NRRT 680A2: SEMINAR IN CULTURAL AND POLITICAL ECOLOGY

Wednesdays 2:00-4:30pm
Location: Natural Resources Room: 142

INSTRUCTOR INFORMATION

Instructor: Dr. Anna Lavoie
Email: anna.lavoie@colostate.edu
Phone: 978-594-3154
Office Location & Hours: Forestry 201 Tuesday: 1:30-3:30 or by appointment
Communication Policy: Responses to emails will be provided within 24 hours

COURSE DESCRIPTION & OBJECTIVES

This course is an advanced seminar of Cultural and Political Ecology (CAPE). Political ecology research focuses on natural resource access and control, and decision-making about resources, based upon gender, race, social status, class, religion, etc. Political ecologists’ critical work focuses on the politics of nature and ecology, as the field is derived from Cultural Ecology focused on human-environment relationships, and the social and cultural meanings of nature and natural resources. This course entails the interrogation of definitions of nature and culture, interactions between society and nature, power relations, and natural resource management, access and control. This course aims to guide graduate students through critical debates surrounding these themes theoretically, methodologically, and empirically. We will examine the political, economic and social factors driving environmental degradation including historical and current colonial processes and structures.

The specific objectives of this course are:

- Critically analyze and synthesize the diverse ontologies of nature and natural resources of diverse people and places.
- Critically analyze and synthesize how politics and economy drive resource use and environmental change.
- Identify and distinguish how local and global political, social, and economic forces influence people’s ability to control and access natural resources.
- Identify and synthesize the processes of power in natural resource management.
- Advance communication skills by leading critical discussion.
- Identify and research a case study following a political ecology approach.
- Demonstrate cultural competence by articulating the importance of incorporating diverse knowledge systems into natural resource management.

TEXTBOOK / COURSE READINGS


Additional reading material (listed in the schedule below) will be provided by the instructor and made available on Canvas or through email. The instructor reserves the right to alter readings and assignments at any time.

**PARTICIPATION / BEHAVIORAL EXPECTATIONS**

This course is seminar style and the majority of class time is discussion based. This requires that each student has read the material prior to having completed the assignment, and be ready to discuss with the class. Students will alternate turns leading discussion for an assignment/reading.

*Adaptability is expected in this course. Content may be adjusted at any time.*

*Adaptability should course delivery be temporarily changed due to COVID:* In the case of the need to shift temporarily to virtual course delivery, students will be notified ASAP via a Canvas announcement and email. If this does occur, class will occur via zoom and students will be provided with a zoom link to join class virtually. Please check for course announcements in Canvas before each class.

Please review the [core rules of netiquette](#) for some guidelines and expectations on how to behave in an online learning environment if a shift occurs.

**COURSE POLICIES**

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in Canvas. Assignments are due on the assigned due dates. For any late assignment, the grade will be reduced by 1 point for each day late.

**GRADING POLICY**

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<td>A+</td>
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<td>A</td>
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<td>B+</td>
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I take my role as your instructor very seriously and I care about how well you do in this course and that you have a satisfying, rewarding experience. It is my commitment to you to respond individually to the work you submit in this class and to review your work in a timely manner. Smaller, weekly assignments will be graded within 7 days.
Evaluation

Class participation & discussion 20%
Reading reviews & lead discussion (4) 25%
Book review 25%
Research paper 30%
Total 100%

ASSIGNMENTS

Reading Reviews and Lead Discussion

Each student will be responsible for four reading reviews (25% of grade). Each review will include 1) a summary of the reading that is at least two paragraphs long, 2) an important quote from the article (with citation and page number), and 3) a list of questions to stimulate discussion. The review should be single spaced. The review should be submitted as a discussion in Canvas to provide access to other students.

Students are responsible for leading four discussions along with their reading review assignment. In leading discussion, students should be prepared with engaging questions, and or quotes.

Participation

All students are expected to attend class meetings, and be prepared to participate and discuss the readings (20%). As stated above, this course requires that each student has read the material prior to class meetings, and be ready to discuss with the class.

Book Review

All students will write a book review (25% of grade). The book review should be 5-8 pages long and be a critical assessment of the reading that includes important points and quotes from the book. The paper should contain 1.5-inch paragraph spacing.


Research Paper

All students will write a research paper (30% of final grade). You may select the topic of your choice and you should consult with me in developing your topic. The topic must clearly take a political ecology approach and focus on the political ecology themes covered in this course. Although it can and should relate to your graduate research in some way. The paper should be 20-25 pages long, and the bibliography should not be only those from course readings. You may use any citation style for your references and bibliography, however, your formatting must be consistent. The paper should contain 1.5-inch paragraph spacing and be properly formatted with page numbers and headings if applicable.

SCHEDULE

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<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Readings/ Assignments</th>
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<tbody>
<tr>
<td>8/25</td>
<td>Week 1</td>
<td>Module 1: Introduction to Cultural and Political Ecology</td>
<td>Robbins, P. 2020. Political Ecology. Chapters 1&amp;2 Videos: <a href="https://www.youtube.com/watch?v=HLVE69Q2t5w">https://www.youtube.com/watch?v=HLVE69Q2t5w</a> <a href="https://www.youtube.com/watch?v=AUVHIVDANIY">https://www.youtube.com/watch?v=AUVHIVDANIY</a></td>
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*Amazon soy case study (not CC):*  
[https://www.youtube.com/watch?v=8y3pPt3dTQ](https://www.youtube.com/watch?v=8y3pPt3dTQ) |
*Water case study:*  
[https://www.youtube.com/watch?v=R7ApBvRWCc0&t=463s](https://www.youtube.com/watch?v=R7ApBvRWCc0&t=463s)  
[https://www.youtube.com/watch?v=3jYr8MFTXnM&t=214s](https://www.youtube.com/watch?v=3jYr8MFTXnM&t=214s) |
[http://www.esp.org](http://www.esp.org)  
*Water case study:*  
[https://www.youtube.com/watch?v=R7ApBvRWCc0&t=463s](https://www.youtube.com/watch?v=R7ApBvRWCc0&t=463s)  
[https://www.youtube.com/watch?v=3jYr8MFTXnM&t=214s](https://www.youtube.com/watch?v=3jYr8MFTXnM&t=214s) |
| 10/6  | Week 7| Module 7: Feminist Political Ecology Part 1 | [https://www.youtube.com/watch?v=SAWfggb1ezw](https://www.youtube.com/watch?v=SAWfggb1ezw)  
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<th>Date</th>
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<th>Module Topic</th>
<th>Readings</th>
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Discussion of book |
Listen to audio or read pdf of 2 interviews from Women in Alaska Fisheries project (Alannah Hurley & Gayla Hoseth) |
2 Chapters:  
• How the West Was Really Won  
• Who Is Your Mother? Red Roots of White Feminism |
The_Ethics_of_Traditional_Knowledge_Exchange.pdf |
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<th>Date</th>
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<th>Reading Material</th>
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<tr>
<td>11/24</td>
<td>Week 14</td>
<td>Fall Break</td>
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<td>Recommended</td>
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| 12/8 | Week 16 | Module 15: Decolonizing Conservation  
Capitalism is killing the world’s wildlife populations, not ‘humanity’:  
https://theconversation.com/capitalism-is-killing-the-worlds-wildlife-populations-not-humannity-106125  
**IN CLASS VIEWING:** Decolonization Is for Everyone | Nikki Sanchez | TEDxSFU  
https://www.youtube.com/watch?v=QP9x1NnCWNY  
https://native-land.ca/  
**Recommended future reading:** Green Neoliberalism  

### CANVAS INFORMATION & TECHNICAL SUPPORT

Canvas is the where course content, grades, and communication will reside for this course.

- **Login:** canvas.colostate.edu  
- **Support:** info.canvas.colostate.edu  
- **For passwords or any other computer-related technical support, contact the** Central IT Technical Support Help Desk.  
  o (970) 491-7276  
  o help@colostate.edu  

The Technical Requirements page identifies the browsers, operating systems, and plugins that work best with Canvas.
ACADEMIC INTEGRITY & CSU HONOR PLEDGE

This course will adhere to the CSU Academic Integrity/Misconduct policy as found in the General Catalog and the Student Conduct Code.

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course.

Violations of the university’s academic integrity standards include, but are not limited to:

- Cheating—includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member.

- Plagiarism—includes the copying of language, structure, ideas, or thoughts of another, and representing them as one’s own without proper acknowledgment.

- Unauthorized Possession or Disposition of Academic Materials—includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student’s work; unauthorized entry to or use of material in a computer file; and using information from or possessing.

UNIVERSAL DESIGN FOR LEARNING/ACCOMMODATION OF NEEDS

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from The Student Disability Center may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.
Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodations specialist in the SDC.

**THIRD-PARTY TOOLS/PRIVACY**

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Skype and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

**COPYRIGHTED COURSE MATERIALS**

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor’s express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

**COVID-19**

For questions about COVID-19 and up-to-date CSU information see: https://covidrecovery.colostate.edu/

**FINANCIAL AND FOOD RESOURCES**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact their academic advisor or lsc_basicneedsinfo@colostate.edu.

CSU is committed to supporting students who are experiencing undue hardship and providing emergency funds when possible and food relief for our CSU community. If you find yourself in need of emergency funds, please contact the instructor of this course for information about the Department of Human Dimensions of Natural Resources Rough Patch Rescue Fund and reach out to the Office of Financial Aid.

**UNDocumented STUDENT SUPPORT**

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit Student Support Services for Undocumented, DACA & ASSET for resources and support. Additionally, only if you
feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

**TITLE IX/INTERPERSONAL VIOLENCE**

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](#).

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.

**RELIGIOUS OBSERVANCES**

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out the Religious Accommodation Request Form and turn it in to the Division of Student Affairs, located on the second level of the Administration building.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

**CSU PRINCIPLES OF COMMUNITY**

**Inclusion:** We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

**Integrity:** We are accountable for our actions and will act ethically and honestly in all our interactions.

**Respect:** We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

**Service:** We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.
Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

DIVERSITY AND INCLUSION

Please feel free to approach me with any diversity and inclusion questions or concerns you may have.

The Mission, Vision, and Focus webpage of the Vice President for Diversity includes a comprehensive statement of CSU’s commitment to diversity and inclusion.

Visit the Warner College of Natural Resources Diversity and Inclusion (D&I) webpage https://warnercnr.colostate.edu/diversity/ for D&I resources.

Attend the 20th Diversity Symposium at Colorado State University: https://diversity.colostate.edu/symposium/

CSU Land Acknowledgement

Colorado State University acknowledges, with respect, that the land we are on today is the traditional and ancestral homelands of the Arapaho, Cheyenne, and Ute Nations and peoples. This was also a site of trade, gathering, and healing for numerous other Native tribes. We recognize the Indigenous peoples as original stewards of this land and all the relatives within it. As these words of acknowledgment are spoken and heard, the ties Nations have to their traditional homelands are renewed and reaffirmed.

CSU is founded as a land-grant institution, and we accept that our mission must encompass access to education and inclusion. And, significantly, that our founding came at a dire cost to Native Nations and peoples whose land this University was built upon. This acknowledgment is the education and inclusion we must practice in recognizing our institutional history, responsibility, and commitment.