To some, ecology represents a scientific discipline that studies the interactions between and among organisms and their environments. To others, it is synonymous with the environmental movement, green politics and ‘Earth First!’ This course explores the historical development of ecology as a professional science, with due attention paid to the political ramifications of particular ecological ideas and how they have been incorporated into discussions about wilderness preservation, the Dust Bowl, population control, the DDT controversy, and debates about natural value, sustainability and justice. Throughout the course, we will situate the history of ecological ideas and concepts within their cultural, political, and social environments, exploring the interrelated histories of nature’s economy and political economy, from colonialism to global capitalism, from laissez-faire individualism to welfare-state collectivism.

COURSE TEXTS


Other readings will be provided on D2L
Course Formalities and Expectations

Attendance and Participation:
Attendance in class is mandatory. If you have good cause to miss class, it is imperative that you discuss this with your instructor BEFOREHAND. **Note: Any student who misses ten or more classes without documented and justifiable cause may receive a failing grade irrespective of any written work submitted.**

OU policies on reasonable accommodation, and codes of behaviour:

Reasonable Accommodation Policy
Any student in this course who has a documented disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

Codes and Policies of Behaviour
Each student should acquaint his or her self with the University's codes, policies, and procedures involving academic misconduct, grievances, sexual, racial and ethnic harassment, and discrimination based on physical handicap.

Academic Integrity and Plagiarism:
Plagiarism is the unacknowledged appropriation of someone else’s words, ideas, or work, which is then represented as your own. It will not be tolerated and carries significant and serious penalties. At a minimum you will receive 0% for the assignment, and your name put on record. It is possible that you might receive 0% for the course, and in extreme cases may be expelled from the University. You are therefore strongly recommended to educate yourself regarding what plagiarism is and how to avoid it. Your instructor and/or teaching assistants will be happy to advise you on this matter if you are in any doubt.

We will talk more about academic conventions, referencing the authors you write about and what constitutes adequate citation in class. All written work for this class will be expected to meet these basic standards of academic integrity.

**NB:** Be aware that ignorance of what constitutes plagiarism will not be accepted as an excuse for it. If at any time you are unsure of how to cite material, your instructor or writing centre staff will be happy to advise you.

YOU SHOULD CHECK THIS LINK

http://libraries.ou.edu/help/tutorials/academicintegrity/player.html

OU operates an equal opportunities policy. For information on Disability Resources and Policy see: The Disability Resource Centre web site: http://drc.ou.edu/
ASSESSMENT

- Three summary reports of selected readings: [30%]
- Four in class quizzes: [20%]
- Midterm essay [20%]
- Final take-home essay exam: [30%]

TOTAL [100%]

Due dates:

**summary reports:**

**Quizzes:**
1. Friday 3rd February
2. Friday 2nd March
3. Friday 30th March
4. Friday 20th April

**Midterm take-home essay exam:** due Friday 16th March, in class.

**Final take-home essay exam:** due Friday 11th May at 10:00am.
CLASS SCHEDULE

Week One:
Monday 16th January: No Class Martin Luther King Jr. day.

Wednesday 18th January: Course introduction

Friday: 20th January:
Reading:

Week Two:
Monday 23rd January:
Reading:

Wednesday 25th January:
Reading:
[available through Bizzell Library link to British Library holdings]

Friday 27th January:
Lecture and discussion

Week Three: *The Ecology of Empire*
Monday 30th January:
Reading:
[Bizzell GE 195. G76 1995/History of Science Collections]

Wednesday 1st February:
Reading:
[Bizzell library internet access/History of Science Collections]

Friday 3rd February:
Lecture and discussion

Week Four: *The politics of Darwin’s entangled bank*
Monday 6th February:
Reading:

Wednesday 8th February:
Reading:
Extracts will be provided in class.

Friday 10th February:
Lecture and discussion
Week Five: **Humans as modifiers. Preservation, Conservation & Progressive Reform**

**Monday 13th February:**

**Reading:**

**Wednesday 15th February:**

**Reading:**

**Friday 17th February:**

**Reading:**

**Week Six:**

**Monday 20th February:**

**Reading:**

**Wednesday 22nd February:**

**Reading:**

**Friday 24th February:**

**Reading:**

**Week Seven: **Natural History and the State**

**Monday 27th February:**

**Reading:**

**Wednesday 29th February:**

**Reading:**

**Friday 2nd March:**

Lecture and discussion

**Week Eight: Establishing the discipline of Ecology**

**Monday 5th March:**

**Reading:**
Wednesday 7th March:
Reading:

Friday 9th March:
Lecture and discussion

Week Nine: The ecology of animal behaviour

Monday 12th March:
Reading:

Wednesday 14th March:
Reading:

Friday 16th March:
Reading:

Week Ten:
Monday 19th March: ☺ NO CLASSES: SPRING BREAK ☺
Wednesday 21st March: ☺ NO CLASSES: SPRING BREAK ☺
Friday 23rd March: ☺ NO CLASSES: SPRING BREAK ☺

Week Eleven: The ecology of fascism:

Monday 26th March:
Reading:

Wednesday 28th March:
Reading:

Friday 30th March:
Lecture and discussion

Week Twelve:
Monday 2nd April:
Reading:
Donald Worster, pp.291-339.

Wednesday 4th April:
Reading:
Friday 6th April: the ecology of Silent Spring
Lecture and discussion

Week Thirteen: On Population
Monday 9th April:
Reading:

Wednesday 11th April:
Reading:
Garrett Hardin, “The Tragedy of the Commons”, Science, 1968, pp.1243-

Friday: 13th April:
Lecture and discussion

Week Fourteen: Population
Monday 16th April:
Reading:

Wednesday 18th April:
Reading:

Friday 20th April:
Lecture and discussion

Week Fifteen:
Monday 23rd April:
Reading:

Wednesday 25th April:
Reading:

Friday 27th April:
Reading:

Week Sixteen:
Monday 30th April:
Reading:
Oreskes & Conway, Merchants of Doubt, pp.216-239.

Wednesday, 2nd May:
Reading:
Oreskes & Conway, Merchants of Doubt., pp.240-274.

Friday 4th May:
Final lecture and discussion
Tips on Effective Essay Writing

Since writing an effective essay is not a straightforward task, and improving your essay technique is one of the most important skills you will learn during any class, here are some initial suggestions. First write some general notes on what you already know about the subject of your essay, outlining the most striking points. Think why these points are so important, and what they entail for the particular methodological or ethical approach with which you are concerned. Then turn to the notes you have taken during class and to the set readings themselves—as well as any further background readings you may have identified through bibliographic surveys or other relevant classes. Continually re-examine your list of striking features and the organisational structure you have imposed upon them, and think how these materials might help you to articulate your analysis more clearly. When you are ready, sketch an outline of your argument, and then write your first draft. Make sure that to the best of your knowledge there are no logical gaps in your argument. If you can identify some, go back to the literature to see if you can close them. This second look at the literature (and your reading notes) is important. Once you have constructed a hypothesis, you will be able to test it against the arguments of the various authors, and to find those who support your case, and those who are your opponents. (note: having your own hypothesis is the point at which the essay truly becomes your own contribution to the debate). You are then ready to proceed to the second phase.

Writing multiple drafts is really the only way to produce a good essay, especially if you can gain some distance from early drafts, for example, by reading them aloud to yourself, your friends, or having someone else read them to you. This is how professional academics work, and so you should try to do so too. You are encouraged to exchange your essays with one another and discuss your work with your colleagues as the course progresses. You should be aware that essays written the night before they are due invariably read like they were written the night before they were due, and as a result often appear ill-considered, disorganised, and incoherent. You should aim to manage your time to allow for at least two drafts and revisions. This will pay significant dividends in terms of the quality of your submitted work, and correspondingly, with the grade you can expect. Your tutor will be happy to discuss early drafts of your work, as will staff at the writing centre.

What makes a good essay

Introduction and argument: A good essay does not simply summarise the argument of the text(s) under examination. It also involves you constructing a coherent narrative about how those texts relate to a broader argument of your own. So, a good essay might start off with a short introduction to the particular element of the topic that you discuss. This might be followed with a similarly brief account of what you intend to say and how you intend to convince the reader of your argument, which brings us to the importance of clear organisation.

Argument and organisation: A good essay should not simply be a list of points about the subject under examination, all arranged in a haphazard manner. It should instead take the reader step by step through the argument so that they will end up seeing the logical progression of your narrative, even if they might not agree with your conclusions. This means that after a good introduction, each subsequent paragraph should introduce one particular idea about the episode and finish with a statement that prepares the reader for the next paragraph and its particular idea. These paragraphs should be arranged in a logical sequence that takes the reader from the introduction to the conclusion, which means, of course, that the paragraphs should not contradict
each other. A good organisation of these steps then depends critically on a very clear understanding of your essays’ aims and objectives. A clear understanding of your readers’ likely assumptions is equally important to avoid their misunderstanding any part of your argument. Think of it as a chess game, and so always try to put yourself in your readers’ shoes! Do not annoy them unnecessarily by forcing them to ask ‘where is this essay going?’

**Evidence:** A good essay should not only be a logical argument, but it should have the aim of convincing your reader of your point of view. To this end each point of the argument should be backed by evidence from the literature you have consulted, as is appropriate to the specific point being made. Importantly, direct quotes or paraphrases of the text or other literature should be carefully referenced, in footnotes and in a full bibliography of all works cited.

**Reference:**

**Please use Chicago style of referencing. For more information see:**


Accurate referencing is not simply a matter of avoiding any accusation of plagiarism, but also of leaving open the possibility for your readers to explore the point you make in greater detail than is appropriate to the argument of your essay. It is perhaps needless to say, but you must always take care that your quotations or references support your point and this may sometimes mean that you will have to explain how this is the case.

**Style:** A good essay should be written well, attentive to syntax, grammar and spelling. This is not because your reader is pedantic, but because good syntax and grammar helps clarify your argument. You should avoid the passive void, such as “it was said that…” Instead use the active statement ‘so-and-so said that…’, —by doing so you are providing the reader with much more possibly important information and certainly raises new questions,—who is the author? What are their credentials? Where did they write it, and when? Was what they said accepted or controversial? — As you can see, the active voice is a lot more useful for an historian.
GRADING PRACTICES AND STANDARDS

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<thead>
<tr>
<th>Percent</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A exceptional</td>
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<tr>
<td>87-89</td>
<td>B+ competent</td>
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<tr>
<td>84-86</td>
<td>B competent</td>
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<td>80-83</td>
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<td>77-79</td>
<td>C+ adequate</td>
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<td>74-76</td>
<td>C adequate</td>
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<tr>
<td>70-73</td>
<td>C- borderline</td>
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<td>67-69</td>
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<td>60-63</td>
<td>D- inadequate</td>
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<tr>
<td>00-59</td>
<td>F unacceptable</td>
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The following guidelines offer a characterisation of the type of work that might be associated with various ranges of grades. The intent here is to encourage general consistency across faculty and Graduate Teaching Assistants, and to give a guide to what is required in academic writing rather than to provide precise specifications.

**90% to 100% (A)**

“A” grade work is *exceptional*, showing strong evidence of original thinking and good organisation. The student will have shown a capacity to analyse and synthesize information, as well as a superior grasp of the subject matter in hand and an ability to make sound critical evaluations based upon an extensive knowledge base. Work of this standard should be well argued, well documented, and well written.

**80% to 89% (B- to B+)**

Work of this grade is *competent*, showing evidence of a reasonable-to-solid grasp of the subject matter. It should also show evidence of critical and analytical thinking. The work should also indicate a familiarity with the literature. It should be clearly written, accurate and coherent, including major points from the course material and an appreciation of their importance.
70% to 79% (C- to C+)

Work of this grade is of *adequate* performance, showing a fair understanding of the subject matter and an ability to develop solutions to simple problems in the material. It may include some errors and slight misconceptions, but should be indicative of a reasonable engagement with the course material. An acceptable although uninspired piece of work, it should not contain serious errors, but may lack style and vigour in its articulation.

60% to 69% (D- to D+)

Work of this grade is *adequate, but poor*. Poorly articulated and lacking in a coherent argument it may also lack sufficient documentation. Although it may provide some relevant information, it omits many important points and contains a number of substantial errors or misconceptions.

00% to 59% (F) Inadequate.

Work of this standard is *inadequate*, showing little or no understanding of the subject matter. Exhibiting little evidence of critical and analytic skills, this work contains only a limited or irrelevant use of the literature. Poorly articulated it is likely to lack coherence and be difficult to comprehend. Work of this grade is not of degree standard.