

Version 18 August 2021
To be revised the first week of the semester
in response to priorities and suggestions of course participants

Power and Environment
Resilience Science, Ecological Economics, Degrowth
Extractivism and Environmental Justice in Latin America

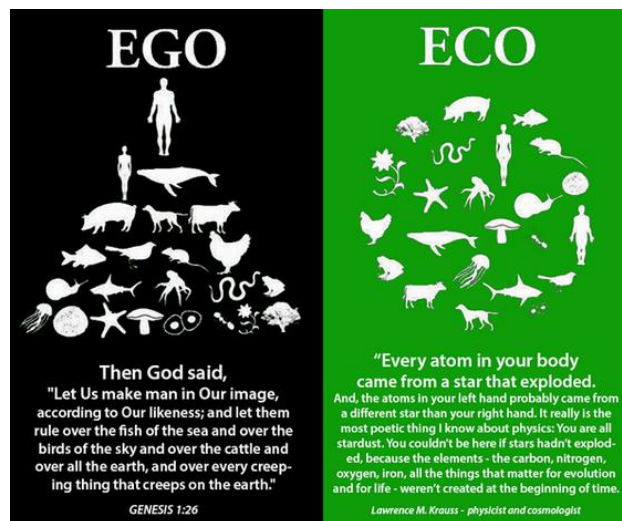
Professor Susan Paulson: spaulson@latam.ufl.edu

Fall 2021, Fridays periods 3-5 (9:35AM to 12:35PM), Grinter Hall 376
LAS 6938, section 2500, course number 27163 / ANG 6930, section C084, course number 27265

This political ecology course brings together natural and social scientists and practitioners to ask: How does power work in and through ecosystems, earth systems, cities, bodies, and science itself? Attention is drawn to material and energy use, distribution of environmental benefits and burdens, and contested understandings of human and other nature. Power dynamics influencing racialized environments and COVID-19 pandemic will be investigated.

Our multiscale frame locates Latin American cases in comparative and global analysis. As course participants critically analyze diverse approaches to conservation and development, they also work toward building positive alternatives. Materials include UNEP Making Peace with Nature (2021), IPCC Report (2021), The Environmental Justice Atlas, IPBES Global assessment report on biodiversity and ecosystem services (2019), The EcoModernist Manifesto (2015), and Pope Francis' Encyclical on Care for Our Common Home (2015).

This course counts toward Graduate Certificates in Latin American Studies and in Tropical Conservation and Development.



"Despite, and because of, great acceleration of scientific knowledge and technology over the last few hundred years, human-nature systems are in danger of collapse" (Parra and Walsh 2016: 229).

"Anyone who believes in indefinite growth on a physically finite planet, is either mad or an economist."
— Economist Kenneth E. Boulding



LITERATURE AND OTHER MATERIALS

- Students are required to purchase one book *Less is More, How Degrowth will Save the World*, by Jason Hickel 2020.
- Most required **readings** are available electronically through UF libraries.
- Books, book chapters, and other publications are posted on Canvas.
- **Videos, podcasts, news and other materials** are available on the internet OR on Canvas.
- A number of assigned readings are available in English, Portuguese and Spanish.

LEARNING OBJECTIVES

The goal of this course is to motivate and empower participants to see environmental issues in new ways and to develop transformative responses.

Students who engage actively in this course will develop the capacity to:

Practice and promote diverse approaches to learning for emancipatory ecosocial transformation.

Identify power-environment dynamics in empirical cases involving lifestyles, agriculture, forests, wildlife, urban planning, energy, and other domains.

Use evidence-based writing to describe observed conditions and processes, and to make arguments about power relations at play therein.

Contextualize and assess contrasting visions and discourses on human-environment relations, including: resilience science, sustainable development, ecological economics, eco-feminism, eco-modernism, eco-spiritualism, buen vivir, and degrowth.

Investigate the global distribution and flows of natural resources and waste, including GHG emissions.

Apply methods including ecological footprint, value chain analysis, ecosystems assessment, consumption diary, embodied consumption, and material flows analysis.

Assess competing models for conservation and development, and different institutional arrangements for environmental governance on multiple scales.

Define and use contested concepts including conservation, development, sustainability, power, and nature.

Observe processes through which diverse socio-natural worlds are produced, reproduced, and sometimes transformed.

Reflect critically on their own consumption and lifestyles, the socio-environmental impact of their life choices, and ways to forge more meaningful and sustainable lives.

Explore visions and projects for building more equitable and resilient futures.

COURSE POLICIES

Attendance is required. Class meetings are a vital part of this course. All students are expected to complete assignments and readings before class, and to participate actively in classroom learning. Absences will be reflected in grades. Classes will involve a great deal of interaction and discussion, and participants are encouraged to learn collaboratively with respect, enthusiasm and open minds.

Personal technology in the classroom. During most regular class time students will be fully engaged in live interaction, without access to personal technology devices (laptops, smartphones, mobile phones, iPads, and similar technologies). The instructor will indicate when devices may be used for select class activities. Exceptions will be made for students who use personal technology devices in relation to special needs, students who anticipate emergency calls, etc.

UF POLICIES

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluer.com/ufl/. [Summaries of course evaluation results are available to students here](#).

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” [The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to

uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.

A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Policy on Course Syllabi 3 UF, Academic Affairs, August 5th, 2021 Honor Code and Student Conduct Code.

COVID-19 Protocols

The following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.

- Sanitizing supplies are available in the classroom for wiping down your desks, etc.
- Hand sanitizing stations will be located in every classroom.

If you sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further

instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.

- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
- If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

Campus Resource Guide

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.

Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

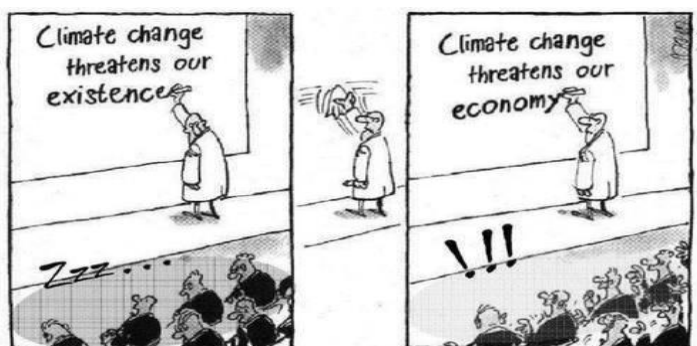
Student Complaints

More UF HELPING RESOURCES

- **Latin American and Caribbean Collection at UF Libraries:** Specialized staff support use and enjoyment of the 500,000 volumes, 50,000 microforms, thousands of current and historical serial titles and digital resources in [this world-class collection](#). LACC library staff provide expert help in online searches for research and study materials.
- **Academic Writing, Grammar and Style:** the [UF Writing Studio](#) is committed to helping University of Florida students and faculty meet their academic and professional goals by becoming better writers. We support independent learning and scholarship by providing one-on-one consultations, workshops tailored to

specific classes (graduate and undergraduate), and faculty retreats focusing on publishing original research. Students and faculty at all levels and in every discipline are welcome!

- **Technical difficulties with E-learning in CANVAS:** Contact the [UF Help Desk](mailto:UF_Help_Desk@ufl.edu) at Learning-support@ufl.edu or (352) 392-HELP, then select option 2.
- **Personal Challenges:** Students experiencing crises or personal problems that interfere with general wellbeing are encouraged to utilize the university's counseling resources. The Counseling Center and Student Mental Health both provide confidential counseling services at no cost for enrolled students. Resources are also available for students seeking to clarify career and academic goals and to deal with academic challenges.
 - [University Counseling Center](#), 301 Peabody Hall, 392-1575; personal and career counseling.
 - Student Mental Health, [Student Health Care Center](#), 392-1171, personal counseling.
 - Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161.
 - Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.



GRADED LEARNING ACTIVITIES

Learning activity	Due Date	Maximum points to be earned
Discussion board: comments/videos/creative contributions and questions posted on weekly readings	Each Thursday 8 pm	20 (10 commentaries @ 2 points each)
Attendance and participation	All semester	10
5-part activity (40 points total)		
Consumption diary: practice and meaning	Tues Sept 7	5
Critical engagement w ecological footprint (short paper)	Tues Sept 21	5
Embodied material consumption (short paper)	Tues Oct 5	5
Synthesis paper: Analysis of my role in ecological/economic flows and my power to influence global value chains	Tues Oct 26	20
Debate analysis paper, collaborative (35 pts total)		
Draft paper	Tues Nov 9	10
Final paper	Tues Dec 14	20
Presentation of work via slide(s), 3 minute talk, and discussion		5

Letter grades will be implemented using the following scale

95-100	A	78-79.99	C+	60-62.99	D-
90-94.99	A-	73-77.99	C	0-59.99	F
88-89.99	B+	70-72.99	C-		
83-87.99	B	68-69.99	D+		
80-82.99	B-	63-67.99	D		

GUIDELINES AND ASSESSMENT CRITERIA FOR LEARNING ACTIVITIES

Written work

All written work for this course should use U.S. punctuation and follow standards in [Chicago Manual of Style](#), accessible online at UF libraries. Resources and quotes must be properly cited, and references listed as described in The Chicago Manual of Style [Author-Date system](#). Written materials should be uploaded onto CANVAS in Word documents (**not PDF**), unless images or figures require other format. Please label each submitted document with your name.

Every student is encouraged to visit the UF writing studio for support in developing scholarly writing skills and strategies: <http://writing.ufl.edu/writing-studio/>. On each student's first paper, the instructor will mark punctuation and style errors, but not subtract points. Errors that are repeated in later papers are penalized.

Comments, questions, and creative expressions inspired by weekly readings posted in CANVAS discussion space

Before 8p.m. each Thursday, students post on CANVAS critical reflections on readings and videos assigned for the week, and on optional materials explored. These reflections may take the form of videos, artwork, written comments, poetry, or other. Keep written entries under 250 words, respond briefly to postings by classmates, and try to move from monologue statements toward dialogue conversations.

Each posting should do *at least one* of the following:

- Identify and define one key concept in the readings.
- Provide and discuss a quote from readings/videos that expresses an idea or argument that you think is valuable or interesting, or that raises doubts or confusion.

Connect course learning to events on campus and the world, describe on canvas discussion board, share in class:

[Center events calendar](#):

[Tropilunch seminar](#), 12:45 every Tuesday in Grinter 376

TCD [news](#) and [events](#)

For each class meeting, one student will lead in-class discussion motivated by readings, plus insights and questions circulated on our electronic discussion board.

Power-environment debate analysis paper written in groups

Working in groups of three, students produce papers that describe one environment-related challenge and engage two or three contrasting responses to that challenge, identifying power operating on various scales and places in each position and approach. An example of an issue might be: How to supply global demand for food without further degrading the environment? Competing responses might be: (A) Expand high tech agroindustries and GMOs to produce more food. (B) Support more balanced and efficient distribution of existing food to reduce obesity and waste, as well as undernourishment and starvation. (C) Shift support to

plant-based local food grown via agroecology, permaculture, and other low-impact means. Papers draw on course concepts and materials, and complement these with resources discovered outside of class.

Target length is 2000 to 3000 words. All resources and quotes must be properly cited, and full references listed as described in: http://www.chicagomanualofstyle.org/tools_citationguide.html

Each writing group will submit two versions of the paper: a draft version on which instructor will comment extensively, and a final version that responds to suggestions.

The draft version of the paper may earn up to 10 points according to the following criteria, the final paper may earn double the points indicated in each category, totaling up to 20 points:

Criteria	A successful debate paper will:	points
name challenge	Clearly identify the environmental challenge to be addressed	1
method	Describe your method, positioning, and collaboration in producing this paper. Discuss positions and research methods applied by investigators you cite in this paper	1
Describe & contextualize phenomenon	Use specific information, citing sources, to describe phenomenon; contextualize historically, geographically, culturally; and identify power dynamics operating in each	1
connect w. course	Use relevant ideas and information from at least 6 materials assigned for this course (publications, videos, websites)	2
competing responses	Identify 2 or 3 contrasting ways to address the challenge, review literature on each w attention to positioning of authors/orgs	2
analysis	Assess pros and cons of each alternative (for differently located people and places), with special attention to power	2
writing and references	Show correct punctuation and grammar, subject-pronoun coordination, full attribution of quotes and paraphrases, and reference list according to CMS Author-Date system	1

In class, each student pair will present a brief (5 minute) presentation on their debate paper, then facilitate an interactive discussion. Practice timed presentations! Study [examples](#) and [hints](#) for 3 minute thesis presentations.

5-part activity

(1) Consumption diary: practice and meaning

Keep a diary of everything you consume during 24 hours. In addition to obvious commodities (food, water, shampoo), pay attention to the light, heat, electricity, transportation services you use; the technology you access (television, books, computers); the information and entertainment you consume. Feel free to add any comments or information about instances or habits of consumption. A range of approaches and schema are welcome: students doing this exercise have identified between 20 and 200 instances of consumption in one day.

Select five acts or moments of consumption during your day, and write about each. Describe the empirical sensations involved (sight, sound, touch, taste, smell), and express the cultural and personal meanings evoked by the act. Write about your decisions and judgements concerning these acts of consumption. Be aware of the feelings and thoughts (or lack thereof) that accompany each act, and search for any forces or relations of power operating therein.

Sources for ideas:

[Household Consumption](#) & the Environment EU. [Prezi](#)

Empty promises [Craze for minimalism](#)

(2) Critical engagement with ecological footprint (short paper)

To be updated

[Tradewater: Reducing the world's carbon footprint](#)

[Your Carbon Calculator \(scoreapp.com\)](#)

[Carbon Footprint Calculator | ClimateCare](#)

[Ecological Footprint Calculator](#)

[Footprint Calculator - Measure your Impact - Global Footprint Network](#)

Write a brief paper (600-800 words) that addresses the following.

- Define ecological footprint, and explain how it is calculated. Mention water footprint and carbon footprint.
- Describe how National Footprints are calculated, and how these calculations are used by governments.
- Discover something interesting or curious about eco-footprint patterns across countries and/or cities.
- Take the quiz describing your life now in Gainesville, and take it again describing your life in the city/country where you grew up.
- Using **quantitative** results, describe your ecological footprint as determined in online activities.
- What insights did the experience provide about how you might reduce your footprint?
- What are some benefits and limitations of each of these personal footprint calculators as educational and awareness-raising tools?

Process:

- Study [Eco Footprint](#) on the main site, read carefully “How the Footprint Works,” “[Country Work](#)” and “[City and Regional Work](#).”
- On the [open data platform](#), Look at Global Footprint Network's National Footprint Accounts, compare countries by data, and browse case studies.
- Using the [GFN calculator](#) AND at least two of the following websites (or similar ones that you identify), do exercises that examine your personal ecological footprint and provide suggestions for managing your footprint.

Some complementary quizzes ~~ search for more online

- [Foodprint](#) calculator
- The Greens *Zero Footprint* [Youth Calculator](#)

(3) Embodied material consumption (short paper)

Write a brief paper (500-800 words) about 1 good or service selected from your consumption diary.

- Research the life cycle of selected commodity.
- Identify material and energy embodied during its life cycle, production and consumption processes, and emissions/wastes produced along the way.
- Comment on use of energy, HAANP, material flows analysis, or other measurement systems.
- Map out a model life cycle of your chosen good or service.

“**Embodied Material Consumption**” is the energy, water and all other resources that have been used to produce a good or service and to transport it to the place of consumption, together with the waste and emissions generated along the way. When I do a web search, for example, I not only use my laptop and the electricity powering it, but also the energy and materials used to produce the laptop and the content viewed. My use also

relies on large high-energy servers and distant data processing centers that manage and distribute content, as well as material and energy used in production of the content I access.

You may not be able to trace the life cycle of the exact kiwi that you ate for breakfast; instead look on company websites and other sources to find out what you can about the life cycle of an average kiwi consumed in your location or sold by a certain company. You are welcome to use information and quantifications already compiled by others – just cite the sources.

The report should include a timeline roughly representing the life cycle of your good or service. Here is an (incomplete) example of some elements that make up the embodied material consumption of a hamburger:

- Water, sun, soil to grow grass in pasture
- Water, sun, soil to grow soy and corn crops produced for feed
- Agrochemicals to fertilize feed crops, insecticides and fungicides to treat them, etc.
- Tractor and fuel to plant and harvest crops
- Factory that turns soy and corn into balanced feed
- Fuel to transport feed to cattle farms
- Methane greenhouse gas emissions in form of cow burps
- Veterinary drugs, growth hormones, nutraceuticals for cattle
- Truck/train and diesel to transport cattle to slaughterhouse
- Materials to construct, light, power and clean slaughterhouse
- Materials to construct, light, power and clean slaughter and packing machines
- Energy for freezer compartments to store meat
- Freezer truck and diesel to transport meat to restaurant
- Energy for fridge or freezer in restaurant
- Gas to cook on grill
- Styrofoam shell to serve burger
- *Physical consumption of one yummy hamburger*
- To landfill: styrofoam shell, serving bag, napkins, refuse from farms and slaughterhouses, used tractors/trucks/freezers/slaughter machines/stoves
- To water table: runoff from fertilizers, pesticides, manure, etc.
- To atmosphere: emissions from fertilizer production, farming, burping, transporting, cooking, etc.
- Etc.

Following are excerpts from our reading, and other links that might be interesting.

People and the Planet 2012, 48-49. As international trade increases, the production of goods can become increasingly detached from direct consumption. Goods exported from one country to another carry with them “**embodied**” **material consumption**, which is necessary for their manufacture. Thus the water use and CO₂ emissions of More Developed Countries appear lower than they would under full accounting, because they are partially outsourced to Less Developed Countries.

Embodied Water. People and the Planet 2012, 51. Virtual or **embodied water** refers to the amount of freshwater (including soil water) used during the production process of a good or service. Producing goods and services generally requires water (Hoekstra 2003). For example, it requires about 1,000 cubic meters of water to produce a ton of grain (Hoekstra and Hung 2003). Countries limited in available freshwater rely on importing food to compensate for lack of production ability (Brown and Matlock 2011).

Embodied energy is an accounting method which aims to find the sum total of the energy necessary for an entire product life-cycle. Determining what constitutes this life-cycle includes assessing the relevance and extent of energy into raw material extraction, transport, manufacture, assembly, installation, disassembly,

deconstruction and/or decomposition as well as human and secondary resources. Different methodologies produce different understandings of the scale and scope of application and the type of energy embodied.

Embodied Energy

You can find a pdf of the book [Stuff: The Secret Lives of Everyday Things](#) on the following link, and/or read it online with Google books.

[The Secret Life of Your COMPUTER](#). This article was extracted with permission from *Stuff: The secret lives of everyday things* by J. Ryan and A. Durning. Published by Northwest Environment Watch, Seattle WA, 1997.

(4) Synthesis paper: Analysis of my role in ecological and economic flows and my power to influence global value chains

Write a paper that synthesizes aspects of research and thought from steps 1, 2 and 3, that identifies some forces and relations of power that influence current value chain dynamics, and show how they might be activated to change things in positive ways. The essay of 2000-3000 words may include excerpts from your consumption diary, value chain model, or other, in text or as appendices.

The paper should focus on one item or instance of your consumption diary. Build on your embodied material consumption work to develop a life cycle of the item from its roots in natural resources to its consumption and waste disposal. Identify several dimensions of the process that involve exchanges (economic or ecological) that are conditioned by relations of power. Discuss ways in which those relations work: did a powerful corporation get the rights to extract valuable resources from a poor country? Did certain actors perform under-paid and dangerous work in mines? Or exhaust their local soils and ecosystems intensifying agricultural production? Did lobbyists pressure for lower regulations or government subsidies?

Resources:

Check out this amazing presentation of [commodity chain around cotton produced in India](#) with emphasis on power dynamics over time and space. The story map involves contributions from a number of researchers at different parts of the cotton supply chain and attempts to convey the non-linear aspects of this global supply chain and its impacts across time and space. From [Andrew Flachs](#), Purdue University.

Look at Juliet Schor's Ecological Economics article, finding inspiration in the ways that she analyzes power relations in the value [chains of bananas and clothing](#). Note her identification of **precise** salary and benefit advantages obtained through off-shore labor, **specific** expressions of military and political power (invasion of Guatemala), **particular** manipulation of international convention (WTO), etc. Note that sources of this information are carefully documented.

Best Practice Guideline for Agricultural and Value Chains. International Federation of Organic Agriculture Movements.

Gary Gereffi, John Humphrey, Raphael Kaplinsky, and Tim Sturgeon (2001) "[Globalisation, Value Chains and Development](#)." *IDS Bulletin* 32 (3).

Check out papers in the Special Section on "[Ecologically unequal exchange and ecological debt](#)," edited by Alf Hornborg and Joan Martinez-Alier.

(5) Presentation

The last step requires portraying your analysis visually in a couple slides, and conveying it to the group in a 3 minute presentation. A key part of this challenge is finding ways to present complex systemic research in concise clear messages. Practice timed presentations! Study [examples](#) and [hints](#) for 3 minute thesis presentations.

Version 8.18.2021 During first week of the semester, schedule will be adapted and readings focused to fit priorities and suggestions of course participants

Schedules of Readings, Videos, and Student Work. Power and Environment 2021

Publications from which readings are selected appear in ***bold italics***, highlighting range of sources and disciplinary forums.

Length of text in pages **Pp**, not counting bibliography notes, together with time of podcasts and videos, is indicated to help participants plan their time and effort.

Date and topic	Readings, videos, and websites to learn from in preparation for each class meeting	Learning activities, roles
Aug 27 What does power have to do with environment?	<p>Introduction to Political Ecology: Politics, economics and ecologies interacting across scales, spaces and differences.</p> <p>I sandwich embodied consumption 2:19 minutes</p> <p>Survival International There you go! power among lifeworlds 2:21 minutes</p> <p>Why try to change the course of current human-environment relations? What constrains efforts to do so?</p>	<p>How have my eco/social position and context influenced my pandemic experience? Empathize with others.</p>
Sept 3 State of planet Earth	<p>IPCC report August 2021. AR6 Climate Change: The Physical Science Basis. Read Summary for Policy Makers 37 pp, Explore the rest</p> <p>Intergovernmental Panel on Climate Change Explore website</p> <p>Wretched of the Earth collective. 2019. Speech at the global climate strike. Video 2.5 minutes</p> <p>Inequality and Environmental Damage Less is More, Jason Hickel. Video 12 minutes</p> <p>UNEP <i>Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services</i>. 2021. Making Peace with Nature A scientific blueprint to tackle the climate, biodiversity and pollution emergencies. Read executive summary 32 pp</p> <p>Is it time to reassess our relationship with nature? BBC video 5 minutes</p> <p>Society is right on track for a global collapse, new study of infamous 1972 report finds. Live Science news brief</p> <p>Stephen Sterling. May 2021. Educating for the Future We Want Opening Essay for a GTI Forum, Discussion paper 8pp, Explore the forum.</p> <p>Suggested:</p>	<p>Start work on Consumption diaries: Household Consumption & the Environment EU. Prezi</p> <p>Form groups for Sept 10 debates</p> <p>Consumption diary due Tues Sept 7</p>

	<i>People and the Planet Report. 2012, Royal Society of Science</i>	
Sept 10 Revolution! Agricultural Industrial Green Agroecology Cyber	<p>Botany of Desire, by Michael Pollan, video 1hr 50 min, take notes on power dynamics</p> <p>Menonte Nenquimo, 2020. This is my message to the Western world: your civilization is killing life on Earth, <i>The Guardian</i></p> <p>The Agricultural Revolution Crash Course World History #1, video 11 min</p> <p>Debate: what fueled the industrial revolution?</p> <p>Perspective #1 The Industrial Revolution was launched by brilliant inventions by European men. history.com web</p> <p>Perspective #2 Sven Beckert. 2015. How the west got rich and modern capitalism was born through appropriation and exploitation. PBS article</p> <p>Debate: what is outcome of the green revolution?</p> <p>Perspective #1 The Green Revolution: Waging a War Against Hunger, 10 min. video</p> <p>Perspective #2 Vandana Shiva's Critique of Green Revolution, video 8 min</p> <p>Ongoing revolutions: competing or complementary?</p> <p>Can the internet ever be green? Data is driving a new industrial revolution globally, and it is growing exponentially. But what damage is it doing to the climate? BBC podcast 27 min</p> <p>Miguel A. Altieri and Victor Manuel Toledo. 2011. The agroecological revolution in Latin America: rescuing nature, ensuring food sovereignty and empowering peasants. <i>The Journal of Peasant Studies</i>. 21pp</p> <p>Suggested: AgroEcological Transitions: Changes and Breakthroughs in the Making, 2017</p> <p>Marx, Karl. 1990. "The expropriation of the agricultural population from the land," Chapter 27 In Capital 1867</p> <p>Standing, G. 2018. <i>Plunder of the Commons</i>. Pelican.</p> <p>Beckert, Sven. 2015. <i>Empire of cotton: A global history</i>. Vintage.</p>	Teleology: Three little pigs Walt Disney 1933
Sept 17 Anthropo- cene Capitolo- cene Changing	<p>Jason Hickel. Welcome to the Anthropocene, Introduction in <i>Less is More</i></p> <p>Jason Hickel. Capitalism: A creation story, Chapter 1 in <i>Less is More</i>.</p> <p>Read Great acceleration, and explore website <i>International Geosphere-biosphere Program</i></p> <p>Lenton et al. 2020. Climate tipping points – too risky to bet against, <i>Nature</i>. 3pp</p>	Critical engagement w ecological footprint due Tues Sept 21

earth-systems	<p>Earth Systems explained: atmosphere, geosphere, hydrosphere, biosphere, Encyclopedia</p> <p>Erle C. Ellis. The Anthropocene 4 minute video</p>	
Planetary boundaries	<p>Waters et al. 2016. The Anthropocene is functionally and stratigraphically distinct from the Holocene, <i>Science</i> Read page 1</p>	
Resilience Science	<p>Steffen et al. 2015. Planetary boundaries: Guiding human development on a changing planet. <i>Science</i>, 12pp</p> <p>Earth science offers key to many United Nations Sustainable Development Goals, <i>Nature Geoscience</i>, 2015, news brief</p>	
Guest: Jason Moore	<p>Jason Moore and Rebecca Hastings. 2017. Capitolocene and Planetary Justice</p> <p>Jason Moore Nov 202. On the Origins of Climate Apartheid, Climate Class & Colonialism in the Making of Planetary Crisis. 55 min talk plus discussion</p> <p>Suggested:</p> <p><i>Changing the Atmosphere, Anthropology and Climate Change American Anthropology Association</i> 2015. Read Pp. 5-9,</p> <p>This Changes Everything, Naomi Klein 75 min video</p> <p>More VIDEOS from Jason Moore and interlocutors</p> <p>Living in the Anthropocene: Toward a New Global Ethos, by PAUL CRUTZEN AND CHRISTIAN SCHWÄGERL</p> <p>Eric Hirsch, 2017. The unit of resilience: Unbeckoned Degrowth and politics of (post)development in Peru and the Maldives. <i>Journal of Political Ecology</i></p> <p>David Wallace-Wells. 2017. Uninhabitable Earth, <i>New York Magazine</i>.</p>	
Sept 24	<p>Christian Kroll and Kofi Anan. 2015. Sustainable Development Goals: Are the rich countries ready? Read executive summary, browse.</p>	Strategize on course projects
Development	<p>Sustainable Development Report 2021. Read executive summary, examine SDG progress in countries you care about in Latin America and elsewhere</p>	SDG game
Post-development	<p>Rise of the Juggernaut, Chapter 2 in <i>Less is More</i>.</p> <p>Jason Hickel. 2015. Forget 'developing' poor countries, it's time to 'de-develop' rich countries, <i>The Guardian</i> news</p>	Top of the food chain T.C. Boyle
SDGs	<p>Jason Hickel. 2019. How Britain stole \$45 trillion from India, <i>Al Jazeera</i> news</p>	Lund guitar song .
Buen vivir	<p>Ray Dalio. 2019. Why and How Capitalism Needs to Be Reformed. Brief w important graphics</p>	Embodied Energy
Anti-colonial	<p>Decoupling Debunked Evidence and arguments against green growth as a sole strategy for sustainability. <i>European Environmental Bureau</i>, 2019. Browse report and site</p>	
Degrowth	<p>Kothari, A., F. Demaria and A. Acosta. 2014. Buen Vivir, Degrowth and ecological Swaraj: Alternatives to sustainable development and the Green Economy. <i>Development</i>, 12pp</p>	

	<p>Your money or your life? Putting wellbeing before GDP, news</p> <p>Suggested:</p> <p>Lang, M. and D. Mokrani. 2013. <i>Beyond Development: Alternative Visions from Latin America</i>. (Originally published in Spanish as <i>Mas alla del desarrollo</i>, 2011.). Quito: <i>Fundación Rosa Luxemburg</i>/Abya Yala Ediciones 2011</p> <p>Degrowth: culture, power, 2017, 15-article issue of <i>Journal of Political Ecology</i>.</p> <p>POSDESARROLLO contextos, contradicciones, futuros. 2021</p> <p>Editores Alberto Acosta, Pascual García, Ronaldo Munck. On Canvas</p> <p>Gustavo Esteva, Salvatore Babones, and Philipp Babcicky. 2013 <i>The future of development: a radical manifesto</i>.</p> <p>Richard Peet with Elaine Hartwick (2015) “Growth vs. Development,” Chapter 1 in <i>Theories of Development: Contentions, Arguments, Alternatives</i>. pp. 1-22</p> <p>Joshua Sbicca and Justin Sean Myers. 2017. “Food Justice Racial Projects: Fighting Racial Neoliberalism from the Bay to the Big Apple.” <i>Environmental Sociology</i>. 3(1): 30-41</p> <p>More with less: Scaling Sustainable Consumption and Resource Efficiency. <i>World Economic Forum</i></p> <p>Two positions on development: Arturo Escobar and Henry Veltmeyer, 2021, Gabriela Salgado, FLACSO Ecuador</p>	
<p>Oct 1</p> <p>Conservation & Conflict</p> <p>Biodiversity</p> <p>Fences and guns vs. Convivial conservation</p> <p>Guests: Jon DeVore</p> <p>Michael Esbach</p>	<p>Global Assessment Report on Biodiversity and Ecosystem Services. 2019, UNEP <i>Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services</i>. Browse</p> <p>Jonathan Watts. 2019. Discussion of the Biodiversity report, <i>The Guardian News</i></p> <p>Ian Sample. 2017. Over half of world's wild primate species face extinction, <i>The Guardian News</i></p> <p>Debate: relation between humans and other nature in conservation</p> <p>Perspective #1 Fence off destructive humans from the rest of nature</p> <p>Familiarize yourself with Half Earth project. Website</p> <p>Robin McKie. 2016. Half Earth: Our Planet’s Fight for Life by E. O. Wilson – review. <i>The Guardian News</i></p> <p>Perspective #2 Humans fix the world through genius innovations</p> <p>An Ecomodernist Manifesto 32pp</p> <p>It is time for Ecomodernism? Hidde Boersma TEDxEde</p> <p>Perspective #3 Foster mutually nourishing interactions among humans and other nature</p> <p>Convivial Conservation. From Protection to Connection. Explore website, read about</p>	<p>Embodied material consumption due Tues Oct 5</p>

	<p><u>Book</u> by Bram Büscher and Robert Fletcher</p> <p>Paulson, DeVore, Hirsch. Convivial Conservation in Brazil. Ms. on Canvas</p> <p>Michal Esbach, Cofan Caring. Ms. on Canvas</p> <p>Ferris Jabr. The social life of forests, 2020. <i>New York Times</i>. Choose news text or podcast</p> <p>My Octopus Teacher, watch trailer</p> <p>Analysis</p> <p>Will Technology Save Us? Chapter 3 in <i>Less is More</i>.</p> <p>Half-Earth or Whole-Earth? Green or transformative recovery? Where are the voices from the Global South? ASHISH KOTHARI, 2021. Cambridge University Press 2pp</p> <p>John Bellamy Foster. 2017. Eco-socialist path The Long Ecological Revolution. Key paper by leading eco-socialist 15pp</p> <p>Juliet B. Schor. 2005. Prices and quantities unsustainable consumption and the global economy, <i>Ecological Economics</i> Read as inspiration for your embodied consumption paper, 10pp</p> <p>Suggested:</p> <p>Debate: subsistence farmers in cause of and response to ecological degradation?</p> <p>Perspective #1 “Subsistence farmers should be pushed out of fragile lands to allow regeneration.”</p> <p>Luis Garcaía-Barrios et al. (2009) Neotropical Forest Conservation, Agricultural Intensification, and Rural Out-migration: The Mexican Experience, <i>Bioscience</i>, pp. 863-873 8pp</p> <p>Perspective #2 “Subsistence farmers interact with ecosystems to co-create and regenerate agroforest biodiversity.”</p> <p>Stewart A. W. Diemont et al. (2011) Comparisons of Mayan Forest Management, Restoration, and Conservation, <i>Forest Ecology and Management</i>, pp.1696-1705 8pp</p> <p>Moral Ecology of a Forest: The Nature Industry and Maya Post-Conservation. By José Martínez-Reyes. 2016, Book review</p> <p>Arturo Escobar 1999. “After Nature: Steps to an Antiessentialist Political Ecology.” <i>Current Anthropology</i> 40(1): 1-30.</p> <p>Cynthia Isenhour 2016. Unearthing human progress? Ecomodernism and contrasting definitions of technological progress in the Anthropocene. <i>Economic Anthropology</i> 3: 315–328</p> <p>Conservation through Nourishing Human and Other Nature in Brazil Jonathan DeVore, Eric Hirsch, Susan Paulson. Anthropologie et sociétés. Forthcoming CANVAS (posted in French and English) 15 pp</p>	
Oct 8	No class. UF Homecoming Holiday	

<p>Oct 15</p> <p>Extractivism vs. Env. Justice in LA</p> <p>Guests: Beatriz Rodríguez Labajos</p> <p>Carmen Novo</p>	<p>Arun Agrawal and Elinor Ostrom. 2006. Political Science and Conservation Biology: a Dialogue of the Deaf, <i>Conservation Biology</i>, Brief 2pp</p> <p>Fábio de Castro, Barbara Hogenboom, and Michiel Baud. 2016. Intro to <i>Environmental Governance in Latin America</i>, in Environment and Society in Contemporary Latin America, 2016,. <i>Available FREE online in Spanish, Portuguese and English</i>, 20pp.</p> <p>Carmen Martínez Novo. 2021. Undoing Multiculturalism Resource Extraction and Indigenous Rights in Ecuador, read advertisement Watch book presentation on UF LAS youtube channel</p> <p>Joan Martinez-Alier and Mariana Walter. 2016. Social Metabolism and Conflicts over Extractivism in Environment and Society in Contemporary Latin America, <i>Available FREE online in Spanish, Portuguese and English</i>. 28pp.</p> <p>EJOLT Atlas: Mapping Environmental Justice Explore Website</p> <p>Political Ecology of Extractive Industries and Indigenous Peoples. <i>Public Political Ecology Lab PPEL</i> Explore Website</p> <p>Caceres, Berta. 2015. Goldman Prize Acceptance Speech. Video 3 minutes</p> <p>Vandana Shiva. 2015. Soil not oil: <i>Environmental justice in an age of climate crisis</i>. 4pp</p> <p>Soil not Oil Pledge</p> <p>Aydin, Ozkaynak, Rodríguez-Labajos, and Yenilmez. 2012. Network effects in environmental justice struggles: An investigation of conflicts between mining companies and civil society organizations from a network perspective, <i>PLoS ONE (Public Library of Science)</i> 16pp</p> <p>Maristella Svampa. 2019. Neo-Extractivism in Latin America Socio-environmental Conflicts, the Territorial Turn, and New Political Narratives. Browse book.</p> <p>Andrew Flachs, commodity chain around cotton produced in India with emphasis on power dynamics over time and space. Explore as inspiration for your synthesis project.</p> <p>Suggested:</p> <p>Temper, del Bene and Martinez-Alier. 2015. Mapping the frontiers and front lines of global environmental justice: EJAtlas, <i>Journal of Political Ecology</i> 22 pp</p> <p>Kiran Asher. 2018. Fragmented Forests, Fractured Lives: Ethno-territorial Struggles and Development in the Pacific Lowlands of Colombia, <i>Antipode</i>, 18pp</p> <p>Deadly Environment booklet w photos on deaths from env conflict, Website</p> <p>Theories of power, in Empowerment and Community Planning, 36 pp Political Ecology for Civil Society (book on Canvas)</p>	<p>Midterm assessment of learning processes and experiences</p>
<p>Oct 22</p> <p>Class, gender, ethnoracial, systems</p>	<p>Leach et al. 2018. Equity and sustainability in the Anthropocene: a social–ecological systems perspective on their intertwined futures, <i>Global Sustainability</i> 10pp</p> <p>Banerjee and Bell. 2007. Ecogender: Locating Gender in Environmental Social Science, <i>Society & Natural Resources</i> 13pp</p> <p>Sundberg. 2008. Placing Race in Environmental Justice Research in Latin America,</p>	<p>Race: the power of an illusion</p> <p>Activity w ecofootprint</p>

<p>Interact with ecosystems and bodies</p>	<p><i>Society & Natural Resources</i>, 10 pp</p> <p>Collard & Dempsey. 2018. Accumulation by difference making: an anthropocene story starring witches, <i>Gender Place and Culture</i>. ON CANVAS 17 pp</p> <p>COVID, class-gender-race materials TBD</p> <p>Richard Wilkenson, How Economic Inequality Harms Societies TED Talk 16 min</p> <p>Erin Blakemore. 2018. Why Are Black And Latino Kids More Likely To Die Of Certain Cancers? NPR News</p> <p>Molly Redden. 2016. Texas: highest maternal mortality in developed world, The Guardian News</p> <p>Alan Yu. 2018. 'Farming While Black': A Guide To Finding Power And Dignity Through Food. NPR News</p> <p>Max Ehrenfreund. 2015. The stunning — and expanding — gap in life expectancy between the rich and the poor. Washington Post News</p> <p>Post-War Industrialization despite or through Asymmetric Development?</p> <p>Suggested:</p> <p>Hidden in Plain Sight: A Note on Legitimation Crises and the Racial Order, Michael C. Dawson, 2016, <i>Critical Historical Studies</i> 16 pp</p> <p>Special issue of <i>Women & Environments International Magazine</i> dedicated to processes of inclusion in the 2019 CANSEE Ecological Economics conference.</p> <p>Special issue on feminized resistance, <i>Journal of Resistance Studies</i>, 2016 Look more closely at: Padini Nirmal; Queering Resistance, Queering Research: In Search of a Queer Decolonial Feminist Understanding of Adivasi Indigeneity, 31pp</p> <p>Clarence C. Gravlee (2009) How Race Becomes Biology: Embodiment of Social Inequality. <i>Journal of Physical Anthropology</i> 10pp</p> <p>Claudia Sobrevila (2008) The Role of Indigenous Peoples in Biodiversity Conservation: The Natural but Often Forgotten Partners. <i>World Bank</i>.</p> <p>Transformaciones ambientales e igualdad de género en América Latina. Temas emergentes, estrategias y acciones. M. Velázquez et. al. 2016</p> <p>Winona LaDuke on Land, Life and Culture: A Native Perspective video 48 min</p>	<p>GDP life expectancy happiness gender indices</p> <p>Synthesis paper due Tues Oct 26</p>
<p>Oct 29</p> <p>Food, health and bodies</p> <p>Food security vs. food sovereignty</p>	<p>Secrets of the Good Life, Chapter 4 in <i>Less is More</i></p> <p>Food sovereignty: 5 steps to cool the planet and feed its people, <i>Via Campesina</i>, brief</p> <p>Gaitán-Cremaschi et al. 2019. Characterizing diversity of food systems in view of sustainability transitions, <i>Agronomy for Sustainable Development</i>. 18 pp</p> <p>LaDuke, Winona. Seeds of our ancestors, TEDx video 16 min</p> <p>Seeds of freedom, <i>Gaia Foundation</i>, video 30 min</p>	

<p>What the Health?</p> <p>I am man, hear me roar</p>	<p>George Monbiot. 2020. Lab-grown food will soon destroy farming – and save the planet Guardian news</p> <p>Eating disorders are a political issue: Bulimia nervosa and advanced capitalism <i>Science of Eating Disorders</i>, review</p> <p>Julie Guthman and Melanie DuPuis. 2006. Embodying neoliberalism: economy, culture, and the politics of fat, <i>Environment and Planning</i>. 18pp</p> <p>Dan Hancox. 2018. The unstoppable rise of veganism: how a fringe movement went mainstream, Guardian news</p> <p>Explore web: Agroecology Now</p> <p>Masculinities and Meat materials TBD</p> <p>State of Food Security and Nutrition in the World, 2021, <i>FAO Food and Agriculture Organization of the UN</i></p> <p>Debate: has western science improved or jeopardized global nutrition, health, and food security?</p> <p>Perspective #1 Modern agriculture has improved world food conditions</p> <p>The Next Green Revolution (biotech) National Geographic</p> <p>Perspective #2 Failures of global food system: Stuffed and Starved, Markets, Power and the Hidden Battle for the World's Food System (http://www.rajpatel.org/ by Raj Patel. Book review</p> <p>Listen to Raj Patel, Stuffed, Starved and Sprayed: Agro-Ecology & light brown apple moth, 24 min video</p> <p>Suggested:</p> <p>Mi cuerpo es un territorio político, Dorotea Gómez Grijalva, <i>Brecha Lesbica</i> 2012</p> <p>Rosset, P.M et al. 2011. The Campesino-to-Campesino agroecology movement of ANAP in Cuba: social process methodology in the construction of sustainable peasant agriculture and food sovereignty. <i>The Journal of Peasant Studies</i> 38(1): 161-191</p> <p>Julie Guthman, Excess Consumption or Over-production: US Farm Policy, Global Warming, and the Bizarre Attribution of Obesity, pp. 51-66, from book <i>Global Political Ecology</i> (2011), On Canvas</p> <p>Jody Emel and Harvey Neo, Killing for Profit: Global Livestock Industries and their Socio-Ecological Implications, pp. 67-83, from book <i>Global Political Ecology</i> (2011), On Canvas</p> <p>What the Health? Documentary 90 min</p> <p>Best Practice Guideline for Agricultural and Value Chains. <i>International Federation of Organic Agriculture Movements</i>.</p>	
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	<p>Identifying potential synergies and trade-offs for meeting food security and climate change objectives in sub-Saharan Africa, by Palm 2010, <i>Proceedings of the National Academy of Sciences</i>, 5pp</p> <p>Consuming narratives: the political ecology of 'alternative' consumption. R. Bryant and M. Goodman, 2004, <i>Royal Geographical Society</i>. 22pp</p> <p>COWSPIRACY</p> <p>ONEHEALTH (UF)</p> <p>Walking and biking for health. V Tech</p> <p>Via Campesina 20 minutes</p>	
<p>Nov 5</p> <p>Pluriversal learning across sciences, movements, worlds</p> <p>Environmental justice = Epistemological justice</p> <p>Eco-spirituality</p> <p>Spiritual ecology</p> <p>Green theology</p> <p>Laudato Si' video trailer</p> <p>Guest: Adrian Beling</p>	<p>Pluriverse: A Post-Development Dictionary, 2019, book in CANVAS files, Selected readings</p> <p>Paulson, Susan, 2019 Pluriversal learning: pathways toward a world of many worlds. Nordia Geographical Publications Yearbook 2018. 20pp</p> <p>Padini, Nirmal and Dianne Rocheleau. 2020. "Decolonizing degrowth in the post-development convergence: Questions, experiences, and proposals from two Indigenous territories." <i>Environment and Planning E: Nature and Space</i>. 19pp</p> <p>BELING writing and-or video lecture, TBA</p> <p>Shrishtee Bajpai. 2021. The Forest Spirits- an annual pilgrimage of stories, resistance and hope.</p> <p>John Copeland Nagle. 2015. Pope Francis, Environmental Anthropologist, Read abstract</p> <p>Pope Francis. 2015. Laudato Si', On care for our common home. Explore</p> <p>Brian Roewe. 2016. Eco-theologian Fr. Sean McDonagh: Don't let this 'Laudato Si' moment pass. Brief</p> <p>Are Catholics ignoring the Pope on climate change? BBC podcast 29 min</p> <p>Randolph Haluza-DeLay. 2011. Dark Green Religion: Nature, Spirituality and the Planetary Future, Book review</p> <p>Shane Claiborne featured in The Ordinary Radicals, and co-directed the three volume Another World is Possible DVD series. Explore sites</p> <p>Suggested:</p> <p>Leonardo Boff. 1995/1997. Ecologia: grito da terra, grito dos pobres./ Cry of the earth, cry of the poor,</p> <p>Shiva, Vandana. "Indigenous Knowledge"</p> <p>Cochabamba Statement</p> <p>Managua Declaration</p> <p>Anchorage Declaration</p> <p>Syllabus on Spiritual Ecology</p> <p>Climate Change Statements from World Religions</p>	<p>Choose power topics</p> <p>Draft project paper due Tues Nov 9</p>

	Coalition on the Environment and Jewish Life Evangelical Environmental Network/Creation Care Genesis Farm Green Patriarch Islamic Foundation for Ecology and Environmental Sciences National Religious Coalition on Creation Care National Religious Partnership for the Environment Patheos on Religions and Ecology Renewal Project Ecological Buddhism: A Buddhist Response to Global Warming	
Nov 12 Power, power, everywhere Policy approaches to building societies we want Guest visit: Jason Hickel	<p>Explore: Power cube: Understanding power for social change Study: quick guide to power analysis 2pp Read carefully: all sections under “other approaches to power”</p> <p>Pathways to a Post-Capitalist World, Chapter 5 in <i>Less is More</i>.</p> <p>Raworth, Kate. “A Healthy Economy Should be Designed to Thrive, Not Grow” TED Talk 16 min</p> <p>Ashish Kothari, 2020. The ten uncommandments. Towards a rainbow new deal. <i>Wall Street International Magazine</i>. News brief</p> <p>The Case for Degrowth. 2020. Preface, acknowledgements, On CANVAS</p> <p>Susan Paulson and Kaden Paulson-Smith. 2021. Degrowth: Less Resource Use for More Wellbeing and Resilience. <i>Georgetown Journal of International Affairs</i>. 4pp</p> <p>Khalil Elahee. 2021. Energy Management in post-COVID-19 and Climate-Change era. <i>Academia Letters</i>. ON CANVAS</p> <p>Green New Deal US</p> <p>Green New Deal for Europe, see Pillars</p> <p>PACTO ECOSOCIAL del SUR</p> <p>The Red Nation. Red Deal: Indigenous action to save our earth. Part III: Heal our planet. 44pp</p> <p>Andrea Nightingale. 2019. Commoning for inclusion? Political communities, commons, exclusion, property and socio-natural becomings. <i>International Journal of the Commons</i>. 16pp</p> <p>David Bollier. 2016. Commoning as a Transformative Social Paradigm, Bollier, <i>Next System Project</i>. 22pp</p> <p>The Public Commons <i>NPR</i> TED RADIO HOUR 52 min</p> <p>Suggested:</p> <p>Eduardo Gudynas 2021. Tan cerca y tan lejos de las alternativas al Desarrollo. Planes, programas y pactos en tiempos de pandemia. 96 pp</p> <p>David V. Carruthers, (2008) Introduction. “Popular Environmentalism and Social Justice in Latin America.” In <i>Environmental Justice in Latin America: Problems,</i></p>	Present projects Participants present: Expressions of power Agency or structure – or beyond? Gramsci and hegemony Hegemony and invisible power Scott: resistance Hayward: ‘de-facing power’ Foucault: power is everywhere Bourdieu and ‘habitus’

	<p><i>Promise and Practice</i></p> <p><u>Networks and mobile arrangements: Organisational innovation in the US environmental justice movement, <i>Environmental Politics</i>, 1999</u></p> <p>Growth through contraction: Conceiving an eco-economy William E. Rees, 2021. Real-world Economics Review.</p> <p><u>Transnational Mining, Environment, Indigenous Communities.</u> A. Gedicks, Brown Journal of World Affairs</p> <p><u>Los márgenes del Estado al viento: autonomía y desarrollo de energías renovables en el sur de México (285–307)</u> Cymene Howe, Dominic Boyer and Edith Barrera <i>JLACA</i> 2015</p> <p><i>Environmental Governance in Latin America</i> 2016, chap 6 <u>Water-Energy-Mining and Sustainable Consumption: Views of South American Strategic Actors</u> Cristián Parker, Gloria Baigorrotegui and Fernando Estenssoro</p>	
<p>Nov 19</p> <p>Urban design</p> <p>Transport</p> <p>Energy</p> <p>Transcend urban-rural dichotomy</p> <p>Diversity and creativity</p>	<p>No all-class meeting this week. Contact hours replaced by November meetings between Paulson and each project group. We will engage following materials via CANVAS-based activities.</p> <p>Everything is Connected, Chapter 6 in <i>Less is More</i>. ON CANVAS</p> <p>Eric Klinenberg. 2016. Climate Change: <u>Adaptation, Mitigation, and Critical Infrastructures</u>, Intro to issue on Climate Change and the Future of Cities, <i>Public Culture</i>, 5 pp</p> <p><u>Watch: An urbanizing planet</u> Stockholm Resilience Center 3 min video</p> <p><u>Portland: We build green cities.</u> 4 min video</p> <p>Watch: A Song of the City, by Jaime Lerner 15 min video <u>English</u>, <u>Spanish</u>, <u>Portuguese</u></p> <p>The <u>Buses of Bogotá</u> The New York Times 2.2 min video</p> <p>Mayor's office in Bogotá showing the different Transmilenio made https://youtu.be/521-rrrN0i0</p> <p>This is a difficult time for this subject because the buses have been contested by citizens who believe a metro system would be better and that the mayor who instituted the buses is making a profit from them. The buses have also been burned in the recent manifestations as a way for people to show their discontent with the government.</p> <p>Here is a shorter video in English from the UN Climate Change that gives detailed information about the buses https://www.youtube.com/watch?v=tCH16Cp7S9s</p> <p>This one is a video that explains some of the pros and cons https://youtu.be/ect_BgQy6Ms</p> <p>Bogotá es <u>ciudad modelo en Ciclovías</u> en América Latina 1.14 video, Short English video on ciclovias</p> <p>Eric Jaffe. 2015. <u>The (Pretty Much Totally) Complete Health Case for Urban Nature</u>, <i>CityLab</i></p>	<p>Small group assessment of learning process and objectives</p>

	<p>Adriana Allen. Sustainable cities or sustainable urbanisation? 3pp</p> <p>UN. 2014. Sustainable Cities we Want 11pp</p> <p>Gordon McGranahan and David Satterthwaite. 2014. Urbanisation concepts and trends, IIED 22pp</p> <p>Alex Steffen. 2011. The shareable future of cities, Worldchanging.com founder TED video 10 min</p> <p>Alex Steffen. 2005. The route to a sustainable future. TED video 17:23 min</p> <p>Climate: Colombia - Green Transport Global 3000 video 6.5 min</p> <p>Robin LeBlanc. 2017. Designing a beautifully poor public: postgrowth community in Italy and Japan. <i>Journal of Political Ecology</i>. 12pp</p>	
Nov 26	No class meeting. Thanksgiving Holiday	
<p>Dec 3</p> <p>Living the worlds we desire</p> <p>Conviviality</p> <p>Happiness</p>	<p>Paul Raskin. 2017. How Do We Get There? The Problem of Action, <i>Great Transition Initiative</i> brief 6pp</p> <p>World Happiness Report 2021</p> <p>J.K. Gibson-Graham. 2008. Diverse economies: performative practices for 'other worlds.' <i>Progress in Human Geography</i> 19pp</p> <p>André Spicer. 2020. Finland is planning a four-day week. Is this the secret of happiness? <i>Guardian news</i></p> <p>Liz Alderman. 2016. Sweden, Shorter Workdays > Bigger Gains, <i>NYT news</i></p> <p>Daniel Christian Wahl. We are a young species growing up, <i>Ecologize</i> brief</p> <p>Extinction rebellion browse news, videos, etc. on web</p> <p>350 global grassroots climate movement browse news, videos, etc. on web</p> <p>Nathan Heller. 2017. Is There Any Point to Protesting? <i>New Yorker</i></p> <p>THE SECOND CONVIVIALIST MANIFESTO: Towards a Post-Neoliberal World. <i>Browse</i>.</p> <p>Explore: Pursuit-of-happiness.org</p> <p>Explore: Radical Simplicity</p> <p>Ritu Verma. 2017. Gross National Happiness in Bhutan: meaning, measure and degrowth in a living development alternative. <i>Journal of Political Ecology</i>, 2017 11pp</p> <p>Alberto Acosta. 2017. Los buenos convivires. Filosofías sin silósofos, prácticas sin teorías.</p> <p>Eduardo Gudynas,. 2014. Buen vivir. In <i>DEGROWTH</i>, 3pp ON CANVAS</p> <p>Samuel Alexander. 2014. Simplicity. In <i>DEGROWTH</i>, 3pp ON CANVAS</p>	<p>Presentation of work via slide(s), 3 minute talk, and discussion</p>

	Onofrio Romano. 2014. Dépense, In <i>DEGROWTH</i> 4pp ON CANVAS	
Final exams		Paper due Tues Dec 14