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|  Global Environmental  Politics | GEOG 138DR. ANN A. LAUDATIFALL 2018T TH 10 – 11:30 AMMC CONE 145UNIVESITY OF CALIFORNIA,BERKELEY |

Concern for the relationship between nature and society has been one of the pillars of geographic inquiry and has also been an important bridge between other disciplines. This critical thinking unit explores the relationship between politics (broadly defined) and the environment at the global level. We begin from the proposition that human-environment relations are always socio-political relations: how natural resources are produced, distributed, valued, consumed, conserved and degraded are historically- and geographically-specific questions whose answers cannot be reduced to “the earth’s carrying capacity.” The question is how to understand these relations as simultaneously social-political and ecological. For most of course of the unit we will focus on a series of key themes, including an emphasis on the politics of access to and control over natural resources, attention to the poor and marginalized, an examination of the environment through attention to social relations and history, the implications of different ideas of nature, the consequences of colonialism and uneven development, and how these contribute to current struggles over landscape and livelihoods. We will consider how these themes relate to other ways of understanding the environment, such as neo-Malthusian notions of the environmental effects of population growth and environment, and the emerging field of "environmental security."

We will consider a range of challenges and environmental issues that have explicit global impact and/or are nonetheless considered “global” because they are endemic in many places around the world. Drawing on the theoretical underpinnings of political ecology and case studies around the world, this course explores themes such as: global water politics; energy and natural resource management; urbanization and city environments; marine policy and fisheries politics; the production and consumption of food; nature conservation; disaster governance; global pandemics; and war. We’ll then consider the implications of these issues for food security and the livelihoods of the world’s poorest people, in particular, and the role that we, as global citizens, play in shaping the current environmental climate. In the process, we examine and critically evaluate differing theoretical frames employed by political ecologists, including approaches to environmental knowledge and discourse, political economy, and environmental justice among others.

As an advanced undergraduate course, there will be considerable emphasis placed on writing, reading, and discussion in this course among your peers and beyond the traditional classroom setting. This is a good thing because I truly believe that, in a few years time, you will have forgotten most of what I have said in lecture. My hope, however, is that you will remember what you have discovered on your own by reading about it, writing about it, and discussing it inside and outside of class.

**Course Ob/Subjectives**

Dave Comier (2011) offers three visions of successful learning…

“Workers take accepted knowledge and store it for future reference. They accept and act accordingly. The soldier acquires more knowledge and becomes responsible for deciding what things are going to be true. The nomads make decisions for themselves. They gather what they need for their own path…

 …I think we should be hoping for nomads.”

 This course is structured though a weekly class examination of how current environment problems and politics are related. The aim of these examinations is to provide students a rich foundation of theory, case studies, and debates with which *to speak to* the ways that environmental issues are inherently political (i.e. points). Our goal for the semester, however, is to foster, through deeper critical inquiry into the state of “nature,” students’ ability *to question claims* about the state of “nature” and *how* environment problems are made (i.e. lines).

**Course Structure**

This is a seminar hybrid course with mini lectures & activities facilitated by the instructor supplemented with wider class and student-led discussions. Much of this course will be interactive and cooperative.  The success of this class then depends on the quality of the class discussions and on our abilities (and at times, perseverance) to engage with course readings both individually and as a group. None of this works without a commitment to the course from you– for reading weekly texts before class (expect about 75-100 pages per week) and participating fully in class discussions and classroom activities.

**Assessed Work**

Your performance in this class will be assessed through a set of activities that take account of student effort in both point and line (see above) learning. The activities include the following:

Classroom Participation & Citizenship 15%

Grounding Presentation 20%

Forum Memos 30%

Final Project: Environmental Storytelling 35%

Given the emphasis on student participation and discussion, attendance at every class meeting, for the full length of the class, is required and expected. While attendance is recorded, it is participation that is evaluated**. It is expected that you will bring either a copy of the readings with you to class or your notes of the readings s**ince they are the foundation upon which our class discussions will be built. We will refer to the readings often. Not having a good grasp of the readings will impact your participation grade. Likewise, showing respect for your peers, especially during discussion of often sensitive and controversial topics is absolutely essential for a good learning experience. This means coming to class with your laptops, cell phones, ipods, etc. turned off, not eating, sleeping or reading during class time, respecting other’s voices, and being mindful not to dominate discussions. Repeated breeches of classroom civilities will detrimentally affect your grade and in severe cases may result in your expulsion from class.

In order to capture class engagement on multiple levels, participation is measured through three graded components. The first two components credit traditional student’s in-class contributions, while the third component provides space for engagement with the weekly readings and class discussions beyond the walls of the classroom.

**Classroom Participation and Citizenship (15%):** Class participation reflects active participation during class discussions and in-class activities, including asking questions informed from the readings, grappling with arguments, concepts and evidence, or raising points that you may be confused about or disagree with. For this first component, I will keep a record of participation for each class session, according to the following rubric: a + for participation that is active and thoughtful (i.e., makes an original comment or asks a pertinent question related to the course material); a √ for brief participation (i.e., answers a short question); a - for no participation, for irrelevant/divisive contributions, or if absent. In order to receive full credit for participation, students need todemonstrate either a sustained level of moderate participation throughout the term or active participation for more than half the term.

**Forum Memos (30%):** This assignment is meant not only to assist you in carefully considering the readings you have done for this course and the discussions we have had in the classroom, but also in understanding what these conversations/resources suggest about the link between nature, the environment and politics in particular and human/nature relations broadly. Memos should not be simple summaries of the readings/class discussions — I want to see evidence that you have thought analytically about the arguments/points being made in some depth and consider their implications.

Students are asked to write a total of **10 memos** throughout the term broken down into: **3 Synthesizing memos**; **3 Affection Reflection memos**; **3 Peer Response memos**; and **1 of your choosing**. Synthesizing, Affection Reflection, and Peer Response memos must be submitted for different days for a total of 10 separate submissions starting the second week of the term. Each memo should be approximately 350-450 words.

**Synthesizing**

 **memos** must consist of two or more questions or points that the student is interested in raising for discussion during class. They should draw on at least two of the readings required for that day and demonstrate an effort to identify general themes and make connections to other course materials/discussion. Synthesizing memos are **due 24 hours before the relevant Tuesday class**. This means that Synthesizing memos are due Monday by 11am.

**Affection Reflection**

 **memos** (see box) allow students to personally weigh in on ideas/arguments raised during readings or the actual class period. Unlike the Synthesizing Memos, the Affective Reflection Memos are meant to be a space for students to express their personal reactions to the readings/class discussion. Are there ways that what is discussed in the texts/in class congruent with your own experience? Did you have any particular personal responses to the reading/class discussion? What were they? Why? Affection Reflection memos are **due within 24 hours of the end of the relevant class.** This means that Affection Reflection memos are due Wednesday by 11am for a Tuesday class and Friday by 11am for a Thursday class.

**Affective reflection…** looks at what students feel as a result of their experience. It is characterized by reflecting on attitudes, feelings, values, principles, motivation, emotions and self-development. It asks students to consider how has their experience changed their attitudes or opinions or sensitivities.

**Peer Response**

**memos** require students to engage and respond to either their peers’ Synthesizing memo or Affection Reflection memo postings. Peer Response memos can present an answer to, build upon, re-think, or challenge their peer’s comments. Peer Response memos are **due within 72 hours of the end of the relevant class.** This means that Peer Response memos are due Friday by 11am for memos responding to a Tuesday class or Sunday by 11am for memos responding to a Thursday class.

Students cannot write memos for classes in which they were absent or for which they are assigned to facilitate class discussion (see below). Furthermore, Synthesizing Memos can only be submitted for a Tuesday class (as all students should have the entire week’s readings completed before coming to class on Tuesday). Weeks 1 and 12 are not eligible to be used for any memo category. Synthesizing and Affection Reflection memos should be posted as a new discussion thread in the ‘discussion’ folder on Bcourses with a heading that includes the memo type; the number of the week; the class meeting day; the student’s last name; and a title that reflects the focus of the memo – in that order. For example, Synthesizing\_Week1\_Tues\_Laudati\_Building\_a\_Class\_of\_Champions. Peer Response memos should be similarly titled but pasted directly onto the memo being addressed via the ‘reply’ button and not as a new thread.

Note: Students should read one another’s posts online before class and come prepared to offer responses and comments. Further guidelines on writing a memo of substance along with a detailed explanation of how they will be assessed is available on the class Bcourse site.

**Grounding Presentation (20%):** In small groups of 3-4 students, students will contribute to leading a Thursday discussion throughout the term. In facilitating discussion, students can draw on various methods and/or utilize outside resources to facilitate the wider classroom discussion but all groups should make an effort to connect the week’s readings/themes to a current event. Unlike the written memos (see above), these are meant to be a space for students to draw on outside resources to build on, inform, and more deeply engage with and draw out the week’s main themes/arguments. Groups should meet with me during my regularly scheduled office hours prior to their class facilitation date and bring any questions as well as a draft facilitation plan. **Students should sign up for the week they will help facilitate class on Bcourse by the beginning of week 2.** Grounding Presentations begin the third week of the course. Further details on how this assignment is assessed are available on the class Bcourse site.

**Final Project: Environmental Storytelling (35%):** Due to the politicization of science and the proliferation of misinformation about science and its significance, the ability to clearly articulate the importance of science to the public has never been more crucial. This final project challenges students to consider not only the substance of a final research project but how to effectively articulate their research through communication strategies grounded in narrative theory, scientific practice, cognition research, and multiple artistic disciplines. **A (mandatory)** **workshop with Sara ElShafie on Friday, September 28th from 8-11am** at the Lawrence Hall of Sciences will introduce students to the idea of environmental storytelling. This will be followed up with additional resources and instruction throughout the course of the semester to help students identify both an appropriate subject for their final research project and an effective method of storytelling to use to communicate their findings. As part of their grade, students will also be asked to pitch their final project story ideas during the 12th week of class as well as provide peer support and feedback within delegated small groups. More details on the final project and the peer review process will be made available on Bcouse.

Grade Scale: 93-100% A, 90-92% A-, 87-89% B+, 83-86% B, 80-82% B-, 77-79% C+, 73-76% C, 70-72% C-, 67-69% D+, 60-66% D, 59% and below F

**Course Policies and Procedures**

*Attendance, late arrivals, and early exists:* You are expected to attend all class meetings, to arrive on time, and remain for the full length of the class period. Plan your schedule around the class meeting; avoidable conflicts such as doctor’s appointments or job interviews are not excused absences. You will be responsible for any material you miss, and multiple unexcused absences will be reflected in your final grade. You are allowed two unexcused absences; each additional unexcused absence will result in a five-point reduction in your final grade. If you are taking this class Pass/Fail and accumulate more than three unexcused absences, you will receive an F in the course. If you will be absent for a total of two full weeks or more over the course of the semester due to non-emergency and/or avoidable reasons (including vacations, travel or training), you may be ineligible to take this course. Lastly, as movements in and/or out of the classroom distract from the shared focus and flow of classroom activities, arriving late or leaving early impacts not only your own class performance but penalizes your peers as well as the instructor. More than two such infractions will be accumulated and applied towards the final grade, each infraction resulting in a two-point deduction from the final grade. Missing more than 30 minutes of class time will automatically count as an unexcused absence. Please let me know in the first week of the course if you have planned absences or time conflicts by informing me in writing by Friday, August 24th, 2018.

*Contacting the Instructor:* I encourage you to see me during office hours with any questions or comments. Please plan to attend office hours for any questions relating to course content or assignments; in person discussion is far preferable to email. I hold weekly office hours on Thursdays from 11:30-13:00 in my office located at room 563 on the fifth floor of McCone Hall. You can also ask to schedule an appointment outside of these hours if you cannot make my scheduled office hours. Email should generally be used for brief questions only. My email is alaud@berkeley.edu. Course assignments and examinations may not be submitted by email (unless otherwise instructed and approved). I will respond to email between the hours of 9:00am and 7:00pm during the week (i.e. Monday-Friday) but you should allow at least 24 hours for responses to emails. As a rule, I do not check my email on week-ends. Note that my office hours during Week 2 will be held on Tuesday from 9-10am.



*Technology:* The use of laptops, cell phones, and other electronic devices (iPad, Kindle, Nook, tablet, etc.) are prohibited during class sessions. Note that research has found that students perform better when taking notes by hand than on a computer (see adjoining table). Silence all electronic devices and keep them out of sight. Only students with a documented need to type rather than take handwritten notes are allowed to use laptops. In these cases of exception, I expect you to turn off your wireless function and use your computer only for taking class notes or to reference class readings (pertaining only to THIS class!). If you violate this rule, you will not be allowed further use of your laptop in class and you will be marked absent for the day.

Students taking notes on a laptop scored worse on quizzes even when they were told the better kind of notes to take.

(Muller and Oppenheimer 2014)

*Course Website*: Please see the course site at https://bcourses.berkeley.edu/courses/1473383 for the syllabus, readings, grading rubrics, activity guidelines, and additional resources.

*Extensions and Late Assignments*: In the interest of fairness to your class peers, the deadlines in the syllabus are firm. Memos turned in after the due date will not be accepted.All other writtenassignments submitted after the due date will lose a third of a letter grade for each 24 hours or portion thereof. Extensions for assignments and/or makeup exams will not be granted except in the case of serious illness, family emergency or religious observance.

*Format guidelines*. Unless an assignment asks otherwise, written work must be typed, with one-inch margins, in a conventional font at a readable size (11- or 12-point), single-sided and stapled. Number the pages if there are more than one and put your name on each page.

*Grading concerns:* Students are encouraged to consult with me during office hours about questions on an assignment *prior* to submitting it. In the event of a low grade on an assignment, students will not be allowed to rewrite or to resubmit an assignment for an improved grade, except in rare—and extraordinary—circumstances. If you have faced an extraordinary circumstance that resulted in a lower grade on an assignment and you would like the opportunity to resubmit an assignment, students must contact me within one week of receiving your grade. If you feel that there was an error in the calculation of your grade, you may submit a re-grading request. All such requests must be submitted to me in writing, along with a memo explaining where you believe an error was made. If you elect to have an assignment re-graded, please be aware that it may result in a lower final grade on the work.

*Religious conflicts*: Students may ask for reasonable and timely accommodations for religious observances. Please review the syllabus closely to determine if religious obligations will present scheduling conflicts with any of the assignments. Students must inform me of any conflicts by the end of the first week of the semester.

*Academic Integrity:* When you submit an exam, paper, or assignment, you are expected to respect University of California’s Code of Conduct(http://sa.berkeley.edu/sites/default/files/Code-of-Conduct-revisions-January-2016.pdf). Academic dishonesty includes: 1) forgery or falsification of documents, 2) possession or use of unauthorized aids, 3) impersonation, 4) plagiarism, 5) submission of work for which credit has previously been obtained, and 6) submission of work containing purported statement(s) of fact or references to concocted sources. Please familiarize yourself with the University of California’s policy on student academic dishonesty (http://sa.berkeley.edu/conduct). A zero-tolerance policy for cheating or plagiarism in any form will be strictly enforced. Any student caught cheating or plagiarizing will receive a score of zero for that assignment and all incidents of academic dishonesty will be reported to Student Affairs.

*Accommodations:* The Disabled Students Program (DSP) works to ensure that policies, practices, procedures, and programs at UC Berkeley provide equal access to students with disabilities. Students who need academic accommodations, or have questions about their eligibility, should contact DSP, located at 260 César Chávez Student Center. Students may call 642-0518 (voice), 642-6376 (TTY), or e-mail dsp@berkelely.edu.If you need disability-related accommodations in this class and have an LOA, or have emergency medical information you wish to share with me, please inform me within the first two weeks of class.

**Reading Schedule** *(Note that this schedule is subject to change)*

There is no formal textbook for this course. Readings for this course are drawn from a variety of disciplines (geography, anthropology, political science, among others), approaches (marxist, feminist, constructivist, etc.) and methodologies (qualitative and quantitative). They include both theoretical works and case studies and come from a range of sources including academic articles, policy studies and news articles. Other resources such as documentary films, Tedtalks, photographs, as well as radio broadcasts will also be used throughout the term. Readings are available to download either through the course’s bcourse site or through direct internet links. Book chapters, unless otherwise noted in the syllabus have been scanned and posted on the class bcourse. Students will be required to read an average of 4-5 articles per week.

**COURSE SCHEDULE & READINGS**

**Week 1 (Aug 23) Course Overview**

Welcome to the course! This session briefly introduces the course as well as highlights the expectations and policies that will guide our class for the remainder of the semester. We begin unpacking our understanding(s) of global nature.

**Week 2 (Aug 28) Knowing Global Nature**

This week we continue to examine the concept of global nature through employing a global political ecology lens. We begin by orienting ourselves with political ecology framework through an introduction to global nature and environmental governance. **Note that there is no class on Thursday August 30th.**

**Readings:**

Jepson, W. 2005. A Disappearing Biome? Reconsidering Land-Cover Change in the Brazilian Savanna. *The Geographical Journal* 171 (2): 99-111.

Davis, Diana K. 2004. Desert 'Wastes' of the Maghreb: Desertification Narratives in French Colonial Environmental History of North Africa. *Cultural Geographies* 11(4): 359-387.

Kull, C., de Sartre, XA., and M. Castro-Larrañaga. 2015 Political ecology of ecosystem services. *Geoforum* 61: 122-134.

**Week 3 (September 4 & 6) Blue Ecologies 1: Global Water Politics**

This week, we begin our examination of blue ecologies and global water politics through considering both the construction of water scarcity and the ongoing struggle to supply potable drinking water to the world’s population. Through examining the political ecologies of global water challenges, rather than simply demographic pressures and technical approaches, we consider how contested politics, knowledge production, and proposed solutions such as privatization shape water scarcity and inequality.

**Readings:**

Birkenholtz, T. 2016. “Drinking Water.” In Jackson, Speiss and Sultana (Eds.). *Eating, Drinking: Surviving*. Springer, pp.23-30.

Bakker, K. 2010. *Privatizing Water*. Ithaca: Cornell University Press. Chapter 3, “Watering the Thirsty Poor: The Water Privatization Debate,” pp. 79-107.

Mehta, L. 2011. “The social construction of scarcity: the case of water in western India.” In (eds) Peet, R.;

Robbins, P. and Watts, M. *Global Political Ecologies*. Routledge: Oxon, pp. 371-384.

Akhter, M. 2017. “The Political Ecology of the Water Scarcity/Security Nexus in the Indus Basin: Decentering Per Capita Water Supply.” In (ed) *Imagining Industan*. Springer International Publishing, pp. 21-33.

**Week 4 (September 11 & 13) Blue Ecologies 2: Urban Water Politics**

This is the second week we examine blue ecologies of water, this time with a more explicit focus on urban waterscapes globally. Through case studies of Mumbai, Jarkarta, and Tijuana, we contemplate the political, environmental and material dimensions of water’s hydrosocial cycle in cities, forging water-related inequities that not only unequally shape the urban environment but also differentiated forms of rights, citizenship, and life trajectories in the city.

**Readings:**

Anand, N. 2011. Pressure: The politechnics of water supply in Mumbai. *Cultural Anthropology* 26 (4): 542-564.

Kooy, M. 2014. Developing informality: The production of Jakarta’s urban waterscape. *Water Alternatives* 7(1).

Meehan, K. 2013. Disciplining de facto development: water theft and hydrosocial order in

Tijuana. *Environment and Planning D: Society and Space* 31(2): 319-336.

**Week 5 (September 18 & 20) Waste and Discard Ecologies**

The generation of municipal solid waste presents one of the most severe threats to urban health and sustainability globally. In many cities of the world, recycling work is carried out under dangerous and exploitative conditions by the urban poor. We will consider political ecological accounts of solid waste management and “poo politics”, as well as read and critically consider portions of Katherine Boo’s award-winning account of recycling and trash-work in a Mumbai slum.

**Readings:**

Njeru, J. 2006. The urban political ecology of plastic bag waste problem in Nairobi, Kenya. *Geoforum* 37 (6): 1047-1058.

Boo, Katherine. 2012. *Behind the beautiful forevers*. Random House LLC. (Prologue and Chapters 1 & 3)

McFarlane, C., and J. Silver, 2017. The poolitical city: “Seeing sanitation” and making the urban political in Cape Town. *Antipode* 49(1): 125-148.

Moore, 2011. “Global Garbage: waste, trash trading and local garbage politics,” In: (eds) R. Peet, P. Robbins, and M. Watts, *Global Political Ecology*. London: Routledge, pp. 389-411.

**Week 6 (September 25 & 27) The Carbon Economy**

This week we look at the issue of carbon colonialism and consider the concept’s significance in the context of post‐colonial development in the Third World. This week we will have an additional (mandatory) meeting on Friday, September 28th at the Lawrence Hall of Science from 8-11am. Sara ElShafie will conduct a workshop to introduce students to environmental storytelling. Separate and additional required readings accompany this workshop.

**Readings:**

Bumpus, A. G., and D. Liverman. 2008. Accumulation by decarbonization and the governance of carbon offsets. *Economic Geography* 84 (2): 127-155.

Bachram, H. 2004. Climate Fraud and Carbon Colonialism: The New Trade in Greenhouse Gases. *Capitalism Nature Socialism* 15(4): 1‐14.

Roberts, J.T. and B. C. Parks. 2007. “Fueling Injustice: Emissions, Development Paths, and Responsibility.” In: *A Climate of Injustice: Global Inequality, North‐South Politics, and Climate Policy,* Cambridge: MIT Press, pp. 133-185 (Chapter 5).

Carr, John; Milstein, Tema. 2017. Keep burning coal or the manatee gets it: Rendering the carbon economy invisible through endangered species protection. Antipode 50(1): 82-100.

**Workshop Readings:**

Padian, K. 2018. Narrative and “Anti-narrative” in Science: How Scientists Tell Stories, and Don’t. Integrative and Comparative Biology, 1-11.

ElShafie, S. 2018. Making science meaningful for broad audiences through stories. *Integrative and Comparative Biology,* in press.

**Week 7 (Oct 2 & 4) Disaster Governance and Environmental Justice**

This week, we consider the political ecologies of environmental disasters by employing an environmental justice lens. We look at the historical origins and socio-political dimensions of environmental hazards, as well as non-human agencies, in shaping the production and responses to disasters in cities, as well as their unequal outcomes. We do so through examining both Hurricane Katrina and the contamination of the water supply in Flint, Michigan.

**Readings:**

Holified, R. 2001. Defining Environmental Justice and Environmental Racism. *Urban Geography* 22 (1): 78-90

Claus, CA., Osterhoudt, S., Baker, L., Cortesi, L., Hebdon, C., Zhang, A., and MR. Dove 2017. “Disaster, Degradation, Dystopia,” In: R. Bryant (ed.) *The International Handbook of Political Ecology*. London: Routledge, pp. 291-304.

Bullard, R. and B. Wright. 2009. Introduction and Chapter 1. In: *Race, Place and Environmental Justice after Hurricane Katrina: Struggles to Rebuild and Revitalize New Orleans and the Gulf Coast*. Boulder, CO: Westview Press, pp. 1-48.

Ranganathan, M. 2016. Thinking with Flint: Racial Liberalism and the Roots of an American Water Tragedy. *Capitalism Nature Socialism* 27(3): 17-33.

**Week 8 (Oct 9 & 11) Marine Politics and the World’s Oceans**

This week we consider marine political ecologies and the world’s oceans. We begin by examining the current crises in the world’s oceans of illegal fishing and over-fishing. In addition, by applying a political ecology lens to case studies on illegal shark poaching and the politics of transnational organized crime on the world’s oceans, we contemplate how the world’s marine ecologies can become more socially and environmentally just.

**Readings:**

Bondaroff, P., Reitano, T., & W. van der Werf, 2015. *The illegal fishing and organized crime nexus: illegal fishing as transnational organized crime.* Global Initiative Against Transnational Organized Crime and The Black Fish*.* Selected sections: pp. 11-26 & 36-55.

Mansfield, B. 2011. “‘Modern’ industrial fisheries and the crisis of overfishing” in Peet, R., Robbins, P. and Watts, M. (Eds.), *Global Political Ecology*, London: Routledge, pp.84-99.

Carr, L.A., Stier, A.C., Fietz, K., Montero,I., Gallagher, A.J., and Bruno, J.F. 2013. Illegal shark fishing in the Galapagos Marine Reserve. *Marine Policy* 39: 317-321.

https://www.nytimes.com/interactive/2015/07/24/world/the-outlaw-ocean.html 8

**Week 9 (Oct 16 & 18) War and Violence**

This week we consider what understandings of war, violence and security. Through case studies on natural resources and armed conflicts, forests, and radio-active material across geographic locations, we contemplate the complex human- environmental relations that shape violence and forms of (in)security while leveling complex ecological consequences.

**Readings:**

Le Billon, P. 2001. The political ecology of war: natural resources and armed conflicts. *Political geography*, 20 (5): 561-584.

Peluso, N. L., & P. Vandergeest 2011. Taking the jungle out of the forest: counter-insurgency and the making of national natures. In Peet, R., Robbins, P. and Watts, M. (Eds.), *Global Political Ecology*, Routledge, pp. 252-277.

Masco, J. 2004. Mutant ecologies: radioactive life in post–cold war New Mexico. *Cultural Anthropology*, 19 (4): 517-550.

Timura, C. 2001. “Environmental Conflict” and the Social Life of Environmental Security Discourse. *Anthropological Quarterly* 74(3): 104–113.

**Week 10 (Oct 23 & 25) Pandemics & (Para)Sites of Capitalism**

This week we consider how politics and capitalist processes have shaped current and past endemics and diseases. We consider case studies of Malaria as well as the Zika virus and delve deeper into the Ebola virus which is, as of this writing, currently spreading in the eastern region of the Democratic Republic of the Congo.

**Readings:**

Tambo, E. et al. 2016. Deciphering emerging Zika and dengue viral epidemics: Implications for global maternal–child health burden. *Journal of Infection and Public Health* 9 (3): 240-250.

Mitchell, Timothy. 2002. “Can the Mosquito Speak,” In: Rule of Experts: Egypt, Techno-Politics and Modernity. University of California Press, pp. 19-53 (Chapter 1).

Wallace, Rob; and Wallace Rodrick. 2016. Ebola’s ecologies: Agro-economics and epidemiology in West Africa. New Left Review 102: 1-13.

Richardson, E., Barrie, M., Kelly, JD., Dibba, Y., Koedoyoma, S., and Paul E. Farmer. 2016. Biosocial Approaches to the 2013-2016 Ebola Pandemic. *Health Human Rights* 18(1):115-128.

**Week 11 (Oct 30 & Nov 1) Animal and More than Human Ecologies**

This week we examine animal ecologies and the “more than human.” We begin with an introduction to the ecologies and politics of human-animal relations, considering what a political ecology perspective brings to the table in addressing the “more than human.” We go on to critically evaluate case studies of both the militarized honey bee and urban ecology of swiftlet farming in Malaysia.

**Readings:**

Barua, M. 2014. Volatile Ecologies: Towards a Material Politics of Human—Animal Relations. *Environment and Planning A* 46(6): 1462-1478.

Creighton, C. 2017. Bird cages and oiling pots for potential diseases: contested ecologies of urban swiftlet farming in George Town, Malaysia*. Journal of Political Ecology*.

Kosek, J. 2010. Ecologies of empire: on the new uses of the honeybee. *Cultural Anthropology* 25(4): 650-678

**Week 12 (Nov 6 & 8) Student Pitches Due**

During this session, each student will present a 5 minute pitch of their final project. Students should be prepared to give substantive feedback to your peers.

**No Readings**

**Week 13 (Nov 13 & 15) Food 1: Fair Trade and Global Agri-politics**

Over the next two sessions, we examine a set of frameworks and case studies for examining differing dimensions of the political ecology of food globally. We begin this week by taking on fair trade and global agri-politics, considering how differing political ecological imaginaries and moral economies serve to shape and regulate global food politics. We also evaluate a case study on fair-trade and organic certifications of coffee in small-scale plantations in Mexico and Central America, as well as geographies of the global meat factory.

**Readings:**

Goodman, M. K. 2004. Reading fair trade: political ecological imaginary and the moral economy of fair trade foods. *Political geography* 23(7): 891-915.

Méndez, V. E., Bacon, C. M., Olson, M., Petchers, S., Herrador, D., Carranza, C., ... & A. Mendoza 2010. Effects of Fair Trade and organic certifications on small-scale coffee farmer households in Central America and Mexico. *Renewable Agriculture and Food Systems* 25(3): 236-251.

Neo, H and J. Emel 2016. “The global meat factory and the environment,” In: *Geographies of Meat*, Routledge (Chapter 4).

**Week 14 (Nov 20) Food 2: Food, Health and the Body**

In our second session on the political ecology of food, we consider connections between food, health and the body. We begin by examining the production of hunger discourses and their impact on differing bodies historically and in contemporary times and across differing locations. We then move on to a series of case studies that link the politics of food to emotion and embodiment in differing contexts, and cap-off with an examination of environmental explanations of the obesity crisis in North America.

**Readings:**

Jarosz, L. 2015. Contesting hunger discourses. *The International Handbook of Political Ecology*, 305-315.

Guthman, J. 2011. Excess consumption or over-production?: US farm policy, global warming, and the bizarre attribution of obesity. *Global political ecology*, pp. 51-66.

Hayes-Conroy, J., & A. Hayes-Conroy 2013. Veggies and visceralities: A political ecology of

food and feeling. *Emotion, Space and Society* 6: 81-90.

Johnston, J., et al. 2009. Lost in the Supermarket: The Corporate-Organic Foodscape and the Struggle for Food Democracy. *Antipode* 41(3): 509-532.

**Week 15. (Nov 27 & 29) Course Wrap-Up**

In this final session, we review some of the key themes of the course, complete course evaluations, and consider ways forward.

**Readings:**

Swyngedouw, Erik. 2013. Apocalypse now! Fear and doomsday pleasures. Capitalism Nature Socialism 24: 9-18.

Wapner, P. 2014. The Changing Nature of Nature: Environmental Politics in the Anthropocene. *Global Environmental Politics* 14 (4): 36-54.