

INTL 4610: Environmental Politics

University of Georgia – Fall 2021

MLC 268/MLC Amphitheater

Tuesday/Thursday 14:20-15:35

Prof. Gregory M. Thaler (he/him)

International Affairs Building (202 Herty Drive), Room 328

gthaler@uga.edu

Office Hours (outdoors/Zoom): Thursday 13:10-14:10 and by appointment

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

Join Office Hours Zoom Meeting: <https://zoom.us/j/91833626268>

Meeting ID: 918 3362 6268

Land and Labor of Indigenous and Enslaved Peoples:

The University of Georgia is located on the ancestral lands of the Muscogee Creek and Cherokee Peoples. * The labor of enslaved people, primarily of African descent, built much of this University.† I am committed to acknowledging and redressing these legacies of injustice.

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.

* Learn more from the Muscogee Creek Nation (<https://www.mcn-nsn.gov/>) and the Eastern Band of Cherokee Indians (<https://ebci.com/>).

† Learn more about slavery at UGA: <https://digiHum.libs.uga.edu/exhibits/show/slavery>.

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

NB: This course satisfies UGA’s Environmental Awareness requirement. This course also forms part of the Social Sustainability sphere for the UGA Certificate in Sustainability (<https://sustain.uga.edu/>).

Pedagogical Commitments:[§]

I know that your academic pursuits are complemented by richly textured personal lives. In the coming months, you may encounter extraordinary challenges at home and in your family as we face a continuing pandemic and other crises in Georgia, in the US, and around the globe. I want you to know how I will respond when challenges arise:

- **I will privilege care.**
Care for your well-being – in all its many dimensions and expressions – is my paramount commitment to you.
- **I will invite your feedback.**
This course is imperfect and the world is changing quickly. I will ask for your help to improve the quality and relevance of our course readings, activities, and assignments. If you have concerns about any elements of the course, please let me know, and I will do my best to be a responsive and respectful partner in improving your learning experience and the course itself.
- **I will be adaptive with course policies.**
If you have questions or concerns about assignments, deadlines, requirements, details, norms, technology, or anything else, please ask. All course policies exist not for themselves, but rather in the service of our educational goals.
- **I will be reflective.**
Just as I aim to facilitate critical inquiry among all of you, I will continue to reflect critically on my own role, positionality, and viewpoints as we move forward together.

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.

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. Required readings and materials will be posted to the eLC Content folder.

[§] Adapted from Joni Dunlap et al., “An Open Letter,” *Learning Design & Technology - School of Education & Human Development, University of Colorado Denver*, 2020, <https://education.ucdenver.edu/academics/graduate/learning-design-technology/open-letter>.

“Recommended” materials 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 sources. 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.

Special Considerations Related to COVID-19:

During the COVID-19 pandemic, we must take extraordinary steps to protect each other’s health and the health of the broader UGA and Athens communities.

In order to learn together, we must care for each other. I view our class as a community, and we have a fundamental obligation to keep each other safe, and to safeguard the health of our extended community of friends, colleagues, neighbors, and loved ones. We will work together to ensure the best possible learning environment under these circumstances.

Public health is both a personal and collective responsibility. We must think carefully about the risks posed by the ongoing pandemic, and we must do what we can to minimize risks for ourselves and for each other.

COVID has already killed over 600,000 Americans. The Delta virus variant currently dominant in the US is highly contagious. UGA **strongly encourages** everyone to be fully vaccinated as soon as they are able.

I am happy to share that I am fully vaccinated. I **strongly urge** you to be fully vaccinated as soon as possible, if you are able. Information on how to get vaccinated is available here: <https://coronavirus.uga.edu/>.

If you are not fully vaccinated, UGA **strongly encourages** you to wear a face covering over your nose and mouth and to maintain physical distancing at all times when on campus. All individuals regardless of vaccination status are **strongly encouraged** to wear a mask when inside campus facilities.

COVID-19 spreads more easily indoors than outdoors, and outdoor activities are generally safer than indoor activities.**

In light of these considerations, I will be taking the following precautions for this class:

1. I will wear a mask indoors as recommended by UGA and the CDC.
2. I will hold class outdoors when possible. When we meet outdoors, I will maintain physical distancing, but I do not plan to wear a mask. If you are fully vaccinated, you

** CDC, “Participate in Outdoor and Indoor Activities,” 2020, <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/participate-in-activities.html>; see also Ginia Bellafante, “Schools Beat Earlier Plagues With Outdoor Classes. We Should, Too.,” *The New York Times*, July 17, 2020, <https://www.nytimes.com/2020/07/17/nyregion/coronavirus-nyc-schools-reopening-outdoors.html>.

should still feel comfortable choosing to wear a mask and maintain physical distancing when outdoors.

- a. Please always prepare for class with the expectation that we may hold class outside. Consider what you need to be comfortable in terms of temperature, sun protection, and so forth. If you have any concerns about accessibility in outside spaces, please let me know.
3. Because of technology needs or inclement weather, we will nonetheless often spend time indoors. Physical distancing capacity in the classroom will be constrained.
Everyone is strongly encouraged to wear a mask when indoors.
4. If you are not fully vaccinated, you are strongly encouraged to mask and maintain physical distance for all class meetings.
5. If you experience symptoms consistent with COVID-19, **DO NOT ATTEND CLASS**. Report your symptoms immediately through UGA's contact tracing app (DawgCheck) and seek a test as soon as possible.
6. If you test positive for COVID-19, you are required to report your test and follow guidance provided through DawgCheck: <https://dawgcheck.uga.edu/>
7. Per UGA guidelines, if you are not fully vaccinated and you have been in close contact with an individual infected with COVID-19, you must quarantine.
 - a. I will also make accommodations for vaccinated individuals who have been exposed and wish to take quarantine precautions.
8. If you are ill and unable to complete your work on time, **DO NOT PANIC**. Reach out to me as soon as possible so we can find an appropriate accommodation.
9. Office hours will only be held outdoors or via Zoom. Office hours sign-up details are provided in this syllabus.
10. At the beginning of the semester, we will discuss as a group ways to ensure that everyone feels as safe as possible while participating fully in the course. I will also ask for your input before changing any of the practices that I have outlined here.
11. I welcome your suggestions on how to lower the risk of COVID-19 for our class meetings, and I encourage you to reach out to me with any questions or concerns related to these matters.
12. If as a result of the pandemic you experience any hardships or welfare concerns related to your responsibilities with this class or with other programs or facilities affiliated with the Department of International Affairs, please do not hesitate to reach out to me, to the Department's Undergraduate Coordinator Leah Carmichael (leahlang@uga.edu), or to another member of the International Affairs faculty.

Reading Groups: You will participate in reading groups consisting of five or six students. In Week 2, you will be assigned to your groups, and you will sign up to serve as discussion leader for your group two times during the semester. At the end of each lecture, I will pose several questions or prompts related to that week's material. By 19:00 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 class.

On several occasions to be announced during the term, we will use **Perusall**, a collaborative reading platform, to engage with each other on key texts from the syllabus. You should access our course Perusall page from the eLC Content folder (Content>Perusall). Reading groups will be assigned to comment on specific texts. When working in Perusall, you should read and actively participate in collaborative annotation for the documents assigned to your group. You are encouraged to participate in discussions and view your peers' work on documents assigned to other groups as well.

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' reading 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.

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 the reading group and Perusall discussions. Reading groups are not expected to meet outside of class time. Your grade for this component 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.

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>.

Participation, Civil Discourse, and Respect for Diverse Viewpoints: Complete the required readings and other assignments prior to our Discussion class sessions and contribute fully to class discussions. Our class should be an environment for respectful, substantive discussions in which everyone feels comfortable participating. In matters of politics, everyone speaks from a unique standpoint and there is no single 'correct' or 'neutral' position. We should all feel comfortable questioning, disagreeing, or challenging ideas in a sensitive manner, using well-reasoned arguments backed by evidence. As a community, we can support each other to grow, learn, and change our understandings through discussions that respect diverse perspectives. 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 the Undisciplined Environments blog (<https://undisciplinedenvironments.org/category/short-essays/>) or the Africa Is A Country ‘Climate Politricks’ series (<https://africasacountry.com/series/climate-politics>). Your op-ed must be posted to the web platform on or before **04 October**.

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 **16 September**, 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 individually.

On or before **18 October**, 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 **15 November**, 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 **18 November**. 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 **09 December**. 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 09 December cannot receive a grade higher than 90. A paper submitted after 15:30 on 10 December 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.^{††} Laptops are permitted during discussion solely for referring to course materials. Cell phone use is always prohibited

^{††} 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>.

during 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. Exceptions to this policy require my approval.

Recording and Course Materials Policy: All course handouts and assignments are for educational use by students in this class only and may not be otherwise copied, shared, or distributed. Video and audio recording by students of class interactions is not permitted, except with the express consent of the instructor as an accommodation for students with disabilities. Such recordings may not be reproduced or shared.

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, figures, 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/. 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>.

Mental Health and Wellness Resources: If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.

Please be aware that as UGA faculty, I am obligated to report to UGA's Equal Opportunity Office any knowledge of sexual assault/relationship violence, sexual discrimination, or sexual harassment involving UGA students, faculty, staff, or visitors. UGA's Relationship and Sexual Violence Prevention program (see below) can speak to students confidentially. Additional health and wellness resources available to you include:

- Counseling and Psychiatric Services (CAPS): 706-542-2273 (during regular business hours)
- After-Hours Mental Health Crisis: 706-542-2200 (UGA Police—ask to speak to the CAPS on-call clinician)
- Relationship and Sexual Violence Prevention – 706-542-SAFE (advocates at RSVP can provide student confidentiality)

SCHEDULE AND READINGS^{‡‡}**Week 1: Introduction to the Course**

19 Aug **Lecture:** Politics, ecology, and the human condition

- 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’?

24 Aug **Lecture:** The human-nature dichotomy

- Upload short bio with photo to eLC by 23:59 on 25 Aug.

26 Aug **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.

^{‡‡} 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.

Week 3: What is environmental science?**31 Aug** **Lecture:** The production of ecological knowledge

- Upload first reading response to eLC by 19:00 on 01 Sep.

02 Sep **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/>.
- Zraick, Karen. "Is Stunning an Animal Before Slaughter More Humane? Some Religious Leaders Say No." *The New York Times*, January 9, 2019. <https://www.nytimes.com/2019/01/09/world/europe/halal-kosher-humane-slaughter.html>.

Week 4: First Approach – Commons Governance**07 Sep** **Lecture:** Institutionalism and the socio-ecological system

09 Sep 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, Nontokozo 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.
- Overton, Penelope. “Gulf of Maine Lobster Loses Key Sustainability Label.” *Portland Press Herald*, August 4, 2020. <https://www.pressherald.com/2020/08/04/u-s-lobster-loses-key-global-sustainability-label/>.

Week 5: Second Approach – Political Ecology**14 Sep Lecture: Ecological distribution conflicts**

- Email proposed paper topic to Prof. Thaler with subject “INTL 4610 Paper Proposal” by 19:00 on 16 Sep.

16 Sep Discussion

- 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. “Resource Curse? Governmentality, Oil and Power in the Niger Delta, Nigeria.” *Geopolitics* 9, no. 1 (2004): 50–80.
- Maclean, Ruth. “The Fisherwomen, Chevron and the Leaking Pipe.” *The New York Times*, July 25, 2021. <https://www.nytimes.com/2021/07/25/world/africa/nigeria-fisherwomen-chevron.html>.

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.
- Johnson, McKenzie F., Rebecca L. Laurent, and Benjamin Kwao. 2020. “Constructing a Crisis: The Effect of Resource Curse Discourse on Extractive Governance in Ghana.” *The Extractive Industries and Society* 7 (3): 965–74.
- Peltier, Elian, and Claire Moses. “Shell Subsidiary Must Compensate Nigerian Farmers, Dutch Court Rules.” *The New York Times*, January 29, 2021. <https://www.nytimes.com/2021/01/29/world/europe/shell-nigeria-oil-spills.html>.

Week 6: Third Approach – Ecological Modernization

21 Sep **Lecture:** Sustainability and hegemony

23 Sep **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**28 Sep** **Lecture:** The capitalist world ecology**30 Sep** **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.” *The 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 04 Oct. 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 06 Oct, and 2) read and react to other posts that interest you.**

05 Oct **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 07 Oct.****07 Oct** **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: Indigenous Environmental Politics

12 Oct Latin American Ethnobotanical Garden Tour

Meet in the Garden: <https://goo.gl/maps/Xn7kicahfj9ZPxFs9>

14 Oct Lecture & Discussion: Decolonizing environmental politics

- Kimmerer, Robin Wall. 2013. “Skywoman Falling.” In *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*, 3–10. Minneapolis: Milkweed Editions.
- Dhillon, Jaskiran. 2018. “Introduction: Indigenous Resurgence, Decolonization, and Movements for Environmental Justice.” *Environment and Society* 9 (1): 1–5.
- 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>.
- Erdrich, Louise. “Not Just Another Pipeline.” *The New York Times*, December 28, 2020. <https://www.nytimes.com/2020/12/28/opinion/minnesota-line-3-enbridge-pipeline.html>.

Berta Cáceres

- Lakhani, Nina. 2018. “Berta Cáceres: Seven Men Convicted of Murdering Honduran Environmentalist.” *The Guardian*, November 29. <https://www.theguardian.com/world/2018/nov/29/bertha-caceres-seven-men-convicted-conspiracy-murder-honduras>.
- Lakhani, Nina. “Honduras: Accused Mastermind of Berta Cáceres Murder to Go on Trial Next Month.” *The Guardian*, March 2, 2021.

<https://www.theguardian.com/world/2021/mar/02/berta-caceres-honduras-accused-mastermind-trial>.

- Reuters. “Honduras Court Convicts Ex-Dam Executive in Murder of Celebrated Environmentalist.” *The New York Times*, July 5, 2021. <https://www.nytimes.com/2021/07/05/world/americas/honduras-Berta-Caceres-murder.html>.

Recommended

- Whyte, Kyle. 2018. “Critical Investigations of Resilience: A Brief Introduction to Indigenous Environmental Studies & Sciences.” *Daedalus* 147 (2): 136–47.
- 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.
- Brave NoiseCat, Julian. 2016. “Slaying the Carbon-Consuming Colonial Hydra: Indigenous Contributions to Climate Action.” *Development* 59: 199–204.
- Bilefsky, Dan. “In ‘Lobster War,’ Indigenous Canadians Face Attacks by Fishermen.” *The New York Times*, October 20, 2020. <https://www.nytimes.com/2020/10/20/world/canada/nova-scotia-lobster-war.html>.

Week 10: Gender and Environment

- Upload annotated bibliography to eLC by 23:59 on 18 Oct.

19 Oct **Lecture:** Gendered environments

21 Oct **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/>.
- Johnson, Alex. “How to Queer Ecology: One Goose at a Time.” *Orion Magazine*, March 24, 2011. <https://orionmagazine.org/article/how-to-queer-ecology-once-goose-at-a-time/>.

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.
- Sandilands, Catriona. “Queer Ecology.” In *Keywords for Environmental Studies*, edited by Joni Adamson, William Gleason, and David Pellow. New York: NYU Press, 2015. <https://keywords.nyupress.org/environmental-studies/essay/queer-ecology/>.

Week 11: Environmental Justice

26 Oct **Lecture:** Racialized environments

28 Oct **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.
- 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

- Plumer, Brad, and Nadja Popovich. “How Decades of Racist Housing Policy Left Neighborhoods Sweltering.” *The New York Times*, August 24, 2020. <https://www.nytimes.com/interactive/2020/08/24/climate/racism-redlining-cities-global-warming.html>.
- 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.

- Tabuchi, Hiroko, Michael Corkery, and Carlos Mureithi. “Big Oil Is in Trouble. Its Plan: Flood Africa With Plastic.” *The New York Times*, August 30, 2020. <https://www.nytimes.com/2020/08/30/climate/oil-kenya-africa-plastics-trade.html>.
- Martinez-Alier, Joan. 2012. “Environmental Justice and Economic Degrowth: An Alliance between Two Movements.” *Capitalism Nature Socialism* 23 (1): 51–73.
- Gardiner, Beth. “White Supremacy Goes Green.” *The New York Times*, February 28, 2020. <https://www.nytimes.com/2020/02/28/opinion/far-right-climate-change.html>.
- Gomez, Antoinette M., Fatemeh Shafiei, and Glenn S. Johnson. “Black Women’s Involvement in the Environmental Justice Movement: An Analysis of Three Communities in Atlanta, Georgia.” *Race, Gender & Class* 18, no. 1 (2011): 189–214.
- Explore the websites of the Athens Land Trust: <https://www.athenslandtrust.org/> and the Environmental Justice Atlas: <https://ejatlas.org/about>.

Week 12: Multispecies Politics

02 Nov **Lecture:** Beyond humans

04 Nov **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 13: Political Ecology of Pandemic Disease

09 Nov **Lecture/Discussion:** Health as an ecological relation

11 Nov **Debate**

- Crosby, Alfred W. 2006. “Infectious Diseases as Ecological and Historical Phenomena, with Special Reference to the Influenza Pandemic of 1918–1919.” In *The World System and the Earth System: Global Socioenvironmental Change and Sustainability Since the Neolithic*, 280–87. Routledge.
- Wu, Tong, Charles Perrings, Ann Kinzig, James P. Collins, Ben A. Minter, and Peter Daszak. 2017. “Economic Growth, Urbanization, Globalization, and the Risks of Emerging Infectious Diseases in China: A Review.” *Ambio* 46 (1): 18–29.
- Gorman, James. 2020. “China’s Ban on Wildlife Trade a Big Step, but Has Loopholes, Conservationists Say.” *The New York Times*, February 27.
<https://www.nytimes.com/2020/02/27/science/coronavirus-pangolin-wildlife-ban-china.html>.
- Lynteris, Christos, and Lyle Fearnley. “Why Shutting Down Chinese ‘Wet Markets’ Could Be a Terrible Mistake.” *The Conversation*, January 31, 2020.
<https://theconversation.com/why-shutting-down-chinese-wet-markets-could-be-a-terrible-mistake-130625>.
- Hilderink, M. H., and I. I. De Winter. “No Need to Beat around the Bushmeat – The Role of Wildlife Trade and Conservation Initiatives in the Emergence of Zoonotic Diseases.” *Heliyon* 7 (2021): e07692.
- Magouras, Ioannis, Victoria J. Brookes, Ferran Jori, Angela Martin, Dirk Udo Pfeiffer, and Salome Dürr. “Emerging Zoonotic Diseases: Should We Rethink the Animal–Human Interface?” *Frontiers in Veterinary Science* 7 (2020): 582743.

Recommended

- Gorman, James. “How Mink, Like Humans, Were Slammed by the Coronavirus.” *The New York Times*, December 23, 2020.
<https://www.nytimes.com/2020/12/23/science/covid-mink-animals.html>.
- Huang, Yanzhong. 2020. “Why Did One-Quarter of the World’s Pigs Die in a Year?” *The New York Times*, January 1. <https://www.nytimes.com/2020/01/01/opinion/china-swine-fever.html>.
- Fisher, Max, and Emma Bubola. 2020. “As Coronavirus Deepens Inequality, Inequality Worsens Its Spread.” *The New York Times*, March 15.
<https://www.nytimes.com/2020/03/15/world/europe/coronavirus-inequality.html>.
- Penniman, Leah. 2020. “To Free Ourselves We Must Feed Ourselves.” *Agriculture and Human Values*, doi:10.1007/s10460-020-10055-3.

- MacDonald, Andrew J., and Erin A. Mordecai. 2019 “Amazon Deforestation Drives Malaria Transmission, and Malaria Burden Reduces Forest Clearing.” *Proceedings of the National Academy of Sciences* 116 (44): 22212–18.

Week 14: Guest Speaker and Paper Workshop

- Upload five-page research paper executive summary or extended outline to eLC by 23:59 on 15 Nov. Read and prepare feedback on your group members’ outlines.

16 Nov Guest Speaker

18 Nov Workshop Outlines with Reading Groups

Week 15: Thanksgiving Week

23 Nov Film: *Albatross, USA, 2017*
<https://www.albatrossthefilm.com/watch-albatross>
 Watch prior to discussion on 02 Dec.

25 Nov THANKSGIVING BREAK

Week 16: The Anthropocene

30 Nov Lecture: Beyond nature

02 Dec 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>.
- Daley, Jim. “Silent Skies: Billions of North American Birds Have Vanished.” *Scientific American*, September 19, 2019. <https://www.scientificamerican.com/article/silent-skies-billions-of-north-american-birds-have-vanished/>.
- 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.
- 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.
- 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>.
- Loftus-Farren, Zoe. “Earth Island Sues 10 Companies, Including Coke, Pepsi, and Nestle, Over Plastic Use.” *Earth Island Journal*, February 26, 2020. <https://www.earthisland.org/journal/index.php/articles/entry/earth-island-coke-pepsi-nestle-plastic-pollution-lawsuit>.

Final Paper due by 3:30pm on 09 December.