



School of Education
College of Professional Studies
University of Wisconsin - Stevens Point

EDSU 712/912
Political Ecology and Sustainability
Fall/2018

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Course Description

This course will explore the relationships between political, economic, social, and environmental aspects of contemporary sustainability issues. Students will learn multiple perspectives with regard to the preservation and management of the commons and research the political ecology of a locally relevant issue.

Political Ecology examines the role of power relations in environmental change. The field originally developed among scholars seeking to explain environmental problems in the world's developing economies. Its value, however, transcends that original context. By developing the essential insight that environmental problems are shaped by power relations among people, the field became a primary way to intersect ecological and social analysis. For future leaders in sustainability education, Political Ecology provides a foundational perspective.

Course Rationale

Political Ecology provides a lens to understand how environmental issues are also political issues. The field draws from geography, anthropology, sociology, and related disciplines to view the relationship between nature and culture critically. A student with a firm understanding of the field's core concepts can apply them to nearly any setting where environmental questions arise.

Program Learning Outcomes

PLO #2: Students will be able to interpret and explore how global environmental change affects the lives of future generations

- a. articulate and integrate concepts of global environmental change and its influence related to sustainable systems into their personal and professional practice
- b. explain to the public the effects of global environmental change and needed intervention required to create sustainable systems

PLO #3: Students will be able to identify the social, cultural, economic, and political human systems that create a sustainable society

- a. discern the key characteristics of the social, cultural, economic, and political influences
- b. use knowledge to develop a meaningful and long-term plan

Student Learning Outcomes (SLO)

A learning outcome is a statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) because of a learning experience. The SLOs are connected to each of the project outcomes.

Students will be able to:

1. Explain the core tenants of political ecology related to sustainability
2. Explore key debates in diverse contexts and themes of the human and non-human interactions towards the environment
3. Interrogate key contemporary debates in social and environmental change

4. Bioregional exploration and mapping of economy, ecology and culture of communities in which one lives
5. Identify key stakeholders for socio-ecological change in diverse community settings
6. Develop a plan of action for a locally relevant issue relates to educational sustainability in one own context

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Evaluation of Core Course Projects

Core Projects	Learning Outcomes Met (#)
Project #1: <i>Understanding Political Ecology</i>	<ol style="list-style-type: none"> 1. Explain the core tenants of political ecology related to sustainability 2. Explore key debates in diverse contexts an themes of the human and non-human interactions towards the environment
Project #2: <i>Content Areas in Political Ecology</i>	<ol style="list-style-type: none"> 3. Interrogate key contemporary debates in social and environmental change 4. Bioregional exploration and mapping of economy, ecology and culture of communities in which one lives
Project #3: <i>Place-Based Research Design in Political Ecology</i>	<ol style="list-style-type: none"> 5. Identify key stakeholders for socio-ecological change in diverse community settings 6. Develop a plan of action for a locally relevant issue relates to educational sustainability in one own context

Required Course Materials

(R) = required books

LIBGUIDES: The University has developed library guides (libguides) for each of your courses. This place is a great way to access some of your required books, supplemental resources and databases related to your course. During orientation, you will be given a tutorial. A number of required and supplemental books are offered as eBooks and others you will want to purchase from a bookseller (e.g. Amazon). You might find it helpful to purchase in audio format.

<https://libraryguides.uwsp.edu/edsu912>

(R) Paul Robbins (2012). *Political Ecology*. Malden, MA: John Wiley.

Available as an e-book via the UWSP library. Follow link to course libguide above for a direct link.

(R) Laura Ogden (2011). *Swamplife: People, Gators, and Mangroves Entangled in the Everglades*. Minneapolis: University of Minnesota Press.

Available as an e-book via the UWSP library. Follow link to course libguide above for a direct link.

NOTE: These two volumes are the only two shared by the entire class. They support Project #1 Understanding Political Ecology. Students will read individually chosen scholarship for Project #2 Content Areas in Political Ecology and Project #3 Place-Based Research Design in Political Ecology.

Technology Workflow Policy

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly unless you choose it to be. Your academic records (grades, student IDs, and personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then you may request an alternative mode of delivery.

Technology Workflow Guidelines

In this course, we will keep with the customs set in the program, but use comparatively less technology than in other courses. Microsoft Teams will be our main interface for discussions and document sharing. However, I will emphasize one-on-one communication between student and professor via email.

Doctoral Studies Workflow

Microsoft Teams

Microsoft Teams is yours that will stay with you throughout the duration of your studies. You can consider Teams your EdD program and Cohort “home space.”

Please watch this video to learn about Teams: <https://support.office.com/en-us/article/Microsoft-Teams-Quick-Start-422bf3aa-9ae8-46f1-83a2-e65720e1a34d>

- **CHANNELS:** Within Teams you will see what are called, “channels.” These are courses. For example, you can see, EDUS 900 and EDUC 908 currently.
 - **General:** One of the channels is called, “general.” This is YOUR place as a cohort to share items that you might want to share that is not necessarily related to a particular project.
 - **Conversations:** In the first tab, you can have conversations with the group regarding projects. You can upload pertinent files, jump on a video call, and much more! Watch the video to learn the capabilities.
- **TABS:** Then you have tabs on the top of the page. These are various areas you will be instructed to go to for various projects. When I give you instructions for a project, I will direct you what to do using these tabs. Within the tabs, you will see one called, Notebooks. This notebook is linked to OneNote Class Notebook.

OneNote Class Notebook

Once you go to this notebook from Teams (you can also access it simply by going to Office 365).

Three tabs in Notebook: Collaborative, Content and one with your individual name.

- **Collaborative** may be used for small group, pair or large group projects.

- *Content* is where I will put resources that you cannot change. It is my place to put things like, syllabus, schedule and resources that cannot be changed by you.

Email

Do you have a personal concern? Email me at nprender@uwsp.edu for the fastest response.

Workflow Cheat Sheet

Purpose	Tool
Individual and group (final version) writing assignments	Assignments Teams
Small group	Teams
Course resources, group collaboration, chatting, file sharing	Teams
Business communication	Email

Literature Research and Reference Management

End Note (individual with limited social/sharing)

REQUIRED: EndNote is supported by the UWSP library and is very good for reference management and advance writing integration. There are others: Mendley and Zotero. These are also good but not supported by UWSP. EndNote is gone once you graduate so you might consider migrating to another management system (Mendeley or Zotero) or buy an EndNote account. These are not required, not supported by UWSP, safety agreement should be read for outside UWSP technology.

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Grading System

All work, should be completed in a progressive manner to allow instructor to give continual feedback for improvement. It is expected that students incorporate feedback for improvement for their future work. Holistic work for three projects will be evaluated against the holistic grading rubric for the midterm and final grade.

Assessment Requirements:

Your semester grade is based upon the completion of three projects.

1. Understanding Political Ecology (30 points)
2. Content Areas in Political Ecology (30 points)
3. Place-Based Research Design in Political Ecology (40 points)

Holistic Grading System

All work, should be completed in a progressive manner to allow instructor to give continual feedback for improvement. It is expected that students incorporate feedback for improvement for their future work.

Holistic work for three projects will be evaluated against the holistic grading rubric for the midterm and final grade.

Assessment Requirements:

Here is an outline for your reference. You will be instructed on this process.

1. **Midterm**
 - a. Student submits holistic grading rubric
 - b. Instructor responds to holistic grading rubric
2. **Final**
 - a. Student submits holistic grading rubric
 - b. Instructor responds to holistic grading rubric
 - c. Set up a 15 minutes meeting with instructor

Three projects, holistically, will be assessed at midterm (abbreviated version given the short 8-week term) and final. The instructor will notify you when it is available and when you complete it.

Holistic Grading Criteria Rubric

CRITERIA	TALKING POINTS	LETTER GRADE
<p>Conceptual:</p> <ol style="list-style-type: none"> 1. Connects concepts to other subject ✓ Improves work based on feedback from instructor and peers ✓ Applies content to new ideas 		
<p>Skill acquisition:</p> <ul style="list-style-type: none"> ✓ Demonstration effective critical analysis ✓ Utilization of valid and reliable support resources ✓ Uses APA format citation correctly ✓ Doctoral level writing standard 		
<p>Workflow:</p> <ul style="list-style-type: none"> ✓ Follows project guidelines and navigates flow of a project 		
<p>Peer support:</p> <ul style="list-style-type: none"> ✓ Consistent and ongoing collaboration and sharing ✓ Fosters deeper understanding in the group 		

<p>Communication:</p> <ul style="list-style-type: none"> ✓ Timely, active ongoing engagement ✓ Effective, professional written communication 		
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NOTE: Minuses and pluses are earned if you fall within the middle of the listed criteria table.

Communicating with your Instructor

Standard protocol is to allow 1-2 business days for a return communication. I am usually quicker than this! There is no shortage of ways to get a hold of me and please reach out to me.



EMAIL: The easiest way to reach me is through email at: nprender@uwsp.edu



CALL: Call me (715) 346-2805. If there is no answer, send an email. We can make an appointment to speak on the phone. Note: I do not have voice mail.

Generally, I am most available weekdays between 9am and 11am Central Time and occasionally in the afternoon. (During the remainder of the business day, I am in the classroom or meetings.)

I am open to various ways of communicating that allow us be in touch; online learning can be lonely if you do not reach out. Please reach out to me and/or your cohort members.

Communicate Clearly and Correspondences

Correctly title emails. If it is a topic change, be sure to start a new email that is labeled with the matching topic. Include the entire thread of an ongoing email conversation so that I can recall the history of your question/s without searching past emails. I will not open attachments without messages and as a matter of a fact, attachments should not be needed since we have One Drive to share files

Attendance and Participation

Participation is expected. Ongoing visibility on projects is expected. If you are having issues and need to step out for a few days/week, please let me (and your classmates know) if it will affect your contributions to projects. Communication is KEY! The course is set up in a way to maximize workflow at an adult learning level. My expectation is that you are active in the projects assigned at a timely pace.

Incompletes

Incompletes are last resort and can be given if minimal work needs completion. You cannot take an incomplete for no or little work completed. The grade will reflect this effort. Please speak with instructor regarding procedure for incompletes.

Late Work

It is important to identify your role in projects and deadlines for projects. Projects have smaller components to them that need to be completed. It is important that you are participating in each of the parts of the projects. The holistic grading rubric criteria holds high standards for timely work. Late work may result in lower marks in this rubric effecting your overall grade.

Religious Beliefs Accommodation

It is UW System policy to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up requirement before or after the regularly scheduled requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365.

Help Resources (See handbook for more resources)

Writing	Advising	IT Technology Issues
Laurie Schmeling Department of English & School of Education CPS 431 lschmeli@uwsp.edu Phone: (715) 346-3790	Joy O'Neil Director of Educational Sustainability Assistant Professor joneil@uwsp.edu Phone: 715-346-3292 Office: CPS 437	The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715)



346-4357 (HELP) or visit this [link](#) for more information.



Academic Honesty

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Student suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.