
450:508 - ENVIRONMENT AND DEVELOPMENT
Spring 2022 Theme: Capitalism, Colonialism, and Nature
Tuesdays 10:20AM-1:20PM, LSH-B120

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Office Hours: Tuesdays 2PM-4PM (<https://marston-office-hours.youcanbook.me>)
IRL Office: Office: LSH-B255
Virtual Office: Zoom Meeting ID: 982 8598 9571, Password: 217892
LMS: Canvas: <https://rutgers.instructure.com/courses/167249>

This course explores the entangled geographies of capitalism, colonialism, and nature. While anchored in political ecology, this will be less of a “survey of the field” and more of a pointed examination of the relationship between political economic and anti-colonial ways of thinking about human-environment relations. Collectively, I would like us to explore questions such as: How does taking (settler and other forms of) colonialism seriously challenge political economic or traditional political ecological approaches to nature and the environment? How might such a move reorient geographic approaches to land, labor, and capital? Conversely, how might a robust theory of capitalism support anti-/decolonial approaches to nature? What might be the theoretical, methodological, and ethical entailments of anti-/decolonial political ecology?

This course is reading intensive. Expect to read the equivalent of a book and two articles every week. Recognizing that not everyone comes to graduate school with the same kind of preparation, please feel welcome to visit me in office hours at any point in the semester if you wish to discuss the readings further. Intellectuals are just people who have had more opportunities to read and discuss scholarly work, and this should be a supportive environment for practicing those skills.

Learning Objectives: By the end of this course, you should be able to: 1) analyze key disciplinary and extra-disciplinary debates (spanning Geography, Anthropology, Native American and Indigenous Studies, and Environmental Studies, among others); 2) evaluate the merits and limits of diverse approaches to capitalism, colonialism, and nature; and 3) synthesize these problematics within the context of your own research.

Mode of Instruction/LMS: This course is in person (Lucy Stone Hall B120). However, we’ll use Canvas to organize readings, post weekly reading responses, and submit midterm/final projects. Everything is organized chronologically under the Modules tab. I’ll also use Canvas to send emails to everyone in the class, so be sure to configure your Canvas to receive messages via email. Our Canvas page can be found at <https://rutgers.instructure.com/courses/167249>.

Office hours: I will hold office hours on Tuesdays after class (2PM-4PM). Please make an appointment in advance at <https://marston-office-hours.youcanbook.me>. Appointments are available in ten-minute slots, but I encourage you sign up for at two or three slots at a time. The default option is a Zoom meeting (Zoom Meeting ID: 982 8598 9571, Password: 217892), but you may also come to my office (LSH-B255). If you cannot make it on Tuesdays, please email me with the request.

Books: Below is a complete list of books that we'll be reading in this course (excluding individually assigned chapters and articles). **Do not panic!** Only those with asterisks will be read cover-to-cover; we will read 2-4 chapters of the others. Moreover, you are not expected to purchase any of them. They are all available online, either through the library website or on Canvas.

- Marx, K. (1990[1867]). *Capital, Volume 1*. London: Penguin Classics.
- * Smith, N. (1984). *Uneven Development: Nature, Capital, and the Production of Space*. Athens, GA: The University of Georgia Press.
- Lefebvre, H. (1991[1974]). *The Production of Space*. Malden, MA: Blackwell.
- * Gidwani, V. K. (2008). *Capital, interrupted: Agrarian development and the politics of work in India*. U of Minnesota Press.
- Robinson, C.J. (2020[1983]). *Black Marxism: The Making of the Black Radical Tradition*. Chapel Hill: UNC Press.
- Nichols, R. (2020). *Theft Is Property! Dispossession and Critical Theory*. Durham: Duke University Press.
- * Walcott, R. (2021). *On Property*. Oakland: AK Press.
- Bhandar, B. (2018). *Colonial Lives of Property: Law, Land, and Racial Regimes of Ownership*. Durham: Duke University Press.
- Fanon, F. (2004[1963]). *The Wretched of the Earth*. New York: Grove Press.
- * Coulthard, G. S. (2014). Red skin, white masks: Rejecting the colonial politics of recognition. *Minneapolis: University of Minnesota Press*.
- * Hetherington, K. (2020). *The government of beans: regulating life in the age of monocrops*. Durham: Duke University Press.
- Teaiwa, Katherina Martina. 2015. *Consuming Ocean Island: Stories of People and Phosphate from Banaba*. Bloomington: Indiana University Press.
- Hoover, E. (2017). *The River Is In Us: Fighting Toxics in a Mohawk Community*. Minneapolis: U of Minnesota Press.
- TallBear, Kim. (2013). *Native American DNA: Tribal Belonging and the False Promise of Genetic Science*. Minneapolis: University of Minnesota Press.
- Benjamin, Ruha. (2013). *People's Science: Bodies and Rights on the Stem Cell Frontier*. Stanford, Calif.: Stanford University Press.
- * Sheller, M. (2020). *Island Futures: Caribbean Survival in the Anthropocene*. Durham: Duke University Press.
- Parreñas, J. S. (2018). *Decolonizing extinction: The work of care in orangutan rehabilitation*. Duke University Press.

Articles can be found online through the library or Google Scholar, and I will post copies of book chapters on Canvas.

COURSE FORMAT, REQUIREMENTS, MECHANICS

Readings

In each week of the course agenda below, there is a list of required and optional (“further”) readings. The required readings are, well, required. You can find them all online, either uploaded to Canvas or through our library. Please read them thoughtfully and generously, as they are designed to anchor our class discussions. The optional readings are there for you to read on your own time if you find the topic particularly interesting or confusing, or if you would just like to know more. Most of them are also available online, but I have not uploaded them to Canvas.

Presentations

Each week one or two students will present their reactions to the readings and offer points for discussion. Presentations may incorporate a variety of media, but this is not required. Presentations should be about 15 minutes long and should end with questions that stimulate conversation. You will probably end up doing 2-3 of these over the course of the semester, depending on the number of students enrolled.

Reading reflections

Reading reflections (approx. 400-500 words) will be required each week by those students who are **not** presenting. They should be posted on the corresponding Canvas discussion board by Monday at 5:00 PM. Reading reflections need not be very formal, and I will not be grading their content – they are more for you to practice synthesizing your thoughts. Everyone should read one another’s reflections on Canvas before class on Tuesday.

Participation in Class Discussion

This is a seminar, which means that everyone needs to participate to ensure mutual learning. Please make use of our limited time by verbally conveying your thoughts, references, questions, etc. To help stimulate conversation, please come to class with at least two questions about the readings and/or a list of concepts you would like to discuss. We will collect these questions and concepts at the beginning of each class. Attendance is required unless you feel sick, in which case you should definitely stay home – just please send me an email. If you are well enough, I am also happy to set up a Zoom link for you to participate virtually while you wait for COVID-19 test results.

Final Paper

At the end of the semester, you will submit a paper that engages the themes of the course. I do not feel strongly about the format of this paper; it should be useful to you, given where you are at in your graduate studies. You are welcome to write a typical term paper (12-20 pages double spaced) that draws exclusively on course readings, but you could also write a literature review for your dissertation or an NSF proposal or whatever it is that you’re already working on - as long as it overlaps with course themes. If you are unsure whether your planned final paper/project is sufficiently related to the course, please speak with me in office hours and we can figure it out.

Assessment

Students will be assessed according to the following scheme:

- Classroom participation – 30%
- Reading reflections – 30%

- Presentations – 20%
- Final paper – 20%

CLASSROOM POLICIES AND SUPPORT

Safe Space: I am committed to creating a safe space for everyone to discuss, debate and grapple with the complex and potentially sensitive ideas and issues presented in this class. I expect you to respect each other and the diversity of opinions in the classroom. That said, offensive comments and personal attacks will not be tolerated. In the event that offensive comments are made (intentionally or not), I will intervene. Please be as sensitive as possible to the impact that your words might have on those around you.

Covid-19 Protocols: In order to protect the health and well-being of all members of the University community, masks must be worn by all persons on campus when in the presence of others (within six feet) and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). Masks must be worn during class meetings; any student not wearing a mask will be asked to leave. Masks should conform to CDC guidelines and should completely cover the nose and mouth: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>. Each day before you arrive on campus or leave your residence hall, you must complete the brief survey on the My Campus Pass symptom checker self-screening app.

Academic Honesty: Students are expected to understand and act in accordance with the Rutgers Academic Integrity Policy: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>. Violations include: cheating, fabrication, plagiarism, denying others access to information or material, having someone else complete your course work, and facilitating violations of academic integrity by others. Below are some resources to explore about academic integrity, but please also ask me if you have any doubts.

- Resources for Students: <http://academicintegrity.rutgers.edu/resources-for-students/>
- General Academic Integrity Link: <http://academicintegrity.rutgers.edu/>
- The Camden Plagiarism Tutorial (Interactive): <http://library.camden.rutgers.edu/EducationalModules/Plagiarism/>
- Consult Don't Plagiarize: Document Your Research! For tips about how to take notes so that you don't plagiarize by accident. http://www.libraries.rutgers.edu/avoid_plagiarism

Library/Learning Support: Online Learning Tools from Rutgers University Libraries include Rutgers RIOT, Searchpath and RefWorks – you can find them at <http://www.libraries.rutgers.edu/tutorials>. You may also consider visiting the Learning Centers (<https://rlc.rutgers.edu/>) or Academic Advising for SAS students: <https://sasundergrad.rutgers.edu/advising/advising>

Intellectual Property Rights: Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or

written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university's Academic Integrity Policy. Similarly, these copyright protections extend to original papers you produce for this course. In the event that I seek to share your work further, I will first obtain your written consent to do so.

Student Wellness Services:

- **Counseling, ADAP & Psychiatric Services (CAPS):** (848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ <http://health.rutgers.edu/medical-counseling-services/counseling/>. University is stressful, particularly when you are juggling many courses, jobs, and family responsibilities – and everything has been dramatically compounded by COVID-19. CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.
 - **Crisis Intervention:** <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/>
 - **Report a Concern:** <http://health.rutgers.edu/do-something-to-help/>
- **Violence Prevention & Victim Assistance (VPVA):** (848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/. The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.
- **Office of Disability Services:** (848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>. Rutgers University welcomes students with disabilities into all of the University's educational programs. To receive consideration for reasonable accommodations, a student with a disability must contact the Office of Disability Services, participate in an intake interview, and provide documentation. Your campus's disability services office will then provide you and your instructors with Letters of Accommodation. Note that you do not need to contact your professors directly. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

COURSE OUTLINE

January 18: Welcome to Environment & Development

- Dumit, J. (2012). "How I read." Online post: <https://dumit.net/how-i-read/>
- Liboiron, M. (2020). "Exchanging," in *Transmissions: Critical Tactics for Making and Communicating Research*, edited by Kat Jungnickel, 89-107. Cambridge, MA: MIT Press.

Part 1: Lines of Flight (Key Concepts)

January 25: Introduction to Political Ecology

- Robbins, P. (2012[2004]). *Political Ecology: A Critical Introduction*. Malden, MA: Wiley-Blackwell. Introduction and Part I (pp. 11-100)
- Walker, P. A. (2005). Political ecology: Where is the ecology? *Progress in human geography*, 29(1), 73-82.
- Mollett, S., & Faria, C. (2013). Messing with gender in feminist political ecology. *Geoforum*, 45(C), 116–125.
- Loftus, A. (2019). Political ecology I: Where is political ecology? *Progress in Human Geography*, 43(1), 172-182.

Supplementary Readings

- o Watts, M., & Peet, R. (2004[1996]). *Liberation Ecologies: Environment, Development, Social Movements*. New York: Routledge. Chapter 1: "Liberating political ecology" (pp. 3-47).
- o Peet, R., Robbins, P., & Watts, M. (Eds.). (2010). *Global political ecology*. Routledge.
- o Rocheleau, D., Thomas-Slayter, B., & Wangari, E. (2013). *Feminist political ecology: Global issues and local experience*. New York: Routledge.

February 1: Production of Nature & Space

- Marx, K. (1990[1867]). *Capital, Volume 1*. London: Penguin Classics.
 - o Part One: Commodities and Money, pp. 125-247.
- Lefebvre, H. (1991[1974]). *The Production of Space*. Malden, MA: Blackwell.
 - o Chapter 1: Plan of the Present Work (pp. 1-67).
- Smith, N. (2008[1984]). *Uneven Development: Nature, Capital, and the Production of Space*. Athens, GA: The University of Georgia Press.
 - o Read all the chapters plus pages 249-51 of the Afterword to the Third Edition

Supplementary Readings

- o Castree, N. (2000). Marxism and the production of nature. *Capital & Class*, 24(3), 5-36.
- o Henderson, G. L. (2004). Value: The Many-Headed Hydra. *Antipode*, 36(3), 445-460.
- o Labban, M. 2008 *Space, Oil and Capital*. London: Routledge.
- o Goonewardena, K., Kipfer, S., Milgrom, R., & Schmid, C. (Eds.). (2008). *Space, difference, everyday life: reading Henri Lefebvre*. Routledge.
- o Brenner, N., & Elden, S. (2009). Henri Lefebvre on state, space, territory. *International Political Sociology*, 3(4), 353-377.

February 8: Agrarian Questions

- Levien, M., Watts, M. & Hairong, Y. (2018) Agrarian Marxism. *The Journal of Peasant Studies*, 45:5-6, 853-883.
- Gidwani, V. K. (2008). *Capital, interrupted: Agrarian development and the politics of work in India*. U of Minnesota Press.

Supplementary Readings

- o Kautsky, K. (1988[1899]). *On the Agrarian Question*. London: Zwan Publications.
- o De Janvry, A. (1981). *The Agrarian Question and Reformism in Latin America*. Baltimore: Johns Hopkins University
- o Bernstein, H. (2010). *Class dynamics of agrarian change*. Boulder, CO: Lynne Rienner Publishers.
- o Chari, S. (2004). Provincializing capital: The work of an agrarian past in South Indian industry. *Comparative Studies in Society and History*, 46(4), 760-785.

February 15: Dispossession

- Marx, K. (1990[1867]). *Capital, Volume 1*. London: Penguin Classics.
 - o Part Eight: So-Called Primitive Accumulation (pp. 873-940)
- Robinson, C.J. (2020[1983]). *Black Marxism: The Making of the Black Radical Tradition*. Chapel Hill: UNC Press.
 - o Introduction & Chapters 1-2 (pp. 1- 43)
- Harris, C. (2004). How did colonialism dispossess? Comments from an edge of empire. *Annals of the Association of American Geographers*, 94(1), 165-182.
- Nichols, R. (2020). *Theft Is Property! Dispossession and Critical Theory*. Durham: Duke University Press.
 - o Introduction and Chapters 1-2 (pp. 1-84)

Supplementary Readings

- o Thompson, E.P. 1975. *Whigs and hunters: The origins of the Black Act*. New York: Pantheon Books.
- o McElwee, P. (2004). You say illegal, I say legal: The relationship between logging, and land tenure, poverty, and forest use rights in Vietnam. *Journal of Sustainable Forestry* 19, no. 1-3: 97-135.
- o Glassman, J. (2006). Primitive accumulation, accumulation by dispossession, accumulation by 'extra-economic' means. *Progress in human geography*, 30(5), 608-625.
- o Hart, G. (2006). Denaturalizing dispossession: Critical ethnography in the age of resurgent imperialism. *Antipode*, 38(5), 977-1004.
- o Harvey, D. (2009). The New imperialism: Accumulation by Dispossession. *Socialist register*, 40(40).
- o Li, T. M. (2010). Indigeneity, capitalism, and the management of dispossession. *Current anthropology*, 51(3), 385-414.

February 22: Property

- Walcott, R. (2021). *On Property*. Oakland: AK Press. [LIBRARY]
- Bhandar, B. (2018). *Colonial Lives of Property: Law, Land, and Racial Regimes of Ownership*. Durham: Duke University Press.
 - o Introduction & Chapters 1-2 (pp. 1-113).

- Linebaugh, P. (1976). Karl Marx, the theft of wood, and working-class composition: A contribution to the current debate. *Crime and Social Justice*, (6), 5-16.

Supplementary Readings

- o Harris, Cheryl I. 1993. "Whiteness as Property." *Harvard Law Review* 106, no. 8: 1707–1791.
- o Moreton-Robinson, A. (2015). *The white possessive: Property, power, and indigenous sovereignty*. U of Minnesota Press.
- o Palmer, M. A. (2020). Rendering settler sovereign landscapes: Race and property in the Empire State. *Environment and Planning D: Society and Space*, 38(5), 793-810.
- o Rifkin, M. (2019). *Fictions of land and flesh: Blackness, Indigeneity, speculation*. Duke University Press.

MARCH 1 - NO CLASS MEETING (AAG)

March 8: Anti-Colonialism

- Fanon, F. (2004[1963]). *The Wretched of the Earth*. New York: Grove Press.
 - o Chapter 1, "On Violence" (pp. 1-62)
- Coulthard, G. S. (2014). Red skin, white masks: Rejecting the colonial politics of recognition. *Minneapolis: University of Minnesota Press*.
- Wynter, S. (2003). Unsettling the coloniality of being/power/truth/freedom: Towards the human, after man, its overrepresentation—An argument. *CR: The new centennial review*, 3(3), 257-337.

Supplementary Readings

- o Simpson, A. (2014). *Mohawk interruptus*. Durham NC: Duke University Press.
- o Mignolo, W. D. (2002). The geopolitics of knowledge and the colonial difference. *South Atlantic Quarterly*, 101(1), 57-96.
- o Grosfoguel, R. (2007). The epistemic decolonial turn: Beyond political-economy paradigms. *Cultural studies*, 21(2-3), 211-223.
- o Wolfe, P. (2006). Settler Colonialism and the Elimination of the Native. *Journal of genocide research*, 8(4), 387-409.
- o Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, education & society*, 1(1).

Part 2: Nodes of Condensation (Key Themes)

MARCH 15 – NO CLASS MEETING (SPRING BREAK)

March 22: Plantations & Agribusinesses

- Hetherington, K. (2020). *The government of beans: Regulating life in the age of monocrops*. Durham: Duke University Press. [LIBRARY]
- McKittrick, K. (2013). Plantation futures. *Small Axe*, 17(3), 1-15.
- Wolford, W. (2021). The Plantationocene: A Lusotropical contribution to the theory. *Annals of the American Association of Geographers*, 111(6), 1622-1639.

Supplementary Readings:

- Li, T. M. (2018). After the land grab: Infrastructural violence and the “Mafia System” in Indonesia's oil palm plantation zones. *Geoforum*, 96, 328-337.
- Davis, J., Moulton, A. A., Van Sant, L., & Williams, B. (2019). Anthropocene, capitalocene,... plantationocene?: A manifesto for ecological justice in an age of global crises. *Geography Compass*, 13(5), e12438.
- Haraway, D. (2015). Anthropocene, capitalocene, plantationocene, chthulucene: Making kin. *Environmental humanities*, 6(1), 159-165.
- Borrás Jr, S. M., & Franco, J. C. (2012). Global land grabbing and trajectories of agrarian change: A preliminary analysis. *Journal of agrarian change*, 12(1), 34-59.
- De Schutter, O. (2011). How not to think of land-grabbing: three critiques of large-scale investments in farmland. *The Journal of Peasant Studies*, 38(2), 249-279.

March 29: Extraction & Energy

- Teaiwa, Katherina Martina. 2015. *Consuming Ocean Island: Stories of People and Phosphate from Banaba*. Bloomington: Indiana University Press. [LIBRARY]
- Watts, M. (2004). Resource curse? Governmentality, oil and power in the Niger Delta, Nigeria. *Geopolitics*, 9(1), 50-80
- Curley, A. (2018). A failed green future: Navajo green jobs and energy “transition” in the Navajo Nation. *Geoforum*, 88, 57-65.
- Anthias, P. (2018). Indigenous peoples and the new extraction: From territorial rights to hydrocarbon citizenship in the Bolivian Chaco. *Latin American Perspectives*, 45(5), 136-153.

Supplementary Readings

- Appel, Hannah C. 2012. “Walls and White Elephants: Oil Extraction, Responsibility, and Infrastructural Violence in Equatorial Guinea.” *Ethnography* 13, no. 4: 439–65.
- Alimonda, H. 2015. Mining in Latin America: Coloniality and Degradation. In R. Bryant (ed), *International Handbook of Political Ecology*. London: E Elgar
- Gómez-Barris, M. (2017). *The Extractive Zone*. Durham: Duke University Press.
- Powell, D.E. (2018). *Landscapes of Power: Politics of Energy in the Navajo Nation*. Durham: Duke University Press
- Anthias, P. (2018). *Limits to Decolonization: Indigeneity, Territory, and Hydrocarbon Politics in the Bolivian Chaco*. Ithaca: Cornell University Press.
- Curley, A., & Lister, M. (2020). Already existing dystopias: Tribal sovereignty, extraction, and decolonizing the Anthropocene. In *Handbook on the Changing Geographies of the State*. Edward Elgar Publishing.

April 5: Toxins, Pollution, Waste

- Hoover, E. (2017). *The River Is In Us: Fighting Toxics in a Mohawk Community*. Minneapolis: U of Minnesota Press. [LIBRARY]
 - Introduction & Chapters 1-3 (pp. 1-166)
- Liboiron, M. (2021). *Pollution is Colonialism*. Durham: Duke University Press. [LIBRARY]
 - Introduction & Chapters 1-2 (pp. 1-111)
- Goldstein, J. (2013). Terra economica: Waste and the production of enclosed nature. *Antipode*, 45(2), 357-375.

Supplementary Reading

- Voyles, Traci Brynne. 2015. *Wastelanding: Legacies of Uranium Mining in Navajo Country*. Minneapolis: University of Minnesota Press.

- Kuletz, V. L. (2016). *The tainted desert: Environmental and social ruin in the American West*. Routledge
- Dillon, L. (2014). Race, waste, and space: Brownfield redevelopment and environmental justice at the Hunters Point Shipyard. *Antipode*, 46(5), 1205-1221.
- Gidwani, V., & Reddy, R. N. (2011). The afterlives of “waste”: Notes from India for a minor history of capitalist surplus. *Antipode*, 43(5), 1625-1658.
- Masco, J. (2013). *The Nuclear Borderlands: The Manhattan Project in Post-Cold War New Mexico*. Princeton University Press.
- Murphy, M. (2017). Alterlife and decolonial chemical relations. *Cultural anthropology*, 32(4), 494-503.
- de Souza, M.L. (2021). ‘Sacrifice zone’: The environment–territory–place of disposable lives. *Community Development Journal*, 56(2): 220–243.

April 12: Bodies & Genes

- TallBear, Kim. (2013). *Native American DNA: Tribal Belonging and the False Promise of Genetic Science*. Minneapolis: University of Minnesota Press.
 - Introduction & Chapters 1-2 (pp. 1-103)
- Benjamin, Ruha. (2013). *People’s Science: Bodies and Rights on the Stem Cell Frontier*. Stanford, Calif.: Stanford University Press. [LIBRARY]
 - Introduction & Chapters 1-3 (pp. 1-112)
- Guthman, J., & Mansfield, B. (2013). The implications of environmental epigenetics: A new direction for geographic inquiry on health, space, and nature-society relations. *Progress in Human Geography*, 37(4), 486-504.

Supplementary Reading

- Fullwiley, D. (2011). *The Enculturated Gene: Sickle Cell Health Politics and Biological Difference in West Africa*. Princeton University Press.
- Wade, P. (2013). Blackness, indigeneity, multiculturalism and genomics in Brazil, Colombia and Mexico. *Journal of Latin American Studies*, 45(2), 205-233.
- Lamoreaux, Janelle. 2016. “What if the Environment is a Person? Lineages of Epigenetic Science in a Toxic China.” *Cultural Anthropology* 31, no. 2: 188–214.
- Blanchette, Alex. 2015. “Herding Species: Biosecurity, Posthuman Labor, and the American Industrial Pig.” *Cultural Anthropology* 30, no. 4: 640–69.
- Brown, Kate. 2016. “The Last Sink: The Human Body as the Ultimate Radioactive Storage Site.” *RCC Perspectives*, no. 1: 41–47.

April 19: Climate Change & Extinction

- Sheller, M. (2020). *Island Futures: Caribbean Survival in the Anthropocene*. Durham: Duke University Press. [LIBRARY]
- Parreñas, J. S. (2018). *Decolonizing extinction: The work of care in orangutan rehabilitation*. Duke University Press. [LIBRARY]
 - Introduction & Chapter 1 (pp. 1-59)
- Whyte, Kyle Powys. 2017. “Our Ancestors’ Dystopia Now: Indigenous Conservation and the Anthropocene.” In *The Routledge Companion to the Environmental Humanities*, edited by Ursula K. Heise, Jon Christensen, and Michelle Niemann, 206–215. New York: Routledge.

Supplementary Reading

- Choy, Timothy. 2011. *Ecologies of Comparison: An Ethnography of Endangerment in Hong Kong*. Durham, N.C.: Duke University Press.
- Lorimer, Jamie. 2015. *Wildlife in the Anthropocene: Conservation after Nature*. Minneapolis: University of Minnesota Press.
- Sodikoff, Genese, ed. 2011. *The Anthropology of Extinction: Essays on Culture and Species Death*. Bloomington: Indiana University Press.
- Ahuja, Neel. 2015. "Intimate Atmospheres: Queer Theory in a Time of Extinctions." *GLQ* 21, nos. 2–3: 365–85.
- Vaughn, Sarah E. 2017. "Disappearing Mangroves: The Epistemic Politics of Climate Adaptation in Guyana." *Cultural Anthropology* 32, no. 2: 242–68.

April 26: Ontological Turn & Critiques

- De la Cadena, M. (2010). Indigenous cosmopolitics in the Andes: Conceptual reflections beyond "politics". *Cultural anthropology*, 25(2), 334-370.
- Bessire, L., & Bond, D. (2014). Ontological anthropology and the deferral of critique. *American ethnologist*, 41(3), 440-456.
- Todd, Z. (2016). An indigenous feminist's take on the ontological turn: 'Ontology' is just another word for colonialism. *Journal of historical sociology*, 29(1), 4-22.

Supplementary Reading

- Escobar, A. (2018). *Designs for the Pluriverse*. Duke University Press.
- De la Cadena, M. (2015). *Earth Beings: Ecologies of Practice Across Andean Worlds*. Durham: Duke University Press.
- Cruikshank, Julie. 2005. *Do Glaciers Listen? Local Knowledge, Colonial Encounters, and Social Imagination*. Vancouver: University of British Columbia Press.
- Blaser, M. (2013). Ontological conflicts and the stories of peoples in spite of Europe: Toward a conversation on political ontology. *Current anthropology*, 54(5), 547-568.
- Collard, R. C., Dempsey, J., & Sundberg, J. (2015). A manifesto for abundant futures. *Annals of the Association of American Geographers*, 105(2), 322-330.
- Sundberg J. 2013. Decolonizing posthumanist geographies. *Cultural Geographies*, 21(1): 33-47.

FINAL PAPERS DUE: Monday, May 9th at 9am (via Canvas)