

**Political Economy and Environmental Change Since 1492**  
**ECON3010 / 4 credits / 60 class hours**

International Honors Program  
Climate Change: The Politics of Food, Water & Energy

**PLEASE NOTE: This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester. In addition, considerations of student safety may change some course content.**

### Course Description

Political economy studies the creation and distribution of wealth by asking “who gets what, why and with what consequences.” The study of political economy thus relates to most aspects of human activities in relation to societal organization and structure, the production of goods and services, the distribution of resources, including the role of the state, the market, non-governmental organizations, the private sector, individuals and communities. This course introduces influential theories in political economy such as liberalism, Marxism, and neoliberalism and connects them to current issues in global and regional environmental change. This course focuses on the relations between capital, labor and nature, which include issues of private property, decision-making, conflict and resistance, racism, sexism and environmental degradation. It looks at how power relations of capitalist accumulation strategies have historically relied, and currently rely, on dispossessing people of their access to natural resources and externalizing the true costs of economic growth onto particular people and places, and the earth at large. It probes into how these forms of dispossession and externalization intersect with culturally and geographically specific modes of racism, patriarchy and social differentiation.

This course traces the history of capitalism as a dialectical process forged in and through conflicts, collaborations, resistance, and (produced) crises—the latter of which offers opportunities to challenge as well as to consolidate power. Through discussions and readings, this course is designed to help you develop theoretical and historical frames of analysis that you can use to more deeply understand the complex dynamics of socio-environmental change in the specific places we visit throughout the program, as well as in the places you call home. Who decides how natural resources are used or not? Who benefits and who bears the costs? How are basic human necessities such as food and water allocated and fought for? How does

scarcity for some relate to abundance for others? What are the contradictions faced by economically impoverished countries as they seek to “develop” in an interdependent international arena and simultaneously protect the environments within their boundaries? In what ways are forms of life and ways of knowing that have been devalued in capitalist relations necessary to mitigate and adapt to climate change? How do different social actors contest environmental degradation? Are there alternative ways of organizing socio-environmental relations, which are more equitable, just and sustainable? These are the questions that we will discuss as we travel and learn together.

## **Course Objectives**

- To introduce students to the basic theories of political economy, the history of global capitalism and its impact on the environment.
- To critically relate theories of political economy and history of global capitalism to particular environmental impacts and the broader phenomena of climate change.
- To introduce students to dialectical methods of analysis, which emphasize power, resistance and socio-environmental contradictions.
- To evaluate the role of the state, multilateral institutions, the private sector and civil society in economic development, the allocation of resources and environmental policy.
- To foster a multi-disciplinary and cross-regional understanding that complements other objectives and experiences on the IHP Climate Change program.

## **Learning Outcomes**

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

- Demonstrate critical insight and knowledge of the political and economic theories covered in the course and their historical context.
- Critically relate and apply historical knowledge and interpretation toward the analysis of current events, and to understand connections between environmental history, social and economic policies, and the current environmental crises of degradation, over-exploitation and climate change.
- Appreciate how the countries that we visit, and the people we meet, deepen our understanding of political economy and environmental history and reflect on how we can reciprocate.
- Appreciate how the socio-environmental lines that divide and connect us also shape what we know, what we think we know, and what forms of knowledge are valued.
- Thoughtfully consider your own situatedness within political economic and socio-spatial relations.
- Think, dream and imagine alternatives to capitalist development and toward climate justice.

## Assessment and Grading Criteria

Assessment:

Reading Responses 35%

Class Facilitation 15%

Quizzes 20%

PE & EH Section of Final Methods Paper 20%

Participation 10%

Total 100%

### Reading Responses (35%)

The readings for all the lectures will be made available in printed version if students request them. They will also be available in the course folder on Dropbox. The readings are absolutely fundamental to the classes. You are expected to read all the required readings, including the required student facilitation readings, **BEFORE** the class meets. You are also to bring course reader to every class session. The readings have been kept to a minimum to ensure that this requirement is realistic given the emotional and logistical demands of the program.

In order to document your observations and reflections about the theories and analyses presented in the readings, you will contribute to an online group discussion with reading responses through an IHP CCC Google Group. This is meant to serve as foundational analytical tool for your comparative research projects, and help you stay caught-up with the program's progress. Timely and thoughtful engagement with the readings and responses, will make the quizzes a lot easier as well and our classes more enjoyable. In addition, it will help you make connections between the sites we visit and the in-country staff lectures. For each class session, you will be expected to:

1. Paste your reading response (see guidelines below) as a REPLY ALL to an initial email I send out, so they come as one thread. This is due by 9 pm two days BEFORE that class session.
2. Respond to one (1) other person's online reading response (see guidelines below).
3. Again, press REPLY ALL so everyone can read your responses. This is due before the class start time.

### ONLINE READING RESPONSE GUIDELINES

Due by 9 pm two days before a class session. For example, if the class is on Wednesday, the response will be due on Monday at 9 pm via the email response to the prompt I send on IHP CCC Google Group. The student facilitators and I need the time to read your responses before the class.

Send as **REPLY ALL**.

Your online reading response should be 250-450 words. It should:

- 1) Begin with Class #, Date, Place, & the # words in memo;

- 2) Address at least one required reading;
- 3) Engage the readings via one or more of the following prompts. You may include quotations that are useful for you, but do not include in word count:
  - Write about something you didn't agree with, or that confused you and briefly explain why;
  - List the main arguments of the readings;
  - Reflect on how a reading relates to a previously discussed theme or reading;
  - Connect the readings to a site visit(s) or guest lecture(s);
  - Explain how the readings relate to each other;
- 4) End your memo with one open-ended discussion question for the class related to the issues you raised in your responses. Feel free to write informally. However, please spellcheck your work and make sure it makes sense. In our writing, we should be respectful of other peoples' views and keep our minds open.

### **REPLY TO PEER READING RESPONSE**

Due before the class start time. Send your response as **REPLY ALL** to a specific person's reading response (so it goes to that person and the Google Group).

Your reply should:

- 1) Contain at least 3 sentences and no more than 3 paragraphs or central points.
- 2) Be addressed to the person to whom you are replying, so indicate his or her name. Pick someone's response that interests, provokes thoughts, even disagreement, and/or enlightens a subject for you. It is fine if a few people reply to the same response.
- 3) End with your name.

You have **ONE PASS**. This means, one time you do not have to turn in a response. Please respond to the group thread with the word "Pass" (no need to explain why) so we know you are selecting to pass.

### **Class Discussion Facilitation (15%)**

You will be responsible for facilitating a 30-45 minute class discussion or collaborative learning activity based on at least one required reading and one recommended reading (assigned for the respective class session). You may submit requests to me to facilitate a specific class during the first two weeks of the program. The facilitators will be required to meet with me at least once and at least a day before class to discuss and plan the session. Your facilitation should:

- Give a brief description of the author's background and the methodology used in the text;
- Highlight the key argument(s) of the writers in a thoughtful way;
- Engage the class in a discussion or activity that you feel will deepen their (and your own) understanding of the text;

- Connect (and/or invite others to connect) the reading to an experiential component of the program;
- Raise new or deeper questions for future analysis.

At the end of your facilitation, your classmates will give you brief verbal feedback.

### **Three Quizzes (20%)**

Towards the end of each of the Vietnam, Morocco and Bolivia country programs, you will take a quiz on the major PE & EH concepts and theories. This quiz will be roughly 30 minutes long and involve matching and/or short answer questions. These scores will be averaged to comprise 15% of your grade.

### **PE EH Section of Final Methods Paper (20%)**

This portion of the final grade is based on 1,000-1,500 words of your 4,500 to 5,500-word final comparative analysis methods paper. This must be a distinct section that draws from at least two readings and/or concepts to create a theoretical or analytical framework that grounds and orients your methods paper. You should also incorporate this analytical frame into your final methods presentation.

### **Participation, Expectations and Policies (10%)**

Show up prepared. Be on time, have your readings completed and questions in mind for discussion or clarification. Being prepared raises the level of class discussion for everyone. This includes being punctual and prepared for guest lectures and site visits. All students are expected to be present at every program session, with the only exceptions being illness (written note required from a non-IHP adult, e.g. homestay parent, or preferably, health care professional). Unexcused absences and habitual lateness will result in penalties reflected in your participation grade. Please inform the traveling faculty or fellow if tardiness is anticipated.

- Have assignments completed on schedule and done in accordance to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Be attentive, respectful and engaged with the guest lecturers and site visit hosts. These are often very busy professionals and community leaders who are doing us an honor by meeting with us and deserve your full attention and respect.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical). Any plagiarism or cheating will result in a score of zero for that assignment, and could result in additional disciplinary measures as outlined in the Academics section of the IHP Student Handbook.
- Reciprocate for the sharing of knowledge the countries and people provide and look for ways to contribute to you learning community.
- Respect differences of opinion (classmates, lecturers, site visit hosts, homestay families). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

- Be pro-active and flexible and take ownership of your learning experience as individuals and as a group. The experiential model of learning requires that you look forward and back across the semester. The logistics of our time in each country means that coursework will not always develop in a strictly linear fashion.
- Electronic devices: The use of phones, tablets and laptops are not permitted during site visits and guest lectures, or In-Country Faculty classes. The use of cell phones during any class is prohibited. We will discuss the need for the use of tablets or laptops during this course.

### **Grading Scale**

|          |   |               |
|----------|---|---------------|
| 94-100%  | A | Excellent     |
| 90-93%   |   | A-            |
| 87-89%   |   | B+            |
| 84-86%   | B | Above Average |
| 80-83%   |   | B-            |
| 77-79%   |   | C+            |
| 74-76%   | C | Average       |
| 70-73%   |   | C-            |
| 67-69%   |   | D+            |
| 64-66%   | D | Below Average |
| below 64 | F | Fail          |

**Note:** Where decimal points are used in grading, below 0.5 will be rounded down, while 0.5 and above will be rounded up. For example, 93.4 will be an A-, while 93.5 will be an A.

### **Expectations and Policies**

#### **Participation**

IHP is an experiential learning program. You have to show up to have the experience. As such, participation is a minimum expectation, not generally to be rewarded with substantial class credit. Students are expected to attend all classes, guest lectures, and field activities unless they have a medical excuse that has been communicated and approved of by IHP staff, faculty, or Fellow. The Fellow will act as a TA for the class and will keep attendance. Missing one class means a small makeup assignment (as determined by the faculty); missing two classes means a sizable makeup assignment; missing three classes means a grade reduction of 2% of the total course grade. Keep in mind that IHP is an experiential program and has academic requirements to attend class meetings and field activities. Failure to attend classes or field activities means that a student may not be eligible for credit from their universities, or could result in program dismissal.

#### **Late Work**

Exact deadlines for assignments will be confirmed in class. Work is due at the start of the day on which it is due, either during the Person of the Day (POD) announcements or at the beginning of class. Late work may be penalized.. Due to the nature of the Country Module structure, late work will be difficult to manage—so work hard to be on time.

## **Class Preparation**

This program is built upon the strong belief that your experiences result in deep insights and powerful learning. Course assignments are created to facilitate learning opportunities and experiences. Dialogue in class about these insights and participation in these activities is critical. For this reason, your participation is very important. As a learning community, each one of us will influence the learning environment. Please take responsibility for your role in this environment and come to class prepared and ready to engage with others in a positive and thought-provoking manner.

## **Academic Integrity**

Academic dishonesty is the failure to maintain academic integrity. It includes, but is not limited to, obtaining or giving unauthorized aid on an examination, having unauthorized prior knowledge of the content of an examination, doing work for another student, having work done by another person for the student, and plagiarism. Academic dishonesty can result in severe academic penalty, including failure of the course and/or dismissal from the institution/program.

Plagiarism is the presentation of another person's ideas or product as one's own. Examples of plagiarism are: copying verbatim and without attribution all or parts of another's written work, using phrases, charts, figures, illustrations, computer programs, websites without citing the source; paraphrasing ideas, conclusions or research without citing the source; using all or part of a literary plot, poem, film, musical score, computer program, websites or other artistic product without attributing the work to its creator.

Students can avoid unintentional plagiarism by carefully following accepted scholarly practices. Notes taken for papers and research projects should accurately record sources of material to cited, quoted, paraphrased, or summarized, and research or critical papers should acknowledge these sources in footnotes or by use of footnotes.

**Violations of SIT Study Abroad academic integrity policy are handled as violations of the student code of conduct and will result in disciplinary action. Please discuss this with your traveling faculty if you have questions.**

## **General Considerations**

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak....
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Please refer to the **SIT Study Abroad Student Handbook** for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

**NB: The instructors retain the right to change the syllabus as needed. Given the flexible field program, changes may occur that are beyond our control.**

### Course Schedule and Readings

| <b>CLASS #<br/>THEME</b>   | <b>Readings (required and Recommended)<br/>**These should be completed BEFORE the listed class date.</b>  |
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| <b>SAN FRANCISCO, CALIFORNIA, USA</b>  |   |
| <b>CLASS 1</b>   | <b>Required readings:</b>   |
| INTRODUCTI<br>ON TO<br>POLITICAL<br>ECONOMY<br>AND<br>ENVIRONME<br>NTAL<br>HISTORY | <ol style="list-style-type: none"> <li>1. O'Connor, James. 1998. "What is Environmental History?" In <i>Natural Causes: Essays in Ecological Marxism</i>. 51-55, New York: The Guilford Press.</li> <li>2. Parenti, Christian. 2011. Chapters 1-3. In <i>Tropic of Chaos</i>, pp. 3-36. New York: Nation Books.</li> <li>3. Adams, W.M. 2009. "Green Development: Reformism or Radicalism?" <i>Green Development: Environment and Sustainability in a Developing World</i> (3<sup>rd</sup> ed.), pp. 362-379. London: Routledge.</li> <li>4. Vaidyanathan, Gayathri. "Nuclear Power Must make a Come Back for Climate's Sake." <i>Scientific American</i>. December 4, 2015.<br/><a href="https://www.scientificamerican.com/article/nuclear-power-must-make-a-comeback-for-climate-s-sake/">https://www.scientificamerican.com/article/nuclear-power-must-make-a-comeback-for-climate-s-sake/</a></li> </ol> |
|  | <b>Recommended readings/watching:</b>   |
|  | <ol style="list-style-type: none"> <li>5. Klein, Naomi. 2014. "The Right is Right". In <i>This Changes Everything: The Revolutionary Power of Climate Change</i>, pp. 31-63. New York: Simon and Schuster.</li> <li>6. Rockström, Johan. "Let the environment guide our development". TedTalks, July 2010.<br/><a href="https://www.ted.com/talks/johan_rockstrom_let_the_environment_guide_our_development#t-1605">https://www.ted.com/talks/johan_rockstrom_let_the_environment_guide_our_development#t-1605</a></li> </ol>   |
| <b>CLASS 2</b>   | <b>Required readings:</b>   |
| REGION IN<br>FOCUS: CA &<br>THE US<br>WEST   | <ol style="list-style-type: none"> <li>1. Pulido, Laura. 2000. "Rethinking Environmental Racism: White Privilege and Urban Development in Southern California". <i>Annals of the Association of American Geographers</i> 90(1): 12-40.</li> <li>2. Anderson, M. Kat. 2005. "Introduction" and "Coda." In <i>Tending the Wild</i>, pp. 1-10 &amp; 358-364. Berkeley: University of California Press.</li> <li>3. Reisner, Marc. 1986. "Introduction" and "First Causes." In <i>Cadillac Desert: The American West and Its Disappearing Water</i>, pp. 1-14 &amp; 104-119. New York: Penguin Books.</li> </ol>  |



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|  | <p>4. Carson, Rachel. 1962. "Foreword", "The Obligation to Endure" and "Surface Waters and Underground Seas". In <i>Silent Spring</i>. Greenwich, CT: Crest Book.</p> <p><b>Recommended readings/ listening:</b></p> <p>5. Davis, Mike. "Who is Killing New Orleans". <i>The Nation</i>. March 23, 2006. <a href="https://www.thenation.com/article/who-killing-new-orleans/">https://www.thenation.com/article/who-killing-new-orleans/</a></p> <p>6. Juhasz, Antonia et al. 2010. "Chevron Corporate, Political and Economic Review" and "Chevron in California" In <i>The True Cost of Chevron: An Alternative Annual Report</i>, pp. 1-7 &amp; 11-12.</p> <p>7. Who Makes Cents? Audio Interview with Andrew Needham on <i>Power Lines: Phoenix and the Making of the Modern Southwest</i>. November 3, 2014. <a href="https://whomakescentspodcast.com/2014/11/03/andrew-needham-on-electricity-and-the-southwest/">https://whomakescentspodcast.com/2014/11/03/andrew-needham-on-electricity-and-the-southwest/</a></p>   |
| <b>VIETNAM</b>   |   |
| <p>CLASS 3</p> <p>FROM FEUDALISM TO CAPITALISM: LIBERAL AND MARXIST PERSPECTIVES</p> | <p><b>Required readings:</b></p> <p>1. Marx, Karl. <i>Capital</i>, Volume 1. Chapter 26: "The Secret of Primitive Accumulation," 1867. <a href="https://www.marxists.org/archive/marx/works/1867-c1/ch26.htm">https://www.marxists.org/archive/marx/works/1867-c1/ch26.htm</a></p> <p>2. Federici, Silvia. 2004. "The Accumulation of Labor and the Degradation of Women" In <i>Caliban and the Witch</i>, pp. 61-85. Brooklyn, New York: Autonomedia.</p> <p>3. (Excerpts) Smith, Adam. "Of the Nature, Accumulation and Employment of Stock". <a href="http://www.econlib.org/library/Smith/smWN6.html">http://www.econlib.org/library/Smith/smWN6.html</a></p> <p>4. Polanyi, Karl. 2001[1944]. "Chapters 3-6" In <i>The Great Transformation: The Political and Economic Origins of Our Time</i> (2<sup>nd</sup> ed.), pp. 35-80. Boston: Beacon Press.</p> <p><b>Recommended readings:</b></p> <p>5. Marx, Karl and Friedrich Engels. 2008. "The Communist Manifesto." In N.H. Barma and S.K Vogel (eds) <i>The Political Economy Reader</i>, pp. 41-62. New York: Routledge.</p> <p>6. Meiksins Wood, Ellen. 1998. "The Agrarian Origins of Capitalism" <i>Monthly Review</i> 50(3). <a href="https://monthlyreview.org/1998/07/01/the-agrarian-origins-of-capitalism/">https://monthlyreview.org/1998/07/01/the-agrarian-origins-of-capitalism/</a></p> <p>7. (Excerpts) Locke, John. "Of Property" In <i>Second Treatise of Government</i>. <a href="http://www.constitution.org/jl/2ndtr05.txt">http://www.constitution.org/jl/2ndtr05.txt</a></p> <p>8. Hardin, Garrett. 1968. "The Tragedy of the Commons." <i>Science</i> 162(3859): 1243-1248.</p> |
| <p>CLASS 4</p>   | <p><b>Required readings:</b></p> <p>1. Trong, Le. 1999. "Vietnam: Traditional Cultural Concepts of Human Relations with the Natural Environment." <i>Asian Geographer</i> 18(1): 67-74.</p>   |

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| <p>COUNTRY IN FOCUS: VIETNAM</p>                               | <p>2. Beckman, Malin. 2011. "Converging and Conflicting Interests in Adaptation to Environmental Change in Central Vietnam." <i>Climate and Development</i> 3(1): 32-41.</p> <p>3. McElwee, Pamela. 2015. "From Conservation and Development to Climate Change: Anthropological Engagements with REDD+ in Vietnam" In J. Barnes and M.R. Dove (eds) <i>Climate Cultures: Anthropological perspectives on Climate Change</i>, pp. 82-104.</p> <p><b>Recommended readings:</b></p> <p>4. Van Arkadie, Brian &amp; Mallon, Raymond. 2012. "Viet Nam's Development Experience," "Geography, Resources and Population" and "Prelude to reform: the attempted introduction of central planning." In <i>Viet Nam: A Transition Tiger?</i>, pp.1-10 &amp; 11-26 &amp; 38-55.</p> <p>5. Tria Kerkvliet, Benedict J. &amp; Porter, Doug J. 1995. "Rural Vietnam in Rural Asia." In B.J. Tria Kerkvliet and D.J. Porter (eds) <i>Vietnam's Rural Transformation</i>, pp. 1-37. Boulder, CO: Westview Press.</p>                  |
| <p>CLASS 5</p> <p>CAPITALISM, COLONIALISM AND NATURE</p>       | <p><b>Required readings:</b></p> <p>1. Mintz, Sidney. 1985. "Production". <i>Sweetness and Power: The Place of Sugar in Modern History</i>, pp. 19-73. Penguin Books.</p> <p>2. Bernstein, Henry. 2000. "Colonialism, Capitalism, Development" (part 1). T Allen &amp; A. Thomas (eds) <i>Poverty and Development into the 21<sup>st</sup> Century</i>, pp. 241-265. The Open University &amp; Oxford University Press.</p> <p>3. Popkin, Samuel L. 1976. "Corporatism and Colonialism: The Political Economy of Rural Change in Vietnam." <i>Comparative Politics</i> 8(3): 431-464.</p> <p><b>Recommended readings:</b></p> <p>4. Davis, Mike. 2002. "Preface", "Chapter 1: Victoria's Ghosts" and "Chapter 3: Gunboats and Messiahs." In <i>Late Victorian Holocausts: El Niño Famines and the Making of the Third World</i>, pp.1-16 &amp; 25-59 &amp; 91-115. New York: Verso.</p> <p>5. Guha, Ramachandra. 2000. "The Southern Challenge." In <i>Environmentalism: A Global History</i>. New York: Longman.</p> |
| <b>MOROCCO</b>   |   |
| <p>CLASS 6</p> <p>DEVELOPMENT IN THE POST-COLONIAL CONTEXT</p> | <p><b>Required readings:</b></p> <p>1. Williams, Raymond. 1983 [1976]. "Development", <i>Keywords: A Vocabulary of Culture and Society</i>, pp. 102-104. New York: Oxford University Press.</p> <p>2. Bernstein, Henry. 2000. "Colonialism, Capitalism, Development" (part 2). T Allen &amp; A. Thomas (eds) <i>Poverty and Development into the 21<sup>st</sup> Century</i>, pp. 265-270. The Open University &amp; Oxford University Press.</p> <p>3. Nkrumah, Kwame. 1965. "Introduction." In <i>Neo-colonialism: The Last Stage of Imperialism</i>, pp. ix-xx. New York: International Publishers.</p>  |

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|  | <p>4. Verhoeven, Harry. 2014. "Gardens of Eden or Hearts of Darkness? The Genealogy of Discourses on Environmental Insecurity and Climate Wars in Africa." <i>Geopolitics</i> 19(4): 784-805.</p> <p><b>Recommended readings:</b></p> <p>5. Fanon, Frantz. 1963. "The Pitfalls of National Consciousness", <i>The Wretched of the Earth</i>, pp. 148-205.</p> <p>6. Rostow, W.W. 1960. "The Five Stages of Growth-A Summary." In <i>The Stages of Economic Growth: A non-Comunist Manifesto</i>, pp. 4-16. Cambridge: Cambridge University Press.</p> <p>7. Massey, Doreen. 1999. "Imagining Globalization: Power-Geometries of Time-Space", A. Brah et al. (eds), <i>Global Futures: Migration, Environment and Globalization</i>, pp. 27-44. Basingstoke: Macmillan.</p>   |
| <p>CLASS 7</p> <p>NEOLIBERAL-ISM</p>   | <p><b>Required readings:</b></p> <p>1. Harvey, David. 2005. "Freedom's Just Another Word..." and "Production of Consent" In <i>A Brief History of Neoliberalism</i>, pp. 5-63. Oxford University Press.</p> <p>2. Chang, Ha-Joon. 2007. "Prologue", <i>Bad Samaritans: The Myth of Free Trade and The Secret History of Capitalism</i>, pp. vii-xxv. London: Bloomsbury Press.</p> <p>3. Klein, Naomi. 2014. "Hot Money: How Free Market Fundamentalism Helped Overheat the Planet," <i>This Changes Everything: The Revolutionary Power of Climate Change</i>, pp. 64-95. New York: Simon and Schuster.</p> <p>4. Moustakbal, Jawad."Despotism, Neoliberalism and Climate Change: Morocco's Catastrophic Convergence". <i>Middle East Eye</i>. 21 July 2017.<br/><a href="http://www.middleeasteye.net/essays/catastrophic-convergence-1321268571">http://www.middleeasteye.net/essays/catastrophic-convergence-1321268571</a>.</p> <p><b>Recommended readings:</b></p> <p>5. Buehler, Matt. 2015. "Labour Demands, Regime Concessions: Moroccan Unions and the Arab Uprising." <i>British Journal of Middle eastern Studies</i> 42(1): 88-103.</p> <p>6. Arsel, Murat. &amp; Buscher, Bram. 2012. "Nature™ Inc.: Changes and Continuities in Neoliberal Conservation and Market-based Environmental Policy." <i>Development and Change</i> 43(1): 53-78.</p> |
| <p>CLASS 8</p> <p>COUNTRY IN FOCUS: MOROCCO</p> <p><i>Gender, Conflicts and Climate Change</i></p> | <p><b>Required readings:</b></p> <p>1. Federici, Silvia. 2004. "The Accumulation of Labor and the Degradation of Women" and "The Great Witch Hunt in Europe" In <i>Caliban and the Witch</i>, pp. 85-106 &amp; 165-179. Brooklyn, New York: Autonomedia.</p> <p>2. Samia Errazzouki. "Working-Class Women Revolt: Gendered Political Economy in Morocco." <i>The Journal of North African Studies</i>, 19:2, pp. 259-267, 2014.</p> <p>3. Urmilla Bob &amp; Agnes Babugura. "Contextualising and Conceptualising Gender and Climate Change in Africa." <i>Agenda: Empowering Women for Gender Equity</i>, 28:3, pp. 3-15, 2014.</p>  |

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|   | <p><b>Recommended readings:</b></p> <ol style="list-style-type: none"> <li>4. Derek, Gregory. 2001. "(Post)Colonialism and the Production of Nature." In N. Castree and B. Braun (eds) <i>Social Nature: Theory, Practice and Politics</i>, pp. 84-111. Oxford: Blackwell Publishing.</li> <li>5. Moustakbal, Jawad. "On the Perspective of Ruling Classes and the Elite in Morocco on Global Environmental Issues" CADTM, pp. 1-7, October 12, 2016. <a href="http://www.cadtm.org/spip.php?page=imprimer&amp;id_article=14044">http://www.cadtm.org/spip.php?page=imprimer&amp;id_article=14044</a></li> </ol>   |
| <b>BOLIVIA</b>  |  |
| <p>CLASS 9</p> <p>DEPENDENCY AND DEVELOPMENT</p> <p><i>Latin American Perspectives</i></p>              | <p><b>Required readings:</b></p> <ol style="list-style-type: none"> <li>1. Gunder Frank, Andre. 1966. "The Development of Underdevelopment," <i>Monthly Review</i>, September, pp. 17-31.</li> <li>2. Escobar, Arturo. "Chapter 1." In <i>Encountering Development: The Making and Unmaking of the Third World</i>. Princeton, NJ: Princeton University Press, 2012.</li> <li>3. Acción Ecológica. 2000. "No More Plunder, They Owe Us The Ecological Debt". <a href="http://www.accionecologica.org/alerta-verde-el-boletin-de-ae/1259-78-no-mas-saqueo-nos-deben-la-deuda-ecologica">http://www.accionecologica.org/alerta-verde-el-boletin-de-ae/1259-78-no-mas-saqueo-nos-deben-la-deuda-ecologica</a></li> </ol> <p><b>Recommended readings:</b></p> <ol style="list-style-type: none"> <li>4. Canessa, Andrew. 2008. "The Past is Not Another Country: Exploring Indigenous Histories in Bolivia." <i>History and Anthropology</i> 19(4): 353-369.</li> <li>5. Denevan, William M. 1992. "The Pristine Myth: The Landscape of Americas in 1492." <i>Annals of the Association of American Geographers</i> 82(3): 369-385.</li> </ol> |
| <p>CLASS 10</p> <p>COUNTRY IN FOCUS: BOLIVIA</p> <p><i>From Neoliberalism to Post-Neoliberalism</i></p> | <p><b>Required readings:</b></p> <ol style="list-style-type: none"> <li>1. Canessa, Andrew. 2012. "New Indigenous Citizenship in Bolivia: Challenging the Liberal Model of the State and its Subjects." <i>Latin American and Caribbean Ethnic Studies</i>, 7(2): 201-221.</li> <li>2. Olivera, Oscar. 2008. "Privatization" and "Organization" In O. Olivera and T. Lewis (eds) <i>¡Cochabamba!: Water War in Bolivia</i>, pp. 7-23 &amp; 25-32. Boston: South End Press.</li> <li>3. Boyd, Emily. 2002. "The Noel Kempff Project in Bolivia: Gender, Power, and Decision-Making in Climate Mitigation," <i>Gender &amp; Development</i>, 10(2): 70-77.</li> <li>4. Andreucci, Diego &amp; M. Radhuber, Isabella. 2017. "Limits to 'counter-neoliberal' reform: Mining expansion and the marginalization of post-extractivist forces in Evo Morales's Bolivia." <i>Geoforum</i> 84, pp. 280-291.</li> </ol>   |

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|  | <p><b>Recommended readings:</b></p> <p>5. Fabricant, Nicole. 2013. "Good Living for Whom? Bolivia's Climate Justice Movement and the Limitations of Indigenous Cosmovisions." <i>Latin American and Caribbean Ethnic Studies</i> 8(2): 159-178.</p> <p>6. McNeish, John-Andrew. 2013. "Extraction, Protest and Indigeneity in Bolivia: The TIPNIS Effect." <i>Latin American and Caribbean Ethnic Studies</i> 8(2): 221-242.</p>   |
| <p>CLASS 11</p> <p>SOCIAL MOVEMENTS AND ALTERNATIVES</p> | <p><b>Required readings:</b></p> <p>1. Evans, Peter. "Is an Alternative Globalization Possible?" <i>Politics &amp; Society</i>, Vol. 36 No. 2, pp. 271-305, June 2008.</p> <p>2. La Via Campesina. "Position Paper of La Via Campesina: Environmental and Climate Justice Now!" December 3, 2014.</p> <p>3. Zibechi, Raul. 2012. "Recreating the Social Tie: The Revolution of Our Days", <i>Territories in Resistance: A Cartography of Latin American Social Movements</i>, pp. 37-49.</p> <p>4. Caffentzis, George &amp; Federici, Silvia. 2014. "Commons against and beyond capitalism." <i>Community Development Journal</i> 49: 92-105.</p>  |
|  | <p><b>Recommended readings/watching:</b></p> <p>5. Klein, Naomi. 2014. "Blockadia: The New Climate Warriors" and "The Right to Regenerate: Moving from Extraction to Regeneration." <i>This Changes Everything: The Revolutionary Power of Climate Change</i>, pp. 293-336 &amp; 419-448. New York: Simon and Schuster.</p> <p>6. Larrea, Carlos et al. 2009. "Yasuni-ITT Initiative: A Big Idea from a Small Country." Executive Summary. <a href="http://mdtf.undp.org/document/download/4545">mdtf.undp.org/document/download/4545</a>. (Read together: "Ecuador approves Yasuni national park oil drilling in Amazon rainforest". <i>Guardian</i>. August 16, 2013. <a href="https://www.theguardian.com/world/2013/aug/16/ecuador-approves-yasuni-amazon-oil-drilling">https://www.theguardian.com/world/2013/aug/16/ecuador-approves-yasuni-amazon-oil-drilling</a>)</p> <p>7. Rodriguez Acha, Maria Alejandra. 2017. "We have to Wake Up Humankind! Women's Struggles for Survival and Environmental and Climate Justice," <i>Development</i>. <a href="https://doi-org.eur.idm.oclc.org/10.1057/s41301-017-0126-5">https://doi-org.eur.idm.oclc.org/10.1057/s41301-017-0126-5</a></p> <p>8. The Take. A Documentary Film by Avi Lewis and Naomi Klein. 2004.</p> |

\* This syllabus draws on the syllabi of previous IHP Climate Change Traveling Faculty, and can be understood as a collaborative document.