Contact Name: Tim Callahan  
Email: callahant@cofc.edu  
Phone: 843-953-2002

Department Name: MES Program  
Graduate Program name: MES Program

Course Prefix, Number, and Title: EVSS 695 Special Topics

I. CATEGORY OF REVIEW (Check all that apply)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ New Course (attach syllabus*)</td>
<td>☐ Change Number (IV, VII, VIII, IX)</td>
<td>☐ Delete Course (IV, VII, IX)</td>
</tr>
<tr>
<td>☐ Change Title (IV, VII, VIII, IX)</td>
<td>☒ Change Credits/Contact hours (II, IV, VII, IX)</td>
<td></td>
</tr>
<tr>
<td>☐ Prerequisite Change (IV, VII, VIII, IX)</td>
<td>☒ Edit Description (III, IV, VII, VIII, IX)</td>
<td></td>
</tr>
<tr>
<td>☐ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: Fall 2016

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

- Course description and objectives
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)
- Required and optional texts and materials
- Graduate School Grading Scale
- Assignments, student learning outcomes and assessment components
- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics
IV. RATIONALE / JUSTIFICATION: If course change – please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

Changing the credits to 1-4 will allow for more flexibility in Special Topics course offerings for Environmental Studies students.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>Variable with each course. Example below from “Nature, Culture and Power” 3 credits, Spring 2015.</td>
<td></td>
</tr>
<tr>
<td>1. Articulate the multi-scale nature of resource use and the struggles for control of resources and over governing economic systems.</td>
<td>Students will be directed toward and evaluated on their understanding of the demands on resources of multiple stakeholders. Instructor will assess student performance based on evaluating summaries, position-statement papers and exams. All students will be assessed for each course section. Assessment criteria: 80% of all students will receive a grade of “B” or greater on all relevant assignments for the course.</td>
</tr>
<tr>
<td>2. Place environmental science and politics in the context of broader social and political dynamics.</td>
<td>Students will explore the history of environmental science advances and political conflicts on the use and application of such knowledge as affecting societal changes. Instructor will assess this learning outcomes based on evaluating student work, including summaries, position-statement papers and exams. Two exams during the term will require knowledge and analysis of social and political perspectives of environmental issues. Assessment criteria:</td>
</tr>
</tbody>
</table>
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

The change in possible credits for the Environmental Studies Special Topics course will not affect other departments, programs, or courses.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

There are no costs associated with this change.
Course Description:

Taking this class will help you answer the questions:

1) How do humans, ecologies, and politics interact to shape landscapes?

2) How are global political and economic processes connected to local political and environmental struggles?

3) What role does scientific knowledge play in everyday life?

This class critically examines the relationships between humans and their environments, focusing on how diverse social systems develop multi-scale interdependencies with the environment. We will review literature from the fields of political ecology, environmental history, and development studies more broadly, and aspects of these literatures that are grounded in social theory: such as postcolonialism, poststructuralism, Marxism, and feminism. Therefore this class is designed to introduce you to these essential tools of social theory, and to provide you numerous case study examples from around the world on how to use social theory to analyze environmental conflicts or assess practices of environmental governance.

We will review how resource patterns and conflicts are a product of the geographies and histories of particular places and people, interrelated across different spatial and temporal scales. A multi-scale analysis means that we will understand the experience of an individual resource user, their larger community and regional economy, as well as understand how national and international regulatory bodies also impact practices at more local scales. The societies in question can be based on subsistence, non-capitalist barter systems, well developed capitalism, or mixed economic systems, and we will examine how contemporary economic dynamics developed from colonial times to the present day.

Most importantly, we will question conventional, simplistic explanations of environmental problems. The goals of this class are thus to challenge our thinking about environmental problems, develop new frameworks for critical analysis, and discuss practical and conceptual alternatives. Differing ways of explaining environmental problems are important because they form the basis for formulating new policy solutions.
discuss about the readings, or to otherwise plan how we will discuss the readings and case studies. You must include one outside reading (consult with me) in your introduction to the material assigned, or talk about its relevance some time during our discussion. Try to organize your discussion questions in a logical way, to help your colleagues understand the material. For example, ask “definition”-style questions early, to make sure your classmates are all on “the same page” with understanding the material—plan for more expansive or controversial questions later in the class. You should draw on others’ commentaries as well in completing your discussion plan (which is why they are due the night before class). You will not write a commentary for the day that you lead class discussion. You will upload onto OAKS dropbox your list of planned questions by the afternoon before class for part of your discussion-leader grade; the earlier you submit, the easier it will be for me to provide you feedback on the logic of your questions.

Feel free to meet with me to discuss your approach prior to leading your discussion.

2) Commentaries

Worth 30% of your final grade; you must complete one each week (3pts each). A commentary is a reading reaction; you should write a brief abstract of the week’s readings in the first couple of sentences, then write any thoughtful critiques, ruminations on theory or method, contrasts and comparisons of readings or themes. You are not expected to cover every single aspect of what we read, but you might end up quoting at least two authors and develop a commentary of substance. You should also include at least one possible discussion question for the class. Write in ways that will be useful to you in writing a future thesis or research paper. Of course, you can also (in addition to your commentary) make a list of any terms that you need to clarify—there are many that I do not expect you to know, and it will be helpful to understand which intellectual histories and ideas we need to discuss. Your commentary should be just under one single-spaced page; cut and paste your commentary to the OAKS discussion board the night before we will discuss those readings (before 2am). Be sure to review others’ commentaries before coming to class; reading them will also help you to improve your writing as well as your understanding of the concepts. Commenting on only one reading will result in a failing grade for the commentary (though I do give partial credit).

3) Research Paper or Literature Review

In consultation with me, students will choose to either complete a research paper of 20-30 pages (double-spaced), or a literature review of the same length. A research paper will require the use of primary and secondary sources (including those we discuss in class), while a literature review must critically discuss the themes of class readings and 10-15 additional (journal article-length) readings from the literature of environmental geography (a book may count for more than one article; consult with me). My suggestion is that if you do not have a thesis or internship that you are already working on, you should do a literature review to build your subject matter competency. I will post more specific advice on how to write a literature review on OAKS. You will be expected to consult with me during the semester so we can talk about what you want to do and your progress on the work.

Class Policies:

Academic honesty and professional ethics must be adhered to at all times. Please refer to the College’s policy on plagiarism and academic honesty; for a sample guideline of professional ethics, you can look at:www.aag.org/cs/about_aag/governance/statement_of_professional_ethics, but check your professional organization for its own ethics statements.
March 19: Development

Arturo Escobar, *Encountering Development: The Making and Unmaking of the Third World*

March 26: Development, pt. II

James Scott, *Seeing Like a State: How Certain Schemes to Improve the Human Condition Failed*

April 2: Conservation

Biermann and Mansfield, "Biodiversity, Purity, and Death: Conservation Biology as Biopolitics"

Caroline W. Lee, "Conservation as a Territorial Ideology"

Jessica Dempsey and Morgan Robertson, "Ecosystem Services: Tensions, Impurities, and Points of Engagement within Neoliberalism"

April 9: Environmental Knowledge

Bruce Braun, "Buried Epistemologies: The Politics of Nature in postcolonial British Columbia"

Arun Agrawal, "Dismantling the Divide between Indigenous and Scientific Knowledge"

Timothy Mitchell, "The Object of Development" in *Rule of Experts*

April 16: Environmental Knowledge, pt. II

Tim Forsyth, *Critical Political Ecology: The Politics of Environmental Science*

April 23: No class, AAG