

POLITICAL SCIENCE 4PE3
GLOBAL POLITICAL ECOLOGY
Autumn 2022

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Contents

| | |
|--|----|
| Course Description..... | 3 |
| Course Objectives..... | 3 |
| Required Materials and Texts | 3 |
| Class Format..... | 3 |
| Course Evaluation – Overview | 4 |
| Course Evaluation – Details | 4 |
| Seminar Participation [30%] | 4 |
| Short Paper [20%], due Week 4, (17 Oct.) | 4 |
| Essay Proposal [5%], due Week 8, (31 Oct.)..... | 4 |
| Essay Presentation [5%], due Week 13, (5 Dec.)..... | 5 |
| Research Essay [40%], due Week 13, (9 Dec.)..... | 5 |
| Weekly Course Schedule and Required Readings | 5 |
| Week 1: (12 Sept.) Introduction..... | 5 |
| Week 2: (19 Sept.) Political Ecology | 5 |
| Week 3: (26 Sept.) Politics and the Environment..... | 6 |
| Week 4: (3 Oct.) Slow Violence and Racism..... | 6 |
| Week 5: (10 Oct.) Reading Week..... | 6 |
| Week 6: (17 Oct.) Speciesism | 6 |
| Week 7: (24 Oct.) Consumption Conundrum..... | 7 |
| Week 8: (31 Oct.) Food Regimes..... | 7 |
| Week 9: (7 Nov.) Tropical Forests..... | 8 |
| Week 10: (14 Nov.) Species Extinction | 8 |
| Week 11: (21 Nov.) Indigenous Political Economies..... | 9 |
| Week 12: (28 Nov.) Climate Change and Capitalism | 9 |
| Week 13: (5 Dec.) Essay Presentations..... | 10 |

| | |
|---|-------------------------------------|
| Further Reading | 10 |
| Political Ecology..... | 10 |
| Politics and the Environment | 11 |
| Slow Violence and Racism | 11 |
| Speciesism | 12 |
| Consumption | 12 |
| Food Regimes | 13 |
| Tropical Forests..... | 14 |
| Species Extinction | 15 |
| Organized Violence | 15 |
| Indigenous Political Ecologies | 15 |
| Climate Change and Capitalism | 16 |
| Course Policies | 17 |
| Submission of Assignments..... | 17 |
| Grades..... | 17 |
| Late Assignments | 17 |
| Absences, Missed Work, Illness | 17 |
| Courses with an On-Line Element | 17 |
| Online Proctoring..... | 18 |
| Authenticity / Plagiarism Detection | 18 |
| Copyright and Recording | 18 |
| Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO) | 18 |
| University Policies | 19 |
| Academic Integrity Statement..... | Error! Bookmark not defined. |
| Conduct Expectations..... | 19 |
| Academic Accommodation of Students with Disabilities..... | 19 |
| Faculty of Social Sciences E-mail Communication Policy | 20 |
| Course Modification | 20 |
| Extreme Circumstances..... | 20 |

Course Description

The planet is facing a multi-faceted ecological crisis. The goal of this course is to help you develop a better understanding of the nature of the crisis and the politics that surrounds it. To do this, we examine the interaction of the political economy of global capitalism with the natural environment. We begin the course by introducing ourselves to the field of political ecology and how the environmental crisis might reshape our view of politics. Following weeks will explore particular themes such as: the problem of consumption; speciesism, indigenous political ecologies; slow violence and racism; the production and consumption of key commodities (food, tropical forests, etc.) and the issues surrounding these patterns. We conclude the course by considering the big question of the compatibility of capitalism with a healthy environment. Political ecology is an interdisciplinary undertaking, so students should be prepared to read material from a number of different fields – politics, international relations, anthropology, geography, natural sciences and ecology.

Course Objectives

By the end of the course students should be able to:

1. Understand the theoretical implications of political ecology.
2. Articulate a view about the significance of consumption in the global economy.
3. Be familiar with the political ecologies of key commodities.
4. Present written and oral findings of a research paper on a political ecology topic.

Required Materials and Texts

- Online weekly readings.

Class Format

Beginning in Week 2, all students will be expected to submit a weekly reading summary on Avenue to Learn before each week's seminar. This document will contain:

1. A list of key concepts and terms.
2. A summary statement (four sentences maximum) of each author's main argument. This statement should be written in your own words as far as possible.
3. Three or four issues or questions in the readings that are important and merit some discussion and that you would like addressed in the seminar. Formulate these in the form of a question.

Students will be expected to be active participants in class discussions. This involves leading discussions, highlighting points from the readings, engaging with the arguments of the texts, offering criticism of what you have read and asking questions about the texts. Talking for the sake of talking or making irrelevant points does not contribute to your participation grade.

Starting in Week 4 the seminar will be facilitated by two to three students. Their job is to facilitate discussion. We will begin by discussing the *'In the Press'* article to gauge

students' initial reaction to the featured story. Discussion will then move on to the readings of the week and how they help us understand the article in more depth. Discussion should revolve around the concepts and arguments put forth in the academic articles.

NOTE: Students are being asked to facilitate discussion **NOT** give presentations. You can pose questions for discussion, use videos, jeopardy games, online quizzes, word clouds or other tools to facilitate discussion, but do not give a presentation of the readings. Students have done the readings, they don't need to be summarized. Providing a summary of the readings is redundant and boring. The seminar is for discussing the ideas that emerge from the readings.

Week 13: Students will be divided into groups of three or four as a panel. Each student will give a 3 minute overview of their research paper by telling the seminar their research question and what they have learned to date. Panel members will respond to questions from classmates.

Course Evaluation – Overview

1. Seminar participation (throughout the term) – 30%
2. Short paper, due in class (Week 4) (October 17) – 20%
3. Essay proposal, due in class (Week 8) (October 31) – 5%
4. Research presentation (Week 13) (December 5) – 5%
5. Research essay (Week 13) (December 9) – 40%

Course Evaluation – Details

Seminar Participation [30%]

The *participation* grade covers seminar attendance, participation, weekly summary pages and seminar facilitation. I will take notes on the seminar discussions. General seminar participation is out of 15. Summary notes are graded as 10 x 1 = 10; facilitating a seminar is marked out of 5.

Short Paper [20%], due Week 4, (17 Oct.)

Write a 1500 word essay in response to the question 'What is political ecology and how does it differ from other theoretical approaches or subjects you have studied in Political Science courses?' You will be expected to draw on the required readings from weeks 2 and 3. You may also draw upon readings you have done in other courses to answer the second part of the question.

Essay Proposal [5%], due Week 8 (or earlier if you wish), (31 Oct.)

Research paper proposal should be three pages long and include:

- proposed research question
- explanation of how it fits into course
- topics that will be addressed
- questions that need to be answered
- preliminary bibliography (not annotated)

Essay Presentation [5%], due Week 13, (5 Dec.)

Students will give a brief (3 Minute) overview of their research topic and respond to questions from the class. They should state their research question and initial findings.

Research Essay [40%], due Week 13, (9 Dec.)

The paper should be **no longer than 3,500 words** (can go over by 10%), excluding bibliography. It must be based upon your paper outline and material beyond the course readings.

NOTE: As a fourth year seminar, this is a capstone course. You should be prepared to demonstrate how much you have learned over the past three and a half years. In particular, I am expecting high quality written work. That means clear, logical, persuasive writing. Make sure you proof your work before handing it in or run it through a spelling and grammar checking program such as [Grammarly](#). With the advent of AI, there is no excuse for handing in sloppy papers.

Weekly Course Schedule and Required Readings

Week 1: (12 Sept.) Introduction

Course introduction, review of requirements and student and instructor interests and expectations. We will also have a discussion of an important concept in political ecology 'The Anthropocene'. Please arrive being prepared to discuss the following short readings.

Required Readings:

Paul Crutzen. 'Geology of mankind', *Nature*. 415, 3 January (2002): p. 23.

Andreas Malm and Alf Hornborg. 'The geology of mankind? A critique of the Anthropocene narrative', *The Anthropocene Review*. 2014, Vol. 1(1) pp. 62-69.

Dipesh Chakrabarty. 'The Politics of Climate Change Is More Than the Politics of Capitalism', *Theory, Culture & Society*. 34(2-3) (2017): pp. 25-37.

Week 2: (19 Sept.) Political Ecology

The goal this week is to gain an understanding of the basic contours of the field of political ecology. It obviously involves the study of politics and ecology, but what is meant by these terms? Are there different types of political ecology? What is the balance between the politics and the ecology? We want to learn about political ecology approaches and the debates that they foster.

Required Readings:

Susan Paulson, Lisa Gezon and Michael Watts. 'Locating the Political in Political Ecology: An Introduction', *Human Organization*. Vol. 62, No.3 (2003): pp. 205-217.

Paul Robbins. 'Political versus Apolitical Ecology', *Political Ecology: A Critical Introduction*. Vol. 16. John Wiley & Sons, (2011). Chapter One. pp. 1-24.

Walker, Peter A. 'Political Ecology: Where is the Ecology?', *Progress in Human Geography*. 29.1 (2005): pp. 73-82.

Week 3: (26 Sept.) Politics and the Environment

This week we turn our attention to how the environmental crisis and environmental issues influence the theory and study of politics. What is the connection between the environment and politics?

Required Readings:

Paul Wapner. 'The Changing Nature of Nature: Environmental Politics in the Anthropocene', *Global Environmental Politics*. 14, no. 4 (2014): pp. 36-54.

Jennifer Clapp and Peter Dauvergne. 'Peril or Prosperity? Mapping Worldviews of Global Environmental Change', *Paths to a Green World: The Political Economy of the Global Environment*. (2005): pp. 1-16.

Andreas Duit, Peter H. Feindt & James Meadowcroft. 'Greening Leviathan: the rise of the environmental state?', *Environmental Politics*. Vol. 25:1 (2016): pp. 1-23.

Week 4: (3 Oct.) Slow Violence and Racism

Two significant aspects of environmental destruction are that such processes can take place over a very long time period and they are often confined to particular geographic spaces. The concept of slow violence captures the incremental but devastating nature of some forms of environmental degradation while environmental racism highlights how damage is often inflicted upon particular racialized communities.

In the Press:

Adam Mahoney. '[Slow Violence that drives Death: A California port city's struggle with pollution and shootings](#)', *The Guardian*. 31 March 2022.

Required Readings:

Thom Davies. 'Slow violence and toxic geographies: "Out of sight" to whom?', *Environment and Planning C: Politics and Space*. (2019): pp. 1-19.

Laura Pulido. 'Flint, Environmental Racism and Racial Capitalism', *Capitalism Nature Socialism*. 27 3 (2016): pp. 1-16.

James Rocha. 'Environmental Racism and Privileged Consumerism', *Philosophy in the Contemporary World*. 21: 1 (Spring 2019): pp. 1-17.

Joan Martinez-Alier. 'Environmentalism of the poor', *Geoforum*. 54 (2014): pp. 239-41.

Week 5: (10 Oct.) Reading Week

Week 6: (17 Oct.) Speciesism

One of the key questions in political ecology involves human's relations with other life forms. Should animals or ecological systems have any rights in a world dominated by humans or are all life forms subordinate to human desires and needs? This week we will consider the concept of speciesism which suggests that humans wrongly discriminate against other species.

In the Press:

Guardian staff and agencies. '[Happy the elephant is not a person, says court in Key US animal rights case](#)', *The Guardian*. 15 June 2022.

Required Readings:

Gonzalo Villaneuva. 'Against Animal Liberation? Peter Singer and his critics', *Sophia*. (2018) 57: pp. 5-19.

Elisa Aaltola. 'Personhood and Animals', *Environmental Ethics*. 2008 Vol. 30 Iss. 2, pp.175-193.

Erin L O'Donnell and Julia Talbot-Jones. 'Creating legal rights for rivers: lessons from Australia, New Zealand and India', *Ecology and Society*. 2018 Vol. 23, No. 1.

Evelyn B. Pluhar. 'Meat and Morality: Alternatives to Factory Farming', *Journal of Agricultural and Environmental Ethics*. (2010): pp. 455-468.

NOTE: SHORT PAPER DUE (17 October) in Avenue to Learn by 4pm.

Week 7: (24 Oct.) Consumption Conundrum

While many environmentally conscious people focus on how products can be made greener, there is an argument that runaway consumption is outpacing any environmental progress being made. This week's readings prod us to theorize consumption and consider the implications of taking consumption seriously.

In the Press:

Peter Newell. '[Britain can't slash emissions without clamping down on the polluter elite](#)', *The Guardian*. 19 April 2021.

Required Readings:

Peter Dauvergne. 'An Unbalanced Global Political Economy', *The Shadows of Consumption*. (Cambridge: MIT Press 2010), pp. 3-17.

Peter Dauvergne, 'Conclusion: the Allure and Illusion of Riches', *Environmentalism of the Rich*. (Cambridge: MIT Press 2016) pp. 139-52.

Thomas Princen. 'Consumption and Its Externalities: Where Economy Meets Ecology', in Thomas Princen, Michael Maniates and Ken Conca, eds., *Confronting Consumption*. (Cambridge: MIT Press 2002), pp. 24-42.

Michael Maniates. 'Individualization: Plant a Tree, Buy a Bike, Save the World?', in Thomas Princen, Michael Maniates and Ken Conca, eds., *Confronting Consumption*. (Cambridge: MIT Press 2002), pp. 43-66.

Week 8: (31 Oct.) Food Regimes

The way that humans produce and consume food has undergone dramatic transformation over the past two centuries. Growing human population and the industrialization of agriculture have profound implications for ecological systems around the world. This week we will familiarize ourselves with these transformations and consider their consequences.

In the Press:

Amanda Schupak. '[Meat monopolies, mega farms: how the US food system fuels climate crisis](#)', *The Guardian*. 30 June 2022.

Required Readings:

Jules Pretty. 'Agriculture and Food Systems: Our Current Challenge', *Food Systems Failure: The global food crisis and the future of agriculture*. (London: Routledge 2013), pp. 17-26.

Marc Williams. 'The Political Economy of Meat', in Gillian Youngs ed., *Political Economy, Power and the Body*. (Basingstoke: MacMillan 2000), pp. 135-58.

Jennifer Clapp. 'Mega-Mergers on the Menu: Corporate Concentration and the Politics of Sustainability in the Global Food System', *Global Environmental Politics*. 18 No. 2 (2018): pp. 12-33.

NOTE: ESSAY PROPOSAL DUE (31 October) in Avenue to Learn by 4pm.

Week 9: (7 Nov.) Tropical Forests

Tropical forests are vital for the health of local communities and the planet. Recent years have seen massive deforestation around the world with particularly dramatic developments in Brazil and Indonesia. This week we will try to get a better understanding of the causes and consequences.

In the Press:

Patrick Greenfield. '[Relentless destruction of rainforest continuing despite COP26 pledge](#)', *The Guardian*. 28 April 2022.

Required Readings:

Richard Tucker. 'Environmentally Damaging Consumption: The Impact of American Markets on Tropical Ecosystems in the Twentieth Century', in Thomas Princen, Michael Maniates and Ken Conca, eds., *Confronting Consumption*. (Cambridge: MIT Press 2002), pp. 177-95.

Peter Dauvergne. 'The Global Politics of the Business of 'Sustainable' Palm Oil', *Global Environmental Politics*. 18:2 (2018): pp. 34-52.

Constance L. McDermott, Kelly Levin and Benjamin Cashore. 'Building the Forest-Climate Bandwagon: REDD+ and the Logic of Problem Amelioration', *Global Environmental Politics*. 11, no.3 (2011): pp. 85-103.

Week 10: (14 Nov.) Species Extinction

While humans have been successful at dominating their environment, they have had a devastating effect on other species. Some observers have suggested that we are now driving the sixth mass extinction in earth's history. This week we will consider the dangers of mass extinctions and human's role in that process.

In the Press:

Patrick Greenfield and Peter Muiruri. '[COP15: lack of political leadership leaves crucial nature summit in peril, warn NGOs](#)', *The Guardian*. 28 June 2022.

Required Readings:

IPBES '[Nature's Dangerous Decline 'Unprecedented' Species Extinction Rates 'Accelerating'](#)' Intergovernmental Science-Policy Platform on Biodiversity and Ecosystems Services, Monday 6 May 2019.

Philip Cafaro. 'Three ways to Think About the Sixth Mass Extinction', *Biological Conservation*. 192 (2015): pp. 3878-93.

H. de la Cueva Salcedo. 'Environmental Violence and Its Consequences', *Latin American Perspectives*, 42(5), (2015): pp. 19–26.

Week 11: (21 Nov.) Indigenous Political Economies

Indigenous peoples have a very different relationship to nature than Western societies. What are the varying principles of these relationships and how might they give rise to different political ecologies or challenge existing arrangements?

In the Press:

Mark Blackburn. '[Indigenous communities to be hit with 'ecological grief, loss of land and traditional knowledge' because of climate crisis](#)', *APTN National News*. 11 Feb. 2022.

Required Readings:

Beth Rose Middleton. 'Jahát Jatítotòdom*: toward and indigenous political ecology' in *International Handbook of Political Ecology* ed. by Raymond L. Bryant (Cheltenham: Edward Elgar, 2015), pp. 561-576.

Julian Brave Noisecat. 'Slaying the Carbon-Consuming Colonial Hydra: Indigenous Contributions to Climate Action', *Development*.t Vol. 59:3-4 (2016), pp. 199-204.

Anne Spice. 'Fighting Invasive Infrastructures', *Environment and Society*. 91 1 (2018): pp. 40-56.

Week 12: (28 Nov.) Climate Change and Capitalism

Perhaps the most pressing issue in political economy is whether preventing catastrophic climate change is possible under our existing capitalist system. There is no easy or clear cut answer, but we consider the problem this week.

In the Press:

Adrienne Buller. '[What's really behind the failure of green capitalism?](#)', *The Guardian*. 26 July 2022.

Required Readings:

Naomi Klein 'One Way or Another Everything Changes', *This Changes Everything: Capitalism vs. The Climate*. (Toronto: Vintage 2015), pp. 1-30.

Mark Jaccard. 'We Must Abolish Capitalism', 'The Simple Path to Success with Our Climate-Energy Challenge', *The Citizen's Guide to Climate Success: Overcoming myths that hinder progress*. (Cambridge: Cambridge University Press 2020) pp. 224-38, 239-265.

Week 13: (5 Dec.) Essay Presentations

NOTE: RESEARCH ESSAY DUE (9 December) in Avenue to Learn by 4pm.

Further Reading

Political Ecology

Raymond L. Bryant. 'Power, Knowledge and Political Ecology in the Third World: A Review', *Progress in Physical Geography*. 22.1 (1998): pp. 79-94.

Tim Forsyth. 'Political Ecology and the Politics of Environmental Science,' *Critical Political Ecology: The Politics of Environmental Science* (2003): Chapter One. pp. 1-22.

Arturo Escobar. 'After Nature: Steps to an Antiessentialist Political Ecology', *Current Anthropology*. 40.1 (1999): pp. 1-30.

Rodrigo Penna-Firme. 'Political and Event Ecology: Critiques and Opportunities for Collaboration', *Journal of Political Ecology*. 20.1 (2013): pp. 199-216.

Arturo Escobar. 'Construction Nature: Elements for a Post-structuralist Political Ecology', *Futures*. 28.4 (1996): pp. 325-343.

Geoff Mann. 'Should Political Ecology be Marxist?: A Case for Gramsci's Historical Materialism', *Geoforum*. 40. (2009). pp. 335-344.

Ryan Holifield. 'Actor-network Theory as a Critical Approach to Environmental Justice: A Case against Synthesis with Urban Political Ecology', *Antipode*. 41.4 (2009): pp. 637-658.

Dianne Rocheleau, Barbara Thomas-Slayter, and Esther Wangari. 'Gender and Development: A Feminist Political Ecology Perspective', *Feminist Political Ecology: Global Issues and Local experience*. Routledge (2013): pp. 3-23.

Dipesh Chakrabarty. 'Postcolonial studies and the challenge of climate change', *New Literary History*. 43.1 (2012): pp. 1-18.

Eva Lövbrand, et al. 'Who speaks for the future of Earth? How critical social science can extend the conversation on the Anthropocene', *Global Environmental Change*. 32 (2015): pp. 211-218.

Mohammad Tanzimuddin Khan. 'Theoretical Frameworks in Political Ecology and Participatory Nature/Forest Conservation: The Necessity for a Heterodox Approach and the Critical Moment', *Journal of Political Ecology*. 20.1 (2013): pp. 460-472.

Politics and the Environment

- Carl Death. 'Critical, Environmental, Political: An Introduction', *Critical Environmental Politics*. (2013): Chapter 1: pp. 1-12.
- Cameron Harrington. 'The Ends of the World: International Relations and the Anthropocene', *Millennium: Journal of International Studies*. 44 (3) (2016): pp. 478-498.
- Anthony Burke, Stephanie Fishel, Audra Mitchell, Simon Dalby and Daniel J. Levine. 'Planet Politics: A Manifesto from the End of IR', *Millennium*. 44 (3), (2016): pp. 499-523.
- David Chandler, Erika Cudworth and Stephen Hobden, S. 'Anthropocene, Capitalocene and Liberal Cosmopolitan IR: A Response to Burke et al.'s 'Planet Politics', *Millennium: Journal of International Studies*. 46 (2), (2018): pp. 190-208.
- Richard Peet, Paul Robbins, and Michael Watts, eds. 'Global Nature', *Global Political Ecology*. Routledge, (2012): pp. 1-45.
- Christophe Bonneuil and Jean-Baptiste Fressoz, 'Thinking with Gaia', *The Shock of the Anthropocene* trans. by David Fernbach. (New York: Verso, 2017), pp. 19-44.
- Eva Lövbrand, Silke Beck, Jason Chilvers, Tim Forsyth, Johan Hedren and Rolf Lidskog. 'Who speaks for the future of Earth? How critical social science can extend the conversation on the Anthropocene', *Global Environmental Change*. (2014).
- Jeremy Baskin 'Paradigm Dressed as Epoch; The Ideology of the Anthropocene', *Environmental Values*. (2015): pp. 9-21.

Slow Violence and Racism

- Chloe Ahmann. 'It's Exhausting to create an event out of nothing: Slow violence and the manipulation of time', *Cultural Anthropology*. Vol. 33 Iss. 1 (2018): pp. 142-171.
- Rob Nixon. 'Introduction', *Slow Violence and the Environmentalism of the Poor*. (Cambridge: Harvard University Press, 2011): pp. 1-44.
- Thom Davies. 'Toxic Space and Time: Slow violence, Necropolitics, and Petrochemical Pollution', *Annals of the American Association of Geographers* .108: 6 (2018): pp. 1537-1551.
- Razmig Keucheyan. 'Environmental Racism', *Nature is a Battlefield: Towards a Political Ecology*. (Polity 2016). pp. 8-54.
- Joan Martinez-Alier, Leah Temper, Daniela Del Bene and Amin Scheidel. 'Is there a global environmental justice movement?', *The Journal of Peasant Studies*. Vol. 43, No. 3 (2016): pp. 731-755.
- B. Anderson, K. Grove, L. Rickards, M. Kearnes. 'Slow emergencies: Temporality and the racialized biopolitics of emergency governance', *Progress in Human Geography*. (2019).
- N. Cecire. 'Environmental innocence and slow violence', *Women's Studies Quarterly*. 43 (1/2) (2015): pp. 164-180.
- J. Cock. 'Sociology and the slow violence of Toxic pollution. An invitation to debate', *South African Review of Sociology*. 45 (3) (2014): pp. 112-7.

- T. Davies. 'Toxic space and time 'Slow violence, necropolitics and petrochemical pollution', *Annals of American Association of Geographers*. 108 (6) (2018): pp. 1537-53.
- J.K. Gamu and P. Dauvergne. 'The slow violence of corporate social responsibility: the case of mining in Peru', *Third World Quarterly*. 39 (5) (2018): pp. 959-975.
- J. Sandlos and A. Keeling. 'Toxic legacies, slow violence and environmental injustice at Giant Mine, Northwest Territories', *Northern Review*. (42), (2016): pp. 7-21.
- Shannon O'Lear. 'Climate Science and Slow Violence: A View from Political Geography and STS on Mobilizing Technoscientific Ontologies of Climate Change', *Political Geography*. 52 (2016): pp. 4-13.
- Scott Prudham. 'Poisoning the Well: Neoliberalism and the Contamination of Municipal Water in Walkerton, Ontario', *Geoforum*. 35.3 (2004): pp. 343-359.
- Anil Agarwal, and Sunita Narain. *Global Warming in an Unequal World: A Case of Environmental Colonialism*. Centre for Science and Environment. (1991): pp. 1-34.
- Sharlene Mollett. 'The Power to Plunder: Rethinking Land Grabbing in Latin America', *Antipode*. 48.2 (2016): pp. 412-432.
- Carol L. Hanchette. 'The Political Ecology of Lead Poisoning in Eastern North Carolina', *Health & Place*. 14.2 (2008): pp. 209-216.
- Daniel Renfrew. 'In the margins of contamination: Lead poisoning and the production of neoliberal nature in Uruguay', *Journal of Political Ecology*. 16.1 (2009): pp. 87-103.

Speciesism

- Lisa Kemmerer. 'The Interconnected Nature of Anymal and Earth Activism', *American Behavioral Scientist*. Vol. 63 Iss. 8 (July 2019): pp. 1061-79.
- Catia Faria and Eze Paez. 'Its Splitsville: Why Animal Ethics and Environmental Ethics are Incompatible', *American Behavioral Scientist*. Vol. 63, Iss. 8, (July 2019): pp. 1047-1060.
- Núria Almiron. "Greening Animal Defense?" Examining whether appealing to Climate Change and the Environment is an effective strategy to reduce oppression of nonhumans', *American Behavioral Scientist*. Vol. 63, Iss. 8, (July 2019): pp. 1101-1119.
- Tony Weis, *The Ecological Hoofprint: The global burden of industrial livestock* (London: Zed Books 2013).
- Timothy Pachirat, *Every Twelve seconds: Industrialized Slaughter and the Politics of Sight* (New Haven: Yale University Press 2011).

Consumption

- Sally Eden. 'The Politics of Certification: Consumer Knowledge, Power, and Global Governance in Ecolabeling', *Global Political Ecology* (2011): pp. 169-184.
- Peter Dauvergne. *The Shadows of Consumption: Consequences for the Global Environment* (Cambridge: MIT Press 2008).
- Andrew Brooks, and Raymond Bryant. 'Consumption', *Critical Environmental Politics*. (2013): Chapter 8, pp. 72-82.

Sally Eden, Christopher Bear, and Gordon Walker. 'Mucky carrots and other proxies: problematizing the knowledge-fix for sustainable and ethical consumption', *Geoforum*. 39.2 (2008): pp. 1044-1057.

Food Regimes

Jostein Jakobsen & Arve Hansen. 'Geographies of meatification: an emerging Asian meat complex', *Globalizations*. 17:1 (2020): pp. 93-109.

N. Busscher, E. Colombo, L. van der Ploeg, J.I. Gabella, and A. Leguizamón. 'Civil society challenges the global food system: The international Monsanto tribunal', *Globalizations*. 17(1) (2020): pp. 16-30.

J. Poore and T. Nemecek. 'Reducing food's environmental impacts through producers and consumers', *Science*. 360 (6392) (01 Jun 2018): pp. 987-992.

Philip McMichael, 'A Food Regime Analysis of the "World Food Crisis"', *Agriculture and Human Values*. 26.4 (2009): pp. 281-95.

Harriet Friedmann. 'From Colonialism to Green Capitalism: Social Movements and Emergence of Food Regimes', *New Directions in the Sociology of Global Development*. (Emerald Group Publishing Limited, 2005). pp. 227-264.

Harriet Friedmann. 'Discussion: Moving Food Regimes Forward', *Agriculture and Human Values*. 26.4 (2009): pp. 335-344.

Peter Dauvergne. Chapter 16, 'The Ecology of Big Beef', *The Shadows of Consumption: Consequences for the Global Environment*. (Cambridge: MIT Press 2008).

Markus Lundstrom. 'Political Economy of Meat', *Journal of Agricultural and Environmental Ethics*. (2019) 32: pp. 95-104.

Tony Weis. *The Ecological Hoofprint: The Global Burden of Industrial Livestock* (London: Zed Books 2013).

Philip McMichael. 'Agrofuels in the Food Regime', *The Journal of Peasant Studies*. 37.4 (2010): pp. 609-629.

Philip McMichael. 'A Food Regime Genealogy', *The Journal of Peasant Studies*. 36.1 (2009): pp. 139-169.

Timothy Pachirat. *Every Twelve Seconds: Industrialized Slaughter and the Politics of Sight* (Yale University Press, 2011). pp. 1-37.

Karen Bakker. 'The "Commons" versus the "Commodity": Alter-globalization, anti-privatization and the Human Right to Water in the Global South', *Antipode*. 39.3 (2007): pp. 430-455.

Megan A Carney. 'The Biopolitics of "Food Insecurity": Towards a Critical Political Ecology of the Body in Studies of Women's Transnational Migration', *Journal of Political Ecology*. 21.1 (2014): pp. 1-18.

David Goodman. 'Agro-food Studies in the "Age of Ecology": Nature, Corporeality, Biopolitics', *The Rural*. (Routledge, 2017). pp. 127-148.

Mike Davis. *Late Victorian Holocausts: El Niño Famines and the Making of the Third World* (Verso Books, 2002).

Scott Prudham. 'The Fictions of Autonomous Invention: Accumulation by Dispossession, Commodification and Life Patents in Canada', *Antipode*. 39.3 (2007): pp. 406-429.

Timothy Pachirat. *Every Twelve Seconds: Industrialized Slaughter and the Politics of Sight* (Yale University Press, 2011).

Michael Watts. 'Hazards and Crises: A Political Economy of Drought and Famine in Northern Nigeria', *Antipode*. 15.1 (1983): pp. 24-34.

Tropical Forests

Rini Astuti and Andrew McGregor. 'Indigenous Land Claims or Green Grabs? Inclusions and Exclusions within Forest Carbon Politics in Indonesia', *The Journal of Peasant Studies*. 44.2 (2017): pp. 445-466.

Renato J. Orsato, Stewart R. Clegg, and Horacio Falcão. 'The political ecology of palm oil production', *Journal of Change Management*. 13.4 (2013): pp. 444-459.

R.H. Yemadje et al. 'The Political Ecology of Land Management in the Oil Palm Based Cropping System on the Adja Plateau in Benin', *NJAS-Wageningen Journal of Life Sciences*. 60 (2012): pp. 91-99.

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Oil

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Course Policies

Submission of Assignments

Assignments are to be submitted to the appropriate assignments folder in *Avenue to Learn* by **4:00pm** on the day they are due.

Grades

Grades will be based on the McMaster University grading scale:

| MARK | GRADE |
|-------------|--------------|
| 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

Hopefully, you will have a good term and will meet all the deadlines. If not, you have two one day late vouchers you can use on any of the assignments. You can use them both on the last assignment, or one on two different assignments or not at all. You just need to inform me you will be using them. After that, Late papers and other marked assignments will be penalised at the rate of one grade point per day (a grade point is the interval between A+ and A, A and A-, etc.), including weekend days, except in the most extenuating of circumstances. It is your responsibility to make contingency plans for unforeseen problems such as computer and car failures.

Absences, Missed Work, Illness

[McMaster Student Absence Form \(MSAF\)](#): 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](#)'.

Courses with an On-Line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, 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 a course that uses on-

line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour 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. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/quick-link-students) located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/quick-link-students>.

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in [the Code of Student Rights & Responsibilities](#) (the 'Code'). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services

can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that 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 becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

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 his/her McMaster email and course websites weekly during the term and to note any changes.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Last updated Aug 1, 2022 at 4:05 pm.