Cities are dynamic, concentrated sites of human activity. They are often places we associate with political economic structures - of trade, investment, science and property. But what do cities have to do with ecology and environmental change? In this course, we explore the intersection of social and environmental processes in cities, and across the urban continuum. We will use scholarly resources from anthropology and other social sciences to ask, how does nature come to be defined and delineated in cities? How are spaces of nature in cities governed, owned and controlled? When and how are people marginalized by environmental interventions, and how do they contest that marginalization? Our aim is to better understand how and why struggles over the environment and struggles for social justice and equity intersect.

**Course Objectives**

1. Define key theoretical concepts in political ecology.
2. Identify and analyze key local and global exchanges that influence the environmental, social, and political conditions of specific cities.
3. Undertake, apply and evaluate primary research in political ecology.
4. Explain the function and utility of quantitative and qualitative research strategies for understanding environmental change in cities.

**Assignments**

1. Reading group work: posts, facilitation, full and active participation (20%)
2. Midterm exam (15%)
3. Film responses (20%)
4. Urban Environmental Analysis, in stages (25%)
5. Final exam (20%)

**Course Commitments**

- Mutual respect: careful listening and active discussion with everyone in the class. We are in this together.
- Careful and thorough engagement with course materials is the only way to get the most out of the class.
- Clear communication regarding unavoidable absences or incomplete work: If any circumstance hinders your participation in this course, please speak with me in advance.
- Unexcused absences will adversely affect your grade. This is in fairness to your colleagues.
- Give credit where credit is due: plagiarism is a serious offense. We check all work to be sure it is original and your own.
- No electronic devices (cell phones or laptops) should be used in class unless you are giving a presentation.
- No food is permitted in class unless you are sharing with everyone.
- Please be patient with e-mail. I try to respond to class e-mail within 24 hours, but this cannot always be guaranteed. Your best bet: speak to me directly just before, or just after, a class meeting.

**Major Due Dates**

- Film response **Sept 14, Nov 16**
- Research Question draft **Oct 8**
- Midterm **Oct 21-22**
- Abstract+ Lit review outline +Annotated literature list **Oct 14**
- Full paper outline **Nov 4**
- Final **Dec 7-9**
- Research Paper **Dec 15**

*Please note that to assure fairness in grading, late assignments are never accepted.*
Class Format:

This is a seminar, which means that we will combine lecture time with group discussions and student facilitation. The course will be as rich as we make it: the more we contribute through thorough preparation and careful engagement with the materials, the more we will all learn.

The form of this class is dynamic, and will be subject to change as circumstances at NYU and in New York City change.

Readings and Films

All readings are available through Classes, Bobst Library, and the NYU Bookstore. You are required to read assigned texts before class, by the day they are listed on the syllabus. The Classes site will be the most updated resource for weekly readings, assignments, and other materials.

Urban Environmental Analysis

One of the best ways to learn about urban environmental change is to undertake an active study. To this end, writing an urban environmental analysis is this course’s most significant assignment. You may choose your topic and your city according to your particular interests, but given the proximity of potential case studies here in New York, you’re strongly encouraged to focus here. This aspect of the course is designed to give you an experiential introduction to combining archival work with independent research and to engage a complex urban environmental issue as a political ecologist might. At the same time, we cannot cover research methods in full in this course; this project is meant to give you a sense of mixed research methodology and why it matters. You will a) write a focused research question, b) gather data and when appropriate undertake some independent fieldwork, and c) explain your findings using key concepts in political ecology. Your final analysis (a 15-20 page research paper) will contain a discussion of key concepts, archival work from a minimum of 15 sources and references, and, when applicable, primary data.

Exams

There will be a midterm and final examination. Both will consist of identification/definitions, short answers, and essays. Questions for the midterm will draw from readings, lectures, and films covering material from the first half of the course, while the final will prioritize post-midterm material. Keep in mind, however, that in both exams you will be asked to synthesize course themes.

Reading Groups, Class Facilitation, and Participation

Each of you has been assigned to a reading group with a set of other classmates. This group will form a core aspect of your engagement with, and participation in, the class; it will help create an intellectual esprit de corps among the group as a whole. You are encouraged to meet each other once a week for at least 30 minutes to discuss class readings and then craft a collective short response to one of the readings chosen from those labeled [RG] on the syllabus. You will then write a brief discussion board post about this reading – available to the entire class – that makes the following points:

1. What is the author’s core argument and what forms of evidence are used to substantiate it?
2. What are the consequences of this argument — that is, so what?
3. How does this reading connect to course themes and debates?
Most weeks involve a Reading Group post. Reading Group weeks are indicated on the syllabus with numbered brackets, e.g. [RG 1, 2, 3]. Reading Group work, reflected in required posts, facilitation, and in a brief peer-evaluation of the group at the end of the semester, are worth 20% of your grade. Posts will be graded on a check +, check, check - scale, along with narrative feedback when applicable. Each of these checks are roughly equivalent to the grades of A (95), B (85), and C (75). These will be turned into a scaled 100-point final grade for this portion of the class at the end of the semester, taking into consideration overall performance, progression, and group dynamics.

Your end of semester self reflection and evaluation will be graded on a complete/incomplete basis.

During the term, your reading group will also be tasked with facilitating two class sessions. Your job will be to engage your fellow students in the material and to connect your specific Reading Group text with the other readings and themes of the course/session. How you choose to meet these two goals is up to you. For the session your group facilitates, you are required to turn in an individual 500-word essay after the class session. This should reflect on how you and your other Reading Group members handled the facilitation. The remaining part of this assignment is simply the challenge of being a respectful and thoughtful peer, class participant, and intellectual in the context of this course and related co-curricular activities. This includes reading thoroughly, being a good listener, showing up on time, and the like. This aspect of the class, “attendance and active participation,” is worth 15% of your final grade and will be assigned by the professor based on a 100-point scale.

**Honor Code**

All written work in this course must be original and composed exclusively by you, the author. You must acknowledge in writing any assistance you receive from the literature, other students, textbooks, internet, or any other source. Plagiarism is a serious offense and will be immediately referred to the Dean’s office.

**Accomodation**

Academic accommodations are available to any student with a chronic, psychological, visual, mobility, learning disability, or who is deaf or hard of hearing. Students should please register with the Moses Center for Students with Disabilities at 212-998-4980.


**Weekly Schedule**

**September 2: Course Introduction (online and asynchronous)**

What is Political Ecology?

overview of course structure and an introduction to seminar dynamics. You will be assigned to your reading group.

- [https://www.thenatureofcities.com/2013/03/27/urban-sustainability-and-resilience-why-we-need-to-focus-on-scales/](https://www.thenatureofcities.com/2013/03/27/urban-sustainability-and-resilience-why-we-need-to-focus-on-scales/)
- Part 2 available here: [https://www.believermag.com/issues/200605/?read=article_price](https://www.believermag.com/issues/200605/?read=article_price)

**September 9: Key Concepts, Key Challenges: Urban Ecosystems, Urban Metabolisms, Urban Mosaics, Urban Natures**

(A DAY: asynchronous lecture. Meet your reading group by today and post your first RG reaction to the readings below. Posts must be in Classes folder by noon on September 8)


September 14: Film viewing  *Plastic China* (*asynchronous viewing by this date. Your first film reaction due.*)


September 16: (C DAY: *Online discussions with your reading group.*) City garbage, Urban Waste

- https://blogs.scientificamerican.com/observations/more-recycling-wont-solve-plastic-pollution/


September 21: (B DAY: *in-class discussion of all reading material to date.*) Circuits of Waste, continued.


September 23: More people, more consumption, or both? (A DAY: *asynchronous presentation prepared by Reading Group One.*) [All Reading Groups must post reaction to the readings below by noon on Sept 22. RG 1 will prepare session presentation.]


- Population predictions…environment and urbanization….Volume: 29 issue: 1, page(s): 195-216
  https://doi.org/10.1177/0956247816663557


September 28: (B DAY: in-class discussion of material from Sept 23. Be sure to have read all reading group posts!)

September 30: “Public” or “Publics?” (A DAY: *asynchronous presentation prepared by Reading Group Two.*)[[All Reading Groups must post reaction to the readings below by noon on Sept 27. RG 2 will prepare session presentation]]

- the idea of pseudo public spaces (https://www.nature.com/articles/s41599-017-0048-6)

September 30: Field Trip One – “Public” space and multiple publics (C DAY: field exercise undertaken individually + online discussion with your reading group. You will post a short write-up of your field exercise in Classes.)


October 5: Google is not Research / Doing research in Urban political ecology: tools for research design / We will meet online with a Bobst Librarian (A DAY: online session will be recorded. Please attend via Zoom if your time zone permits.)

de Certau, Michel. 1984. Walking in the City.


https://www.nature.com/collections/mxcwjrnwwt

October 7: (C DAY: online discussions with your reading group; research consultations with Prof Rademacher)

October 12: Lungs of the City? (B DAY: in-class discussion of materials below + asynchronous presentation by Reading Group 3)


October 14: Urban Air Quality (C DAY: online discussions with your reading group; research consultations)

*Literature Review outline Due: preliminary abstract, literature review outline, and annotated bibliography with 8 scholarly sources for your research paper.

October 19: Reconsidering Waste [A DAY: asynchronous presentation by Reading Group 4]

October 21: Midterm Exam (questions distributed online on Oct 21. Completed exam due Oct 22.)

October 26: Field Visit 2: Water and Resilience. (C DAY: field exercise undertaken individually + online discussion with your reading group. You will post a short write-up of your field exercise in Classes.)

- https://www.wnyc.org/story/five-years-later-sandy-project-grinding/ (read or listen)

October 28: Water Supply and Water Proximity (A DAY: asynchronous presentation by Reading Group 5)


November 2: Private Water and Multiple Publics (B DAY: in-class discussion of presentation by Reading Group 5)


November 4: Project Work (C DAY)

Abstract and Literature review (5-7 pp) plus full paper outline due

November 9: Morphologies and Infrastructures (A or B Day TBA. Presentation by Reading Group 1)


November 11: (C DAY)


**November 16:** Film viewing Sand Wars (asynchronous viewing by this date. Your second film reaction due.)

**November 18:** Climate and Cities (A or B Day TBA. Presentation by Reading Group 2)


**November 23:** Sustainability and Future Cities (A or B Day TBA. Presentation by Reading Group 3)


**November 25 Energy (A or C Day TBA. Presentation by Reading Group 4)**

Watch before class: https://www.youtube.com/watch?v=PfOV1hGuI4A&ab_channel=BestDocumentary


**November 30 Energy (A or B Day TBA. Presentation by Reading Group 5)**


**December 2:** Environmental Futures (A/B/C TBA)


**December 7:** Final Exam Distribution (due Dec 9) / Final paper is due on December 15