

The Honeybee and International Relations

SIS 419-002

Class meets in Mary Graydon Center 303 A

Thursdays, 11:45 AM-02:25 PM

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Office Hours (drop-in): Mondays, 1 PM – 2 PM, 5:15 PM – 6:15 PM, and Thursdays, 2:30 PM – 4:30 PM. Email bratman@american.edu to schedule an appointment, if needed.

Course Overview:

What does the humble honeybee tell us, behind its buzz? This course focuses on honeybees as both a metaphorical and pragmatic example through which to view broader international relations issues such as sustainable development, commodities and the global economy, labor and migration, and democratic processes. Throughout the course, students will develop their own significant research projects, based on a singular micro-level case study that explores and explains an international relations issue. The course is based on political and cultural geographic traditions that use a granular focus to examine big-picture issues.

Course Methodology:

This course will primarily be taught seminar-style: discussion is central to your learning process, and it is essential to come to class ready to talk about central ideas from the readings. As a professor in this course, my hope is that our classroom will provide a space in which your participation, critical thought, free exchange of ideas, and mutual learning is fostered. Classes will integrate lectures, discussions, and in-class exercises. Assignments are aimed at stimulating students' abilities to think critically, to construct cohesive arguments, to develop and hone research skills, articulate their views in a variety of formats, and to make connections between concepts in the readings and real-life applications.

Learning Objectives:

- 1) Hone abilities to analyze and draw connections between a range of international relations problems through interdisciplinary analysis of agri-ecological dimensions of food systems and international politics. This will be assessed through class participation and the final paper.
- 2) Critically examine the role and importance of ecological metaphor as a means of orienting thought, and assess the conditions under which these may be effective in orienting thought and policy about different issues. This will be assessed through the metaphor assignment.

- 3) Critically analyze globalization and be able to explore the connections between economic, political and social processes shaping our globe. This will be assessed through the commodity chain assignment.
- 4) Understand and explore relationships between scientific knowledge, inequality, development, and environmental quality through case studies and theoretically-oriented readings, and gain familiarity with concepts and topical matter including but not limited to: ecological metaphor, the relationship between science and policy formation, livelihoods and rural development, commodity chains, ecological crisis and responses to ecological problems. This will be assessed throughout the course, and specifically through class participation and the final paper.
- 5) Hone skills of critical thinking, analysis, research, and verbal and written expression through assignments, classroom discussion, and written work. This will be assessed throughout the course.

COURSE POLICIES

Safe and Inclusive Classroom Statement

- As community, in this classroom and at American University, we value diversity and aim to foster a safe and supportive environment for our students. The classroom environment should be especially conducive to the productive exchange of ideas, especially including minority views.
- Topics may arise in class readings and discussion that may be sensitive to some class participants, including but not limited to issues of racism, disability, gender inequality, sexuality, and violence. In the interest of promoting the wellness of all students in the class, I will do my best to present "trigger warnings" for such content, and students should take due measures to protect their own sense of safety and wellness in the case of acute sensitivities.
- To facilitate our communication, if there is a particular name and/or pronoun you would like used, please let me know what it is and what pronoun you prefer.
- Students found responsible for sexual misconduct, in the classroom or outside of it, can face penalties that include suspension or expulsion from American University, and they may be subject to criminal charges.

Course Policies:

A few ground rules:

1. **Listen** thoughtfully before judging, and be considerate of your peers.
2. **Be present.** Come to class on time, come prepared for learning, and don't get distracted. In that vein: absolutely no IM'ing, turn cell phones off, and please keep internet use to a bare minimum.
3. **Help each other.** We're on a journey to learn together; the more you push each other to debate and discuss ideas, the more you'll all benefit. Respectfully disagree. If someone is nodding off, nudge them. Think of your classmates as allies, and your professor as facilitator, coach, and teacher.

4. **Remember humility.** Remember no one has all the right answers. Be open to new ideas. Challenge authority.
5. **Honor your learning process.** Challenge yourself. Clarify your educational goals early on. Take initiative to ask discussion questions. Forming study groups. Come in to office hours. Strive to indulge your curiosity, read 'recommended' readings, and hone your analytic skills. Respect the university's honor code (especially, don't cheat or plagiarize!), or face serious disciplinary consequences.

Support Services: If you are experiencing special difficulties in this course, please do not hesitate to let me know. In addition to resources at SIS, a wide range of services are available to support you in your efforts to meet the course requirements and to succeed as a student at American University.

The Academic Support Center (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities. Writing support is available in the ASC Writing Lab or in the Writing Center, Battelle 228.

The Counseling Center (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

Survivors of Sexual Assault have numerous resources (on- and off-campus) available for support. These resources can be found at: <http://www.american.edu/.../sexual-assault-resources.cfm/>

Disability Support Services (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities.

If you qualify for accommodations because of a disability, please notify me in a timely manner with a letter from the Academic Support Center or Disability Support Services so that we can make arrangements to address your needs.

Academic Integrity: Standards of academic conduct are set forth in the University's Academic Integrity Code, and will be strictly adhered to. For details, see http://american.edu/handbook/policies_guidelines.htm.

Plagiarism: To plagiarize is to use the work, ideas, or words of someone else without attribution. Plagiarism may involve using someone else's wording without using quotation marks--a distinctive name, a phrase, a sentence, or an entire passage or essay. It may also involve misrepresenting the sources that were used. If in doubt as to whether you are at risk of plagiarism, the best precaution is to cite your sources whenever possible.

Emergency Preparedness: In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. I will communicate class-specific information to students via AU e-mail and Blackboard. Students are responsible for checking their AU e-

mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site ([www. prepared.american.edu](http://www.prepared.american.edu)) and the AU information line at (202) 885-1100 for general university wide information, as well as contact their faculty and/or respective dean's office for course and school/college-specific information.

Assignment Logistics: All papers are due at the start of class. All papers should be sent in electronically, to bratman@american.edu, with the file saved as YOURLASTNAME_PaperWhatever.docx. Please save files as .doc, .odt, or .docx format – not as PDFs. I will return your paper to you electronically, with comments in track-changes.

Missed Deadlines (late work): I *strongly discourage* you from handing in work late, but it will be accepted. Papers handed in late will drop 3 points per day (or one grade), unless permission is granted otherwise, prior to the assignment due date. "Late" starts at the beginning of class; in other words, if class starts at 11:30 AM, emailing your work at 12:00 PM will incur a late penalty.

For example, an otherwise paper A (95) would drop to an A- (92) if it is one day late, and then from an A- to a B+ the second day late, etc. Plan ahead! And remember, it's always better for your grade to turn in something rather than nothing at all. No late work will be accepted after our last class meeting.

Performance Measurement/Evaluation Standards:

95-100 A Excellent	75-78 C+ Acceptable, shoddy quality
91-94 A- Very Good	71-74 C Lacking competency, below standard
87-90 B+ Good, competent	67-70 C- Inadequate, very poor quality
83-86 B Satisfactory, acceptable	...and so on
79-82 B- Adequate, fair quality	

Also consider: A year, and five or ten years from now, which will you value more highly - your learning experience in this course or a letter on your college transcript? You will only get out of your education as much as you put into it. The most successful students ask lots of questions, engage their peers, are curious, and seek help and learning opportunities whenever possible. I hope you will all be successful students in this course!

Assignments:

- 20% Attendance and in-class participation (and quizzes)
- 15% Final Product Proposal: Abstract, Outline, and Bibliography
- 20% Ecological Metaphor Assignment
- 20% Commodity Chain Assignment (written / visual)
- 25% Final Product (8,000 word paper, documentary, or other, see instructor)

Honeybees and International Relations Readings List

Week 1: Sustainability, Pedagogy, and Syllabus Review

- Jarosz, Lucy (2004). "Political Ecology as Ethical Practice." *Political Geography*, 23 (7), 917-927.

Week 2: Ecological Metaphor: What can we Learn from the Bees?

- Longgood, William *The Queen Must Die And other Affairs of Bees and Men* (New York: W. W. Norton & Company, p. 1 - 122.
- Dalby, Simon (1998) *Ecological Metaphors of Security: World Politics in the Biosphere. Alternatives: Global, Local, Political* 23:3, 291 - 319

Week 3: Beecology: Science, The Precautionary Principle, and Saving the Bees

Ecological Metaphor assignment: due today (see separate assignment description and rubric).

- Laurance, William. (2014) *Keeping the Bees*, p. 1-33, p. 173-228.
- Alemanno, Alberto. (2013). The science, law and policy of neonicotinoids and bees: A new test case for the precautionary principle. *European Journal of Risk Regulation : EJRR*, 4(2), 191-207.
- Nordhaus, Hannah. (2011). "Charismatic Mini-Fauna." *The Beekeeper's Lament*. Harper Perennial: New York. Chapter 6, pp. 143-169.
- "Scientists Discover What's Killing the Bees and it's Worse than you Thought." <http://qz.com/107970/scientists-discover-whats-killing-the-bees-and-its-worse-than-you-thought/>
- Farmworker Justice. (2013). "Exposed and Ignored: How Pesticides Are Endangering Our Nation's Farmworkers." Washington, DC.

Week 4: Food Systems: Pollination, Forage, and Harvest

- Bishop, Holley. (2007). "Pollination." In *Robbing the Bees: A Biography of Honey--the Sweet Liquid Gold That Seduced the World*. 115-138. New York: Free Press.
- Eric Holt-Giménez, Raj Patel, Annie Shattuck. (2009). Chapters 8 & 9 in *Food Rebellions!: Crisis and the Hunger for Justice*. Pambazuka Press.
- Mencher, Joan. (2011). "The Right to Eat: Agro-Profiteering and Predictable Food Scarcity." In *Life and Death Matters: Human Rights, Environment, and Social Justice*, edited by Barbara Rose Johnston. 233. Left Coast Press.
- Winston, Mark L. (1997). "A Pestiferous World" and "Bees and other Beneficials." Chapters 1 and 7, *Nature Wars*. Cambridge, MA: Harvard University Press).

Week 5: Of Bees and Farmworkers: Migratory Labor and Modern Agribusiness

- Farmworker Justice. (2013). "No Way to Treat a Guest: Why the H-2A Agricultural Visa Program Fails U.S. and Foreign Workers." Washington, DC.

- Nordhaus, Hannah. (2011). "The Human Swarm." In *The Beekeeper's Lament: How One Man and Half a Billion Honey Bees Help Feed America*. (New York: HarperCollins), pp. 203-229.
- Nixon, Rob. (2011) Chapter, 3 & 4 in *Slow Violence and the Environmentalism of the Poor*. (Cambridge, MA: Harvard University Press), pp. 103 - 149.
- Jabr, Ferris. (2013). "The Mind-Boggling Math of Migratory Beekeeping ". *Scientific American* 309 (3). <http://www.scientificamerican.com/article/migratory-beekeeping-mind-boggling-math/>

Week 6: Overcoming the Tragedy of the Commons

Final Paper product proposal due: Abstract, Bibliography, and Outline

- Kurien, John. (2007) "The Blessing of the Commons: Small-Scale Fisheries, Community Property Rights, and Coastal Natural Assets" and "Natural Resource Management and Poverty Alleviation in Mountain Areas." In *Reclaiming Nature: Environmental Justice and Ecological Restoration*, edited by Sunita Narain James K. Boyce, Elizabeth A. Stanton. London: Anthem.
- Peter Senge, Bryan Smith, Nina Kruschwitz, Joe Laur, Sara Schley. (2010) "New Thinking, New Choices," and "The Tragedy and Opportunity of the Commons" In: *The Necessary Revolution: Working Together to Create a Sustainable World*. New York: Broadway Books.
- Platt, John R. (2011). "Farming Rats and Bees Could Solve Bushmeat Crisis in Africa, Experts Say." *Scientific American* June 16, 2011. <http://blogs.scientificamerican.com/extinction-countdown/2011/06/16/farming-rats-and-bees-could-solve-bushmeat-crisis-in-africa-experts-say/>

Week 7: Political Systems: Swarms and Security

- Kosek, Jake. (2010). "Ecologies of Empire: On the New Uses of the Honeybee." *Cultural Anthropology* 25(4). 650-678.
- Seeley, Thomas D. (2010). "Building a Consensus and Steering the Flying Swarm" In *Honeybee Democracy*. Princeton: Princeton University Press.
- Lockwood, Jeffrey (2008). Chapter 1, "Bee Bombs and Wasp Warheads." *Six-Legged Soldiers: Using Insects as Weapons of War*. (Oxford: University of Oxford Press), pp. 9 – 26.
- William Longgood, *The Queen Must Die*, p. 123-194.
- University of California Integrated Pest Management Online. "Removing Honeybee Swarms and Established Hives." <http://www.ipm.ucdavis.edu/PMG/PESTNOTES/pn74159.html>.

Week 8: Money, Honey: Honey Laundering and Commodity Chains

Commodity Chain assignment – due today

- Carolan, Michael S. (2004). "Unmasking the Commodity Chain." *Peace Review: A Journal of Social Justice*. 16(2), 193-198.

- Guthman, Julie. (2004). "The 'Organic Commodity' and Other Anomalies in the Politics of Consumption." In *Geographies of Commodity Chains*, edited by Alex Hughes and Suzanne Reimer. London: Routledge.
- Nordhaus, Hannah (2011). *The Beekeeper's Lament* Excerpt from Chapter 9. (p. 240-253).
- Schneider, Andrew. (2011). "Asian Honey, Banned in Europe, Is Flooding U.S. Grocery Shelves " http://www.foodsafetynews.com/2011/08/honey-laundering/#.U2iOei_eknZ
- Phipps, Ronald (2007). "The World Honey Market." *Bee Culture* 135:12, pp. 39-41.

Week 9: Livelihoods: Bees for Development

- Bees for Development. "Bees for Development." <http://www.beesfordevelopment.org/>.
- Loongood, William (1985), *The Queen Must Die* p. 194-232.
- Kurien, John. (2007) "International Environmental Justice: Building the Natural Assets of the World's Poor." In *Reclaiming Nature: Environmental Justice and Ecological Restoration*, edited by Sunita Narain James K. Boyce, Elizabeth A. Stanton. London: Anthem.
- Brocklesby, Mary Ann, and Fisher, Eleanor. 2003. "Community Development in Sustainable Livelihoods Approaches: An Introduction." *Community Development Journal*, 38: 3 July 2003 pp. 185–198

Week 10: "Alternative" Beekeeping, and Alternative Development

- Horn, Tammy. 2011. "Africa, Garden of Plenty" and section on Bees for Development. *Beeconomy: What Women and Bees Can Teach Us about Local Trade and the Global Market.* (Lexington: University of Kentucky Press), pp. 13-36, 137-140.
- Gibson-Graham, J.K. (2006). "The Community Economy" and "Surplus Possibilities: The Intentional Economy of Mondragon." In *A Postcapitalist Politics*. University of Minnesota.
- Spikenard Farm. "Spikenard Farm Honeybee Sanctuary." <https://spikenardfarm.org/>.

Week 11: Sustainable Cities and Urban Beekeeping

- Charles, Dan. (2013). "Why Urban Beekeeping Can Be Bad for Bees." National Public Radio.
<http://www.npr.org/blogs/thesalt/2013/08/12/211413350/londons-urban-beekeepers-are-bad-for-bees-scientists-say>
- Nessen, Stephen. (2012). "Two Years after Legalized Beekeeping, City May Be Running Short on Forage." WNYC News.
<http://www.wnyc.org/story/218358-urban-bees-may-be-running-out-foraging-ground/>
- Smith, Neil. (1990). "Toward a Theory of Uneven Development I: The Dialectic of Geographical Differentiation and Equalization." In *Uneven Development*. Athens, Georgia: University of Georgia.

Week 12: Glocal Issues: Local Responses and Global Problems

- McKibben, Bill. (2013). *Oil and Honey: The Education of an Unlikely Activist*. New York: Times Books. (entire)

Week 13: Socio-Ecological Futures

- Rudel, Thomas. (2013) "Conclusion" in *Defensive Environmentalists and the Dynamics of Global Reform*. (London: Cambridge University Press). p. 197-205.
- Peter Senge, Bryan Smith, Nina Kruschwitz, Joe Laur, Sara Schley. (2010) "Innovation Inspired by Living Systems" In *The Necessary Revolution: Working Together to Create a Sustainable World*. New York: Broadway Books.
- Cook, Ian R. and Swyngedouw, Erik. (2012). Cities, Social Cohesion and the Environment: Towards a Future Research Agenda. *Urban Studies* 49:9, 1959-1979.

Week 14: Presentation of Final Papers

(and possible field day with the bees).

Suggestions for Further Reading:

Bee-related:

- Seeley, Thomas D. (2010). *Honeybee Democracy*. Princeton: Princeton University Press.
- Packer, Lawrence (2014) *Keeping the Bees: Why All Bees Are at Risk and What We Can Do to Save Them* (New York: Harper Books).
- Frisch, Karl Von. (1953). *The Dancing Bees: An Account of the Life and Senses of the Honey Bee*, Harvest Books New York. * Frisch's early studies of bees are a delightful account of simple studies in behavioral biology and were foundational in bee entomology.
- Fisher, Eleanor and Helen Jackson Nicola Bradbear, eds. (2002). *Strengthening Livelihoods: Exploring the Role of Beekeeping Development*. Bees for Development.
- Winston, Mark L. (2014) *Bee Time: Lessons from the Hive* (Cambridge, MA: Harvard University Press).

Critical Geography and Political Ecology:

- Brookfield, Harold and Piers Blaikie. (1987). *Land Degradation and Society*. New York: Methuen.
- Tuan, Yi-Fu. *Topophilia*. New York: Columbia University Press, 1974
- Mather, C. and Rowcroft, P. (2004). "Citrus, Apartheid and the Struggle to (Re)present Outspan Oranges." In *Geographies of Commodity Chains*, edited by Alex Hughes and Suzanne Reimer. London: Routledge.
- Harvey, David. (1982). "Commodities, Values, and Class Relations." In *The Limits to Capital*. 1-38. Oxford: Basil Blackwell.
- Lefebvre, Henri. (1991). "Social Space." In *Production of Space*. Oxford: Basil Blackwell.
- Leslie, D. and Reimer, S. (1999). "Spatializing commodity chains." *Progress in Human Geography* 23(3) 401-420.
- Swyngedouw, E. and Heyen, Nikolas C. (2004). "Urban Political Ecology, Justice and the Politics of Scale." *Antipode* 35(5), p. (*This is the intro to a whole special issue on urban political ecology).

- Walker, Peter A. (2005). "Political Ecology: Where Is the Ecology?". *Progress in Human Geography* 29(1). 73-82.
- Prudham, W. Scott. (2005). "The Political Economy of an Ecological Crisis." In *Knock on Wood: Nature as Commodity in Douglas-Fir Country*. 1-24.
- Rojek, Chris. (2004). "The Consumerist Syndrome in Contemporary Society: An Interview with Zygmunt Bauman." *Journal of Consumer Culture* 4(3), 291-312.
- Slater, Tom. (2014). "The Resilience of Neoliberal Urbanism " <http://www.opendemocracy.net/opensecurity/tom-slater/resilience-of-neoliberal-urbanism>
- Smith, Neil. (1990). *Uneven Development*. Athens, Georgia: University of Georgia.
- Benjamin W. Stanley, Barbara L. Stark, Katriba L. Johnson, Michael E. Smith. (2012). "Urban Open Spaces in Historical Perspective: A Transdisciplinary Typology and Analysis." *Urban Geography* 33(8), 1089-117.

Environmentally-related, global and local:

- McKibben, Bill. (2011) *The End of Nature*.
- Zehner, Ozzie. (2012). *Green Illusions: The Dirty Secrets of Clean Energy and the Future of Environmentalism (Our Sustainable Future)*. University of Nebraska.
- Whealy, Diane Ott. (2011). *Gathering: Memoir of a Seed Saver*. Seed Savers Exchange.
- Hopkins, Rob. (2008). *The Transition Handbook: From Oil Dependency to Local Resilience*. Chelsea Green Publishing.
- Rich, Bruce. (2013). *Foreclosing the Future: The World Bank and the Politics of Environmental Destruction*. Washington DC: Island Press.
- Hunter, MaryCarol. (2011). "Using Ecological Theory to Guide Urban Planting Design: An Adaptation Strategy for Climate Change." *Landscape Journal*. 2-11.
- Flottum, Kim. (2010). "Where Beekeeping in Still Illegal." *The Daily Green*.
- Higgins, Adrian. (2014). "Budding Beekeepers Swarm to Courses." *Washington Post*.
- Council of the District of Columbia. (2014). "Sustainable Urban Agriculture Apiculture Act of 2012." edited by District Department of the Environment. Washington, DC.