

**INTL 4610: Environmental Politics**  
**CRN 52739**  
University of Georgia – Spring 2020  
MLC 153, Tuesday/Thursday 15:30-16:45

**Prof. Gregory M. Thaler** (he/him)

International Affairs Building (202 Herty Drive), Room 328

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Office Hours: Thursday 17:00-19:00 (MLC Jittery Joe's) and by appointment

Sign up for scheduled office hours at <https://calendly.com/gregorythaler>

**Course Description:**

Politics is the exercise of power. Ecology is the interaction of lifeforms with each other and the physical environment. This course examines how power structures human and more-than-human ecological relations, or 'socio-ecological systems,' with a particular focus on themes of governance, development, and conflict.

In a very narrow sense, environmental politics is the management of non-human surroundings by humans through the formulation and application of policy. This narrow definition lacks an appreciation for how humans exist within and through ecological relations, how power operates beyond the technical realm of policy, and how other species exercise agency in their relations with human beings. We will open broader perspectives on environmental politics by asking a series of critical questions. What is 'Nature'? How do we come to know Nature, scientifically or otherwise? How are socio-ecological systems governed? What is the ecology of capitalist development? How are environmental politics constructed through categories of gender, race, and species? And what does it mean to be human in a time when the 'Great Forces of Nature' have seemingly been overwhelmed?\* We will consider responses from diverse scholarly traditions, including commons governance, political ecology, ecological modernization, ecological Marxism, eco-feminism, environmental justice, traditional ecological knowledge, and multispecies politics.

*NB:* This course forms part of the Social Sustainability sphere for the UGA Certificate in Sustainability (<https://sustain.uga.edu/>).

**Course Structure, Requirements, and Evaluation:**

This is a rigorous elective course based on a combination of lectures, group discussion, and popular and academic writing. The course provides an introduction to key themes in environmental politics, but it is by no means comprehensive. Rather, the course is designed to orient you with regard to an interconnected set of perspectives and debates.

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\* Will Steffen, Paul Crutzen, and John McNeill (2007) "The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature?" *Ambio* 36 (8): 614–21.

Tuesday sessions will usually be devoted to an interactive lecture. Thursday sessions will usually be devoted to discussions based on reading groups, which will be assigned in Week 2. Lectures and readings are designed to be complementary, and you should be prepared to address the content of both in discussions and graded assignments.

I assign an average of around 60 pages of academic material per week. I consider this a moderate reading load for an upper-level course. The reading load is somewhat heavier earlier in the semester as we are developing foundations, and lighter later in the semester as you are expected to devote a greater amount of time to your research paper. Nonetheless, you may find yourself with insufficient time to read all assigned materials in minute detail. Strategic reading is an essential skill for college and beyond. You may wish to consult this helpful guide for tips on reading strategically for class:

Burke, Timothy. 2017. “Staying Afloat: Some Scattered Suggestions on Reading in College.” <http://www.swarthmore.edu/SocSci/tburke1/reading.html>.

“Recommended” readings listed on the syllabus are *not* required for the course and may not be covered in lecture or discussion, though you are welcome to share insights derived from those readings. They comprise references closely related to our assigned materials that will be of interest to those who want to read deeper on a particular topic.

**Reading Groups:** You will participate in reading groups consisting of roughly five students each. In Week 2, you will be assigned to your groups, and you will sign up to serve as leader for group activities two or three times during the semester. At the end of each lecture, I will pose several questions or prompts related to that week’s material. By 23:59 of the day before a Discussion, you must upload to eLC a 1-2 paragraph response to one of the prompts and you must suggest one additional question or prompt for group discussion. Your responses should engage directly with the readings, incorporating citations where appropriate. Your questions may be points of clarification, or may raise broader theoretical or practical issues to be taken up by the group.

Generally, reading group discussions will occupy roughly 35 minutes of our class discussion time, and will be followed by full class discussions. The role of discussion leaders is to review group members’ responses and suggested questions prior to class, to begin and direct group discussion, and to be prepared to report to the full class the main topics or questions engaged with by the group. A handout with suggestions for group discussion is located in the “Syllabus and Handouts” folder in the Content section of our eLC course page. Occasional variations to this format will be announced during the semester.

You will be graded on a ‘reading group portfolio’ consisting of all of your reading responses from the semester, as well as on your participation in group activities. Reading groups are not expected to meet outside of class time and your grade will be individual, i.e., you will only be graded on the quality of your individual portfolio and participation and not on the quality of your group.

**Participation:** Complete the required readings and other assignments prior to our class discussion sessions and contribute fully to reading group and full class discussions. Our

classroom should be an environment for respectful, substantive discussions in which everyone feels comfortable participating. If for any reason you do not feel comfortable speaking during our discussions, please advise me so we can make appropriate adjustments. I recognize that people contribute to discussions in different manners, and I also value as participation conversations during office hours or over email. Your participation grade will consist equally of my evaluation of your participation in the course and an evaluation of your reading group participation. For the reading group evaluation, you will anonymously assess your own participation and the participation of your group members at the end of the semester.

**Op-Ed:** You will write an 800 to 1200-word opinion post that takes a stance on a relevant topic of your choosing. You may choose to write about the same topic that you investigate in your research paper (see below), but the tone and content must be directed to a general public. Alternatively, you may choose to write about a topic different from the subject of your paper. In either case, your post must engage explicitly with concepts or theories from the course, and your arguments must be supported with empirical evidence and references. Your op-eds will be posted to Tremr, an interactive web platform. We will discuss together the modalities for publishing and interacting with these posts, and you will have the option of publishing your post anonymously. You can view posts from previous students in this course on the Environmental Politics @UGA Tremr page: <https://www.tremr.com/environmental-politics-uga>. For additional examples of environmental politics opinion posts, see work by Bill McKibben (<http://www.billmckibben.com/articles.html>), George Monbiot (<https://www.theguardian.com/profile/georgemonbiot>), or myself (<https://www.tremr.com/greg-thaler>). Your op-ed must be posted to the web platform on or before **24 February**.

**Final Paper:** You will write a research paper for this course on a relevant topic of your choosing. Your paper must incorporate references to the assigned course materials and should engage some of the themes and theoretical frameworks that we discuss in the course. Your research on your topic must go beyond our course material, however. In addition to a primary reliance on peer-reviewed academic literature on your chosen topic, you may also wish to draw on non-peer reviewed ‘gray’ literature (e.g., NGO, think tank, or government reports) and primary source materials such as news stories, memoirs, artworks, audio/visual media, etc. Your research should be motivated by a question or puzzle, frame that puzzle in relation to theory, and make a cogent argument that is theoretically-informed and grounded in empirical evidence.

Papers may not exceed 20 double-spaced pages (not including the title page, references, and any tables or figures), formatted in Times New Roman 12-point font and justified with 1-inch margins. There is no formal minimum number of pages, but I would expect you to have to cut material to reach 20 pages, and a paper of fewer than 18 pages would likely benefit from expansion. The expectation, in other words, is for a 20-page paper. Your paper should include parenthetical (Author YEAR) citations in the text, with page numbers for direct quotations, and a full list of references in APA format. Your paper should begin with a title page and abstract (not included in the page count), and you should use section headings to structure the body of the paper. Pages should be numbered in the upper right-hand corner.

Your paper will be written in four stages to provide multiple opportunities for feedback:

On or before **06 February**, you should email me a 1-paragraph description of your **proposed paper topic** so that I can provide feedback on the suitability of the topic and suggest potential references or directions to explore. I encourage you to schedule a time during office hours if you would like to discuss potential topics in person.

On or before **16 March**, you will upload to eLC an **annotated bibliography** of at least 10 sources related to your project from beyond this syllabus. Each source (given in APA format) should be accompanied by a one or two sentence annotation of how the source relates to your research.

On or before **06 April**, you will upload to eLC a five-page **executive summary or extended outline** of your paper. You will workshop your summary or outline with your reading group on **09 April**, and you will upload a brief summary of the feedback you receive to eLC by 21:00 on **10 April**. I am available during office hours to give feedback on executive summaries or full drafts that are sent to me at least 24 hours in advance of your office hours appointment.

Your **final paper** must be submitted in .doc or .docx format via eLC by 15:30 on **30 April**. Late papers will be penalized 10 points for every 24-hour period by which they exceed the deadline. A paper submitted after 15:30 on 30 April cannot receive a grade higher than 90. A paper submitted after 15:30 on 01 May cannot receive a grade higher than 80.

**Grading:** Your grade in this course will be composed as follows:

Participation	20%
Op-ed blog post	20%
Reading group portfolio	20%
Final paper	40%

Letter grades will be assigned according to the following scale:

A	94-100	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-67
B-	80-83	D-	60-63
C+	77-79	F	59 and below

### General Considerations:

**Laptops and Phones:** Use of laptops is prohibited during lectures. Exceptions to this policy require my approval. Slides will be posted to eLC following lectures, and note-taking by hand is superior for comprehension and retention to note-taking by laptop.<sup>†</sup> Laptops are permitted during discussion solely for referring to course materials. Cell phone use is always prohibited during

<sup>†</sup> Dynarski, Susan. 2017. "Laptops Are Great. But Not During a Lecture or a Meeting." *The New York Times*, November 22. <https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html>.

class time. Cell phones must be silenced and out of sight during class. If I see your cell phone during class time, I will ask you to put it away.

Those of you unaccustomed to note-taking by hand or those looking to improve the effectiveness of their note-taking may wish to consult “The Cornell Note-taking System.” A handout describing this system is located in the “Syllabus and Handouts” folder on eLC.

**Eating:** Please refrain from eating during class.

**Email:** I will only respond to emails that are sent from your UGA account and include the course name (INTL 4610) in the subject line. For useful email guidelines, please consult: <http://www.wikihow.com/Email-a-Professor>.

**File Formats:** Please upload files to eLC in either .doc, .docx, or .pdf formats exclusively. Your final papers must be submitted in .doc or .docx format.

**Academic Honesty:** As a University of Georgia student, you have agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty” found at: <https://honesty.uga.edu/Academic-Honesty-Policy/>. Instances of cheating or plagiarism will be reported in accordance with university policy, and lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Plagiarism entails the use of the words or ideas of another person or entity without attribution. Regardless of whether you are quoting directly or paraphrasing, attribution is required for information or arguments that are the product of someone else’s intellectual labor. Please review the definition of plagiarism in the Academic Honesty Policy: [https://honesty.uga.edu/Academic-Honesty-Policy/Prohibited\\_Conduct/](https://honesty.uga.edu/Academic-Honesty-Policy/Prohibited_Conduct/). Questions related to course assignments and the academic honesty policy should be directed to the instructor.

**Students with Disabilities:** UGA is committed to providing full participation and access for students with disabilities. If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>.

## SCHEDULE AND READINGS<sup>‡</sup>

### Week 1: Introduction to the Course

**07 Jan**            **Lecture:** Politics, ecology, and the human condition

**09 Jan**            **Discussion**

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<sup>‡</sup> Please note that the course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. I recommend completing each week’s readings in the order listed.

- Steffen, Will, Paul Crutzen, and John McNeill. 2007. “The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature?” *Ambio* 36 (8): 614–21.
- Biermann, Frank. 2014. *Earth System Governance: World Politics in the Anthropocene*. Cambridge, Massachusetts: MIT Press. **Chapter 1 “Introduction”**
- Earth First! Journal. “About Earth First!” <http://earthfirstjournal.org/about/>.
- Gudynas, Eduardo. 2011. “Buen Vivir: Today’s Tomorrow.” *Development* 54 (4): 441–47.

## Week 2: What is ‘Nature’?

**14 Jan**            **Lecture:** The human-nature dichotomy

- Upload short bio with photo to eLC by 23:59 on 15 Jan.

**16 Jan**            **Discussion**

Assignment of reading groups and sign-up for leadership weeks

- Cronon, William. 1996. “The Trouble with Wilderness: Or, Getting Back to the Wrong Nature.” *Environmental History* 1 (1): 7–28.
- Merchant, Carolyn. 1995. “Reinventing Eden: Western Culture as a Recovery Narrative.” In *Uncommon Ground: Toward Reinventing Nature*, edited by William Cronon, 132–70. New York: W.W. Norton & Company.
- Swyngedouw, Erik. 1996. “The City as a Hybrid: On Nature, Society and Cyborg Urbanization.” *Capitalism Nature Socialism* 7 (2): 65–80.
- Logan, William Bryant. 2019. “The Lessons of a Hideous Forest.” *The New York Times*, July 20. <https://www.nytimes.com/2019/07/20/opinion/sunday/forest-garbage-trees.html>.
- Ellis, Erle, and Navin Ramankutty. 2008. “Putting People in the Map: Anthropogenic Biomes of the World.” *Frontiers in Ecology and the Environment* 6 (8): 439–47. [skim]

### *Recommended*

- Soper, Kate. 1998. “Representing Nature.” *Capitalism Nature Socialism* 9 (4): 61–65.
- Haraway, Donna. 1985. “Teddy Bear Patriarchy: Taxidermy in the Garden of Eden, New York City, 1908-1936.” *Social Text* 11 (11): 20–64.
- Demeritt, David. 2002. “What Is the ‘Social Construction of Nature’? A Typology and Sympathetic Critique.” *Progress in Human Geography* 26 (6): 767–90.

## Week 3: What is environmental science?

**21 Jan**            **Lecture:** The production of ecological knowledge

- Upload first reading response to eLC by 23:59 on 22 Jan.

**23 Jan**            **Discussion**

- Jasanoff, Sheila. 2004. “Ordering Knowledge, Ordering Society.” In *States of Knowledge: The Co-Production of Science and Social Order*, edited by Sheila Jasanoff. London: Routledge.
- McIntosh, Robert P. 1985. *The Background of Ecology: Concept and Theory*. New York: Cambridge University Press. **Chapter 1 “Antecedents of ecology”**
- Martin, Laura J. 2018. “Proving Grounds: Ecological Fieldwork in the Pacific and the Materialization of Ecosystems.” *Environmental History* 23 (3): 567–92.
- Linden, Eugene. 2019. “How Scientists Got Climate Change So Wrong.” *The New York Times*, November 8. <https://www.nytimes.com/2019/11/08/opinion/sunday/science-climate-change.html>.
- Pierrotti, Raymond, and Daniel Wildcat. 2000. “Traditional Ecological Knowledge: The Third Alternative (Commentary).” *Ecological Applications* 10 (5): 1333–40.

### *Recommended*

- Taylor, Peter J., and Frederick H. Buttel. 1992. “How Do We Know We Have Global Environmental Problems? Science and the Globalization of Environmental Discourse.” *Geoforum* 23 (3): 405–16.
- Demeritt, David. 2001. “The Construction of Global Warming and the Politics of Science.” *Annals of the Association of American Geographers* 91 (2): 307–37.
- Yusoff, Kathryn. 2009. “Excess, Catastrophe, and Climate Change.” *Environment and Planning D: Society and Space* 27 (6): 1010–29.
- Oreskes, Naomi, and Nicholas Stern. 2019. “Climate Change Will Cost Us Even More Than We Think.” *The New York Times*, October 23. <https://www.nytimes.com/2019/10/23/opinion/climate-change-costs.html>.
- Lave, Rebecca. 2012. “Neoliberalism and the Production of Environmental Knowledge.” *Environment and Society* 3 (1): 19–38.
- Dasgupta, Shreya. 2018. “The Bangladeshi Tribe That’s Guarding Turtles, Co-Authoring Research Papers.” *Mongabay*, November 29. <https://news.mongabay.com/2018/11/the-bangladeshi-tribe-thats-guarding-turtles-co-authoring-research-papers/>.

## **Week 4: First Approach – Commons Governance**

**28 Jan**            **Lecture:** Institutionalism and the socio-ecological system

**30 Jan**            **Discussion**

- Hardin, Garrett. 1968. “The Tragedy of the Commons.” *Science* 162 (3859): 1243–48.
- Ostrom, Elinor. 1990. *Governing the Commons: The Evolution of Institutions for Collective Action*. New York: Cambridge University Press. **Chapter 1 “Reflections on the commons”**
- Dietz, Thomas, Elinor Ostrom, and Paul Stern. 2003. “The Struggle to Govern the Commons.” *Science* 302 (5652): 1907–12.
- Acheson, James. 1988. *The Lobster Gangs of Maine*. Hanover, NH: UNPE. **Introduction and Chapter 3 “Harbor Gangs”**

- Goldfarb, Ben. 2018. “A Fish Called Rockweed.” *Hakai Magazine*, May. <https://www.hakaimagazine.com/features/a-fish-called-rockweed/>.

*Recommended*

- Campbell, Bruce, Alois Mandondo, Nontokozi Nemarundwe, Bevlyne Sithole, Wil De Jong, Marty Luckert, and Frank Matose. 2001. “Challenges to Proponents of Common Property Resource Systems: Despairing Voices from the Social Forests of Zimbabwe.” *World Development* 29 (4): 589–600.
- Ostrom, Elinor. 2009. “A General Framework for Analyzing Sustainability of Social-Ecological Systems.” *Science* 325 (5939): 419–22.

**Week 5: Second Approach – Political Ecology**

**04 Feb          Lecture & Discussion: Ecological distribution conflicts**

- Complete readings prior to 04 Feb class session. Reading responses are due as usual by 23:59 on 05 Feb.
- Email proposed paper topic to Prof. Thaler with subject “INTL 4610 Paper Proposal” by 23:59 on 06 Feb.

**06 Feb          NO CLASS – Integrative Conservation Conference (<http://cicr.uga.edu/icc-2020/>)**

- Paulson, Susan, Lisa L. Gezon, and Michael Watts. 2003. “Locating the Political in Political Ecology: An Introduction.” *Human Organization* 62 (3): 205–17.
- Walker, Peter A. 2005. “Political Ecology: Where Is the Ecology?” *Progress in Human Geography* 29 (1): 73–82.
- Dove, Michael R. 1993. “A Revisionist View of Tropical Deforestation and Development.” *Environmental Conservation* 20 (1): 17–24.
- Watts, Michael. 2001. “Petro-Violence: Community, Extraction, and Political Ecology of a Mythic Commodity.” In *Violent Environments*, edited by Nancy Peluso and Michael Watts, 189–212. Ithaca: Cornell University Press.

*Recommended*

- Vayda, Andrew, and Bradley Walters. 1999. “Against Political Ecology.” *Human Ecology* 27 (1): 167–79.
- Watts, Michael, and Richard Peet. 2004. “Liberating Political Ecology.” In *Liberation Ecologies: Environment, Development, Social Movements*, edited by Richard Peet and Michael Watts, 3–43. New York: Routledge.
- Rademacher, Anne. 2015. “Urban Political Ecology.” *Annual Review of Anthropology* 44: 137–52.
- Dodds, David J. 1998. “Lobster in the Rain Forest: The Political Ecology of Miskito Wage Labor and Agricultural Deforestation.” *Journal of Political Ecology* 5: 83–108.



**Week 6: Third Approach – Ecological Modernization****11 Feb**      **Lecture:** Sustainability and hegemony**13 Feb**      **Discussion**

- Hajer, Maarten. 1995. *The Politics of Environmental Discourse: Ecological Modernization and the Policy Process*. Oxford: Clarendon Press. **Chapter 1 “The New Environmental Conflict”**
- Asafu-Adjaye, John, Linus Blomqvist, Stewart Brand, Barry Brook, Ruth Defries, Erle Ellis, David Keith, et al. 2015. “An Ecomodernist Manifesto,” 31 pp. <http://www.ecomodernism.org/manifesto-english/>.
- Collard, Rosemary-Claire, Jessica Dempsey, and Juanita Sundberg. 2015. “The Moderns’ Amnesia in Two Registers.” *Environmental Humanities* 7: 227–32.
- Hamilton, Clive. 2015. “The Theodicy of the ‘Good Anthropocene.’” *Environmental Humanities* 7: 233–38.
- Fletcher, Robert. 2016. “Decoupling: A Dangerous Fantasy.” *ENTITLE Blog*, May 10. <https://undisciplinedenvironments.org/2016/05/10/decoupling-a-dangerous-fantasy/>.

*Recommended*

- Murphy, J. 2000. “Ecological Modernisation.” *Geoforum* 31: 1–8.
- Perz, Stephen. 2007. “Reformulating Modernization-Based Environmental Social Theories: Challenges on the Road to an Interdisciplinary Environmental Science.” *Society & Natural Resources* 20 (5): 415–30.
- Foster, John Bellamy. 2017. “The Long Ecological Revolution.” *Monthly Review* 69 (6).

**Week 7: Fourth Approach – Ecological Marxism****18 Feb**      **Lecture:** The capitalist world ecology**20 Feb**      **Discussion**

- Foster, John Bellamy. 1992. “The Absolute Law of Environmental Degradation Under Capitalism.” *Capitalism Nature Socialism* 3 (3): 77–82.
- Hornborg, Alf. 1998. “Towards an Ecological Theory of Unequal Exchange: Articulating World System Theory and Ecological Economics.” *Ecological Economics* 25 (1): 127–36.
- Moore, Jason W. 2017. “The Capitalocene, Part I: On the Nature and Origins of Our Ecological Crisis.” *Journal of Peasant Studies* 44 (3): 594–630.
- Clark, Brett, and John Bellamy Foster. 2009. “Ecological Imperialism and the Global Metabolic Rift: Unequal Exchange and the Guano/Nitrates Trade.” *International Journal of Comparative Sociology* 50 (3–4): 311–34.

*Recommended*

- Moore, Jason W. 2000. “Environmental Crises and the Metabolic Rift in World-Historical Perspective.” *Organization & Environment* 13 (2): 123–57.
- Dixon, Marion. 2017. “Plastics and Agriculture in the Desert Frontier.” *Comparative Studies of South Asia, Africa and the Middle East* 37 (1): 86–102.
- Carton, Wim, Erik Jönsson, and Beatriz Bustos. 2017. “Revisiting the ‘Subsumption of Nature’: Resource Use in Times of Environmental Change.” *Society & Natural Resources* 30 (7): 789–96.
- Ekers, Michael, Alex Loftus, and Geoff Mann. 2009. “Gramsci Lives!” *Geoforum* 40 (3): 287–91.

**Week 8: Environmentalism and Conservation**

- Post op-ed to web platform by 23:59 on 24 Feb. Upload a link to your post to eLC. In lieu of a reading response: 1) read and react to posts by your group members by 23:59 on 26 Feb, and 2) read and react to other posts that interest you.

**25 Feb**      **Lecture:** Saving nature

**Film:** *If a Tree Falls: A Story of the Earth Liberation Front, USA, 2011*

<https://youtu.be/UmZkNNJqr1I>

Watch prior to discussion on 27 Feb.

**27 Feb**      **Discussion**

- Grove, Richard. 2002. “Climatic Fears: Colonialism and the History of Environmentalism.” *Harvard International Review* Winter: 50–55.
- Chapin, Mac. 2004. “A Challenge to Conservationists.” *World Watch*, November-December: 17–34.
- Seelye, Katharine Q. 2019. “Steve Sawyer, Greenpeace Activist and Leader, Dies at 63.” *The New York Times*, August 7. <https://www.nytimes.com/2019/08/07/obituaries/steve-sawyer-greenpeace-dead.html>.

*Recommended*

- Chartier, Denis, and Jean-Paul Deléage. 1998. “The International Environmental NGOs: From the Revolutionary Alternative to the Pragmatism of Reform.” *Environmental Politics* 7 (3): 26–41.
- Bryant, Raymond L. 2009. “Born to Be Wild? Non-Governmental Organisations, Politics and the Environment.” *Geography Compass* 3 (4): 1540–58.
- Runk, Julie Velásquez. 2009. “Social and River Networks for the Trees: Wounaan’s Riverine Rhizomic Cosmos and Arboreal Conservation.” *American Anthropologist* 111 (4): 456–67.

**Week 9: Feminist Political Ecology****03 Mar**      **Lecture:** Gendered environments**05 Mar**      **Discussion**

- Mies, Maria. 1993. “The Need for a New Vision: The Subsistence Perspective.” In *Ecofeminism*, edited by Maria Mies and Vandana Shiva, 297–324. New York: Zed Books.
- Hawkins, Roberta, Diana Ojeda, Kiran Asher, Brigitte Baptiste, Leila Harris, Sharlene Mollett, Andrea Nightingale, Dianne Rocheleau, Joni Seager, and Farhana Sultana. 2011. “A Discussion: Gender and Environment: Critical Tradition and New Challenges.” *Environment and Planning D: Society and Space* 29 (2): 237–53.
- Julia, with Ben White. 2012. “Gendered Experiences of Dispossession: Oil Palm Expansion in a Dayak Hibun Community in West Kalimantan.” *Journal of Peasant Studies* 39 (3–4): 995–1016.
- Brough, Aaron R., and James E.B. Wilkie. 2017. “Men Resist Green Behavior as Unmanly.” *Scientific American*, December 26.  
<https://www.scientificamerican.com/article/men-resist-green-behavior-as-unmanly/>.

*Recommended*

- Leach, Melissa. 2007. “Earth Mother Myths and Other Ecofeminist Fables: How a Strategic Notion Rose and Fell.” *Development and Change* 38 (1): 67–85.
- Moore, Niamh. 2008. “The Rise and Rise of Ecofeminism as a Development Fable: A Response to Melissa Leach’s ‘Earth Mothers and Other Ecofeminist Fables: How a Strategic Notion Rose and Fell.’” *Development and Change* 39 (3): 461–75.
- Ojeda, Diana, Jade S. Sasser, and Elizabeth Lunstrum. 2019. “Malthus’s Specter and the Anthropocene.” *Gender, Place and Culture*.
- Asher, Kiran. 2017. “Thinking Fragments: Adisciplinary Reflections on Feminisms and Environmental Justice.” *Catalyst: Feminism, Theory, Technoscience* 3 (2017): 1–28.

**SPRING BREAK****Week 10: Environmental Justice**

- Upload annotated bibliography to eLC by 23:59 on 16 Mar.

**17 Mar**      **Lecture:** Racialized environments**19 Mar**      **Discussion**

- Mohai, Paul, David Pellow, and J. Timmons Roberts. 2009. “Environmental Justice.” *Annual Review of Environment and Resources* 34 (1): 405–30.

- Mansfield, Becky. 2012. “Race and the New Epigenetic Biopolitics of Environmental Health.” *BioSocieties* 7 (4): 352–72.
- Sasser, Jade. 2014. “From Darkness into Light: Race, Population, and Environmental Advocacy.” *Antipode* 46 (5): 1240–57.
- Achenbach, Joel. 2019. “Two Mass Killings a World Apart Share a Common Theme: ‘Ecofascism.’” *The Washington Post*, August 18.  
[https://www.washingtonpost.com/science/two-mass-murders-a-world-apart-share-a-common-theme-ecofascism/2019/08/18/0079a676-bec4-11e9-b873-63ace636af08\\_story.html](https://www.washingtonpost.com/science/two-mass-murders-a-world-apart-share-a-common-theme-ecofascism/2019/08/18/0079a676-bec4-11e9-b873-63ace636af08_story.html).
- Penniman, Leah. 2015. “Radical Farmers Use Fresh Food to Fight Racial Injustice and the New Jim Crow.” *Yes! Magazine*, September 5. <http://www.yesmagazine.org/peace-justice/radical-farmers-use-fresh-food-fight-racial-injustice-black-lives-matter>.

### *Recommended*

- Eplett, Layla. 2013. “Organic Synthesis: Towards an Inclusion of African Americans in Organic Farming.” *Scientific American*, November 5.  
<https://blogs.scientificamerican.com/food-matters/organic-synthesis-towards-an-inclusion-of-african-americans-in-organic-farming/>.
- Ishiyama, Noriko. 2003. “Environmental Justice and American Indian Tribal Sovereignty: Case Study of a Land–Use Conflict in Skull Valley, Utah.” *Antipode* 35 (1): 119–39.
- Martinez-Alier, Joan. 2012. “Environmental Justice and Economic Degrowth: An Alliance between Two Movements.” *Capitalism Nature Socialism* 23 (1): 51–73.
- Explore the websites of the Athens Land Trust: <https://www.athenslandtrust.org/> and the Environmental Justice Atlas: <https://ejatlas.org/about>.

## **Week 11: Indigenous Peoples, Traditional Ecological Knowledge, and Sustainability**

**24 Mar**      **Guest Lecture by Prof. R. Alfred Vick**

**26 Mar**      **Discussion**

- Vick, R. Alfred. 2011. “Cherokee Adaptation to the Landscape of the West and Overcoming the Loss of Culturally Significant Plants.” *American Indian Quarterly* 35 (3): 394–417.
- **Other readings to be announced**

### *Recommended*

- Kimmerer, Robin Wall. 2013. “Skywoman Falling.” In *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*, 3–10. Minneapolis: Milkweed Editions.
- Galloway McLean, Kirsty, Ameyali Ramos Castillo, and Sam Johnston. 2012. “The Role of Indigenous Peoples in Global Environmental Governance: Looking through the Lens

of Climate Change.” In *Green Economy and Good Governance for Sustainable Development: Opportunities, Promises and Concerns*, edited by Puppim de Oliveira, 245–66. Tokyo: United Nations University Press.

- Whyte, Kyle. 2018. “Critical Investigations of Resilience: A Brief Introduction to Indigenous Environmental Studies & Sciences.” *Daedalus* 147 (2): 136–47.
- Brave NoiseCat, Julian. 2016. “Slaying the Carbon-Consuming Colonial Hydra: Indigenous Contributions to Climate Action.” *Development* 59: 199–204.
- Lakhani, Nina. 2018. “Berta Cáceres: Seven Men Convicted of Murdering Honduran Environmentalist.” *The Guardian*, November 29.  
<https://www.theguardian.com/world/2018/nov/29/berta-caceres-seven-men-convicted-conspiracy-murder-honduras>.
- Bracken, Amber. 2019. “‘The Nation Has Stood Up’: Indigenous Clans in Canada Battle Pipeline Project.” *The New York Times*, January 27.  
<https://www.nytimes.com/2019/01/27/world/americas/british-columbia-pipeline-wetsuweten.html>.
- Dhillon, Jaskiran. 2018. “Introduction: Indigenous Resurgence, Decolonization, and Movements for Environmental Justice.” *Environment and Society* 9 (1): 1–5.

## Week 12: Land Sparing and Land Sharing

**31 Mar**      **Lecture:** Agriculture and modernity

**02 Apr**      **Discussion**

- Lee, David, Paul Ferraro, and Christopher Barrett. 2001. “Introduction: Changing Perspectives on Agricultural Intensification, Economic Development and the Environment.” In *Tradeoffs or Synergies? Agricultural Intensification, Economic Development and the Environment*, edited by David Lee and Christopher Barrett, 1–16. Wallingford: CABI Publishing.
- Green, Rhys, Stephen Cornell, Jörn Scharlemann, and Andrew Balmford. 2005. “Farming and the Fate of Wild Nature.” *Science* 307 (5709): 550–55.
- Perfecto, Ivette, and John Vandermeer. 2010. “The Agroecological Matrix as Alternative to the Land-Sparing/Agriculture Intensification Model.” *Proceedings of the National Academy of Sciences* 107 (13): 5786–91.
- Thaler, Gregory M. 2017. “The Land Sparing Complex: Environmental Governance, Agricultural Intensification, and State Building in the Brazilian Amazon.” *Annals of the American Association of Geographers* 107 (6): 1424–43.
- Barber, Dan. 2019. “Save Our Food. Free the Seed.” *The New York Times*, June 7.  
<https://www.nytimes.com/interactive/2019/06/07/opinion/sunday/dan-barber-seed-companies.html>.

### *Recommended*

- Kremen, Claire. 2015. “Reframing the Land-Sparing/Land-Sharing Debate for Biodiversity Conservation.” *Annals of the New York Academy of Sciences* 1355: 52–76.

**Week 13: Guest Speaker and Workshop**

- Upload five-page research paper executive summary or extended outline to eLC by 23:59 on 06 Apr. Read and prepare feedback on your group members' outlines.

**07 Apr**            **Guest Speaker**

**09 Apr**            **Workshop Outlines with Reading Groups**

- Upload a brief summary of the feedback you received to eLC by 21:00 on 10 Apr.

**Week 14: Multispecies Politics**

**14 Apr**            **Lecture: Beyond humans**

**16 Apr**            **Discussion**

- de Waal, Frans. 2016. "What I Learned from Tickling Apes." *The New York Times*, April 8. <http://www.nytimes.com/2016/04/10/opinion/sunday/what-i-learned-from-tickling-apes.html>.
- Tsing, Anna. 2012. "Unruly Edges: Mushrooms as Companion Species." *Environmental Humanities* 1 (1): 141–54.
- TallBear, Kim. 2011. "Why Interspecies Thinking Needs Indigenous Standpoints." *Fieldsights*, November 18. <https://culanth.org/fieldsights/260-why-interspecies-thinking-needs-indigenous-standpoints>.
- Read the "Moby vs Tyson" exchange between Neil deGrasse Tyson and Moby (2017): <https://www.facebook.com/notes/neil-degrasse-tyson/moby-vs-tyson/10155607590546613/>.
- Kim, Claire Jean. 2017. "Murder and Mattering in Harambe's House." *Politics and Animals* 3 (2): 37–51.

*Recommended*

- Kirksey, S. Eben, and Stefan Helmreich. 2010. "The Emergence of Multispecies Ethnography." *Cultural Anthropology* 25 (4): 545–76.
- Mitchell, Timothy. 2002. *Rule of Experts: Egypt, Techno-Politics, Modernity*. Berkeley: University of California Press. **Chapter 1 "Can the Mosquito Speak?"**
- Panelli, Ruth. 2010. "More-than-Human Social Geographies: Posthuman and Other Possibilities." *Progress in Human Geography* 34 (1): 79–87.
- Norton, Marcy. 2015. "The Chicken or the Iegue: Human-Animal Relationships and the Columbian Exchange." *The American Historical Review* 120 (1): 28–60.
- Bennett, Carys E., Richard Thomas, Mark Williams, Jan Zalasiewicz, Matt Edgeworth, Holly Miller, Ben Coles, Alison Foster, Emily J. Burton, and Upenyu Marume. 2018. "The Broiler Chicken as a Signal of a Human Reconfigured Biosphere." *Royal Society Open Science* 5: 180325.

**Week 15: The Anthropocene****21 Apr**      **Lecture:** Beyond nature**Film:** *Albatross, USA, 2017*<https://www.albatrossthefilm.com/watch-albatross>

Watch prior to discussion on 23 Apr.

**23 Apr**      **Discussion**

- Jarvis, Brooke. 2018. “The Insect Apocalypse Is Here.” *The New York Times Magazine*, November 27. <https://www.nytimes.com/2018/11/27/magazine/insect-apocalypse.html>.
- Collard, Rosemary, Jessica Dempsey, and Juanita Sundberg. 2015. “A Manifesto for Abundant Futures.” *Annals of the Association of American Geographers* 105 (2): 322–30.
- Buckley, Cara. 2019. “Apocalypse Got You Down? Maybe This Will Help.” *The New York Times*, November 15. <https://www.nytimes.com/2019/11/15/sunday-review/depression-climate-change.html>.

*Recommended*

- Steffen, Will, Wendy Broadgate, Lisa Deutsch, Owen Gaffney, and Cornelia Ludwig. 2015. “The Trajectory of the Anthropocene: The Great Acceleration.” *The Anthropocene Review* 2 (1): 81–98.
- Davis, Heather, and Zoe Todd. 2017. “On the Importance of a Date, or Decolonizing the Anthropocene.” *ACME: An International Journal for Critical Geographies* 16 (4): 761–80.
- Lorimer, Jamie. 2012. “Multinatural Geographies for the Anthropocene.” *Progress in Human Geography* 36 (5): 593–612.
- Johnson, Elizabeth, Harlan Morehouse, Simon Dalby, Jessi Lehman, Sara Nelson, Rory Rowan, Stephanie Wakefield, and Kathryn Yusoff. 2014. “After the Anthropocene: Politics and Geographic Inquiry for a New Epoch.” *Progress in Human Geography* 38 (3): 439–56.
- Haraway, Donna Jeanne. 2015. “Anthropocene, Capitalocene, Plantationocene, Chthulucene: Making Kin.” *Environmental Humanities* 6: 159–65.
- Buck, Holly. 2015. “On the Possibilities of a Charming Anthropocene.” *Annals of the Association of American Geographers* 105 (2): 369–77.
- Lallensack, Rachael. 2017. “Tsunami Wreckage Serves as Liferafts for Invasive Species.” *Nature News*, September 29. <https://www.nature.com/news/tsunami-wreckage-serves-as-liferafts-for-invasive-species-1.22691>.
- Stack, Liam. 2019. “Ocean-Clogging Microplastics Also Pollute the Air, Study Finds.” *The New York Times*, April 18. <https://www.nytimes.com/2019/04/18/science/what-are-microplastics.html>.

**Final Paper due by 3:30pm on 30 Apr.**