

Environmental Geopolitics

EVRN/GEOG/GIST 371 Course Syllabus – Fall 2022

Instructors:

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Class meetings: Tuesdays and Thursdays 1:00 – 2:15 pm in Lindley Hall Room 317

Course description:

Environmental features are often discussed in terms of their scarcity or their shrinking ability to meet the increasing demands of a growing population. Alternatively, other environmental features or resources are frequently cited as posing a threat to security or as something to be preserved or managed. Concerns with environmental security, resource conflicts, and impacts of climate change have generated a great deal of scholarly literature, sparked political debate, and attracted public attention. Missing from most of these conversations is a critical perspective that questions fundamental assumptions embedded in particular arguments or discourses about environmental issues and about security. For example, when we talk about environmental security, whose security are we talking about? What kind of security are we talking about?

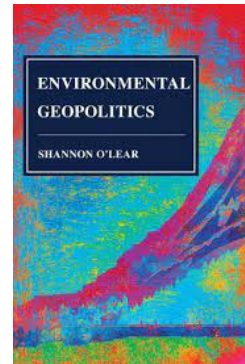
This course is structured by a framework of geopolitics and critical geopolitics. Geopolitics, in short, considers how spatial arrangements are suited to particular forms of power. Critical geopolitics questions the spatial categories and geographic knowledge that structure the world. Critical geopolitics examines assumptions underlying the way that uneven power relationships are explained and justified. Following an introduction to geopolitics and critical geopolitics, we will engage with literature that demonstrates critical thinking about how human relationships with the biophysical world are portrayed. We will discuss how and why environmental or resource features are linked to debates about security and conflict as well as geopolitical assumptions on which these debates build. We will examine topics such as environmental security, resource conflicts, climate security and related issues. Additionally, we will consider broader themes of violence and the use of scientific information so that we may more

appropriately understand ways in which aspects of the environment are associated with conflict and other forms of harm.

Ultimately, the main learning objective for this course is to demonstrate an understanding of critical geopolitics by analyzing a mainstream, political claim about the environment. The first step is to identify a political claim in the form of a narrative, practice, materiality, or identity. The second step is to examine that claim in terms of the three main analysis questions that frame this course. The third step is to identify one or more ways that this claim is spatially or scientifically limited and therefore benefits (or disadvantages) a particular interest, group of people, or perspective.

Course texts:

Required: *Environmental Geopolitics* (2018) by Shannon O’Lear. Rowman & Littlefield; paperback.



Other course readings will be available on the course website.

Student participation, assignments, and assessment:

This is an in-person, on-campus class, and we expect regular attendance and class participation. We expect you turn your work in on time, and that includes discussion board posts and comments and other types of assignments. We may consider make-up work on an individual basis and will require prior arrangement and/or official documentation (e.g., from a doctor, employer, or court). Your participation and consistency in class will be used on a subjective basis to help determine your final grade for the course. Given our continued COVID19-related circumstances, there may be times when you will need to miss class. In that case, we ask that you communicate with us to let us know if you are not able to participate in class.

The Canvas site for this class is organized by weekly lessons. Each week’s folder will include an overview of the objectives for the week, the assignments that you will be working on that week, and any materials you will be working with for that week. At times, you will do additional research to find materials for your own project.

This course is guided by the concept of open pedagogy. Instead of focusing primarily on “disposable” assignments (that you write, that are graded by one person, and the feedback on which may or may not be used in the future), we will focus in part on durable assignments that may be sharable with others both in and beyond this class.

Student work (subject to adjustments; points may be offered to the class for additional work)

Practice assignment		25 points
Reading responses	8 assignments x 75 points =	600 points
Research project preparation and reflection (multiple steps; various points)		530 points

Final project (all components, possible extra credit)	325+ points
Reflection	75 points

	Total = 1,555+ points

This is an inclusive class.

The goal of this class is to help everyone learn. That is the goal for all my classes, and it should be for yours, too. That means that in this class, all students are welcome regardless of race, ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, physical abilities, religion, regional background, veteran status, citizenship status, nationality and other diverse identities that they bring to class. The goal is to create an inclusive environment where you feel safe to share your ideas, where you will be treated with respect and dignity and where everyone has an equitable opportunity to participate, contribute and succeed.

Your success at KU and beyond is enhanced by the innovation and creativity of thought that inclusive classes support. The success of an inclusive class relies on the participation, support, and understanding of you and your peers. I encourage you to speak up, share your views and challenge ideas, but do so in a respectful way. Don't wage personal attacks on others or use hurtful or demeaning language. Approach discussions with humility and respect. You will learn more that way, and so will your colleagues.

If you have any questions or concerns do not hesitate to raise them in class or with me directly.

Academic integrity

The University of Kansas prohibits academic misconduct. According to the Rules and Regulations of the University Senate (Art. II, Section 6), academic misconduct is defined as “the disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another's work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research.”

Academic misconduct and academic dishonesty (plagiarism and cheating) will be treated in accordance with the College of Liberal Arts and Sciences policy on Academic Misconduct (https://college.ku.edu/undergrad/faculty_staff/academic_misconduct, 2 August 2017). In this course, I expect you to do your own, original work that has not been previously or concurrently submitted for credit. Penalty for academic misconduct may include a failing grade on an assignment or for the course overall. If you have questions or concerns about academic integrity, please bring these to my attention.

Student Access Services

The Academic Achievement and Access Center (AAAC) coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. They are located in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY). Information about their services can be found at <http://www.access.ku.edu>. Please contact me privately concerning your needs in this course.

Dealing with stress

Know that there are resources on and off campus to help if needed:
KU Counseling and Psychological Services: <http://caps.ku.edu/>; 785-864-2277
National Suicide Prevention Lifeline (24 hours) 1-800-273-8255 (Kansas calls are answered locally at the Headquarters Counseling Center here in Lawrence which may also be reached at 785-841-2345 or via chat Tuesday – Saturday 8:00 pm – 11:00 pm; see <http://www.headquarterscounselingcenter.org/>).

Commercial Note-Taking

Pursuant to the University of Kansas' [Policy on Commercial Note-Taking Ventures](#), commercial note-taking is not permitted in GEOG/EVRN/GIST 371. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. Please note: note-taking provided by a student volunteer for a student with a disability, as a reasonable accommodation under the ADA, is not the same as commercial note-taking and is not covered under this policy.

Schedule of weekly objectives, readings, and assignments:

Below is an approximate schedule for the class. More details are available on the course Blackboard site and weekly lesson plans. This schedule is subject to adjustment. All readings are available on the course Blackboard site in the weekly folders.

DATE	TOPIC	TO READ OR DO BEFORE CLASS
<u>Week 1</u>	Introduction to the class and to each other	
T 23 Aug	SpongeBob Story Cubes What is your current favorite podcast?	Find the classroom! Get your book! Show up and buckle in!
Th 25 Aug	Three learning outcomes for this class: - Env'tl Geopolitics analysis framework - Podcast development - Research and analysis of a selected claim	Read: • Blog post by Shannon O'Lear: How Environmental Geopolitics Expands Our Understanding of Risk and Security
Sun 28 Aug		*** DUE: *** • Practice assignment worksheet
<u>Week 2</u>	Introduction to geopolitics and Environmental Geopolitics	

DATE	TOPIC	TO READ OR DO BEFORE CLASS
T 30 Aug	What questions does environmental geopolitics ask? What is geopolitics? What is critical geopolitics?	Read: <i>Environmental Geopolitics</i> (O'Lear) <ul style="list-style-type: none"> Ch. 1: Introduction, pp. 1-15 Start working on Reading Response Worksheet for Ch. 1
Th 1 Sept	Why is it useful to consider different forms of discourse?	Read: <i>Environmental Geopolitics</i> (O'Lear) <ul style="list-style-type: none"> Ch. 1: Introduction, pp. 15-26
Sun. 4 Sept		*** DUE: *** <ul style="list-style-type: none"> Reading Response on <i>Environmental Geopolitics</i> Ch. 1: Introduction
<u>Week 3</u>	Science and “the” environment	
T 6 Sept	Environmental science is not a neutral representation of reality.	Choose one of these readings to work with this week and start reading! Hulme, M., Lidskog, R., White, J.M. and Standring, A., 2020. Social scientific knowledge in times of crisis: What climate change can learn from coronavirus (and vice versa). <i>Wiley interdisciplinary reviews. Climate change</i> . https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7267105/ Durant, Jennie. L. 2020. Ignorance Loops: How Non-Knowledge About Bee-Toxic Agrochemicals is Iteratively Produced. <i>Social Studies of Science</i> . https://doi.org/10.1177/0306312720923390
Th 8 Sept	Ask questions about science and politics: --Whose science? --Whose voices?	Work on the Reading Response Worksheet for your chosen reading, and come to class ready to discuss:
Sun 11 Sept		*** DUE: *** <ul style="list-style-type: none"> Final Project Step 1: Brainstorm Reading Response Worksheet on either the Hulme, et al. article or the Durant article.

DATE	TOPIC	TO READ OR DO BEFORE CLASS
<u>Week 4</u>	Planning for final projects	
T 13 Sept	How will you find (?) your research focus?	In class discussion with guests.
Th 15 Sept	Mitigating information overload “The right information at the right time is deadlier than any weapon” (Connell, West World Season 3)	Bring your Final Project Step 1 Worksheet and any notes for information you need to find for your project.
Sun 18 Sept		<p>*** DUE: ***</p> <ul style="list-style-type: none"> Final Project Step 2: Digging deeper into the story
<u>Week 5</u>	Population and environment	
T 20 Sept	What are some common understandings (in the news, mainstream media, advertising, pop culture, etc.) about the relationship between trends in human population and environmental features?	Read: <i>Environmental Geopolitics</i> (O’Lear) Ch. 2: Population and Environment, pp. 27-42
Th 22 Sept	How are these understandings about human population and the environment communicated or reflected in different forms of discourse (text/images, materiality, practice, and identity)?	Read: <i>Environmental Geopolitics</i> (O’Lear) Ch. 2: Population and Environment, pp. 42-63 Bring your laptop: Audacity download
Sun 25 Sept		<p>*** DUE: ***</p> <ul style="list-style-type: none"> Reading Response on <i>Environmental Geopolitics</i> Ch. 2

DATE	TOPIC	TO READ OR DO BEFORE CLASS
<u>Week 6</u>	Malthus in action	
T 27 Sept	How can narratives, maps, labels, identities, terminology, etc. be selective and potentially violent?	Choose one of these readings to work with this week and be ready to discuss your chosen reading today! Hartmann, Betsy. 2014. Converging on Disaster: Climate Security and the Malthusian Anticipatory Regime for Africa. <i>Geopolitics</i> 19, 757-783. OR Bridge, Gavin. 2015. Energy (in)security: World-making in an age of scarcity. <i>The Geographical Journal</i> 181(4), 328-339. (Readings available in this week's Canvas module)
Th 29 Sept	Creative Commons licenses, music and sound effects: Embellishing your story.	Bring to class your ideas for possible sound effects that you might want to include in your podcast recording.
Sun 2 Oct		*** DUE: *** <ul style="list-style-type: none"> • Reading Response on either the Hartman article or the Bridge article.
<u>Week 7</u>	Makerspace work time	
T 4 Oct	Makerspace Work Session Anschutz Library, 2 nd floor	Time to work Final Project Step 3, Parts 1 and 2!! Tami will be available in the Makerspace to answer questions, demonstrate equipment, and provide de-stressors to support your creative thinking.
Th 6 Oct	Regroup to discuss/recap/reflect on Malthus, Makerspace time, and Step 3	Preparing to complete all components of Final Project Step 3, Parts 1 and 2
Sun 9 Oct		*** DUE: *** <ul style="list-style-type: none"> • Final Project Step 3 Part 1: Real world impact of your story, find two new sources, & start your annotated bibliography • Final Project Step 3 Part 2: record your podcast pitch using Audacity.

DATE	TOPIC	TO READ OR DO BEFORE CLASS
<u>Week 8</u>	Prepare for Step 4: Environmental Geopolitics framework of analysis	
T 11 Oct	Fall Break – NO CLASS MEETING TODAY	
Th 13 Oct	Discuss environmental geopolitics framework of analysis and the three key questions.	Work on Final Project Step 4: Ask questions about environmental definitions, human agency & spatial scale
<u>Week 9</u>	Examining the story for your project	
T 18 Oct	This week’s readings demonstrate how to critically examine a story about the environment.	Read: Selby, Jan, et al. 2017. Climate Change and the Syrian Civil War Revisited. <i>Political Geography</i> 60, 232-244.
Th 20 Oct		Read: Scanlan, Stephan J. 2013. Feeding the Planet or Feeding Us a Line? Agribusiness, ‘Grainwashing’ and Hunger in the World Food System. <i>International Journal of Sociology of Agriculture and Food</i> 20(3), 357-382.
Sun 23 Oct		*** DUE: *** • Reading Response on either the Selby article or the Scanlan article.
<u>Week 10</u>	To be arranged depending on weather and student progress on projects.	
T 25 Oct	Class discussion on environmental geopolitics framework of analysis.	Prepare for Final Project Step 4. Update your annotated bibliography.
Th 27 Oct	Class discussion on using Audacity and crafting a compelling podcast. Creative Commons Licenses	If you are inclined, you can work ahead on your Reading Responses. Up next are Chapters 3 and 4 in <i>Environmental Geopolitics</i> .

DATE	TOPIC	TO READ OR DO BEFORE CLASS
Sun 30 Oct		<p>*** DUE: ***</p> <ul style="list-style-type: none"> Final Project Step 4
<u>Week 11</u>	Resource conflict and slow violence	Be working on Step 5: Putting it all together. It is due next week.
T 1 Nov	What are some common narratives about environmental resource conflict?	Read: <i>Environmental Geopolitics</i> (O'Lear) Ch. 3: Resource Conflict and Slow Violence, pp. 65-83
Th 3 Nov	What is slow violence and how it helpful in decoding political claims about the environment?	Read: <i>Environmental Geopolitics</i> (O'Lear) Ch. 3: Resource Conflict and Slow Violence, pp. 83-101
Sun 6 Nov		<p>*** DUE: ***</p> <ul style="list-style-type: none"> Reading Response on <i>Environmental Geopolitics</i> Ch. 3
<u>Week 12</u>	Climate change and security	
T 8 Nov	Who or what is the focus in claims about climate change and security?	Read: <i>Environmental Geopolitics</i> (O'Lear) Ch. 4: Climate Change and Security, pp. 103-120
Th 10 Nov	What is being secured? What is not being secured?	Read: <i>Environmental Geopolitics</i> (O'Lear) Ch. 4: Climate Change and Security, pp. 120-134
Sun 13 Nov		<p>*** DUE: ***</p> <ul style="list-style-type: none"> Reading Response on <i>Environmental Geopolitics</i> Ch. 4 Step 5: Putting it all together

DATE	TOPIC	TO READ OR DO BEFORE CLASS
Week 13	Science, Imagery & Understanding the Environment, Part 1	
T 15 Nov	Why does it matter what kind of science we use to understand environmental features or if we use science at all?	Read: <i>Environmental Geopolitics</i> (O’Lear) Ch. 5: Science, Imagery, and Understanding the Environment, pp. 135-150
Th 17 Nov	What kind of scientific knowledge is utilized in your chosen story about the environment or about human-environment interactions?	Read: <i>Environmental Geopolitics</i> (O’Lear) Ch. 5: Science, Imagery, and Understanding the Environment, pp. 150-163
Sun 20 Nov		<p>*** DUE: ***</p> <ul style="list-style-type: none"> • Reading Response on <i>Environmental Geopolitics</i> Ch. 5
Week 14	Planning final project format	
T 22 Nov	To be arranged	
Th. 24 Nov	NO CLASS MEETING TODAY	* BE THANKFUL *
Week 15	Science, Imagery & Understanding the Environment, Part 2	
T 29 Nov	Discuss Barnes article.	Read: Barnes, Trevor. 2013. Big Data, Little History. <i>Dialogues in Human Geography</i> 3(3), 297-302.
Th 1 Dec	Work on Step 6: Audacity skills Refine story analysis	Read: <i>Environmental Geopolitics</i> (O’Lear) Ch. 6: Building From Here
Sun 4 Dec		<p>*** DUE: ***</p> <ul style="list-style-type: none"> • Step 6: The whole enchilada: <ul style="list-style-type: none"> ✓ Podcast script with source citations (worksheet) ✓ Podcast recording in Audacity ✓ Creative Commons License

DATE	TOPIC	TO READ OR DO BEFORE CLASS
Week 16	15 weeks in the making: Reflection	
T. 6 Dec	Durable skills and how to talk about them.	Bring your resume to class.
Th 8 Dec	Podcast listening party	<p>*** DUE: ***</p> <ul style="list-style-type: none"> • Step 7: Reflection
FINAL	Details on submission of final projects will be discussed in class.	

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Step 1: Brainstorm

Name:

Instructions:

- Download this form.
 - Add as much space as you need to address each question directly and completely.
 - **Delete these instructions.**
 - Run a spell check on your work before saving and uploading your completed response.
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1. In one or two sentences, briefly summarize the story or claim about human-environment interactions that you are considering to focus on for this project. (10)
 2. List 3-5 keywords that describe or summarize your topic. (10)
 3. Conduct some Google searches using the above keywords for your topic. Provide the full citation information (and a URL if available) of one source you have found on your story. (10)
 4. How does the story involve either security or risk? According to the story, what is important to secure or preserve OR what is identified as a threat or risk to be avoided? (25)
 5. What are some of your thoughts about next steps for examining your story? What kinds of information would be helpful to look for to find more information about your story? (20)

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Step 2: Digging deeper into the story

Name:

Instructions:

- Download this form.
 - Add as much space as you need to address each question directly and completely.
 - **Delete these instructions.**
 - Run a spell check on your work before saving and uploading your completed response.
1. In one or two sentences, briefly summarize the story about human-environment interactions that you have chosen to analyze for this project. As your understanding of your story evolves, your summary will likely change, too. (10)
 2. What about your research focus or thoughts about your final project has changed since the previous step? (10)
 3. Provide the full citation information (and a URL if available) of **two scholarly sources** you have found on your story. How and where did you find this scholarly source? (10)
 4. How does this new source expand or alter your understanding of your story? What new dimensions or aspects are apparent? (15)
 5. How does this new source change how you are understanding either the risk or security element of your story? (15)
 6. What are some of your thoughts about next steps for examining your story? What do you need to know more about? What kinds of sources would be helpful to look for to find more information about your story? (15)

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Step 3 Part 1: Real world impact of your story, find new sources, & start your annotated bibliography

Name:

Instructions:

- Download this form.
 - Add as much space as you need to address each question directly and completely.
 - Delete these instructions.
 - Run a spell check on your work before saving and uploading your completed response.
1. In one or two sentences, briefly summarize the story about human-environment interactions that you have chosen to analyze for this project. As your understanding of your story evolves, your summary will likely change, too, to be more refined and specific (that is, do not copy and paste your summary from previous steps. Write it fresh as you progress through these steps). Be sure to include: Who is telling the story (or making the claim), and how can you tell? (10)
 2. How does this particular story or claim have an impact in the world? How does it affect people (or anything else)? (20)
 - The *Environmental Geopolitics* book we are using for this class describes four different forms of discourse (or stories): **text/narrative, practice, materiality, and identity** (see pp. 15-19). You can refer to that section as you think about how the story or claim about the environment that you are investigating has an impact in the world.
 3. Start building an **annotated bibliography**. First, provide the full citation information (and a URL if available) of **two new sources** you have found on your story. Second, for **all** of the sources you have found so far (at least 4), write a few sentences summarizing what that source adds to your understanding of your story and how the source helps you to think critically (or ask questions about) your chosen story. (30)
 - a. Organize your sources alphabetically by author's last name; follow each citation with your summary sentences for that source.
 - b. Indicate which sources are new for this step of your project.
 4. What are some of your thoughts about next steps for examining your story? What kinds of information would be helpful to look for to find more information about your story? Remember, you will be examining your story or claim with the three questions of environmental geopolitics (see *Environmental Geopolitics*, pp. 5-9), so let those questions guide your next steps. (20)

Environmental Geopolitics – EVRN/GEOG/GIST 371

Step 3 Part 2: Pitch your podcast

This assignment will help you accomplish two things:

- 1) develop an overview of your research project, and
- 2) practice using Audacity to make a short recording, include a sound effect, and upload your recording.

Instructions:

1. Using the “Mad Libs” template below, develop a script for a 2-minute pitch or overview of your project. You can use the template just as it is or adjust the wording to reflect your style, but include all of the information requested.
2. Record your pitch using Audacity. Save your file as: Lastname_Firstname_Title_of_podcast.
3. Include at least one sound effect (information about sound effects will be provided in class).
4. Upload through the Canvas assignment portal for Step 3 Part 2:
 - Your written script including at least three source citations (50)
 - Your recorded pitch (50 + extra for a sound effect).
 - A screenshot of the folder on your computer with Audacity files. (15)

Title: _____

{Start recording}

Hook: (interesting statement or question about the claim to catch listeners’ attention)

Hello, my name is _____, and this is a pitch for my Environmental Geopolitics podcast. The claim about the environment that I am examining for this podcast is _____. The person or organization making this claim is _____, and their argument is that _____. This claim is evident (where?) _____. This claim is about security (or risk) because _____. In this episode, I will examine this claim by asking three questions about it: 1. How are the role and meaning of the environment described and specified in this claim, 2. What is the role of human agency within this claim? 3. What is the spatial focus of this particular claim? I will use information from _____ and _____ to investigate these questions so that we have a better understanding of this claim and the view of the world that it promotes.

{Sources}

Continued...

Example:

Title: O'Lear_Shannon_The_Tortoise_vs_the_Goat_The_Value_of_Nature_on_the_Galapagos_Islands

Is it worth it to kill over two hundred thousand goats to save some tortoises?

Hello, my name is Shannon O'Lear, and this is a pitch for my Environmental Geopolitics podcast. The claim about the environment that I am examining for this podcast is that the Galapagos Islands should be preserved, because they have outstanding universal value as an ecosystem. The organization making this claim is the United Nations Educational, Scientific and Cultural Organization (UNESCO) World Heritage Convention, and their argument is that the Galapagos Islands should be protected to maintain their unique ecosystems. This claim is evident on the UNESCO website. This claim is about security ~~(or risk)~~ because it supports activities that harm some animals, like goats {add sound effect of goat bleating}, in favor of protecting other animals such as tortoises {add sound effect of slow shuffling}. This claim is part of a broader debate about who gets to decide which environmental features are of value. In this episode, I will examine this claim by asking three questions about it: 1. How are the role and meaning of the environment described and specified in this claim?, 2. What is the role of human agency within this claim? 3. What is the spatial focus of this particular claim? I will use information from the UNESCO World Heritage Convention and research published in *Cultural Anthropology* to investigate these questions so that we have a better understanding of this claim and the view of the world that it promotes.

Sources:

UNESCO World Heritage Convention: The Galapagos Islands. <https://whc.unesco.org/en/list/1>. Accessed 3 August 2022

Bocci, Paolo. "Tangles of care: Killing goats to save tortoises on the Galápagos Islands." *Cultural Anthropology* 32, no. 3 (2017): 424-449.

Environmental Geopolitics – EVRN/GEOG/GIST 371

Step 4: Ask questions about environmental definitions, human agency & spatial scale

Name:

NOTE: This step of the project is where you start to approach the core objective of the class. Allow plenty of time to work through these key questions of the environmental geopolitics framework of analysis. Plan to draw on sources you have found or new sources to support your responses to each question. Working through these questions should also help you to identify additional information that would be helpful in a critical examination of your chosen story about the environment.

Instructions:

- Download this form.
 - Add as much space as you need to address each question directly and completely.
 - Delete these instructions and the note above.
 - Run a spell check on your work before saving and uploading your completed response.
-
1. In one or two sentences, briefly summarize the story about human-environment interactions that you have chosen to analyze for this project. As your understanding of your story evolves, your summary will likely change, too. (10)
 2. Analyze your selected story in terms of each of the three observations of environmental geopolitics discussed in class (See the *Environmental Geopolitics* book, pp. 5-9). See the note on structuring your responses below #3.
 - a. Respond to each of the three, main questions of analysis (below). (3 x 10)
 - b. For each of these questions, think about what kind(s) of additional information you might look for to develop your analysis of the story in greater detail. Aim to write at least 4-5 full sentences for each question, and feel free to elaborate on these points beyond that. (3 x 10)
 1. How are the role and meaning of the environment described and specified?
 2. What is the role of human agency within this claim or view of the world?
 3. What is the spatial focus of this particular claim?
 3. What are your thoughts about next steps for examining your story? What kinds of information would be helpful to look for to find more information to address these three questions as you investigate your story? (15)

Continued...

Structure your response to the three analysis question as follows:

How are the role and meaning of the environment described and specified?

- a. {Your response to this question}
- b. Additional information or sources that would help me to develop a response to this question would be...

What is the role of human agency within this claim or view of the world?

- a. {Your response to this question}
- b. Additional information or sources that would help me to develop a response to this question would be...

What is the spatial focus of this particular claim?

- a. {Your response to this question}
- b. Additional information or sources that would help me to develop a response to this question would be...

(...and remember to address the first and last questions on the assignment worksheet, too!)

Environmental Geopolitics – EVRN/GEOG/GIST 371

Step 5: Putting it all together (template)

1. What is the story or claim about the environment that you are investigating? (10)
2. Who is making this claim (A person, organization, or group)? (5)
3. How is an argument about either environmental risk or environmental security embedded in this claim (it may not be stated directly)? (10)
4. Environmental Geopolitics analysis of your chosen claim (below). For each of the three questions, include both columns in your analysis. (60)
5. Closing thoughts or observations about this broader perspective about your chosen claim (What have we learned from this investigation?). (15)

<u>Environmental Geopolitics Analysis</u>	Included in the story or claim	Relevant to the story but not included
1. How are the role and meaning of the environment described and specified?	A few aspects or examples addressed in your story. * Source that you are drawing from for this information	Aspects of the environment or features that are relevant to the topic but not included in the story. * Source that you are drawing from to develop this critique and broader perspective.
2. What is the role of human agency within this claim or view of the world?	What human activities are highlighted in your chosen story? * Source that you are drawing from for this information	A few other human activities or systems (political, social, economic, cultural) are relevant to your topic but not included in the story. * Source that you are drawing from to develop this critique and broader perspective.
3. What is the spatial focus of this particular claim?	On what spatial scale or spatial processes does your chosen story focus? * Source that you are drawing from for this information.	How are other spatial scales, connections, or processes relevant to this topic but not included in your chosen story? * Source that you are drawing from to develop this critique and broader perspective.

Environmental Geopolitics – EVRN/GEOG/GIST 371

Step 6: The whole enchilada checklist

This assignment brings together all of the components of your project. Brief descriptions are included in the checklist below. There will be assignment portals in Canvas for each component.



1. **Podcast script worksheet** (145): Complete this worksheet with the following components and upload to the Canvas portal for your podcast script:
 - Your name (5)
 - Metadata and 2 keywords (10)
 - Title of podcast episode (5)
 - Abstract (20)
 - Hook/attention-grabbing question at the start (5)
 - Full script that includes all elements of Step 5 (e.g. e.g, the claim you are analyzing, all three questions of an environmental geopolitics analysis, etc.) (60)
 - Bibliography of sources in proper format (40)



2. **Podcast recording in Audacity** (160+): Upload your mp3 file and a screenshot of your folder with Audacity files to Canvas in the portals for Recording and Audacity screen shot.
 - Your podcast episode (10 minutes or less) file in mp3 format . (145)
 - Save your file as Lastname_Firstname_title_of_podcast.mp3
 - Screen shot of your folder with Audacity files (15)
 - Extra credit for sound effects



3. **Creative Commons license** (20): Complete the form to indicate how your podcast episode may be shared.

Environmental Geopolitics – EVRN/GEOG/GIST 371

Step 7: Reflection

Name:

It is many years into the future, you are being interviewed on the world-famous video podcast “retrospective/introspective” regarding your life experiences. The interviewer (who has an excellent staff of researchers) mentions that in the fall of 2022, you were a student in Environmental Geopolitics at KU. You think for a moment and nod. Yes, you remember the course. The interviewer nods, acknowledging your response. They are well known for asking guests on the show to dig deep and be honest about their life experiences. They ask you to reflect on the following questions allowing 3-4 full sentences for each response.

Add space as needed to respond to these questions: (75)

1. How would you describe your experience in this course?
2. What concepts, skills, or ways of approaching information did you take away and use in your everyday life or in other classes?
3. What was the best part of the course or your final project?
4. What was the most difficult part of the course or your final project?
5. If you could change one aspect final project, what would you change and how would it improve the overall research or creative experience?

OR

What advice would you give to a student who is just starting this class and trying to figure out their research focus?