

ENVIRON 209 / AAS 261

Nature and Power: An Introduction to Political Ecology

University of Michigan, Winter 2022

Instructor: Professor Brian Ikaika Klein, briklein@umich.edu

GSI: Jessica (Jess) Silber-Byrne, jcsilber@umich.edu

Meetings: Lecture: Monday/Wednesday, 2:30-4:00 p.m., SKB 2140
Discussion sections: Tuesday, 4:00-5:00 p.m. or 5:00-6:00 p.m.

Office Hours (on Zoom): Prof Klein: Tuesday, 12:00-1:00 p.m. (or by appointment)
Please sign up at <https://brianklein.youcanbook.me>, or e-mail for appointment if you can't make the normally-scheduled time.
Jess: Monday, 10:00-11:00 a.m. and Thursday, 10:00-11:00 a.m.
Sign up at <https://jess-25.youcanbook.me/>

Course Description

Political ecology is an interdisciplinary field of study that tries to understand (and critique) the roots of our present environmental crises—unsustainable resource extraction, environmental injustice, resource-based conflict, inequality and underdevelopment, climate catastrophe—and to envision more promising paths and futures. It is an approach to interpreting human-environment interactions that takes seriously the role of history, of connections across multiple scales, of narratives and representation, of differentiation and power, and of resource materialities in shaping socio-political dynamics and ecological outcomes. Political ecological analyses often examine how localized environmental problems or conflicts are embedded within (and constitutive of) larger political-economic and socio-ecological systems. In doing so, they generally work to uncover and explain processes of dispossession and oppression, especially of marginalized groups and resource-dependent communities in the Global South. They also, however, highlight occasions of resistance—for example, cases of autonomous local resource management and control—so as to identify alternative, resilient, emancipatory forms of sustainable development and democratic ecological politics in the modern era. This course is an introduction to political ecology's theoretical foundations, research frameworks, major themes, and contemporary forms. As such, we will engage with concepts from political ecology's scholarly antecedents (especially critical political economy, post-structuralism, and feminist political economy), with exemplary work from political ecology proper, and with relevant writings in the adjacent disciplines of human geography, environmental anthropology, and critical environmental history.

Learning Objectives

By the end of the semester, students in this course will be able to:

- Explain the origins and orientation of political ecology, including its history as a field of study, its foundational concepts and theories, its major themes and debates, and its methodological approaches and research practices;
- Critically analyze socio-environmental issues using a political ecology lens—that is, with close attention to the ways in which social, historical, cultural, ecological, political, and economic conditions and processes interact to produce situated landscapes and socio-environmental outcomes;
- Identify how power and politics influence human-environment interactions and relations, and vice versa;
- Write more effectively and analytically; and
- Engage in robust, respectful, critical, and historically-informed dialogue about complex issues related to socio-environmental challenges.

Assignments and Assessments

Students will be evaluated through a series of assignments/assessments, including class attendance/participation, weekly written responses, and a scaffolded term paper (with a proposal, midterm, and final components). Details for each of these (including due dates) follow below:

Attendance and Participation (20% of grade)

Attendance and participation are absolutely critical to the success of this course. **As such, your presence at all lectures and discussion sections is mandatory.** If you must be absent because of an emergency or illness, please make every effort to speak with me or your GSI about it beforehand, if possible, or after the next class. Please notify me of absences due to religious observance or University sporting events as soon as you can, or by the *third week of the semester*. Keep in mind that more than two unexcused absences will affect your final grade.

Moreover, it's not enough to simply show up. While listening to others in the class will of course be essential to cultivating a collaborative atmosphere, **you must also verbally contribute to the discussion in section** to demonstrate that you're doing the reading and paying attention to what's being said. We ask that you **practice the “step up, step back” approach to group discussions.** If you're someone who tends to not speak a lot, please try to step up into a role of speaking more. If you tend to speak a lot, please step back into a role of listening more, or soliciting thoughts from your classmates. In either case, you'll be growing your set of skills.

You also will be expected to **lead discussion** in section at least once during the semester. Your GSI will provide more information regarding sign-ups and expectations for this assignment, and for assessments of participation more generally.

Weekly Reading Responses (20% of grade)

Due each Thursday through Canvas by 11:59 p.m. Eastern.

To help make sure you're keeping up with assigned readings and absorbing related arguments and critiques, and to provide fodder for our conversations, I'd like you to complete a weekly reading response that **addresses the materials for both class meetings in a given week**. There will be 14 opportunities to complete reading responses. **You're required to submit 10.** Responses will be graded on a $\sqrt{-}$, $\sqrt{}$, $\sqrt{+}$ basis (where a $\sqrt{-} = 6/10$, $\sqrt{=} = 8/10$, $\sqrt{+} = 10/10$). If you submit more than 10, your 10 best scores will be counted.

Each reading response should be about two paragraphs long. The first paragraph should summarize some of the main ideas/arguments from several of the readings you'd like to put in conversation with one another, including **at least one reading from Monday and one reading from Wednesday**. The second should be your own original analysis, drawing connections, offering reflections, posing additional questions, etc.

Term Paper (60% of grade, subdivided as follows)

Your major assignment over the course of the semester will be a term paper subdivided into the following components:

Topic Proposal (5% of grade)

Due Thursday, February 3, at 11:59 p.m. Eastern

Your topic proposal should be a 1-2 paragraph summary of the environmental issue/conflict/crisis/sector upon which you plan to focus, including the geographical and/or temporal boundaries, sectoral emphases, etc. For example, you might select "artisanal and small-scale gold mining in Madagascar," or "indigenous rights to land in Canada," or "New Zealand's fisheries," etc. The topic proposal should briefly describe the context and convey some explanation of its import and/or your interest.

Midterm Research Paper (20% of grade)

Due Thursday, March 17 at 11:59 p.m. Eastern

Your midterm research paper should be 4-5 pages, double-spaced, with 1-inch margins and 12-point font.

The purpose of the midterm research paper is for you to provide substantial historical/contextual information about the issue/conflict/crisis/sector you've selected, and to provide an initial analysis of political economic / political ecological conditions using concepts and arguments we've discussed in class up to this point. You should cite at least six (6) sources, including at least three (3) from our class syllabus.

Final Term Paper (35% of grade)

Due Tuesday, April 26 at 11:59 p.m. Eastern

Your final term paper should be 8-10 pages, double-spaced, with 1-inch margins and 12-point font.

Your final term paper should build on the historical/contextual information in your midterm research paper, expanding/deepening/extending your analysis to interrogate contemporary dynamics while also incorporating concepts/arguments from the latter half of our course syllabus. You should properly cite at least ten (10) sources, including at least six (6) from our class syllabus (three (3) from prior to the midterm due date, and three (3) from after). The other four (4) can be a mix of scholarly/historical/popular media sources. Yes, you can incorporate the actual text from your midterm paper (with no limit), provided that you respond to the feedback you were given to improve it, and that you work to integrate it as appropriate vis-à-vis the arguments and extended analysis you're generating for the final.

Grading Scale

A	93-100	C+	77-79
A-	90-92	C	73-77
B+	87-89	C-	70-72
B	83-86	D	60-69
B-	80-82	E	< 60

Note that the University has discontinued the “No Record COVID (NRC)” option.

Deadlines, Extension Requests, and Grade Appeals

Deadlines are important. They provide structure, and motivation, and are meant to allow me to give you thorough feedback on your work so that you're able to improve before the next assignment is due. That being said—we're all humans living through extraordinary times. As such, if the deadlines for any assignments (especially the mid-term or final papers) becomes difficult for you to meet, please use the template below to let me know what's up, and to propose an alternative submission date:

Dear Professor Klein,

I'm writing to ask for an extension on [ASSIGNMENT], normally due on [FORMAL DUE DATE]. I would like to propose that I submit my completed assignment on [NEW DATE THAT WORKS FOR YOU] by [PRECISE TIME e.g. 5 p.m. EST]. The reason I am requesting this extension is because of [YOUR REASON, whatever you are comfortable sharing].

Thank you for your consideration, and please let me know if this is acceptable.

Best,

[YOUR NAME]

If you would like to appeal a grade, please wait a minimum of 48 hours, review your work and my comments, and then provide to me in writing via e-mail an *academic* justification for a grade revision along with the original paper for me to reference. We will arrange a time to meet to discuss your situation. Please note that your grade may be *raised, lowered, or not changed* after my reevaluation. **Requests to review grades will not be honored later than one week after grades are given.**

Other Course Policies and Resources

College in the Time of COVID-19

The University has mandated vaccination (+ booster) and indoor mask-wearing in order to minimize the risk of transmitting COVID-19 within our community. We are each responsible for protecting the collective health of all members of this campus by being mindful and respectful in carrying out the guidelines laid out in our [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#).

In our classrooms all students are expected to adhere to the required safety measures and guidelines of the State of Michigan and the University of Michigan, wearing a face covering that covers the mouth and nose in all classrooms, and not coming to class when ill or in quarantine. It is important to also be thoughtful about group gatherings as well as about classroom activities and exercises that require collaboration.

Any student who is not able and willing to comply with campus safety measures for this in-person course should contact me (the instructor) or their academic advisor to discuss alternate participation or course options. Students who do not adhere to these safety measures while in a face-to-face class setting (and do not have an approved exception or accommodation) will be asked to disenroll from the class.

For additional information refer to the [LSA Student Commitment to the Wolverine Culture of Care](#) and the OSCR Addendum to the Statement of Student Rights and Responsibilities on the [OSCR website](#).

Given everything going on around us, **communication is going to be key to our success**. Please notify me as soon as possible if you have concerns about your health affecting your progress and success in this class, whether pertaining to COVID-19 or any other circumstance. I also recognize that a dependent, cohabitant, or family member (genetic or chosen) becoming ill can negatively affect your performance in this class, and that the pervasiveness of such stress/grief during this public health crisis calls for more compassion and flexibility, not less. Wherever

possible and warranted, I am committed to working with you to support your success in this class through modifications ranging from minor extensions to a grade of Incomplete in the course, with a plan to complete core requirements of the course after recovery.

In short, there's a global pandemic going on. None of us are really OK. If you tell me you're having trouble, I'm not going to judge you or think less of you. I hope you'll extend me the same grace.

Inclusivity and Universal Learning

I am committed to our classroom being an inclusive space, and to upholding the principle of universal learning. This means that we must demonstrate mutual respect, civility, and the ability to listen and observe others carefully through our practices and interactions. Active, thoughtful, and respectful participation in all aspects of the course will make our time together as productive and engaging as possible. I will give you midterm feedback on your participation upon request.

If you have a particular need, please arrange a meeting with me so I can best help you learn in this course. I will treat as private and confidential any information that you share. I also suggest you contact Services for Students with Disabilities (SSD) at the start of the semester. Please ask SSD to forward any necessary information to me.

Here is the contact information for Services for Students with Disabilities:

- Location: G-664 Haven Hall
- Phone: (734) 763-3000
- Website: <http://ssd.umich.edu/>

Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.

Office Hours

As indicated above, I'll have regularly-scheduled office hours on Tuesdays from 12:00-1:00 p.m. If you're not able to make that time, please feel free to shoot me an e-mail, and we'll find another mutually-convenient time to chat over Zoom.

I can't stress this enough: **office hours are a great opportunity for you to connect with professors and GSIs on campus**—not just to get extra help or talk through any specific course-related questions you might have, but also to discuss all sorts of things that might be on your mind. You're welcome to come to office hours with questions/concerns about our class, or other classes, or other things going on in the world, or plans for your major/minor, or studying abroad, or your career ideas, or anything I've mentioned that you found interesting and would like to know more about... Really anything at all!

Technology Use

Generally speaking, please refrain from using laptops, phones, or tablets during our meetings. Research shows that taking notes by hand enhances recall and learning, and since this is a small class setting, I want to ensure that we're all as mentally present as possible. (For the curious, check out: <https://www.vox.com/2014/6/4/5776804/note-taking-by-hand-versus-laptop>)

That being said—you *will* need to be able to access articles/videos/other links shared by me or your classmates, so please bring a device that will allow you to do so. I'll let you know when it's time to get them out.

Course Recordings

Students are prohibited from recording/distributing any class activity without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use.

Additional information regarding course recordings and privacy concerns can be found on the [UM ITS Recording and Privacy Concerns webpage](#).

Sites @ Home loaner laptop program

Many students rely on campus computing sites to access specialized software, use a Windows PC for a course assignment when they may have a Mac at home, or access faster computers with higher processing speeds. We recognize that some students may not be able to come to a physical computing site location or feel comfortable using a shared work space due to the pandemic—so we have developed a new program to bring computing sites to them.

"Sites @ Home" loaner laptop program, which is available to U-M Ann Arbor graduate and undergraduate students to support their academic needs for up to two semesters. This program is designed to supplement the loaner programs that are already in place within schools and colleges, so that we can work together to ensure that our students have access to the technology they need to succeed.

As part of the program, students may check out a Windows PC laptop with access to many popular software titles in the Campus Computing Sites library. Students are only eligible for one loaner check-out at a time, and laptops can be checked out for one or two semesters. The program is open to U-M Ann Arbor students who will be physically in the United States for the length of the loan. Supply is limited, so requests will be filled on a first-come, first-served basis with priority given to students who have a financial need.

Please find additional information about the [Sites @ Home program](#) on the ITS website.

Academic Misconduct and Plagiarism

The University of Michigan community functions best when its members treat one another with honesty, fairness, respect, and trust. The college promotes the assumption of personal responsibility and integrity, and prohibits all forms of academic dishonesty and misconduct. All cases of academic misconduct will be referred to the LSA Office of the Assistant Dean for Undergraduate Education. Being found responsible for academic misconduct will usually result in a grade sanction, in addition to any sanction from the college. For more information, including examples of behaviors that are considered academic misconduct and potential sanctions, please see lsa.umich.edu/lsa/academics/academic-integrity.html

One form of misconduct that deserves special attention is plagiarism, defined by the LSA Office of Academic Affairs as “representing someone else’s ideas, words, statements or other work as one’s own without proper acknowledgment or citation” (see <https://lsa.umich.edu/lsa/academics/academic-integrity/academic-misconduct.html>). New writing challenges can tax your writing fluency, and entering new academic discourses can test your abilities to synthesize and take ownership over source texts and concepts. My job as instructor in this course is to help you through these obstacles so that you can find your footing as a writer in new domains. Your job as a student is to keep the faith, so to speak, and work through these new domains until you regain confidence. This work requires patience, planning, and focus.

Much plagiarism occurs as a result of a lack of care in regard to reading, note taking, and citation practices, or from procrastination, and/or panic. Care, timeliness, and communication will eliminate most of the risk. If you have questions about whether or not you should give credit to a source in your work, you may clarify it with me. In general, though, I recommend always the citing sources you have consulted as well as those you borrow from directly. *If you are having difficulty with an essay, please contact me right away!* That’s what my email address and office hours are for.

Sweetland Center for Writing

The Sweetland Center for Writing—located at 1310 North Quad—is an amazing, free resource! If you would like additional feedback or assistance as you’re planning, drafting, or revising your writing assignments, you can schedule an individual appointment with a Sweetland faculty member, drop in for a peer-tutoring session, correspond online with a peer tutor, or submit your work online to receive feedback within 72 hours

Sweetland faculty members and peer tutors will not edit or proofread your work, but they can assist you with understanding assignments, generating ideas, developing and organizing arguments, using evidence and sources, and clarifying your writing.

For more information, please visit: <http://www.lsa.umich.edu/sweetland/undergraduate>.

Mental Health and Wellbeing

The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at 734.764.8312 and caps.umich.edu during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at 734.764.8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see <https://www.uhs.umich.edu/aodresources>.

For a listing of other mental health resources available on and off campus, visit <http://umich.edu/~mhealth/>

Sexual Misconduct Policy

Title IX prohibits discrimination on the basis of sex, which includes sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students’ academic success and we encourage anyone dealing with sexual misconduct to talk to someone about their experience, so they can get the support they need. Confidential support and academic advocacy can be found with the Sexual Assault Prevention and Awareness Center (SAPAC) on their 24-hour crisis line, 734.936.3333 and [at sapac.umich.edu](http://sapac.umich.edu).

Alleged violations can be non-confidentially reported to the Office for Institutional Equity (OIE) at institutional.equity@umich.edu

Course Readings/Materials and Schedule

[Readings will be posted in “Files” on Canvas. No purchases required. Recommendations for books you may want to purchase are at the conclusion of the syllabus.]

Wednesday, January 5, 2022: Introductions and Syllabus Review

Part 1: Setting the Scene

Monday, January 10, 2022: What Is Political Ecology—and What Is It *Not*?

Required: Robbins, P. (2011). *Political ecology: A critical introduction*.

- Introduction (1-9)
- Chapter 1: Political Versus Apolitical Ecologies (10-24)

Watch: ENTITLE (2014) What Is Political Ecology?
<https://www.youtube.com/watch?v=HLVE69QZt5w>

- Optional: Neumann, R. (2014). *Making political ecology*. Routledge.
- Chapter 1: Introduction (1-14)
 - Chapter 2: Roots and Branches (15-43)
- Walker, P. A. (2007). Political ecology: where is the politics?. *Progress in Human geography*, 31(3), 363-369.
- Paulson, S., Gezon, L. L., & Watts, M. (2003). Locating the political in political ecology: An introduction. *Human organization*, 62(3), 205-217.
- Peet, R., & Watts, M. (1996). Liberation ecology. *Liberation ecologies: Environment, development, social movements*, 1-45.

Wednesday, January 12, 2022: Complexity and Political Ecological Analysis

- Required: Mitchell, T. (2002). *Rule of experts: Egypt, techno-politics, modernity*. U of California Press.
- Chapter 1: Can the Mosquito Speak? (19-53)
- Optional: Greenough, Paul. 2003. Bio-Ironies of the Fractured Forest. pp. 167-203 in Candace Slater, ed., *In Search of the Rainforest*. Raleigh and Durham: Duke University Press.

Monday, January 17, 2022: NO CLASS (MLK Day)

Wednesday, January 19, 2022: Resource Histories, Materialities, and “the Difference Nature Makes”

- Required: Carney, J. (2000). The African origins of Carolina rice culture. *Ecumene*, 7(2), 125-149.
- Bakker, Karen J. 2003. A Political Ecology of Water Privatization. *Studies in Political Economy* 70:1, pp. 35–58.
- Schoenberger, E., 2011. Why is gold valuable? Nature, social power and the value of things. *cultural geographies*, 18(1), pp. 3-24.
- Optional: Peluso, N. L. (2012). What's nature got to do with it? A situated historical perspective on socio-natural commodities. *Development and Change*, 43(1), 79-104.
- Walker, P. A. (2005). Political ecology: where is the ecology?. *Progress in human geography*, 29(1), 73-82.

Bakker, K., & Bridge, G. (2006). Material worlds? Resource geographies and the matter of nature'. *Progress in human geography*, 30(1), 5-27.

Part 2: Critical Political Economy

Monday, January 24, 2022: Enclosure and Primitive Accumulation

Required: Marx, Karl. (1867). The Secret of Primitive Accumulation and the Expropriation of the Agricultural Population. Chapters 26 and 27 of *Capital: A Critique of Political Economy*, Vol 1.

Optional: Harvey, D. (2006). *The Limits to Capital* (new and fully updated edition). London and New York: Verso. [Chapters 12 and 13, pp. 373-445]

Thompson, E. P. (2015). *Whigs and hunters*. Breviary Stuff Pub.

Wednesday, January 26, 2022: Feminist Political Ecology and Interrogations of Accumulation

Required: Federici, Silvia. (2004). *Caliban and the Witch: Women, the Body and Primitive Accumulation*. New York: Autonomedia

- All the World Needs a Jolt (pp. 21-31, 44-47)
- The Accumulation of Labor and the Degradation of Women (61-75, 82-85, 107-115)

Sundberg, J. (2016). Feminist political ecology. *International Encyclopedia of Geography: People, the Earth, Environment and Technology: People, the Earth, Environment and Technology*, 1-12.

Optional: Mollett, Sharlene. 2016. The Power to Plunder: Rethinking Land Grabbing in Latin America. *Antipode* 48(2): 412-432

Rocheleau, D., Thomas-Slayter, B., & Wangari, E. (2013). *Feminist political ecology: Global issues and local experience*. Routledge.

Monday, January 31, 2022: (Disembedded) Markets and (Fictitious) Commodities

Required: Jaffee, D. (2014). *Brewing justice*. University of California Press.

- Chapter 1: A Movement or a Market? (pp. 11-35)

Kloppenborg, J. R. (2005). *First the seed: The political economy of plant biotechnology*. Univ of Wisconsin Press.

- "Political economy – Commodification" (pp. 9-11 in Introduction)

Optional: LISTEN: David Cayley, “Markets and Society, Part 3”
<https://www.davidcayley.com/podcasts/2014/11/27/markets-and-society-part-3>

Polanyi, K. (1944). *The Great Transformation: The Political and Economic Origins of Our Time*. Boston: Beacon Press.
• Introduction and Chapters 6, 11, 15

Wednesday, February 2: Colonial and Post-Colonial Enclosures

Required: Maddox, G. (2006). *Sub-Saharan Africa: an environmental history*. ABC-CLIO. Chapter 5: African Environments and the Reorganization of Space under Colonial Rule (pp. 103-135)

Wily, L. A. (2012). The global land grab: The new enclosures. *The Wealth of Commons: A Common World beyond Market & State*; Bollier, D., Helfrich, S., Eds. (pp. 1-7)

Optional: De Angelis, M. (2001). Marx and primitive accumulation: The continuous character of capital’s ‘enclosures’. *The commoner*, 2(1), 1-22.

Montenegro de Wit, M. (2017). Stealing into the wild: conservation science, plant breeding and the makings of new seed enclosures. *The Journal of Peasant Studies*, 44(1), 169-212.

Monday, February 7, 2022: Neoliberalism and the Commodification of Nature

Required: Harvey, D. (2007). *A brief history of neoliberalism*. Oxford University Press, USA.

- Introduction (pp. 1-4)
- Chapter 1: Freedom’s Just Another Word... (pp. 5-38)

Castree, N. (2010). Neoliberalism and the biophysical environment 2: Theorising the neoliberalisation of nature. *Geography Compass*, 4(12), 1734-1746.

Optional: Castree, N. (2010). Neoliberalism and the biophysical environment 1: What ‘neoliberalism’ is, and what difference nature makes to it. *Geography Compass*, 4(12), 1725-1733.

Castree, N. (2011). Neoliberalism and the biophysical environment 3: putting theory into practice. *Geography Compass*, 5(1), 35-49.

Himley, M. (2008). Geographies of environmental governance: The nexus of nature and neoliberalism. *Geography Compass*, 2(2), 433-451.

Duffy, R. (2008). Neoliberalising nature: Global networks and ecotourism development in Madagascar. *Journal of Sustainable Tourism*, 16(3), 327-344.

Wengraf, L. (2018). *Extracting Profit: Imperialism, Neoliberalism and the New Scramble for Africa*. Haymarket Books.

- Chapter 3: Neoliberalism: Crisis, Debt, and Structural Adjustment (59-92)

Harvey, D. (2016). Neoliberalism is a political project. *Jacobin magazine*.

Wednesday, February 9, 2022: Accumulation by Dispossession

Required: Harvey, D. (2003). "Accumulation by dispossession." In *The New Imperialism* (pp. 137-182). Oxford University Press.

Büscher, Bram. "Letters of gold: Enabling primitive accumulation through neoliberal conservation." *Human Geography* 2.3 (2009): 91-94

Powys Whyte, Kyle. "White Allies, Let's Be Honest About Decolonization." *Yes! Magazine*, 3 April 2018,

<https://www.yesmagazine.org/issue/decolonize/2018/04/03/white-allies-lets-be-honest-about-decolonization>

Optional: Benjaminsen, T. A., & Bryceson, I. (2012). Conservation, green/blue grabbing and accumulation by dispossession in Tanzania. *Journal of Peasant Studies*, 39(2), 335-355.

Nichols, R. (2018). Theft is property! The recursive logic of dispossession. *Political Theory*, 46(1), 3-28.

Harvey, D. (2006). *Spaces of global capitalism: A Theory of Uneven Geographical Development*. Verso.

Glassman, J. (2006). Primitive accumulation, accumulation by dispossession, accumulation by 'extra-economic' means. *Progress in human geography*, 30(5), 608-625.

Jayaraman, S., & De Master, K. (Eds.). (2020). *Bite Back: People Taking On Corporate Food and Winning*. Univ of California Press.

Kelly, A. B. (2011). Conservation practice as primitive accumulation. *Journal of Peasant Studies*, 38(4), 683-701.

Monday, February 14, 2022: Class Formation in the Rural Global South

Required: Bernstein, H. (2010). *Class dynamics of agrarian change* (Vol. 1). Kumarian Press.

- Chapter 7: Class Formation in the Countryside (pp. 101-112)
- Chapter 8: Complexities of Class (pp. 115-123)

Lahiri-Dutt, K. (2018). Extractive peasants: reframing informal artisanal and small-scale mining debates. *Third World Quarterly*, 39(8), pp. 1561-1582.

Optional: Bryceson, D. F. (2002). The scramble in Africa: reorienting rural livelihoods. *World development*, 30(5), 725-739.

Bernstein, H. (2006). Is there an agrarian question in the 21st century?. *Canadian Journal of Development Studies/Revue canadienne d'études du développement*, 27(4), 449-460.

Wednesday, February 16, 2022: Urbanization and the Production of Poverty

Required: Davis, M. (2013). *Planet of Slums*. London, UK: Verso.
• Chapter 1: The Urban Climacteric (pp. 1-19)
• Chapter 6: Slum Ecology (pp. 121-150)

Optional: Swyngedouw, E., & Heynen, N. C. (2003). Urban political ecology, justice and the politics of scale. *Antipode*, 35(5), 898-918.

Doshi, S. (2017). Embodied urban political ecology: Five propositions. *Area*, 49(1), 125-128.

Heynen, N., Kaika, M., & Swyngedouw, E. (Eds.). (2006). *In the nature of cities: urban political ecology and the politics of urban metabolism* (Vol. 3). Taylor & Francis.

Part 3: Institutions, Territory, and Territorialization

Monday, February 21, 2022: Resource Frontiers and Territorialization

Required: Tsing, A. L. (2003). Natural resources and capitalist frontiers. *Economic and Political Weekly*, 5100-5106.

Scott, J. C. (2008). *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. Yale University Press.

• Chapter 1: Nature and Space (pp. 11-52)

Optional: Peluso, N. L., & Lund, C. (2011). New frontiers of land control: Introduction. *Journal of peasant studies*, 38(4), 667-681.

Barney, K. (2009). Laos and the making of a 'relational' resource frontier. *Geographical Journal*, 175(2), 146-159.

Watts, M. J. (2017). Frontiers: authority, precarity and insurgency at the edge of the state. *L'Espace Politique. Revue en ligne de géographie politique et de géopolitique*, (32).

Cons, J., & Eilenberg, M. (Eds.). (2019). *Frontier assemblages: the emergent politics of resource frontiers in Asia*. John Wiley & Sons.

Vandergeest, P., & Peluso, N. L. (1995). Territorialization and state power in Thailand. *Theory and society*, 24(3), 385-426.

Lund, C. (2011). Fragmented sovereignty: land reform and dispossession in Laos. *Journal of Peasant Studies*, 38(4), 885-905.

Corson, C. (2011). Territorialization, enclosure and neoliberalism: non-state influence in struggles over Madagascar's forests. *Journal of Peasant Studies*, 38(4), 703-726.

Rasmussen, M. B., & Lund, C. (2018). Reconfiguring Frontier Spaces: The territorialization of resource control. *World Development*, 101, 388-399.

Wednesday, February 23, 2022: Property, Pluralism, and Access to Natural Resources

Required: Ribot, J. C., & Peluso, N. L. (2003). A theory of access. *Rural sociology*, 68(2), 153-181.

Peluso, N. L. (2005). Seeing property in land use: Local territorializations in West Kalimantan, Indonesia. *Geografisk Tidsskrift-Danish Journal of Geography*, 105(1), 1-15.

Optional: Sikor, T., & Lund, C. (2009). Access and property: a question of power and authority. *Development and change*, 40(1), 1-22.

von Benda-Beckmann, F., von Benda-Beckmann, K., & Wiber, M. (Eds.). (2009). *Changing properties of property*. Berghahn Books.

Macpherson, C. B. (Ed.). (1978). *Property, mainstream and critical positions* (Vol. 214). University of Toronto Press.

Rose, C. M. (2019). *Property and persuasion: Essays on the history, theory, and rhetoric of ownership*. Routledge.

Tamanaha, B. Z. (2008). Understanding legal pluralism: past to present, local to global. *Sydney Law Review*, 30(3), 375-411.

Sikor, T., & Lund, C. (Eds.). (2010). *The politics of possession: Property, authority, and access to natural resources*. John Wiley & Sons.

Berry, S. (2009). Property, authority, and citizenship: land claims, politics and the dynamics of social division in West Africa. *Development and Change*, 40(1), 23-45.

von Benda-Beckmann, K. (1981). Forum shopping and shopping forums: Dispute processing in a Minangkabau village in West Sumatra. *The Journal of legal pluralism and unofficial law*, 13(19), 117-159.

Côte, M., & Korf, B. (2018). Making concessions: Extractive enclaves, entangled capitalism and regulative pluralism at the gold mining frontier in Burkina Faso. *World Development*, 101, 466-476.

Monday, February 28, 2022: NO CLASS (Spring Break)

Wednesday, March 2, 2022: NO CLASS (Spring Break)

Part 4: Knowledge, Power, and Post-structural Political Ecology

Monday, March 7, 2022: Ways of Knowing

Required: Kimmerer, R. W. (2013). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants*. Milkweed Editions.

- Skywoman Falling, pp. 3-10
- The Council of Pecans, pp. 11-21
- Learning the Grammar of Animacy, pp. 48-59
- *Mishkos Kenomagwen: The Teachings of Grass*, pp. 156-166

Recommended: Kimmerer, R. W. (2013). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants*. Milkweed Editions.

- The Gift of Strawberries, pp. 22-32
- An Offering, pp. 33-38
- Asters and Goldenrod, pp. 39-47

Haraway, D. (1988). Situated knowledges: The science question in feminism and the privilege of partial perspective. *Feminist studies*, 14(3), 575-599.

Optional: Jasanoff, S. (2012). Genealogies of STS. *Social Studies of Science*, 42(3), 435-441.

Raffles, H. (2002). Intimate knowledge.

Fortmann, L. (1996). Gendered knowledge: Rights and space in two Zimbabwe villages: Reflections on methods and findings. *Feminist political ecology: Global issues and local experiences*, 211-223.

Rose, G. (1997). Situating knowledges: positionality, reflexivities and other tactics. *Progress in human geography*, 21(3), 305-320.

Nadasdy, B. Demuth, R. W. Kimmerer, Nadasdy, Paul. 1999. "The Politics of Tek: Power and the 'Integration' of Knowledge." *Arctic Anthropology* 36 (1/2): 1–18.

Agrawal, Arun. 1995. "Dismantling the Divide Between Indigenous and Scientific Knowledge." *Development and Change* 26 (3): 413–39.

Wednesday, March 9, 2022: Narratives and Discourse

Required: Cronon, W. (1992). A place for stories: Nature, history, and narrative. *The Journal of American History*, 78(4), 1347-1376.

Fortmann, L. (1995). Talking claims: discursive strategies in contesting property. *World development*, 23(6), 1053-1063.

Optional: Lund, C. (2013). The past and space: on arguments in African land control. *Africa*, 83(1), 14-35.

Ewick, P., & Silbey, S. S. (1995). Subversive stories and hegemonic tales: Toward a sociology of narrative. *Law and Society Review*, 197-226.

Monday, March 14, 2022: The Social Construction of Nature

Required: Cronon, W. (1995, August 13). THE TROUBLE WITH WILDERNESS. *The New York Times*. <https://www.nytimes.com/1995/08/13/magazine/the-trouble-with-wilderness.html>

WATCH: "Whose Story Counts?" Carolyn Finney, TEDxMiddlebury." (2020). <https://www.youtube.com/watch?v=i58ayzQf4wc> [19 minutes long]

Ramutsindela, M. (2018). "Environment." In *Critical Terms for the Study of Africa*. Desai, G., & Masquelier, A. (Eds.). U. Chicago Press. (pp. 102-114)

Wainaina, B. (2005). How to write about Africa. (pp. 92-95)

Optional: Braun, B., & Wainwright, J. (2001). Nature, poststructuralism, politics: Theory, Practice, Politics. In *Social Nature: Theory, Practice, Politics* (pp. 41-63). Basil Blackwell.

LISTEN: "Nature and the Rules of Race: A Conversation with Carolyn Finney." (2016). Edge Effects Podcast. <https://edgeeffects.net/rules-of-race/> [48 minutes long]

Cronon, W. (1996). The trouble with wilderness: or, getting back to the wrong nature. *Environmental history*, 1(1), 7-28.

Willems–Braun, B. (1997). Buried epistemologies: the politics of nature in (post) colonial British Columbia. *Annals of the Association of American Geographers*, 87(1), 3-31.

Robbins, P. (2001). Tracking invasive land covers in India, or why our landscapes have never been modern. *Annals of the association of American Geographers*, 91(4), 637-659.

Wednesday, March 16, 2022: Hegemony and the Cultivation of “Common Sense”

Required: Ekers, M., Loftus, A., & Mann, G. (2009). Gramsci Lives! *Geoforum*, 40(3), 287–291. <https://doi.org/10.1016/j.geoforum.2009.04.007>

Karriem, A. (2009). The rise and transformation of the Brazilian landless movement into a counter-hegemonic political actor: A Gramscian analysis. *Geoforum*, 40(3), 316-325.

Optional: Ekers, M. (2009). The political ecology of hegemony in depression-era British Columbia, Canada: Masculinities, work and the production of the forestscape. *Geoforum*, 40(3), 303-315.

Salem, S. (2020). Gramsci in the postcolony. *Africa Is a Country Blog*. <https://africasacountry.com/2020/12/gramsci-in-the-postcolony>

Loftus, A. (2015). A time for Gramsci. In *The International Handbook of Political Ecology*. Edward Elgar Publishing.

Ali, N. G. (2015). Reading Gramsci through Fanon: Hegemony before dominance in revolutionary theory. *Rethinking Marxism*, 27(2), 241-257.

Mann, G. (2009). Should political ecology be Marxist? A case for Gramsci’s historical materialism. *Geoforum*, 40(3), 335-344.

Marston, A., & Perreault, T. (2017). Consent, coercion and *cooperativismo*: Mining cooperatives and resource regimes in Bolivia. *Environment and Planning A: Economy and Space*, 49(2), 252-272.

Igoe, J., Neves, K., & Brockington, D. (2010). A spectacular eco-tour around the historic bloc: Theorising the convergence of biodiversity conservation and capitalist expansion. *Antipode*, 42(3), 486-512.

Ekers, M., Hart, G., Kipfer, S., & Loftus, A. (Eds.). (2012). *Gramsci: Space, nature, politics* (Vol. 55). John Wiley & Sons.

Adger, W. N., Benjaminsen, T. A., Brown, K., & Svarstad, H. (2001). Advancing a political ecology of global environmental discourses. *Development and change*, 32(4), 681-715.

Gramsci, Egypt, and the Southern Question – An Interview with Peter Mayo.
<https://www.youtube.com/watch?v=A8Vdhud1hww>

Moore, D. S. (2002). Marxism, culture, and political ecology: Environmental struggles in Zimbabwe's eastern highlands. In *Liberation Ecologies* (pp. 137-159). Routledge.

Hall, S. (1986). Gramsci's Relevance for the Study of Race and Ethnicity. *Journal of Communication Inquiry*, 10(2), 5-27.

Monday, March 21, 2022: Governmentality, or “The Conduct of Conduct”

Required: Li, T. M. (2007). Governmentality. *Anthropologica*, 49(2), 275-281. [Focus on Li's definition of “governmentality” on pp. 275-276. The rest is optional].

Agrawal, A. (2005). Environmentality: Community, Intimate Government, and the Making of Environmental Subjects in Kumaon, India. *Current Anthropology*, 46(2), 161–181. <https://doi.org/10.1086/427122> [The “Comments,” “Reply,” etc. on pages 181-190 are optional].

Optional: Braun, B. (2000). Producing vertical territory: geology and governmentality in late Victorian Canada. *Ecumene*, 7(1), 7-46.

Rabinow, P., & Rose, N. (2006). Biopower today. *BioSocieties*, 1(2), 195-217.

Foucault, M. (2007). Security, territory, population: lectures at the Collège de France, 1977-78. Springer.

Foucault, M. (2007). Discipline and punish: The birth of the prison. Duke University Press.

Pasternak, Shiri. 2016. “The Fiscal Body of Sovereignty: To ‘Make Live’ in Indian Country,” *Settler Colonial Studies* 6 (4), pp. 317-338.

Smiles, Deondre. 2018. “...to the Grave”---Autopsy, settler structures, and Indigenous counter-conduct. *Geoforum*, 91, pp. 141-150.

Wednesday, March 23, 2022: Critical Cartographies of Power

Required: Hunt, D., & Stevenson, S. A. (2017). Decolonizing geographies of power: Indigenous digital counter-mapping practices on Turtle Island. *Settler Colonial Studies*, 7(3), 372-392.

PHYSICALLY VISIT : Hatcher Graduate Library's “Map ≠ Territory: Distortion and Power in Cartography” exhibit. Located at the Clark Library Exhibit Space, Hatcher Library South. Open during regular library hours. More

info here: <https://www.lib.umich.edu/visit-and-study/events-and-exhibits/today-and-upcoming/map-territory-distortion-and-power>

- Optional: Harley, J. B. (2009). Maps, knowledge, and power. *Geographic thought: a praxis perspective*, 129-148.
- Louis, R. P. (2011). Hawaiian storied place names: re-placing cultural meaning. *Landscape in Language: Transdisciplinary Perspectives*, 167-186.
- Peluso, N. L. (1995). Whose woods are these? Counter-mapping forest territories in Kalimantan, Indonesia. *Antipode*, 27(4), 383-406.
- Anderson, Benedict. 1994 "Census, Map. Museum," from *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, revised edition (London: Verso. 1991), pp. 163-85.
- Orlove, B. S. (1991). Mapping reeds and reading maps: the politics of representation in Lake Titicaca. *American ethnologist*, 18(1), 3-38.
- Wainwright, J., & Bryan, J. (2009). Cartography, territory, property: postcolonial reflections on indigenous counter-mapping in Nicaragua and Belize. *cultural geographies*, 16(2), 153-178.

Part 5: Contemporary Currents and Crises

Monday, March 28, 2022: Political Ecology of Extraction

- Required: Adunbi, O. (2013). Mythic oil: Resources, belonging and the politics of claim making among the Ìlàṣẹ Yorùbá of Nigeria. *Africa*, 83(2), 293-313.
- WATCH: "Battle over massive oil pipeline snaking through water of indigenous lands." *ABC News*.
- Part 1: <https://www.youtube.com/watch?v=m-MWQZj-qM4&t=126s>
- Part 2: <https://www.youtube.com/watch?v=JYHSyguzl9M>
- Optional: WATCH: "Not Having It": Winona LaDuke on Mass Protest by Water Protectors to Halt Line 3 Pipeline in MN." *Democracy Now*.
<https://www.youtube.com/watch?v=YLORU0jVmIM>
- Adunbi, O. (2011). Oil and the production of competing subjectivities in Nigeria: "platforms of possibilities" and "pipelines of conflict". *African Studies Review*, 54(3), 101-120.

Frederiksen, T., & Himley, M. (2020). Tactics of dispossession: Access, power, and subjectivity at the extractive frontier. *Transactions of the Institute of British Geographers*, 45(1), pp. 50-64.

Watts, M. (2001). Petro-Violence: Community, Extraction, and Political Ecology of a Mythic. *Violent environments*, pp. 189-212.

Peluso, N. L. (1992). The political ecology of extraction and extractive reserves in East Kalimantan, Indonesia. *Development and change*, 23(4), pp. 49-74.

Ferguson, J. (2006). *Global shadows: Africa in the neoliberal world order*. Duke University Press.

- Chapter 8: Governing Extraction: New Spatializations of Order and Disorder in Neoliberal Africa (pp. 194-210)

Wednesday, March 30, 2022: Conservation and Local Contexts

Required: Fynn, R. and Kolawole, O. (2020, March 3). "Poaching and the problem with conservation in Africa (commentary)." *Mongabay*:
<https://news.mongabay.com/2020/03/poaching-and-the-problem-with-conservation-in-africa-commentary/>

WORK THROUGH: De Jong, M. and Butt, B. (n.d.). "Guns or GPS Units: How should African protected areas combat the ivory poaching crisis?" Available at:
<https://www.learnkala.com/cases/guns-or-gps/>

Optional: West, P. (2005). "Translation, Value, and Space: Theorizing an Ethnographic and Engaged Environmental Anthropology," *American Anthropologist* 107(4): 632-642.

Büscher, B., Fletcher, R., Brockington, D., Sandbrook, C., Adams, W. M., Campbell, L., ... & Shanker, K. (2017). Half-Earth or Whole Earth? Radical ideas for conservation, and their implications. *Oryx*, 51(3), pp. 407-410.

Sundberg, J. (2004). Identities in the making: conservation, gender and race in the Maya Biosphere Reserve, Guatemala. *Gender, Place & Culture*, 11(1), 43-66.

West, P. (2006). *Conservation is our government now*. Duke University Press.

Kelly, A. B. (2011). Conservation practice as primitive accumulation. *Journal of Peasant Studies*, 38(4), 683-701.

Rasmussen, M. B. (2018). Paper works: contested resource histories in Peru's Huascarán National Park. *World development*, 101, 429-440.

Goldman, M. (2001). Constructing an environmental state: eco-governmentality and other transnational practices of a 'green' World Bank. *Social problems*, 48(4), 499-523.

Monday, April 4, 2022: Conservation and Earthly Survival

- Required: Wilson, E.O. (2016). Half-Earth: Half of the Earth's surface and seas must be dedicated to the conservation of nature, or humanity will have no future. *Aeon*.
- Büscher, B., Fletcher, R., Brockington, D., Sandbrook, C., Adams, W. M., Campbell, L., ... & Shanker, K. (2017). Half-Earth or Whole Earth? Radical ideas for conservation, and their implications. *Oryx*, 51(3), pp. 407-410.
- Kothari, A. (2021). Half-Earth or Whole-Earth? Green or transformative recovery? Where are the voices from the Global South? *Oryx*, 55(2), 161–162. <https://doi.org/10.1017/S0030605321000120>
- Nenquimo, N. (2020, October 12). This is my message to the western world – your civilisation is killing life on Earth. *The Guardian*. <https://www.theguardian.com/commentisfree/2020/oct/12/western-worldyour-civilisation-killing-life-on-earth-indigenous-amazon-planet>
- Optional: Büscher, B. and Fletcher, R. (2016). Why EO Wilson is wrong about how to save the Earth. *Aeon*.
- Ellis, E. C. (2019). To Conserve Nature in the Anthropocene, Half Earth Is Not Nearly Enough. *One Earth*, 1(2), 163–167. <https://doi.org/10.1016/j.oneear.2019.10.009>
- Locke, H. (2014). Nature needs half: a necessary and hopeful new agenda for protected areas. *Nature New South Wales*, 58(3), 7-17.
- WATCH: Half-Earth Project Introduction: <https://www.youtube.com/watch?v=lmoD-pNANWo> [2:49]
- The Half-Earth Project: <https://www.youtube.com/watch?v=6fGJafDDCKs> [2:47]
- Explore: <https://www.half-earthproject.org/discover-half-earth/>
- The Global Deal for Nature: <https://www.youtube.com/watch?v=6m0J-ylCo7k> [1:00]
- A New Deal for Nature and People (WWF). <https://www.youtube.com/watch?v=WroMotfKRTI> [0:59]

Explore: <https://www.globaldealornature.org/>

Büscher, B. (2012). Inverted commons: Africa's nature in the global imagination. *RCC Perspectives*, (5), 31-38.

Dinerstein, E., Olson, D., Joshi, A., Vynne, C., Burgess, N. D., Wikramanayake, E., Hahn, N., Palminteri, S., Hedao, P., Noss, R., Hansen, M., Locke, H., Ellis, E. C., Jones, B., Barber, C. V., Hayes, R., Kormos, C., Martin, V., Crist, E., ... Saleem, M. (2017). An Ecoregion-Based Approach to Protecting Half the Terrestrial Realm. *BioScience*, 67(6), 534–545.
<https://doi.org/10.1093/biosci/bix014>

Dinerstein, E., Vynne, C., Sala, E., Joshi, A. R., Fernando, S., Lovejoy, T. E., Mayorga, J., Olson, D., Asner, G. P., Baillie, J. E. M., Burgess, N. D., Burkart, K., Noss, R. F., Zhang, Y. P., Baccini, A., Birch, T., Hahn, N., Joppa, L. N., & Wikramanayake, E. (n.d.). A Global Deal For Nature: Guiding principles, milestones, and targets. *Science Advances*, 5(4), eaaw2869.
<https://doi.org/10.1126/sciadv.aaw2869>

Schleicher, J., Zaehring, J. G., Fastré, C., Vira, B., Visconti, P., & Sandbrook, C. (2019). Protecting half of the planet could directly affect over one billion people. *Nature Sustainability*, 2(12), 1094–1096. <https://doi.org/10.1038/s41893-019-0423-y>

Cafaro, P., Butler, T., Crist, E., Cryer, P., Dinerstein, E., Kopnina, H., ... & Washington, H. (2017). If we want a whole Earth, Nature Needs Half: a response to Büscher et al. *Oryx*, 51(3), 400-400.

Napoletano, B. M., & Clark, B. (2020). An Ecological-Marxist Response to the Half-Earth Project. *Conservation & Society*, 18(1), 37–49.

Our Great National Parks | Official Trailer | Netflix:
https://www.youtube.com/watch?v=KcI_xfryMD0

How to Save Our Planet (WWF, narrated by David Attenborough). (2019).
<https://www.youtube.com/watch?v=0Puv0Pss33M>

Corson, C., & MacDonald, K. I. (2012). Enclosing the global commons: The convention on biological diversity and green grabbing. *Journal of Peasant Studies*, 39(2), 263–283. <https://doi.org/10.1080/03066150.2012.664138>

Wednesday, April 6, 2022: Fair Trade and Development “Alternatives”

Required: Besky, Sarah. "Agricultural justice, abnormal justice? An analysis of fair trade's plantation problem." *Antipode* 47.5 (2015): 1141-1160.

- Optional: West, P. (2005). "Translation, Value, and Space: Theorizing an Ethnographic and Engaged Environmental Anthropology," *American Anthropologist* 107(4): 632-642.
- Besky, S. (2013). *The Darjeeling Distinction*. University of California Press.
- Moore, D. S. (1999). The crucible of cultural politics: reworking "development" in Zimbabwe's eastern highlands. *American ethnologist*, 26(3), 654-689.
- Li, T. M. (2016). Governing rural Indonesia: Convergence on the project system. *Critical Policy Studies*, 10(1), 79-94.
- Li, T. M. (2007). *The Will to Improve*. Duke University Press.
- Escobar, A. (2011). *Encountering development*. Princeton University Press.
- Ferguson, J. (1994). *The anti-politics machine: "development," depoliticization, and bureaucratic power in Lesotho*. U of Minnesota Press.
- Li, T. M. (2002). Engaging simplifications: community-based resource management, market processes and state agendas in upland Southeast Asia. *World development*, 30(2), 265-283.

Monday, April 11, 2022: (Re)Making Contemporary Commons

- Required: Ristau, J. (2011, March 3). What is Commoning, Anyway? *On the Commons*. <https://www.onthecommons.org/work/what-commoning-anyway>
- Federici, S. (2011). Women, land struggles, and the reconstruction of the commons. *WorkingUSA*, 14(1), 41-56.
- Kidd, D. (2020). Standing rock and the Indigenous commons. *Popular Communication*, 18(3), 233-247.
- Optional: Turner, M. D. (2017). Political ecology III: The commons and commoning. *Progress in Human Geography*, 41(6), 795-802.
- Caffentzis, G., & Federici, S. (2014). Commons against and beyond capitalism. *Community Development Journal*, 49, 92–105. <https://doi.org/10.1093/cdj/bsu006>
- Giacomini, T., Turner, T., Isla, A., & Brownhill, L. (2018). Ecofeminism against Capitalism and for the Commons. *Capitalism Nature Socialism*, 29(1), 1-6.
- García-López, G. A., Lang, U., & Singh, N. (2021). Commons, Commoning and Co-Becoming: Nurturing Life-in-Common and Post-Capitalist Futures (An Introduction to the Theme Issue). *Environment and Planning E: Nature and Space*, 4(4), 1199-1216.

Federici, S., & Linebaugh, P. (2018). *Re-enchanting the World: Feminism and the Politics of the Commons*. PM Press.

Linebaugh, P. (2014). *Stop, thief!: The commons, enclosures, and resistance*. PM Press.

Wednesday, April 13, 2022: Climate Change and Environmental (In)Justice

Required: Sultana, F. (2021). Climate change, COVID-19, and the co-production of injustices: a feminist reading of overlapping crises. *Social & Cultural Geography*, 22(4), 447-460.

WATCH: Generation Now: The Fight for Climate Justice. (2021). *Time*.
<https://www.youtube.com/watch?v=kGupWkEJinQ>

Optional: Rice, L., Long, J., & Levenda, A. (2021). Against climate apartheid: Confronting the persistent legacies of expendability for climate justice. *Environment and Planning E: Nature and Space*, 2514848621999286.

Schlosberg, D., & Collins, L. B. (2014). From environmental to climate justice: climate change and the discourse of environmental justice. *Wiley Interdisciplinary Reviews: Climate Change*, 5(3), 359-374.

WATCH: Youth Unstoppable: The Rise of the Global Youth Climate Movement. (2018). Available via WaterBear.com at: <https://www.youthunstoppable.com/>

Mitchell, T. (2011). *Carbon Democracy: Political Power in the Age of Oil* (1st edition). Verso.

Monday, April 18, 2022: More-than-Human Worlds and Alternatives to Growth

Required: Tsing, A. (2010). Arts of inclusion, or how to love a mushroom. *Mānoa*, 22(2), pp. 191-203.

Robbins, P. (2020). Is less more... or is more less? Scaling the political ecologies of the future. *Political Geography*, 76, pp. 1-5

WATCH: Raworth, K. (2018). A healthy economy should be designed to thrive, not grow. *TED*. Available at: <https://www.youtube.com/watch?v=Rhcrbcg8HBw>

Optional: Tsing, A. L. (2015). *The Mushroom at the End of the World*. Princeton University Press.

Tschakert, P., Schlosberg, D., Celermajer, D., Rickards, L., Winter, C., Thaler, M., ... & Verlie, B. (2021). Multispecies justice: Climate-just futures with, for and beyond humans. *Wiley Interdisciplinary Reviews: Climate Change*, 12(2), e699.

Sundberg, J. (2011). Diabolic Caminos in the desert and cat fights on the Rio: a posthumanist political ecology of boundary enforcement in the United States–Mexico borderlands. *Annals of the Association of American Geographers*, 101(2), 318-336.

Watts, Vanessa. n.d. “Indigenous Place-Thought & Agency amongst Humans and Non-Humans (First Woman and Sky Woman Go on a European World Tour!),” 15.

Martínez-Alier, J. (2012). Environmental justice and economic degrowth: an alliance between two movements. *Capitalism Nature Socialism*, 23(1), 51-73.

Gómez-Baggethun, E. (2020). More is more: scaling political ecology within limits to growth. *Political Geography*, 76, 102095.

Paulson, S. (2017). Degrowth: culture, power, and change. *Journal of Political Ecology*, 24(1), 425-448.

Mehta, L., & Harcourt, W. (2021). Beyond limits and scarcity: Feminist and decolonial contributions to degrowth.