

# ARIZONA STATE UNIVERSITY EAST/TEMPE CAMPUS

## GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 07/06/12

1. ACADEMIC UNIT: School of Human Evolution and Social Change
2. COURSE PROPOSED: ASB 372 Environmental Issues in the American West 3  
(prefix) (number) (title) (semester hours)
3. CONTACT PERSON: Name: Melissa Beresford/Alissa Ruth Phone: 480-965-9649

Mail Code: 2402 E-Mail: melissa.beresford@asu.edu;

alissa.ruth@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.
5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

### Core Areas

- Literacy and Critical Inquiry-L
- Mathematical Studies-MA  CS
- Humanities and Fine Arts-HU
- Social and Behavioral Sciences-SB
- Natural Sciences-SQ  SG

### Awareness Areas

- Global Awareness-G
- Historical Awareness-H
- Cultural Diversity in the United States-C
- (Note: **one course per form**)

6. DOCUMENTATION REQUIRED.  
(1) Course Description  
(2) Course Syllabus  
(3) Criteria Checklist for the area  
(4) Table of Contents from the textbook used, if available
7. ***In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.***

CROSS-LISTED COURSES:  No  Yes; Please identify courses: \_\_\_\_\_

Is this a multisection course?:  No  Yes; Is it governed by a common syllabus? \_\_\_\_\_

Alex Brewis Slade  
Chair/Director (Print or Type)

\_\_\_\_\_  
Chair/Director (Signature)

Date: \_\_\_\_\_

**Arizona State University Criteria Checklist for**

**SOCIAL AND BEHAVIORAL SCIENCES [SB]**

**Rationale and Objectives**

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: **(1)** social scientific theories and principles, **(2)** the methods used to acquire knowledge about cultural or social events and processes, and **(3)** the impact of social scientific understanding on the world.

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[SB] CRITERIA</b>			
<b>A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> <li>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</li> <li style="text-align: center;"><b>OR</b></li> <li>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</li> </ul>	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	syllabus
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b>	
		• Courses with primarily fine arts, humanities, literary, or philosophical content.	
		• Courses with primarily natural or physical science content.	
		• Courses with predominantly applied orientation for professional skills or training purposes.	
		• Courses emphasizing primarily oral, quantitative, or written skills.	

Course Prefix	Number	Title	Designation
ASB	372	Environmental Issues in the American West	Social and Behavioral Science

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The course examines how human interactions have shaped landscapes of the American West. Virtually all of the material covered in the course concerns aspects of complex interaction	Each course module focuses on social processes and the interactions they are grounded in that have produced Western landscapes Modules include a discussion of social interactions as affected by the rise of amenity landscapes and conflicts between New and Old West. The module on endangered species examines interactions among key contending parties.
2	The course draws widely from human geography, environmental anthropology, historical geography, environmental sociology, environmental history, and political ecology	Readings for each of the five modules highlight social science approaches to human behavior vis a vis the environment. Readings in each module use scholarly articles from anthropology, geography, political ecology and environmental history.

<p>3 and 4</p>	<p>Readings throughout the semester provide examples of social science approaches to understanding social and environmental processes. The readings also highlight social science research and how data are interpreted .</p>	<p>All course modules are designed to highlight key social science approaches to understanding human-environment changes. Weekly readings in each module use research from two or more social science approaches. The reading journal students keep will require students to reflect on differences in approaches of the different readings and different ways that social science data can be used to understand environmental issues.</p>
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**ASB 372**  
**Environmental Issues In The American West**  
**TTh 9:00-10:15**  
Spring 2010

**Instructors:** Bob Bolin  
**Office:** 276 SHESC  
**Office Hours:**  
**Phone:** 480 965-6215 (SHESC Main Office)  
**E-Mail:** [bob.bolin@asu.edu](mailto:bob.bolin@asu.edu)

**Course Description:** To address the wide range of environmental issues in the West, we have divided the course into five modules. The **first** examines foundational issues in human-environment transformations and change in the American West, with a focus on water resources, urbanization, and the emergence of environmentalism. The **second** module focuses on the emergence of the New West and the demographic and political economic changes underpinning the transformation. Conflicts between New and Old West will be examined in the segment of the course. The **third** module examines the complex issues surrounding public lands and the clash of different environmental values fueling attendant conflicts. Issues such as endangered species, predator reintroduction, and the preservation of wilderness figure prominently in our readings. The **fourth** segment focuses on the creation of military wastelands in the West and the construction of a nuclear hazardscape. We examine the health and environmental contamination issues related to the US nuclear program in the West. The intractable problem of constructing a high level nuclear waste repository at Yucca Mountain, Nevada is also discussed. In the **fifth** module we consider the future of the western US under different climate change scenarios and what they may mean for resource scarcity, environmental change, and future growth scenarios.

This is an issue-oriented survey class grounded in analytical principles of political ecology and its constituent theoretical elements (critical political economy, ecology, environmental history, landscape geography, hazards geography, physical geography etc.) While we cover a range of issues we believe salient to understanding western environmental issues, there are numerous critical issues we do not have time to cover. Given the breadth of issues, **you will find this class both reading and writing intensive.** It is necessary to read extensively due to the complexity and historical dimensions of the issues we discuss. Some of your reading assignments will be for context and background and will not necessarily be discussed directly in class (e.g. Reisner, Gottlieb). However, class discussions will assume you understand the geohistorical background of the issues. If you don't complete the requisite readings before class, you will likely find class discussions difficult or incomprehensible. Class discussions will be **issue focused** and analytic. We will not be providing detailed summaries of assigned reading materials as these summaries should be part of **your reading journals.** While we will gladly explain elements of reading assignments you don't understand, we will not provide in-class summaries of what you should be doing on your own in your journals. I will conduct class sessions based on the assumption that you have read the assigned readings and are keeping up in your journal entries so you can refer to your notes as you write assignments.

to your notes on readings during discussion.

**Course Goals:** There are four primary goals I have for this class.

1. To understand how to conceptualize environmental issues using contemporary approaches in environmental social sciences.
2. To understand the broad historical geographic and contemporary political ecology of human-environment change in the American West.
3. To be able to apply critical social science skills in making sense out of key environmental issues in western North America.
4. To develop writing and presentational skills in analyzing and discussing socioenvironmental change in the West.

**Learning Outcomes:** At the completion of this class, students will

1. Enhance their understanding how to apply social theory to the analysis of environmental conditions and issues
2. Gain substantive knowledge of key aspects of environmental history and current environmental controversies in the West using the latest in environmental social science thought..
3. Be conversant with different environmental and demographic change trends that will significantly reshape conditions in the West in the next 50 years, including projected climate change scenarios.
4. Students will be able to articulate their own views, written and spoken, of critical environmental issues.

**Class Procedures:** This course, because of its participatory nature will require a cooperative and engaged approach among all concerned. Our regular meeting times on TTh will be conducted using a mix of short lecture and seminar discussions of our readings. Seminar portions of the course will be conducted at a level appropriate for a mixed class of advanced undergraduates. To have good discussions, it is necessary for everyone keep up with the readings and give them some thought before each class. You should always feel free to ask questions and raise issues at any time during class so we can discuss them.

Our discussions will be built around the basic texts listed below. In addition to those books, there will be various additional readings which will be announced during class. These will be available either as pdfs posted on Blackboard in journals accessible through the ASU library web site.

**Please note that procedures and assignments are subject to change based on class composition, its size, and student interests. Any changes I feel are necessary will be posted on blackboard and announced in class.**

**Plagiarism Policy:**

All students are responsible for reviewing and following ASU's policies on academic integrity: <http://provost.asu.edu/academicintegrity>. If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students.

**Course Requirements:** Your grade in the class is based on the following activities and writing assignments described further below:

**Maintain a current Reading Journal: 30 percent (60 points available)**

**2 Essay Papers: 50 percent (100 points available for each paper)**

**Participation: 20 percent (40 points available)**

All students are required to maintain a **reading journal** for this course. The journal will help you digest the readings and explore concepts brought up in class. They will also help you write the short papers by providing readily available notes on the readings. The journals should contain:

1. **Reading Summaries:** After you complete the reading for each class, you should write **at least two double-spaced pages** summarizing the main points of the readings in your own words. The most effective summaries will relate the readings to previous readings, class discussions or news articles. You should also include any technical questions about the reading – terms you're not familiar with, confusing concepts, etc. Please bring an updated copy of these reflections to class for our discussions.
2. **Weekly Reflections:** At the end of each week, you should include at least two paragraphs reflecting on the week's readings and class discussions.

Your journal may be typed or written by hand, as long as your handwriting is legible by the instructor. **Please date all journal entries** and be sure we know which reading you are commenting on by including referencing. We will collect the journals **at least 3 times** during the semester. We will announce the due date the class period before we collect hard copies of the journals. Journals will be graded according to how well you are covering and synthesizing the material assigned in the course. We consider this document crucial to your staying current with readings and having notes on your readings will facilitate your other writing assignments.

In addition to the reading journal you will write two **papers—in the 7-10 page range—** double-spaced. The page length is purely suggestive and some may well write longer papers. These will be take-home essays which will ask you to address a topical question that relates to your assigned readings. These count for half your class grade so they should be clear, well documented and organized, and presented with a coversheet and a **bibliography** of all sources



cited in your essay. Please follow social science referencing formats for citing information in your text.

The last part of your grade is **participation**. Since this is a subjective category of evaluation we offer two key criteria: **1. That you be present in class 2. That you make an effort to comment on readings and participate in discussion during our group sessions and during break-out sessions.** If you don't say a word the entire semester or you miss classes without informing us, your grade could be adjusted downward. If you make an effort to be present and to say something you will receive a passing score.

You should keep a copy of all materials (papers, journal) until final grades are posted. If you wish to have a grade reconsidered, you must have the original document in hard copy for me to review. **Always back up all your text files.**

**Late Assignments:** I will accept assignments up to one week late if you have a plausible reason not to turn it in on time. I decide what is plausible. You must discuss (not email) with me before the due date, not after. More than a week I will, at my discretion, lower your grade by 10 percentage points on the assignment.

**Final Grading:** I use a plus/minus grading system using standard ASU categories. Final grades are calculated on a percentage basis of the total number of available points in the class.

A-/ A/ A+ 90-93/ 94-96/97-100 Excellent

B- /B/ B+ 80-83/ 84-86/87-89 Good

C/ C+ 69-76/ 77-79 Average

D 60-69 Passing

E <60 Failure

XE Failure due to Academic Dishonesty

**Note: I round up or down at .5: For example, If you get a 79.5 I will round up to a B-, if you get a 79.4 I will round down to a C+.**

**Incompletes:** A mark of "I" (incomplete) can be assigned when you are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions

beyond your control. You must arrange with me for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (<http://students.asu.edu/forms/incomplete-grade-request>).

**Grade Appeals:** ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal> . Note that I am always happy to discuss a grade with you and explain my criteria.

**Student Conduct:** Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308:  
[http://www.abor.asu.edu/1\\_the\\_regents/policymanual/chap5/5Section\\_C.pdf](http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section_C.pdf)

**Student Support and Disability Accommodations:** ASU offers support services through Counseling (<http://students.asu.edu/counseling>), the Learning Resources Center ([www.asu.edu/lrc](http://www.asu.edu/lrc)), and the Disability Resource Center (<http://www.asu.edu/studentaffairs/ed/drc/>). If you are a student in need of special arrangements for we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

**Email Communications:** All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to: [http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept\\_pk=822](http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822) and file a help desk ticket by clicking on “My Help Center.”

**Campus Resources:** As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu/node/24>
- Learning Support Services: <http://www.asu.edu/studentaffairs/lss/>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

For more information about the School of Human Evolution and Social Change, including our degree programs, research opportunities and advising information, please go to: [http://shesc.asu.edu/undergraduate\\_studies](http://shesc.asu.edu/undergraduate_studies). Our advisors are always willing to discuss career and guidance options with you.

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### Required Texts

**R. Gottlieb, (2005) *Forcing the Spring: the Transformation of America's Environmental Movement*. (2nd ed) Washington, D.C.: Island Press.**

**V. Kuletz, (1998) *The Tainted Desert: Environmental and Social Ruin in the American West*. New York: Routledge**

**R. Keiter, (2003) *Keeping the Faith: Ecosystems, Democracy, and America's Public Lands*. New Haven: Yale University Press**

**M. Reisner, 1993 *Cadillac Desert: the American West and its Disappearing Water*. (Rev Ed) New York: Penguin**

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### WEEK TOPIC/ASSIGNMENT (any change of assignments will be announced in class)

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**Jan. 15-17** Introduction to the course. Review syllabus and course procedures.

This week, we provide an overview of relevant social science theory applicable to the analysis of environmental issues. We will focus on political ecology and environmental history frameworks.

#### Readings:

**Chapter 1: The Hatchet and the Seed (1-16) and Chapter 4: A Field Crystallizes (71-83) in P. Robbins, (2004) *Political Ecology*. Malden, MA: Blackwell Publishing. (available on Blackboard)**

**J. O'Connor (1998) What is Environmental History? Why Environmental History? (chapter 2) in *Natural Causes: Essays in Ecological Marxism*. New York: Guilford (available on Blackboard)**

**D.R. Weiner, (2005). A Death-Defying Attempt to Articulate a Coherent Definition of Environmental History. *Environmental History*, 10(3), 404-420. (available through ASU library website)**

### *Part I: Foundations of Contemporary Human-Environment Issues in the West*

**Jan. 22-24 The Political Ecology of Water in the Arid West**

The exploration and development of water resources is foundational to the settlement of the arid West. Water projects and the urban areas that have developed as a result have produced a "path dependency" in the geographies of the West. Understanding the historical geography of water provides a key to understanding a suite of urban and environmental issues that characterize the

West today. Reisner's book provides a rich and detailed environmental history and political economic discussion of the complex role of water in the reconfiguration of western landscapes.

**Readings:**

**Reisner: Chapters 1-5**

**T. Sheridan (1995) *Arizona: A History*. Tucson: University of Arizona Press (187-227) (available on Blackboard)**

**Jan. 29-31 Water and Urbanization in the West**

Urban growth as an "accumulation strategy" produced a Western tilt to the political economy of the US by the early 20<sup>th</sup> Century. Urbanization was a major "driver" of water projects in West, projects that also engenders significant social opposition. This week we examine urbanization in Los Angeles and the environmental history of the 20<sup>th</sup> Century Colorado River.

**Readings:**

**Reisner, Chapters 8, 10, 11**

**T. Sheridan (1995) *Arizona: A History*. Tucson: University of Arizona Press (317-353) (available on Blackboard)**

**Film: Cadillac Desert episode**

**Feb. 5-7 The Rise of Environmentalism in the West: Constructing the Wilderness**

**Imaginary**

While the acquisition and control of water drove the political economy of the West, it also produced the seeds of environmentalism and environmental values distinctive to the West. The cultural framing of rivers and Western landscapes generally proves critical to understanding conflicts over environmental issues today. Modern environmental preservation emerged over the battle for free flowing rivers in the West and set the stage for struggles over public lands, wilderness, parks, and recreational landscapes.

**Readings:**

**Gottlieb: Chapter 1: "Resources and Recreation: The Limits of the Traditional Debate" (1-46) and Chapter 4: "Professionalization and Institutionalization : The Mainstream Groups" (117-161)**

**"The Trouble with Wilderness" (69-90) in W. Cronon, (1995) *Uncommon Ground: Rethinking the Human Place in Nature* . New York: W. W. Norton & Co. (Posted on Blackboard).**

**"The Irony of Victory" (316-341) in R. Nash (2001) *Wilderness and the American Mind* (4<sup>th</sup> ed) New Haven, CT: Yale University. (Posted on Blackboard)**

**Feb. 7 First Paper Assigned**

***Part II: The New West: Land Use Patterns and Political Economic***

## *Change*

### **Feb. 12-14 Urbanization, Land Use Change, and Pollution**

A space consuming and resource consuming form of urbanism is characteristic of many Western cities and has driven urban-wildland interface issues for decades. The interdependency of city and countryside has likewise produced a variety of land use conflicts across the West. The growth of cities has engendered environmental contamination and resource exploitation at a range of scales that we consider this week. These include air and water quality issues, solid and hazardous waste, to the drive for new sources of fossil fuels to support energy intensive urbanism.

#### **Readings:**

**Gottlieb: Chapter 2: “Urban and Industrial Roots: Seeking to Reform the System”(47-80); Chapter 5 “Grass Roots and Direct Action: Alternative Movements” (218-266); and Chapter 7: “Ethnicity as a Factor: The Quest for Environmental Justice” (235-269)**

**Bolin et al (2005) The Geography of Despair: Environmental Racism and the Making of South Phoenix. *Human Ecology Review* 12(2). (available on Blackboard)**

**Boone, Christopher and Ali Modarres (1999) “Creating a Toxic Neighborhood In Los Angeles County: A Historical Examination of Environmental Inequity.” *Urban Affairs Review*. 35 (2): 163-187. (available on Blackboard)**

**Pulido, Laura. 2000 “Rethinking Environmental Racism: White Privilege and Urban Development in Southern California.” *Annals of the Association of American Geographers*. 90 (1): 12-40. (available on the ASU library web site)**

**Pulido, L., Sidawi, S., Vos, R., 1996. “An Archaeology of Environmental Racism I n Los Angeles.” *Urban Geography*. 17 (5), 419-439. (Posted on Blackboard)**

### **February 12: 1st Paper Due**

### **Feb. 19-21 Amenity Landscapes and the Making of the New West**

A political economic transformation began reshaping Western landscapes in the post-war period. While driven by broader economic and demographic changes in the US, the West began undergoing dramatic shifts in populations, political economy and land use by the 1970s. One characteristic of the New West is the production and proliferation of amenity landscapes, a growing reliance on tourism and the construction of second homes for local employment. These tendencies and transformations are often accompanied by severe manipulation of the landscapes and result in gross economic inequities for residents, as well as clash between

"Old West" and "New West" values.

**Readings:**

**“Resort Geographies: Building a Better Mountain?” (131-154) in W. Travis (2007) *New Geographies of the American West*. Washington, D.C.: Island Press (E-book available via the library web site)**

**A.J. Hansen et al. (2002) “Ecological Causes and Consequences of Demographic Change in the New West.” *Bioscience* 52(2), 151-162. (Available through ASU library website)**

**J.E. Taylor (2004) “The Many Lives of the New West.” *Western Historical Quarterly* 35(2). (Available through ASU library website).**

**“The Amenities Boom and Meltdown” (181-201) in J. Stiles (2007) *Brave New West: Morphing Moab at the Speed of Greed*. Tucson: University of Arizona Press.**

**Feb. 26-28 Ranching, Agriculture and Land-Use Conflicts**

Ranching and agriculture remain highly influential in western politics, often in sharp contrast to their actually existing economic significance. As a result of population growth and urban consumption of peripheral lands there has been an intensification of agriculture and ranching in the West. This has produced a growing suite of ecological impacts including declines in soil fertility, topsoil erosion, destruction of riparian areas, toxic contamination and eutrophication. It has simultaneously driven the destruction (creative destruction?) of „Old West“ livelihoods (ranching, farming, mining) and engender a growing ensemble of land use conflicts at a variety of locations in the West. Federal subsidies appropriated through the Farm Bill largely determine the economics of ranching and agriculture in the West, so we will also examine controversy over the most recent Farm Bill and implications for the West.

**Readings:**

**T. Sheridan (2001). “Cows, Condos and Contested Commons: The Political Ecology of Ranching on the Arizona-Sonora Borderlands.” *Human Organization*, 60(2), 141-152. (available through ASU library website)**

**“The Rancher’ Code” (75-113) in C. Wilkinson (1992). *Crossing the Next Meridian: Land, Water, and the Future of the West*. Washington, D.C.: Island Press. (posted on Blackboard)**

**Selections from Section 1: Industrial: Corn in M. Pollan (2006) *The Omnivore’s Dilemma: A Natural History of Four Meals*. New York: Penguin Press. (posted on Blackboard)**

**Reisner, Ch. 12**

***Part III: Environmental Values, Spatial Claims, and the Struggles for Public Lands in the West***

**Mar. 4-6 Public lands in the West: Historical overview, federal controls and the growth of land use conflict.**

Unlike other parts of the U.S., land use in the West is characterized by large swaths of public land. The public lands in the U.S. are administered by various federal and state agencies with varying degrees of consideration for ecological, social and economic concerns. As a result, conflicts often arise surrounding the use and existence of these lands. As land uses change with political economic change and changes in federal management regimes, conflicts often intensify.

**Readings:**

**Selections from Chapters 1-5 in Keiter**

**P. Walker and L. Fortmann. (2003). Whose Landscape? A Political Ecology of "Exurban" Sierra, *Cultural Geographies*, 10(4), 469-491. (available on ASU library website)**

**J. McCarthy (2001). "States of Nature and Environmental Enclosures in the American West". In N. Peluso and M. Watts *Violent Environments*. Ithaca: Cornell. (posted on Blackboard)**

**Mar. 9-16 SPRING BREAK**

**Mar. 18-20 Predator Politics and the Clash of Environmental Values**

The pressures of settlement, ranching and urbanization have mostly obliterated populations of large predators in the West (except in Alaska). Recent attempts to reintroduce predators (esp. wolves) have faced conflicts over "Old West" (protection of livestock) and "New West" (environmentalist) values. At the same time, a growing number of activists and academics are advocating for large-scale reintroduction of predators – a "rewilding" of a human produced wilderness. Claims and programs are also advanced to extend wilderness boundaries and to increase the areas preserved against resource exploitation and development. These engender concerted opposition of those viewing „nature“ as a resource waiting to be developed.

**Readings:**

**Chapter 6: Making Amends with the Past: Ecological Restoration and Public Lands in Keiter**

**Chapter 7: Collaborative Conservation: Building Sustainable Communities in Keiter**

**P. Robbins. (2006). The Politics of Barstool Biology: Environmental Knowledge and Power in Greater Northern Yellowstone. *Geoforum*, 37, 185-199. (available on ASU library website)**

**Donlan et al. (2005). Re-Wilding North America, *Nature*, 436(7053). (available on ASU library website)**

**R. Odell (2000) "Yellowstone Wolves Are Here to Stay". High Country News. Jan 31 (available online)**

### **Mar. 25-27 Amenity Landscapes or Region of Risks? Earthquakes and Wildland fire in West**

Geophysical features of the western landscapes that have made it attractive to waves of immigrants (mountains, wild coastlines, forested foothill areas) also prove hazardous to large scale settlement. California's dramatic mountain and coastal landscapes are the expression of active faults and tectonic subduction zones, producing frequent seismic activity. Further, climatic conditions, from the Mediterranean climate of Southern California to the highly variable continental climate of the interior mountains and plateaus, are punctuated by prolonged droughts. These conditions shape a landscape in which wildfires are common and occasionally vast in scale. Insert tens of millions of people into this landscape and results are predictable. The Western „hazardscape“ is exacerbated by human practices and settlement patterns. More than thirty million Californians live within a few miles of the most active faults in the US outside of Alaska. The Western values of open space, privacy, and "wilderness" together with the rampant rural and exurban growth also exacerbate exposure to wildfires and lead to conflict over how to manage these and other "natural" hazards. A political culture that has supported fire suppression for decades creates a significant obstacle in redirecting fire policy in the West. This is further complicated by the growth of amenity landscapes and the desire of amenity migrants to be „in nature“ but without the willingness– or awareness– to accept the attendant biophysical risks.

#### **Readings:**

**M. Davis (1998) “The Case for Letting Malibu Burn” (93-148) in *The Ecology of Fear*. New York: Vintage Books. (posted on Blackboard)**

**W. Travis (2007) “Beyond the Suburban Frontier: The West's Exurbs” (111-130) in *New Geographies of the American West*. Washington, D.C.: Island Press**

**M. Reisner (2003) *A Dangerous Place: California's Unsettling Fate*. New York: Pantheon. (selections on Blackboard)**

### ***Part IV: Western Wastelands: Nuclear Landscapes, the Military, and Indian Nations***

#### **April 1-3 Producing Wastelands: Militarism, the Cold War, and the Nevada Test-site.**

The US military has privatized large areas of public lands in the West. This is the result of a multi-decades process of claiming ever larger areas for weapons development, testing, and military maneuvers. The process began with the Manhattan Project of WWII and the Trinity Site in New Mexico and quickly expanded to Nevada and the National Test Site. This military take-over of public lands continues unabated to the present. The military has been instrumental in the physical production and discursive construction of Western wastelands, a process we begin examining this week.



**Readings:**

**Kuletz, Chapters 1-3 in Part I: Mapping the Nuclear Landscape (1-120)**  
**E. Welsome (1999) “The Proving Ground” (selections) in *The Plutonium Files: America’s Secret Medical Experiments in the Cold War*. New York: Dial Press. (on Blackboard)**

**April 8-10 Contaminating the West: Downwinders, Indian Nations and the toxic Legacies of a Permanent War Economy**

One of the most pervasive legacies of a militarized landscape is nuclear contamination. The sources of this include contamination events at the „science cities“, nuclear weapons testing, and uranium mining. The radioactive contamination of western landscapes, both intentional and unintentional, is extensively documented and has been the subject of innumerable lawsuits. We explore the health and environmental claims of „downwinders“ and others who have ostensibly been victimized by military activities in the West. A key region of harm is to the Indian Nations of the Four Corners, a site of extensive uranium mining and milling.

**Readings:**

**Kuletz, Chapter 4**

**N. Ishiyama (2003) *Environmental Justice and American Indian Tribal Sovereignty: Case Study of a Land-Use Conflict in Skull Valley, Utah*. Antipode.**

**B. R. Johnston (ed) (2007) *Half-Lives, Half-Truths: Confronting the Legacies of the Cold War* (selections). Santa Fe: SAR Press. (available on Blackboard)**

**H. Ball (1988) *Justice Downwind: America’s Atomic Testing Program in the 1950s*. (selections) Salt Lake: University of Utah Press. (available on Blackboard).**

**April 15-17 In the Shadow of Las Vegas: Yucca Mountain and the High Level Nuclear Waste Repository**

Our consideration of nuclear landscapes in the West concludes with perhaps its most intractable issue: a secure site for the containment of high level nuclear waste. The Yucca Mountain HLNWR was imposed on the West, against fierce local opposition by a Republican President in the 1980s. Since that time the development of the site, ostensible designed to house nuclear waste highly toxic for a 100 millennia or more, has consumed billions of dollars. Yet, it continues to be vexed by fraud, incompetence, and an unruly nature which continually casts major doubts on the suitability of the site. Whether the site is ever open still remains in question and the issues surrounding the site, 90 miles upwind of the booming metropolis of Las Vegas, seem to mount yearly. We examine the physical and social issues of the site this week in a series of readings that situate

Yucca Mountain in the context of an already contaminated West.

**Readings:**

**Kuletz: Part II; Power, Representation and Cultural Politics at Yucca Mountain.**

**Selections from K.S. Shrader-Frechette (1993) *Burying Uncertainty: risk and the case against geological disposal of nuclear waste*, Berkeley: University of California Press.**

**P. Craig (2004) “At Yucca Mountain, deadlines take precedence over science”. *High Country News*. May 24 (available on-line)**

**B. Loux (2005) “Requiem for Yucca Mountain”. *High Country News*. Mar 21 (available on-line)**

***Part V: Western Futures: Urban Growth, Climate Change, and the Fate of the West***

**April 22-24 *Climates of Uncertainty: A Rapidly Growing, Urbanizing West Faces a Drier, Warmer Future***

Global climate models as well as empirical observations suggest that the West is getting warmer and drier, a trend which raises major issues for continued population growth in the face of declining water resources. The West remains the destination of choice for millions of people a year, both internal and external migrants. However the very environmental amenities which make the West attractive are already under stress and can be expected to face further deterioration according to IPCC climate models run at a variety of spatial scales. For our last three class sessions we examine some of the implications of expected global climate change on environments and people in the West. We focus on a key question: Can rates of population growth, urbanization, and exurbanization continue under projected conditions of declining renewable water resources and environmental change?

**Readings:**

**R. Seager et al. (2007) Model Projections of an Imminent Transition to a More Arid Climate in the Southwestern North America. *Scienceexpress*. April 5. [www.sciencexpress.org](http://www.sciencexpress.org): 1-4. (Available on the ASU library web site)**

**Carter, R.H., Tschakert, P., Morehouse, B.J., 2002. Assessing the sensitivity of the Southwest’s urban water sector to climate variability. CLIMAS Report Series, CL1-00. Institute for the Study of Planet Earth, University of Arizona, Tucson. <http://www.ispe.arizona.edu/climas/pubs/CL1-00.pdf>**

**M. Lenart et al. (2007) Global Warming in the Southwest: Projections, Observations, Impacts. CLIMAS Southwest Climate Outlook, April. Institute for the Study of Planet Earth, University of Arizona, Tucson.**

**Available at:**

<http://www.ispe.arizona.edu/climas/forecasts/swarticles.html>

**April 29 The Urban West, Drought, and the Future of Water**

In our concluding class, we focus on the implications of climate change on the interior west, with a special focus on Arizona and Phoenix. As the paradigmatic „fast growth, water is not an issue“ city, Phoenix warrants special attention as it represents a convergence of factors that emblematic of western trends: rapid growth, no long range planning, an expansive waste producing urban infrastructure, and a very weak claim on Colorado River water, further reduced by large scale reallocations of CRC water to Indian Nations.

**Readings:**

**Reisner, Chapter 12, Epilogue**

**M. Jenkins (2006) “The Perpetual Growth Machine”. *High Country News*. (38) 11: 8-13. (available on-line)**

**April 22: 2nd Paper Assigned**

**May 5: 2nd Paper Due**