***Anthro 166/266 Political Ecology of Land Use Change***

**Reading and Writing Assignments**

**Content & Approach**

For your assigned day or week (**four classes each in total**), you are required to read the papers and **synthesize the content**. Please **do not write a detailed** report describing each paper. Instead, please focus on the conceptual frame of each paper or questions addressed (e.g., testing Mather’s frontier hypothesis, land use transition theory, or importance of corruption of natural resource and land use). Then note the specific methods used and results. **What are the major contributions, strengths and also limitations of their approach or arguments?** Please aim to compare and to contrast readings. You may provide other relevant examples or experiences that relate to these works as well. Then you will generate a few questions (~3-4) or issues to generate class discussion. Please do not hesitate to raise questions or raises issues that are confusing or too complicated from any or all readings!

**Typically, the written responses span around two pages of text with questions listed on the third page.** **Please aim for at least 1.5 pages to develop your assessment.**  Essay length is not as important as the content and presentation of your ideas. However, we will accept as much as four pages of text (not including the questions).

Because of class size, we have assigned (~7-11 members) for each class. We have provided a table for each date listing names and their emails. You may coordinate your efforts (yet not required) and/or divide the readings. However, **each person must address at least two of the assigned readings per class and write their essay independently.** In the past, some groups have also coordinated the discussion, offered questions individually, or even developed creative ways to engage the class (e.g., break out groups, role playing etc.). Yet, these approaches are not necessary as both independent and coordinated reviews as well as discussions are evaluated equally.

**Deadlines for Submission**

Essays must be submitted **at least two days before the assigned class** (e.g., Sunday eve before Tuesday; Tuesday eve before Thursday) so that we may edit and review submissions, compile questions submitted, and highlight key insights. Then we will return these before the assigned class. To assist us, please aim to submit these earlier essays than these deadlines if at all possible.

On your submission, please save as a **Word document** for quick edits and comments. The file should be labeled with you surname first, given name, and the date of the class assigned: **Curran Lisa 21\_Feb; or Curran Lisa 21\_ Feb Reading Assignment 2 etc.**

**Grading & Evaluation**

Because we do not have a midterm for this class, the four essays will count 30% toward your final grade. We will provide you with some comments or presentation and content, edits on prose, as well as insights or questions developed for the class. These are graded by √+, √, √- although some √++ with two of these scores – top is content and below backslash is assessment of prose & presentation. You are not penalized if class discussion is ‘flat’ and non-responsive, yet your class participation points are added to your assessment for other sessions not if you generated discussion from other class members *per se.* Also, Lisa assists with all of these class discussions and may use your submissions or contribute to the clarification or revisions of the topics.