

A Lehigh University Graduate Seminar

Course number: ES 397, ES 497, SSP 397, SSP 497

Meeting Time: Thursday 4:00-7:00 pm

Location: STEPS 394

Prerequisite: none

Credit hours: 4

Course website: log on to Lehigh's Course Site (<https://coursesite.lehigh.edu/>)

Instructor: David Casagrande (<http://www.lehigh.edu/~dac511>)

Never hesitate to email me with any questions!

“Information ecology” is an emerging field generally concerned with modeling information processes in human systems. The term has been used minimally in computer science and business management. In most cases, “ecology” is used metaphorically, rather than using actual tools or principles of modeling developed by biological ecologists. One goal of information ecology is to expand the scope of ecological modeling to understand how information is distributed and processed in cultural systems in order to understand why cultures successfully adapt to changes beyond their control, fail catastrophically, or become socio-pathological. This semester, as a class, we will develop new methods for applying information ecology to the culture of environmental policy.

Format: This course is in graduate seminar format. It includes extensive reading before class and team-based development of four final products based on collaboration in class and research and data collection outside of class. Each week I will post readings, but students will also suggest readings for the class as the semester proceeds.

Expectations: Your peers and I expect you to have completed the readings and other work before class and to participate fully in the development of our final products.

Goals: By the end of this class you should be able to: 1) clearly articulate core concepts of information ecology; 2) clearly articulate the policy process; 3) creatively model cultural processes to inform policy.

Products: During the semester we will work on four tasks. 1) We will develop graphic models on several topics. 2) We will conduct research to develop policy for a client organization and provide them with a final report of recommendations and a presentation. 3) We will develop the Information Ecology page for a website. 4) We will produce a preliminary draft of a scholarly publication in which we are all potential co-authors.

Attendance: You are expected to attend every class meeting.

Grading: Due to the highly interdisciplinary nature of this course, each student will bring a unique set of tools and level of experience. Our challenge will be to effectively combine these. The overall grade in the course will be determined by how well I think the team has met the course goals listed above and the quality of the final course products. In a closed ballot, each student will rank the contributions of each team member. Individual student grades will be

determined by how your peers ranked you relative to others in combination with the overall course grade. For example, if I determine the overall results of the seminar merit a B, and some students were ranked well above the others regarding their contribution, those students would likely receive an A. Another student in this example who was ranked consistently below the others would receive a grade lower than B.

Required Texts:

Kempton, W., J. S. Boster, and J. A. Hartley. 1996. *Environmental Values in American Culture*. Cambridge, MA: MIT Press.

Ellul, Jacques

1965 *Propaganda; the Formation of Men's Attitudes*. New York: Alfred A. Knopf.

All other readings will be available in PDF format or as links by logging on to Course Site.

What is an A? The difference between a B and an A in this class is based on students exhibiting different kinds of performances. Many students think that completing all of the assigned work, mastering the concepts being taught in a course and using them accurately merits an A. It doesn't. That represents a B+ performance. An A is assigned when a student does all of the above, but also shows originality, creativity, and depth of analysis. An A student sees beyond the obvious and looks for relationships and connections. To receive a score of 50 on the synthesis paper would require you to not only show you've read the material, can answer the question, and can use the information correctly, but also to use the material in a thoughtful and innovative way. This requires you to give yourself *adequate time to read the assigned material carefully* and *think* about your answers. It also requires *clear writing* to express this depth of thinking.

Cell phone and laptop policy: I will not allow cell phones to be used once class has begun. This includes texting. Texting during class is distracting and severely diminishes the learning experience for your classmates. Please turn off your cell phones and put them away when class begins. You are allowed to use a laptop computer to take notes or complete assignments for this class only. Students who use laptops for other purposes during class will be asked to put them away. This is also very distracting to your classmates.

Academic Integrity: The academic community regards academic dishonesty as an extremely serious matter. Students caught cheating on exams, papers or other assignments, including plagiarism, will be considered in violation of Lehigh's Academic Integrity Policy. They will receive a grade of zero on the assignment, and the incident will be reported to the Office of Student Conduct in conformance with university policy. Plagiarism includes using any text from another student's paper or any source, including the internet, and representing it as your own work. Any text or phrase taken from another source, *including the internet*, published papers, books, or news articles must be placed in quotes, and the original work must be cited. Please also see the University Statement on Academic Integrity: <http://www.lehigh.edu/~indost/conduct/integrity.shtml>

Accommodations for Students with Disabilities: If you have a disability for which you are or may be requesting accommodations, please contact both your instructor and the Office of Academic Support Services, University Center 212 (610-758- 4152) as early as possible in the semester. You must have documentation on file in the Academic Support Services office before accommodations can be granted.

Readings

Week 1

- Module 1 (Policy concepts) and Module 2 (Identification of policy issues) of International Livestock Research Institute. 1995. *Livestock Policy Analysis*. ILRI Training Manual 2. ILRI, Nairobi, Kenya.
<http://www.fao.org/wairdocs/ilri/x5547e/x5547e05.htm>
- “Double Loop Learning” http://www.lifsystems101.com/double-loop_learning.html
- "The Truth About Denial," *Newsweek Magazine*. April 12, 2007.
<http://www.thedailybeast.com/newsweek/2007/08/13/the-truth-about-denial.html>
- Dery, D. 2000. Agenda Setting and Problem Definition. *Policy Studies Journal* 21:37 - 47.
- Chapters 1 and 2 of Kempton, W., J. S. Boster, and J. A. Hartley. 1996. *Environmental Values in American Culture*. Cambridge, MA: MIT Press.

Week 2

- Pp. 43-49 and 79-98 of Odum, E. P. 1996. *Ecology: A bridge between science and society*. Sunderland, MA: Sinauer Associates, Inc.
- Pp. 25-39 of Allen, T. F. H., and T. W. Hoekstra. 1992. *Toward a unified ecology*. New York: Columbia University Press.
- Rappaport, R. A. 1979. "On cognized models," in *Ecology, Meaning, and Religion*, pp. 97-144. Richmond, CA: North Atlantic Books.
- Stepp, J. R., E. C. Jones, M. Pavao-Zuckerman, D. Casagrande, and R. K. Zarger. 2003. Remarkable properties of human ecosystems. *Conservation Ecology* 7:11.
- Pavao-Zuckerman, M. A. 2000. The Conceptual Utility of Models in Human Ecology. *Journal of Ecological Anthropology* 4:31-56.
- Chapter 3 of Kempton, W., J. S. Boster, and J. A. Hartley. 1996. *Environmental Values in American Culture*. Cambridge, MA: MIT Press.

Week 3

- Romme, G., and R. Dillen. 1997. Mapping the Landscape of Organizational Learning. *European Journal of Management* 15:68-78.
- English, L. P. 1999. “Defining Information Quality,” in *Improving Data Warehouse and Business Information Quality: Methods for Reducing costs and Increasing Profits*, pp. 15-31. New York: Wiley.
- Casagrande, David G., and Charles Peters. 2013. Ecomyopia meets the longue durée: An information ecology of the increasingly arid Southwestern United States. *In Environmental Anthropology: Future Directions*. H. Kopnina and E. Shoreman, eds. Pp. 97-144. New York: Routledge.
- Chapter 4 of Kempton, W., J. S. Boster, and J. A. Hartley. 1996. *Environmental Values in American Culture*. Cambridge, MA: MIT Press.

Week 4

- Chapters 5 and 6 of Kempton, W., J. S. Boster, and J. A. Hartley. 1996. *Environmental Values in American Culture*. Cambridge, MA: MIT Press.
- Dunlap, Riley E., et al. 2000. Measuring Endorsement of the New Ecological Paradigm: A Revised NEP Scale. *Journal of Social Issues* 56(3):425-442.

Week 5

- Chapter 1 of Lakoff, George. 2005. *Don't Think Of An Elephant! Know Your Values And Frame The Debate*. White River Junction, VT: Chelsea Green.
- Puleston, D. E. 1979. "An epistemological pathology and the collapse, or why the Maya kept the short count," in *Maya Archeology and Ethnohistory*. Edited by N. Hammond and G. R. Willey, pp. 63-71. Austin: Univ. of Texas Press.
- Lehigh Student freelist results

Week 6

- Preface and Chapter 1 of Ellul, Jacques. 1965. *Propaganda; the Formation of Men's Attitudes*. New York: Alfred A. Knopf.

Week 7

- Chapter 2 of Ellul, Jacques. 1965. *Propaganda; the Formation of Men's Attitudes*. New York: Alfred A. Knopf.

Week 8

- Herman, E. S., and N. Chomsky. 1988. "A Propaganda Model," in *Manufacturing Consent: The Political Economy of the Mass Media*, pp. 1-35. New York: Pantheon.

Week 9 Spring Break

Week 10

- Chapter 3 of Ellul, Jacques. 1965. *Propaganda; the Formation of Men's Attitudes*. New York: Alfred A. Knopf.

Week 11 No Readings (report wrting)

Week 12

- Agyeman, Julian, and Anja Kollmuss. 2002. Mind the Gap: Why Do People Act Environmentally and What Are the Barriers to Pro-environmental Behavior? *Environmental Education Research* 8:239-260.

Week 13

- Perkins, D. 1995. Speaking truth to power: Empowerment ideology as social intervention and policy. *American Journal of Community Psychology* 23:765-794.

Week 14

- Casagrande, D. G. 2004. "Bateson, Festinger and the recursive role of cognitive dissonance in social organization," paper presented at the *Annual Meeting of the American Anthropological Association*. December 15-19, Atlanta, GA.