

## **Political Economy and Environmental Change since 1492** ECON3010 (4 credits)

### **International Honors Program (IHP)** **Climate Change: The Politics of Land, Water, and Energy Justice**

*This syllabus is representative of a typical 3-country program. Note that program locations may change due to Covid-19 precautions. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.*

### **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 and concepts in political economy such as capitalism, 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 capital accumulation, 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 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

Reading Responses 35%

Class Facilitation 15%

Class discussion commentary 15%

PE Section of Final Methods Paper 25%

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, **BEFORE** the class meets. 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 the IHP CC Spring 2020 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 Spring 2020 Google Groups. 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:

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

- 1) Address at least one required reading;
- 2) 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;
- 3) 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 (in groups of 3-4) 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.

### **Class discussion commentary (15%)**

You will be responsible (in groups of 3-4) for writing up a commentary on one of the student led-discussions. These commentaries (between 1000-1200 words) should briefly summarize the main topics of the discussion, and elaborate on a few arguments made during the discussion that the group members found particularly interesting or insightful. In doing so, the commentary should build links with the concepts or theoretical issues addressed in any of the class sessions (i.e. the class session of that particular week when the commentary is written or any other previous class session). These commentaries will be shared with the whole class. You may submit requests to me to write a commentary for a specific class during the first two weeks of the program (those who facilitate the discussion and those who write the commentary cannot be the same. So, you need to inform me of your preferences for each task separately).

### **PE Section of Final Methods Paper (25%)**

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 three 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 coordinator if tardiness is anticipated. Also, please bear in mind that this part of the grade concerns your participation in ALL program activities, not just this course.

- 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	74-76%	C	Average
90-93%	A-		70-73%	C-	
87-89%	B+		67-69%	D+	
84-86%	B	Above Average	64-66%	D	Below Average
80-83%	B-		below 64	F	Fail
77-79%	C+				
<b>Note:</b> 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 or faculty. 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.

### **SIT Policies and Resources**

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

***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 # THEME</b>	<b>Readings (required and recommended) **These should be completed BEFORE the listed class date.</b>
<b>Introduction - VIETNAM</b>	
<b>CLASS 1</b>  INTRODUCTION: BEING IN THE CURRENT MOMENT	<b>Required readings:</b> <ol style="list-style-type: none"> <li>1. Klein, N. 2014. 'Introduction: One Way or Another, Everything Changes'. In <i>This Changes Everything</i>, pp. 1-28. New York: Simon and Schuster.</li> <li>2. Clapp, J. &amp; P. Dauvergne 2011 'Peril or Prosperity? Mapping worldviews of global environmental change'. Chapter 1 in <i>Paths to a Green World: The Political Economy of the Global Environment</i> (2nd ed.) pp. 1-17. MIT Press.</li> <li>3. Tsing, Anne. 2015. 'Prologue: Autumn Aroma,' in <i>The Mushroom at the End of the World</i>, pp.1-9. Princeton University Press. .</li> <li>4. Mattis, Kristine, "We Are Barely Even Trying" (April 12, 2018). <a href="https://www.counterpunch.org/2017/04/13/we-are-barely-even-trying/">https://www.counterpunch.org/2017/04/13/we-are-barely-even-trying/</a></li> </ol>
	<b>Recommended readings:</b> <ol style="list-style-type: none"> <li>5. Parenti, Christian. 2011. Chapters 1-3. In <i>Tropic of Chaos</i>, pp. 3-36. New York: Nation Books.</li> </ol>
<b>VIETNAM</b>	
<b>CLASS 2</b>  CAPITALISM, COLONIALISM, DEVELOPMENT	<b>Required readings:</b> <ol style="list-style-type: none"> <li>1. Federici, Silvia. 2004. "The Accumulation of Labor and the Degradation of Women" In <i>Caliban and the Witch</i>, pp. 61-103. Brooklyn, New York: Autonomedia.</li> <li>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.</li> <li>3. Nkrumah, Kwame. 1965. "Introduction." In <i>Neo-colonialism: The Last Stage of Imperialism</i>, pp. ix-xx. New York: International Publishers.</li> </ol>
	<b>Recommended readings:</b> <ol style="list-style-type: none"> <li>4. Mintz, Sidney. 1985. "Production". <i>Sweetness and Power: The Place of Sugar in Modern History</i>, pp. 19-73. Penguin Books.</li> <li>5. Gunder Frank, Andre. 1966. "The Development of Underdevelopment," <i>Monthly Review</i>, September, pp. 17-31.</li> <li>6. Escobar, Arturo. 1995. 'The problematization of Poverty: The Tale of Three Worlds and Development'." In <i>Encountering Development: The Making and Unmaking of the Third World</i>, pp. 21-54. Princeton, NJ: Princeton University Press.</li> </ol>

<p>CLASS 3</p> <p>CAPITALISM, NATURE, CRISIS</p>	<p><b>Required readings:</b></p> <ol style="list-style-type: none"> <li>1. Moore, J. 2017. 'World accumulation and planetary life, or why capitalism will not survive until 'the last tree is cut'. <i>IPPR Progressive Review</i> 24(3): 176-202.</li> <li>2. Mies, M. 2014. 'Housewifisation –Globalisation –Subsistence-perspective'. In M. van der Linden &amp; K. Heinz Roth (eds.) <i>Beyond Marx: Theorising the Global Labour Relations of the Twenty-First Century</i>, pp. 209-237 (read until 226). Leiden &amp; Boston: Brill.</li> <li>3. Castree, N. 2010. 'Neoliberalism and the Biophysical Environment 2: Theorising the Neoliberalisation of Nature. <i>Geography Compass</i> 4(12): 1734-1746.</li> </ol> <p><b>Recommended readings:</b></p> <ol style="list-style-type: none"> <li>4. Polanyi, Karl. 2001[1944]. "Chapters 3-6" In <i>The Great Transformation: The Political and Economic Origins of Our Time</i> (2nd ed.), pp. 35-80. Boston: Beacon Press.</li> </ol>
<p>CLASS 4</p> <p>COUNTRY IN FOCUS: VIETNAM</p>	<p><b>Required readings:</b></p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Dao, N. 2010. 'Dam Development in Vietnam: The Evolution of Dam Induced Resettlement Policy'. <i>Water Alternatives</i> 3(2): 324-340.</li> </ol>
	<p><b>Recommended readings:</b></p> <ol style="list-style-type: none"> <li>3. Baresford, Melanie. 2008. "Doi moi in review: the challenges of building market socialism in Vietnam." <i>Journal of Contemporary Asia</i> 38(2): 221-243.</li> <li>4. Schwenkel, Christina &amp; Ann Marie Lefkowich. 2012. "How Neoliberalism is Good to Think Vietnam—How is Vietnam Good to Think Neoliberalism?" <i>Positions</i> 20(2): 379-401.</li> <li>5. Beckman, Malin. 2011. "Converging and Conflicting Interests in Adaptation to Environmental Change in Central Vietnam." <i>Climate and Development</i> 3(1): 32-41.</li> <li>6. 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.</li> </ol>
<b>MOROCCO</b>	
<p>CLASS 5</p> <p>GLOBALIZATION &amp; NEOLIBERALISM</p>	<p><b>Required readings:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Federici, S. 2012. 'The Reproduction of Labor Power in Global Economy and the Unfinished Feminist Revolution' [2008], <i>Revolution at Point Zero: Housework, Reproduction and Feminist Struggle</i>, pp.91-114. PM Press.</li> </ol>

	<p><b>Recommended readings:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>4. Newell, P. &amp; M. Paterson. 2010. ‘Histories of climate, histories of capitalism (Neoliberalism and Climate Politics)’ &amp; ‘The Limits of Climate Capitalism’, in <i>Climate Capitalism: Global Warming and the Transformation of the Global Economy</i>, pp. 23-36 &amp; 129-140.</li> </ol>
<p>CLASS 6</p> <p>COUNTRY IN FOCUS: MOROCCO</p>	<p><b>Required readings:</b></p> <ol style="list-style-type: none"> <li>1. Davis, D.K. 2006. ‘Neoliberalism, Environmentalism and Neoliberal Restructuring in Morocco’, <i>The Geographical Journal</i> 172(2): 88-105.</li> <li>2. Errazzouki, S. 2014. “Working-Class Women Revolt: Gendered Political Economy in Morocco.” <i>The Journal of North African Studies</i>, 19(2): 259-267.</li> <li>3. Moustakbal, J. ‘Despotism, Neoliberalism and Climate Change: Morocco’s Catastrophic Convergence’. <i>Middle East Eye</i>. 21 July 2017. <a href="http://www.middleeasteye.net/essays/catastrophic-convergence-1321268571">http://www.middleeasteye.net/essays/catastrophic-convergence-1321268571</a>.</li> </ol>
	<p><b>Recommended readings:</b></p> <ol style="list-style-type: none"> <li>4. 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> <li>5. Fanon, Frantz. 1963. “The Pitfalls of National Consciousness”, <i>The Wretched of the Earth</i>, pp. 148-205.</li> </ol>
<p>CLASS 7</p> <p>RESISTANCES &amp; SOCIAL MOVEMENTS</p>	<p><b>Required readings:</b></p> <ol style="list-style-type: none"> <li>1. De Angelis, M. 2012. “Crises, Movements and Commons.” <i>Borderlands</i> 11(2): 1-22.</li> <li>2. Di Chiro, G. 2008. ‘Living environmentalisms: coalition politics, social reproduction, and environmental justice’, <i>Environmental Politics</i> 17(2): 276-298.</li> <li>3. Martinez-Alier, J., L. Temper, D. del Bene &amp; A. Scheidel. 2016. ‘Is there a global environmental justice movement?’, <i>The Journal of Peasant Studies</i> 43(3): 731-755.</li> </ol> <p><b>Recommended readings:</b></p> <ol style="list-style-type: none"> <li>4. Schlosberg, D. 2013. ‘Theorising environmental justice; the expanding sphere of a discourse’, <i>Environmental Politics</i> 22(1): 37-55.</li> <li>5. Temper, L. M. Walter, I. Rodriguez, A. Kothari &amp; E. Turhan. 2018. ‘A perspective on radical transformations to sustainability: resistances, movements and alternatives’, <i>Sustainability Science</i> 13: 747-764.</li> </ol>

<b>PERU</b>	
<p>CLASS 8</p> <p>LATIN AMERICA: PAST AND PRESENT</p>	<p><b>Required readings:</b></p> <ol style="list-style-type: none"> <li>1. Galeano, Eduardo. 1973. 'Introduction: 120 Million Children in the Eye of the Hurricane.' In <i>The Open Veins of Latin America</i>, pp. 1-8.</li> <li>2. Acción Ecológica. 1999. "No More Plunder, They Owe Us The Ecological Debt". <a href="http://www.accionecologica.org/deuda-ecologica/alertas/441-78-no-mas-saqueo-nos-deben-la-deuda-ecologica">http://www.accionecologica.org/deuda-ecologica/alertas/441-78-no-mas-saqueo-nos-deben-la-deuda-ecologica</a></li> <li>3. Zibechi, Raul. 2012. "Latin American Social Movements: Trends and Challenges," in <i>Territories in Resistance: A Cartography of Latin American Social Movements</i>, pp.13-20. AK Press.</li> <li>4. Gago, V. &amp; R, Gutiérrez Aguilar. 2018. "Women Rising in Defense of Life." <i>NACLA Report on the Americas</i> 50(4): 364-368.</li> </ol>
	<p><b>Recommended readings:</b></p> <ol style="list-style-type: none"> <li>5. Federici, Silvia. 2019. 'Women's Struggles for Land and the Common Good in Latin America,' in <i>Re-enchanting the World: Feminism and the Politics of the Commons</i>, PM Press, pp. 134-150.</li> <li>6. Escobar, A. 2010. 'Latin America at a Crossroads', <i>Cultural Studies</i> 24(1):1-65.</li> <li>7. Rodríguez Acha, María 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></li> </ol>
<p>CLASS 9</p> <p>EXTRACTION AND CONFLICT: MINING IN PERU</p>	<p><b>Required readings:</b></p> <ol style="list-style-type: none"> <li>1. Svampa, M. 2013. 'Resource extractivism and alternatives: Latin American perspectives on development', in <i>Beyond development: Alternative visions from Latin America</i>, pp. 117-143.</li> <li>2. Bebbington, A. 2012. 'Extractive Industries, Socio-Environmental Conflicts and Political Economic Transformations in Andean America', in <i>Social Conflict, Economic Development and Extractive Industry: Evidence from South America</i>, Routledge, pp. 3-26.</li> <li>3. Li, F. 2016. 'In Defense of Water: Modern Mining, Grassroots Movements, and Corporate Strategies in Peru,' <i>The Journal of Latin American and Caribbean Anthropology</i> 21(1): 109-129.</li> </ol> <p><b>Recommended readings:</b></p>

	<ol style="list-style-type: none"> <li>4. de la Cadena, Marisol. 2015. 'Mariano Turpo: A Leader In-Ayllu,' 'Mariano Engages "the Land Struggle": An Unthinkable Indian Leader,' 'Mariano's Cosmopolitics: Between Lawyers and Ausangate,' in <i>Earth Beings: Ecologies of Practice Across Andean Worlds</i>, pp. 35-58 &amp; 59-90 &amp; 91-116.</li> <li>5. Damonte, Gerardo. 2019. "The constitution of hydrosocial power: agribusiness and water scarcity in Ica, Peru. <i>Ecology and Society</i> 24(2):1-12.</li> </ol>
<p>CLASS 10</p> <p>SYNTHESIS</p>	<p><b>Class Discussion and Collaborative Synthesis</b></p> <p><b>Course Content Across Program Locations</b></p>

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