your seminar, by posting them on blackboard or by providing hard copies for seminar participants. Aim for somewhere between 70-100 pages of readings.
4. For each type of seminar, leaders might also consider bringing in additional resources in order to illustrate the issues addressed in these readings, for example, a relevant newspaper article or website.
5. We have 2 hours on Tuesday and 1 hour on Wednesday set aside for this course. When we are discussing pre-assigned readings, we will use only the Tuesday time slot. When students are selecting the readings, you should use the Wednesday time slot for some kind of additional activity to further or engagement with and understanding of the readings and issues at stake (e.g. a debate, a game, a film, etc., NOT further general discussion).

Instructions for participating in the seminar:

1. For all seminars you are expect to do the readings and think carefully (and specifically) about the questions raised. The discussion will go much more smoothly if you are prepared to discuss the readings in detail (rather than generally).
2. Bring your own questions and thoughts about the readings. While the leader is responsible for ensure we have something to talk about, this does not preclude seminar participants from introducing new ideas, questions, and threads of the discussion.

Grades for seminar participation/facilitation:

Participation in seminar discussions: 15%
Facilitation of pre-set discussions: 15%
Facilitation of student-led discussions: 20%

Env 360 – Political Ecology
Assignment 1

Book Review: Forsythe, Tim. 2002. Critical Political Ecology. Routledge.

The purpose of this assignment is to facilitate an overall and concise review/assessment of a book you have read closely. With only 1000-1500 words to work with, you are to summarize Forsythe's views and your own reactions to these. The assignment allows you to 'practice' one form of academic publishing – the book review.

You will write the book review as though it were being submitted to the journal Human Ecology. Human Ecology provides only one guideline for book reviewers: the review should be between 1000-1500 words.

In general, there are no 'set rules' for book reviews, but they should provide three things: enough information on the content of the book to get a general sense of its purpose and scope, an assessment of its strengths and weaknesses, a sense of who the reviewer (you) deem the book may be useful to. Several book reviews (5 from Human Ecology, two written by me for the journals Environments and Canadian Geographer) serve as examples, and are available on Blackboard.

The book review is due on October 16.

ENV 360 – Political Ecology
Assignment 2, Term Paper

Length: 12-15 pages (3000-3750 words)

Due date: December 2, 2004

For your term paper, you have three choices:

1. Pick a topic and apply political ecology to it. This could be a topic related to your MP or PhD work, or not. Much like we have done in student led seminars, this will involve discussing a topic that may or may not have been treated with political ecology before, in an explicit manner. In contrast to seminars, the paper should provide an overview and synthesis of how the topic can be better understood through political ecology, rather than a review of specific papers.
2. Pick a field of political ecology and explore it. Through Forsythe, we have gotten to know 'critical political ecology.' We have not explored post-structuralist approaches, or others discussed in Blaikie (1999). For your paper, you could explore one of these other approaches to political ecology, and contrast it to Forsyth's critical political ecology.
3. Choose a key figure in political ecology (whether they know it or not) and analyze their contributions to the field (Blaikie, Leach, Bryant, Bebbington, Robbins, others?). Again, you should contrast their contributions/approaches to those of Forsythe.

In general, remember the rule that your paper should reflect what we've discussed/learned in the course. The easiest way to ensure this is through coming back to Forsythe (and possibly some of the other readings we've addressed). I will read the papers and ask myself 'could s/he have written this without taking the course?' If the answer is 'yes', that's not good.

Papers are due December 7, 2007.