

# WORK AND ENVIRONMENT

Winter 2020

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**LECTURE:** Mondays, 11:30 – 2:30, KTH-709

**OFFICE:** KTH-718

**OFFICE HOURS:** 10:30-11:30am

## Table of Contents

<b>Course Description</b> .....	2
<b>Course Learning Objectives</b> .....	2
<b>Required Materials and Texts</b> .....	2
<b>Course Evaluation Breakdown</b> .....	2
<b>Weekly Course Schedule and Required Readings</b> .....	3
<b>Assignments</b> .....	10
<b>Course Policies</b> .....	11
<b>Submission of Assignments</b> .....	11
<b>Grades</b> .....	11
<b>Late Assignments</b> .....	12
<b>Absences, Missed Work, Illness</b> .....	12
<b>Avenue to Learn</b> .....	12
<b>Academic Dishonesty:</b> .....	12
<b>Department/University Policies:</b> .....	12
<b>Absence Reporting:</b> .....	12
<b>Code of Conduct:</b> .....	13
<b>Computer Use:</b> .....	13
<b>Course Modifications:</b> .....	13
<b>Email Communication Policy of the Faculty of Social Sciences:</b> .....	13
<b>Evaluations (Online):</b> .....	13
<b>Student Accessibility Services:</b> .....	14

## **Course Description**

This course considers the relationship between work, workers, and global struggles for environmental justice. We begin with a general overview of the relationship between work and the environment, including key approaches to addressing ecological questions. From here we explore the political implications of the different ways nature and the environment are conceptualized. We then unpack connections between work, workers and the environment and the ways these relationships are mediated by issues of class, gender, and race. We will focus primarily on thinking through the potential, tensions, and contradictions within working class strategies for environmental justice. This includes assessing different strategies and models pursued in Canada and globally. This course is run like a seminar. This means we collectively consider course material. I see my role as a facilitator, helping set up discussions, asking and answering questions, and structuring our engagement with the material. We will do participatory activities each class. This includes brainstorming, considering how concepts relate to video clips and current events, pairing up or doing small group exercises such as debates, role-playing, and problem solving. Together, we will critically consider key issues and questions from the week's readings and work to connect these ideas to the material from previous weeks.

## **Course Learning Objectives**

This course addresses three important University Undergraduate Degree Expectations. First, it introduces a range of theories relevant to the study of environment and work. These theories are drawn from a range of disciplines and will provide a basis for developing strong analytical and critical thinking skills. Second, through the assignments, students will be required to develop arguments and apply the theories, concepts, and histories we consider in the course. Lastly, through structured class discussions, the course aims to support the development of effective communication skills.

## **Required Materials and Texts**

- LS4F03: Courseware/Course Reader [CR] (available from Campus Bookstore).
- Avenue to Learn [A2L].

## **Course Evaluation Breakdown**

- |   |     |
|---|-----|
| • 10 Weekly Study Questions – WSQs (Weeks 2-12)                       | 10% |
| • Participation (Weeks 1-12)  | 20% |
| • Exhibition Review @ AGB (February 10)                               | 20% |
| • Group presentations (Weeks 2-12)                                    | 20% |
| • Final paper proposal (March 2 - 5%) and final paper (April 6 - 25%) | 30% |

## **Weekly Course Schedule and Required Readings**

### **Week 1 (January 6)**

#### **Introduction to LS4F03**

A review of the structure of the course, key assignments, and some core concepts used throughout the semester. We will also form groups and select presentation topics for the rest of the term, as well as view the documentary *Land of Destiny*, highlighting the slow violence of environmental devastation in a working-class Ontario community.

### **Week 2 (January 13)**

#### **Thinking About Work and the Environment**

This week, the readings and the seminar have us exploring some key approaches to environmentalism, as well as some general readings that help frame discussions of the relationship between work and the environment. We will also watch clips from the documentary *This Changes Everything* and discuss some of its key claims.

*WSQ #1: According to the readings, what is the relationship between work and environmentalism? How do different perspectives on the environment shape differing trade-union strategies? What is the relationship between 'cheap' labour and natures?*

#### **REQUIRED READINGS**

- Anna L. Tsing. 2015. "Arts of Noticing" from *The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins* (Princeton University Press), 9 pgs - <http://assets.press.princeton.edu/chapters/s10581.pdf>.
- Stefania Barca. 2015. "Labour and Climate Change: Towards and Emancipatory, Ecological Class Consciousness" (EJOLT), 4 pgs - <http://www.ejolt.org/wordpress/wp-content/uploads/2015/09/EJOLT-6.74-78.pdf>.
- Trish Kahle. 2016. "Austerity vs. the Planet: The Future of Labour Environmentalism." (Dissent Magazine), 8 pgs - <https://www.dissentmagazine.org/article/austerity-vs-planet-future-labor-environmentalism-unions>.
- Irene F. Wolfstone. 2015. "EcoPhilosophies: Shades of Green," 8 pgs - [https://www.academia.edu/17739634/EcoPhilosophies\\_Shades\\_of\\_Green](https://www.academia.edu/17739634/EcoPhilosophies_Shades_of_Green).
- Raj Patel and Jason W. Moore. 2017. "Introduction" in *A History of the World in 7 Cheap Things*. 43 pages. <https://content.ucpress.edu/chapters/13314.intro.pdf>.
- **SOUNDTRACK:** Amplification / Annihilation (Beholder Halfway, October 2017) - <http://www.beholderhalfway.com/2017/10/amplificationannihilation-recorded-live.html> (read the description before listening!).

### **Week 3 (January 20)**

#### **The 'Environmentalism of the Poor':**

#### **Climate Change and Contestation Across the Global South**

This week's readings examine the 'environmentalism of the poor,' taking a closer look at movements for environmental justice (EJ) across the global South – including parts of the world most likely to feel the greatest impacts of climate change. In our seminar, we will be considering how EJ struggles in the global South and the global North are interrelated. We will also watch and discuss *Honduras: Blood and Water* (a documentary on the life of assassinated community-organizer and environmentalist Berta Caseres).

WSQ #2: Drawing on this week's readings, describe what is meant by the 'environmentalism of the poor'? Why are struggles for environmental justice in the global South important for those of us who live and work in the global North? What obligations do we have to these struggles?

### REQUIRED READINGS

- Joan Martinez-Alier. *et. al.* 2016. "Is there a global environmental justice movement?" (*The Journal of Peasant Studies*, Vol. 43, No. 3, pp. 731-755). 18 pgs. - [https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/03066150/v43i0003/731\\_itagejm.xml](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/03066150/v43i0003/731_itagejm.xml).
  - **SEE ALSO:** EJ Atlas - <https://ejatlas.org/> (mapping tool of EJ struggles).
- Peter Dauvergne and Genevieve LeBaron. 2013. "The Social Cost of Environmental Solutions" (*New Political Economy*, 18:3, 410-430), 16 pgs. - [https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/13563467/v18i0003/410\\_tscoes.xml](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/13563467/v18i0003/410_tscoes.xml)
- Rikard Warlenius *et. al.* 2015. "Reversing the arrow of arrears: The concept of ecological debt" (*Global Environmental Change*, Volume 30, Pages 21-30), 8 pgs. [https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/09593780/v30icomplete/21\\_rtaoataivfej.xml](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/09593780/v30icomplete/21_rtaoataivfej.xml).
- Sunita Narain. 2013. "Environmentalism of the Poor vs. Environmentalism of the Rich" Wrigley Lecture, Arizona State University. 12 pgs. - <https://sustainability.asu.edu/media/wrigley-lecture-series/sunita-narain/>.
- Nic Beuret, Anja Kanngieser, and Leon Sealey-Huggins. 2017. "On track to what? Colonialism, climate change and COP23" (*Red Pepper*). 2 pgs. - <https://www.redpepper.org.uk/on-track-to-what-colonialism-climate-change-and-cop23>.
- Aviva Chomsky and Steve Striffler. 2014. "Empire, Labor, and Environment: Coal Mining and Anticapitalist Environmentalism in the Americas" (*International Labor and Working-Class History*, No. 85, Spring - pp. 194-200), 6 pgs. - [https://www.cambridge-org.libaccess.lib.mcmaster.ca/core/services/aop-cambridge-core/content/view/E538179C245D2EAAC54B763ED6D7B927/S0147547913000525a.pdf/empire\\_lab\\_or\\_and\\_environment\\_coal\\_mining\\_and\\_anticapitalist\\_environmentalism\\_in\\_the\\_americas.pdf](https://www.cambridge-org.libaccess.lib.mcmaster.ca/core/services/aop-cambridge-core/content/view/E538179C245D2EAAC54B763ED6D7B927/S0147547913000525a.pdf/empire_lab_or_and_environment_coal_mining_and_anticapitalist_environmentalism_in_the_americas.pdf).
- Andrew Findlay. "Canadian mining companies will now face human rights charges in Canadian courts" *The Narwhal* (7 June 2019) - <https://thenarwhal.ca/canadian-mining-companies-will-now-face-human-rights-charges-in-canadian-courts/>.

## Week 4 (January 27)

### Environmental(ist) Racism

This week we examine both environmental racism and racism within the environmental movement. These debates and examples are important to grasp, in order to understand the ways in which 'whiteness' often mediates approaches to environmental issues by governments and social movements in North America (and globally).

WSQ #3: Drawing on the readings, what is meant by environmental racism and environmentalist racism? What (if any) is the relationship between the two terms?

### REQUIRED READINGS

#### *Environmental Racism*

- Charles W. Mills. 2001. "Black Trash" in Westra and Lawson's "Faces of Environmental Racism: Confronting Issues of Global Justice." 19 pgs.
- Natalia Ilyniak. 2014. "Mercury Poisoning in Grassy Narrows: Environmental Injustice, Colonialism, and Capitalist Expansion in Canada." (*McGill Sociological Review*, Vol. 4), 18 pgs. [http://www.mcgill.ca/msr/files/msr/ilyniak\\_2014.pdf](http://www.mcgill.ca/msr/files/msr/ilyniak_2014.pdf).

- Moira Donovan. 2016. "Nova Scotia group maps environmental racism" CBC (Halifax), 2 pgs - <https://www.cbc.ca/news/canada/nova-scotia/ns-environmental-racism-map-1.3494081>.

#### *Environmentalism Racism*

- Gosine, Andil. 2005. "Dying Planet, Deadly People: 'Race'-Sex Anxieties and Alternative Globalizations." *Social Justice* 32 (4): 69-86. 15 pgs. - [http://go.galegroup.com.libaccess.lib.mcmaster.ca/ps/retrieve.do?tabID=T002&resultListType=RESULT\\_LIST&searchResultsType=SingleTab&searchType=AdvancedSearchForm&currentPosition=11&docId=GALE%7CA147523562&docType=Article&sort=Relevance&contentSegment=&prodId=AONE&contentSet=GALE%7CA147523562&searchId=R1&userGroupName=ocul\\_mcmaster&inPS=true](http://go.galegroup.com.libaccess.lib.mcmaster.ca/ps/retrieve.do?tabID=T002&resultListType=RESULT_LIST&searchResultsType=SingleTab&searchType=AdvancedSearchForm&currentPosition=11&docId=GALE%7CA147523562&docType=Article&sort=Relevance&contentSegment=&prodId=AONE&contentSet=GALE%7CA147523562&searchId=R1&userGroupName=ocul_mcmaster&inPS=true).
- Jedediah Purdy. 2015. "Environmentalism's Racist History" (The New Yorker) 5 pgs - <https://www.newyorker.com/news/news-desk/environmentalisms-racist-history>.
- Brentin Mock. 2017. "The Green Movement Is Talking About Racism? It's About Time" (Outside) 5 pgs - <https://www.outsideonline.com/2142326/environmentalism-must-confront-its-social-justice-sins>.

## Week 5 (February 3)

### Indigenous Peoples, Work, and Environmental Justice

This week we continue exploring some of the themes from previous weeks, with a particular focus on Indigenous approaches to environmentalism, including the intersections between indigeneity, working-class identities, and environmental struggles. In class, we will watch *Elsipogtog: Fire Over Water* and discuss the episode in light of the readings.

*WSQ #4: According to the readings, why are indigenous peoples often at the forefront of struggles for environmental justices? What do indigenous perspectives offer in terms of decolonizing the broader movement for environmental justice? What are the specific challenges confronting indigenous workers in such struggles?*

#### REQUIRED READINGS

- ILO. 2017. "Indigenous peoples and climate change: From victims to change agents through decent work" (ILO Green Jobs Program), pg. 1-4, pg. 23-43 (24 pgs) - [http://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms\\_551189.pdf](http://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_551189.pdf).
- Mills, Suzanne E. 2011. "Beyond the Blue and Green: The Need to Consider Aboriginal Peoples' Relationships to Resource Development in Labor-Environment Campaigns." *Labor Studies Journal* 36 (1): 104-121. 13 pgs. - [https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/details/0160449x/v36i0001/104\\_btbagtrdiic.xml](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/details/0160449x/v36i0001/104_btbagtrdiic.xml).
- Megan Kinch. 2013. "Indigenous Takes on Environmentalism" (*Alternative Routes*, Vol. 24). 7 pgs - <http://www.alternativeroutes.ca/index.php/ar/article/viewFile/20618/16991#page=260>.
- Eve Tuck, Marcia McKenzie & Kate McCoy. 2014. "Land education: Indigenous, post-colonial, and decolonizing perspectives on place and environmental education research" (*Environmental Education Research*, Vol. 20). Pg. 1-2, and 6-20, **skip 'Overview of the Articles' section for this reading.** 16 pgs - [https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/details/13504622/v20i0001/1\\_leipadopaeer.xml](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/details/13504622/v20i0001/1_leipadopaeer.xml)
- Oliver Milman. 2019. "European colonization of the Americas killed so many it cooled the Earth's climate." *The Guardian* - <https://www.theguardian.com/environment/2019/jan/31/european-colonization-of-americas-helped-cause-climate-change>.
- **PODCAST:** Interview with Kanahus Manuel. 2017. "Tiny House Warriors Project" (15 mins) <https://player.fm/series/redeye-1409650/kanahus-manuel-on-building-tiny-houses-to-defend-secwepemc-land>.
- **SOUNDTRACK:** Album: *f(l)ight* (2016) by Leanne Betasamosake Simpson - <https://leannesimpson.bandcamp.com/album/f-l-ight>.

## **Week 6 (February 10) \*\*\* EXHIBITION REVIEW DUE \*\*\***

### **Gender, Sexuality, and Ecofeminism**

This week we explore how gender and sexuality mediate approaches to environmental crises. In particular, the readings focus on the rich ecofeminist tradition and its emphasis on the relationships between hetero-patriarchy, dominant ways of organizing socially reproductive labour, and environmental destruction.

*WSQ #5: Drawing on the readings, what is 'ecofeminism'? What are examples of ecofeminism in action? How do these struggles reframe our understandings of work and nature?*

#### **REQUIRED READINGS**

- Gaard, Greta. 1997. "Toward a Queer Ecofeminism." *Hypatia* 12 (1): 114-137. 18 pgs - <http://www.jstor.org.libaccess.lib.mcmaster.ca/stable/pdf/3810254.pdf>.
- Federici, Silvia. 2004. "Women, Land-Struggles and Globalization: An International Perspective." *Journal of Asian and African Studies* 39 (1-2): 47-62. 11 pgs. – [https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/details/00219096/v39i1-2/47\\_wlagaip.xml](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/details/00219096/v39i1-2/47_wlagaip.xml).
- Giovanna Di Chiro. 2008. "Living environmentalisms: coalition politics, social reproduction, and environmental justice" (*Environmental Politics*, 17:2, pp. 276-298) 18 pgs. - [https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/details/09644016/v17i0002/276\\_lecpsraej.xml](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/details/09644016/v17i0002/276_lecpsraej.xml).
- Susan Roy. 2017. "'I live off this land:' Tahltan women and activism in northern British Columbia." (*Women's History Review*), 12 pgs. - <http://www.tandfonline-com.libaccess.lib.mcmaster.ca/doi/pdf/10.1080/09612025.2017.1333947?needAccess=true>.

## **Week 7 (February 24)**

### **Masculinity, Work, and Anti-Environmentalism**

This week continues the exploration of how gendered identities often inform approaches to environmental questions, with a particular emphasis on the relationship between masculinity and anti-environmental dispositions. We also consider the ways alternative conceptions of gender disrupt such destructive identity formations.

*WSQ #6: According to the readings, how do dominant understandings of masculinity inform attitudes to nature and the environmental movement more broadly? Under what circumstances do working class identities and notions of masculinity intersect to produce strong anti-environmental stances? What do these insights mean for building a broader movement for environmental justice?*

#### **REQUIRED READINGS**

- Erik Loomis. 2017. "Masculinity, Work, and the Industrial Forest in the US Pacific Northwest." *RCC Perspectives*, No. 4 (2017), pp. 37-44. 6 pgs. - <http://www.jstor.org/stable/pdf/26241453.pdf>.
- Philip G. Lewin. 2017. "Coal is Not Just a Job, It's a Way of Life": The Cultural Politics of Coal Production in Central Appalachia." *Social Problems*, pp. 1–18. 16 pgs - <https://academic-oup-com.libaccess.lib.mcmaster.ca/socpro/advance-article/doi/10.1093/socpro/spx030/4558515?searchresult=1>.
- Rebecca Scott, Elizabeth Bennett. 2015. "Branding resources: extractive communities, industrial brandscapes and themed environments." *Work, Employment, Society*. Volume: 29 issue: 2, page(s): 278-294. 13 pgs. - [https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/details/09500170/v29i0002/278\\_brecibate.xml](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/details/09500170/v29i0002/278_brecibate.xml).
- Nives Dolšak and Aseem Prakash. 2016. "We Feel Your Pain: Environmentalists, Coal Miners, and 'Embedded Environmentalism.'" *The Solutions Journal*. Vol. 7, Iss. 1, Page 32-



37. 5 pgs. - <https://www.thesolutionsjournal.com/article/we-feel-your-pain-environmentalists-coal-miners-and-embedded-environmentalism>.

- Marjorie Griffin Cohen. 2013. "Gendered Emissions: Counting Greenhouse Gas Emissions by Gender and Why it Matters." *Alternative Routes*. Vol. 24. 55-76. 21 pgs. - <http://www.alternateroutes.ca/index.php/ar/article/viewFile/20618/16991#page=55>
- D. Laplonge. 2017. "The 'un-womanly' attitudes of women in mining towards the environment." *The Extractive Industries and Society*. Vol. 4, Iss. 2. pp. 304-309. 5 pgs. - <http://www.sciencedirect.com.libaccess.lib.mcmaster.ca/science/article/pii/S2214790X1730014X>.

## **Week 8 (March 2) \*\*\* PROPOSAL DUE \*\*\***

### **Labour Environmentalism: Obstacles and Opportunities**

This week we look at the obstacles and opportunities that exist in creating a strong labour environmentalism. In the seminar we'll be drawing on the readings to consider the ways in which the impasse of both the environmental and labour movements creates possibilities and tensions for broader alliances between the two.

*WSQ #7: What important instances of labour environmentalism are highlighted in the readings? What opportunities and tensions exist in creating strong ties between the environmental and labour movements?*

#### **REQUIRED READINGS**

- MacPhee, Katrin. 2014. "Canadian Working-Class Environmentalism, 1965–1985." *Labour / Le Travail*, Vol. 74, Iss. 1, pp. 123-149. 26 pgs. - <http://muse.jhu.edu.libaccess.lib.mcmaster.ca/article/558724/pdf>.
- Hrynshyn, Derek, and Stephanie Ross. 2011. "Canadian Autoworkers, the Climate Crisis, and the Contradictions of Social Unionism." *Labor Studies Journal*. Vol. 36, Iss. 1, pp. 6-29. 23 pgs - [https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/details/0160449x/v36i0001/5\\_catccatcosu.xml](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/details/0160449x/v36i0001/5_catccatcosu.xml).
- Ellen D. Russell. 2017. "Resisting Divide and Conquer: Worker/Environmental Alliances and the Problem of Economic Growth." *Capitalism, Nature, Socialism*. 18 pgs. - <http://www.tandfonline-com.libaccess.lib.mcmaster.ca/doi/full/10.1080/10455752.2017.1360924>.

## **Week 9 (March 9)**

### **Green Jobs, Green New Deals (GND), and Green Transitions?**

A look at critical takes on the discourse around green jobs, the 'greening' of the economy, and broader 'green transitions' in the world of work as currently conceived. Are such visions compatible with environmental justice or are they simply providing a 'green' veneer on unsustainable practices?

*WSQ #8: According to the readings what are the different positions unions have adopted towards green jobs, the GND, and visions of a broader 'green transition'? Do green jobs provide a pathway to environmental justice, or is a broader Green New Deal necessary?*

#### **REQUIRED READINGS**

- Dimitris Stevis and Romain Felli. 2015. "Global labour unions and just transition to a green economy." *International Environmental Agreements*. Vol. 15, pp. 29-43. 10 pgs. - <https://link.springer.com/article/10.1007/s10784-014-9266-1>.
- Stefania Barca. 2015. "Greening the job: trade unions, climate change and political ecology of labour" in *International Handbook of Political Ecology*, pp. 387-399. 12 pgs.

- Lynne Pettinger. 2017. "Green collar work: Conceptualizing and exploring an emerging field of work." *Sociology Compass*. Vol. 11, Iss. 1. 10 pgs - <http://onlinelibrary.wiley.com/doi/10.1111/soc4.12443/epdf>.
- Naomi Klein. 2019. "The Green New Deal: A Fight for Our Lives." *The New York Review of Books*. 7 pgs. - <https://www.nybooks.com/daily/2019/09/17/the-green-new-deal-a-fight-for-our-lives/>.
- Some websites worth skimming:
  - Blue-Green Canada | <https://bluegreencanada.ca>.
  - Iron + Earth | [http://www.ironandearth.org/about\\_us](http://www.ironandearth.org/about_us).

## Week 10 (March 16)

### Capitalism vs. the Climate?

This week examines a number of important interventions in the debate over capitalism's role in climate change. In the seminar we consider capitalism's role in climate change and what the implications of these arguments are for confronting the climate crisis.

*WSQ #9: According to the readings, what is the relationship between capitalism and climate change? How do you feel about the arguments made by the authors this week?*

#### REQUIRED READINGS

- Jason W. Moore. 2017. "The Capitalocene, Part I: on the nature and origins of our ecological crisis." *The Journal of Peasant Studies*. Vol. 44, Iss. 3, pp. 594-622. 28 pgs - [https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/details/03066150/v44i0003/594\\_tcpiotaooc.xml](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/details/03066150/v44i0003/594_tcpiotaooc.xml).
- Magdoff, Fred, and John Bellamy Foster. 2011. "What Every Environmentalist Needs to Know about Capitalism: A Citizen's Guide to Capitalism and the Environment." *Monthly Review*, Vol. 61, Iss. 10. 23 pgs. - <http://monthlyreview.org/2010/03/01/what-every-environmentalist-needs-to-know-about-capitalism>.
- Andreas Malm. 2017. "For a Fallible and Lovable Marx: Some Thoughts on the Latest Book by Foster and Burkett." *Critical Historical Studies* 4, no. 2, Fall: 267-275. 9 pgs. - <http://www.journals.uchicago.edu/libaccess.lib.mcmaster.ca/doi/pdfplus/10.1086/693903>.
- **SOUNDTRACK:** *Climate, Capitalism, and Crisis* (Beholder Halfway, February 2016) - <http://www.beholderhalfway.com/2016/02/climate-capitalism-and-crisis.html>.

## Week 11 (March 23)

### The Anthropocene, Technology, and Work

This week we examine the role of high-tech industries in shaping the contours of the Anthropocene and the current climate crisis. In particular, the readings explore the relationships between the environment, new technologies, and work.

*WSQ #10: What does the onset of the Anthropocene mean for how we understand work according to the readings? What role do new advances in artificial intelligence, biotechnology, and computing play in reshaping the relationship between nature and workers?*

#### REQUIRED READINGS

- Matteo Pasquinelli. 2017. "The Automaton of the Anthropocene." *South Atlantic Quarterly*, 116 (2): 311-326. 12 pgs - [https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/00382876/v116i0002/311\\_taoaocmacc.xml](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/00382876/v116i0002/311_taoaocmacc.xml).
- Nick Dyer-Witford. 2015. "Chapter 4: Silicon" in *Cyber-Proletariat*. pp. 60-80. 20 pgs - [https://warwick.ac.uk/fac/arts/english/currentstudents/pg/masters/modules/en9b5worldlitanthropocene/dyer-witford\\_cyberproletariat-global\\_labour\\_in\\_the\\_digital\\_vortex.pdf](https://warwick.ac.uk/fac/arts/english/currentstudents/pg/masters/modules/en9b5worldlitanthropocene/dyer-witford_cyberproletariat-global_labour_in_the_digital_vortex.pdf).



- McKenzie Wark. "Digital Labor and the Anthropocene" (DisMagazine) - <http://dismagazine.com/disillusioned/discussion-disillusioned/70983/mckenzie-wark-digital-labor-and-the-anthropocene>.
- Elizabeth R. Johnson. 2017. "At the Limits of Species Being: Sensing the Anthropocene." *South Atlantic Quarterly*, 116 (2): 275-289. 14 pgs. - [https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/00382876/v116i0002/275\\_atlosbsta.xml](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/00382876/v116i0002/275_atlosbsta.xml).

## Week 12 (March 30)

### Envisioning Alternative Economies and Green Futures

This week's readings provide a glimpse into a number of possible futures for escaping the climate crisis. From green Utopias to apocalyptic Dystopias, the seminar will address the panorama of possible futures and our potential roles in shaping these.

*WSQ #11: According to the readings, what are key considerations for moving towards an environmentally and socially just future? Was there anything in this week's readings that resonated with you in particular? How (if at all) has this course changed your perception of the possible solutions to climate change?*

#### REQUIRED READINGS

- Peter Frase. 2011. "Four Futures" in *Jacobin*. 13 pgs. <https://www.jacobinmag.com/2011/12/four-futures>.
- Brian Tokar. 2018. "Social Ecology: Communalism against Climate Chaos" in *ROAR Magazine*. 6 pgs. - <https://roarmag.org/magazine/communalism-climate-chaos>.
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**Final Class (April 6) \*\*\* FINAL PAPER DUE \*\*\***  
**Film Screening [TBD by student poll]**

## **Assignments**

### **(1) Weekly Summary Questions**

*Due Date: Weekly (weeks #2 to #12) (10% of your final grade)*

Each week has a 'weekly summary question' (WSQ). You are to answer the question in 300 (min) to 500 words (max) drawing on the required readings, websites, videos, and interactive guides. Students will be graded for their knowledge of the assigned weekly materials and their ability to integrate these into a concise answer to the WSQ. Consider this a useful classroom preparation exercise for your participation in the seminar. All WSQs are to be handed in at the beginning of class. No late submissions are permitted.

### **(2) Seminar Participation**

*Due Date: Weekly (entire semester) (20% of your final grade)*

The course will be run as a seminar. To derive the maximum benefit and enjoyment from a seminar style course, it is important that you come to class prepared by completing required readings, developing one of two key questions and/or observations about the week's topic you will raise, and ready to fully participate in all discussions. In seminar style classes, the instructor and students have an equally important contribution to make toward one another's learning. In this spirit, I would ask that students shut off cell phones and refrain from using computers and tablets during class unless otherwise agreed. Students will be assessed on their in-class contributions (/10) and their ability to draw on the readings/course content (/10) in their responses.

### **(3) Exhibition Review**

*Due Date: February 10 (20% of your final grade)*

Students are to prepare a 1,000 word review of the *Divisions of Labour* group exhibition currently at the Art Gallery of Burlington (AGB). In order to do so, you will need to visit the AGB, read the associated exhibition materials, take notes on the pieces you see, and then write a review discussion: (1) how the works in the exhibition help cast light on everyday issues of class, labour, and environmentalism in the arts; (2) the broader implications of these works for addressing issues of climate change; and (3) your own assessment of the exhibition and its effectiveness in illuminating the issues it seeks to address. You will be assessed on your grasp of the subject matter (/10), the clarity of your arguments (/5), and the overall quality of your review (/5).

### **(4) Group Presentation Assignment**

*Due Date: Weeks #2-12 (20% of your final grade)*

Students will be formed into presentation groups during the first class. Each group will be responsible to lead the class discussion for a given week by reading the required literature on their topic and preparing an hour long participatory presentation using a pre-approved format of your choosing (e.g. an introductory lecture style presentation; participatory group work; artistic, theatrical, or video presentations; etc.). During this hour it is expected that you will spend at least half the time engaging students and providing ample opportunities for classroom participation and discussion (i.e. your presentation is not a monologue or a simple rehashing of the articles, but should respect the seminar format of the class). Students will be assessed on their group work (self-assessment), (/5), their ability to go deeper into (and beyond) the readings (/5), the overall creativity/quality of their participation (/5), and their ability to generate participation (/5).

#### **(4) Final Paper**

*Due Date: March 2 (proposal) and April 6 (final paper) (30% of your final grade)*

Students are expected to hand in a final, 2,500-word paper by the end of the term. The paper will: (1) compare and contrast two working-class environmental justice campaigns, (2) assess the main challenges confronted by organizers in each, (3) explore how these challenges were overcome (or not); and, (4) discuss what these case-studies can teach us about the prospects for building environmentally-conscious working-class movements or socially-conscious environmental movements. Students are to hand in a 500-word proposal by February 24, identifying their cases, 5 new sources, and a brief outline. The final papers should be well researched, persuasively argued, and properly cited. Students will be graded on their ability to integrate key ideas from the course (/10), as well as on the quality of their research (/10) and writing (/5).

### **Course Policies**

#### **Submission of Assignments**

All written assignments are to be handed in at the **beginning of the required class** in **hardcopy** format. Digital or emailed submissions will not be accepted.

**All assignments should include at the top of the first page:** (1) a title; (2) your name; (3) your student number; and (4) a **word count** (this is essential if you want to receive a grade on your assignment). **Please do not include a title page.**

Make sure to also follow the following guidelines for the assignments:

- **Formatting:** your preferred standard 12 point font, double spaced, page numbers.
- **Citations:** your preferred citation style (as long as it is consistent throughout).

#### **Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

## **Late Assignments**

Students will be **penalized 2% per day** for late assignments.

## **Absences, Missed Work, Illness**

Students are responsible for alerting me of any potential absences or late assignments, as well as making arrangements to compensate for any work they may have missed. In case of illness or delays related to unforeseen circumstances, employment, etc. please contact me as soon as possible to let me know and make alternate arrangements.

## **Avenue to Learn**

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

## **Academic Dishonesty:**

<http://www.mcmaster.ca/academicintegrity/students/index.html>

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

## **Department/University Policies:**

Labour Studies staff does not date-stamp assignments, nor do they monitor the submission or return of student papers. All papers should be submitted/returned in-class, in tutorials or during Professor/TA office hours. Instructors who utilize Avenue to Learn will provide instructions on that preference.

## **Absence Reporting:**

<http://www.mcmaster.ca/msaf/> On-line self-reporting tool – illness lasting **less than 3 days**. Can only be used once per term. Instructors are not allowed to accept medical

notes! These must be submitted to your Faculty office. In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”. Please also communicate with the course instructor.

### **Code of Conduct:**

<http://studentaffairs.mcmaster.ca>

“McMaster University is a community dedicated to furthering learning, intellectual inquiry, the dissemination of knowledge and personal and professional development. Membership in this community implies acceptance of the principle of mutual respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study work and live within it.”

### **Computer Use:**

Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

### **Course Modifications:**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email AND Avenue to Learn (if used by instructor) regularly during the term to note any changes.

### **Email Communication Policy of the Faculty of Social Sciences:**

All e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own **McMaster University e-mail account**. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor/TA receives a communication from an alternate address, the instructor may not reply at his or her discretion. **Please always include student name, ID, course # and TA name (if applicable) in messages.**

### **Evaluations (Online):**

<http://evals.mcmaster.ca>, and log in via MACID.

These help faculty and the School of Labour Studies to meet our goal of continually improving teaching effectiveness. All students in the course are invited and encouraged to complete the evaluation.

## **Student Accessibility Services:**

<http://sas.mcmaster.ca/>

**Location: MUSC – B107**

**Contact:** 905-525-9140 extension: 28652

*NOTE: Disclosure of disability-related information is personal and confidential.*

Student Accessibility Services offers various supports for students with disabilities. We work with full time and part time students. SAS provides or assists students with their academic and disability-related needs, including: Learning Strategies, Assistive Technologies, Test & Exam Administration, Note-Taking Programs, and Classroom Accommodations. \*Please inform the instructor if there are disability needs that are not being met.

## **McMaster University Policy on Academic Accommodation of Students with Disabilities & McMaster University Anti-Discrimination Policy**

- <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

**Student Success Centre:** <http://studentsuccess.mcmaster.ca/>

**GH-110 905-525-9140 x24254**

Some services include: student orientation, academic skills, volunteerism, educational planning, employment and career transition. Writing Support:

<http://studentsuccess.mcmaster.ca/students/academic-skills/writing-support-services.html>

**Student Wellness Centre:** <http://wellness.mcmaster.ca/>

**PGCLL-210 905-525-9140 x27700**

Provides services in: Personal and Psychological Counselling, Mental Health Support, Medical and Health Services