

CRD/GEO 251: CRITICAL SOCIAL SCIENCE OF THE ENVIRONMENT
CRN
Winter 2021

Professor

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COURSE DESCRIPTION

Relationships between forces of society and the environment through careful examination of the interactions between politics, economics, and global dynamics. Schools of thought concerning society, gender, environmental dynamics, and political economic arrangements across local and global spheres.

As we move through foundational theories in society and natural systems (ecology), we will investigate major concepts in the field, such as what creates unequal distribution of socio-environmental inequalities across the urban arena and global sphere. How these different “places” inform responses to structural arrangements. This course provides students with the conceptual tools for work in environmental analyses, political economic thought, and sociology, as well as methods to make connections across these fields to other critical forms of knowledge production. In turn, we will extensively consider the interconnections among race, class, gender, development, and natural systems. To that end, each student should dedicate themselves to devoting adequate time to contemplate the readings prior to each class meeting and structure thoughtful contributions to class discussion.

COURSE LEARNING OUTCOMES

1. Gain insights into political, economic, and social forces that shape gender and the environment.
 - Assessed via weekly abstracts, class participation and discussion leadership, and final term paper.
2. Understand crucial aspects of nature-society interactions, paying particular attention to how power operates across local and global spheres.
 - Assessed via weekly abstracts, class discussions, and the final term paper.
3. Increase familiarity with theoretical and empirical insights from feminist theory, sociology, environmental studies, and development literatures that inform nature-society interactions.
 - Assessed via weekly abstracts, class discussion, and the final term paper.
4. Improve understanding of basic scientific principles, methods, and analysis.
 - Assessed via weekly abstracts, class discussion, and the final term paper.

COURSE OBJECTIVES

1. To gain key insights into relationships between the environment and gender, with an emphasis on political, economic, and social processes at the local and global levels of analyses.
2. To develop skills in synthesizing information, theoretical frameworks, and diverse array of methods in creative and beneficial ways. Additionally, developing a rich background in associated literatures.
3. To apply a cultivated understanding of particular political economic theories (e.g., through case studies) and how they relate to environmental dynamics, problems, and solutions.
4. To enhance knowledge of the complexity of globalization and urbanization processes as they relate to environmental dynamics through study of relevant theoretical and empirical knowledge.

PROGRAM LEARNING OUTCOMES

This course addresses the following program outcomes:

1. Students will be able to apply social scientific methods to the study of human behavior, organizational processes, and institutional processes.
2. Students will be able to analyze theories and concepts of the social sciences to investigate complex and diverse problems.
3. Students will develop a critical awareness, which they can apply to texts in order to be critical consumers of knowledge.
4. Students will be able to evaluate their understanding of interdisciplinary scholarship and cutting-edge debates in the field.

Table 1. Program outcomes, learning outcomes, course objectives, and assessments

Program Learning Outcomes	Course Learning Outcomes	Course Objectives	Assessment Description
1. Students will be able to apply social scientific methods to the study of human behavior, organizational processes, and institutional processes.	Gain insights into political, economic, and social forces that shape gender and the environment.	To gain key insights into relationships between the environment and gender, with an emphasis on political, economic, and social processes at the local and global levels of analyses.	Assessed via weekly abstracts, class participation and discussion leadership, and final term paper.
2. Students will be able to analyze theories and concepts of the social sciences to investigate	Understand crucial aspects of nature-society interactions, paying particular attention to how power operates	To develop skills in synthesizing information, theoretical frameworks, and	Assessed via weekly abstracts, class participation and discussion

complex and diverse problems.	across local and global spheres.	diverse array of methods in creative and beneficial ways. Additionally, developing a rich background in associated literatures.	leadership, and final term paper.
3. Students will develop a critical awareness, which they can apply to texts in order to develop skills of critical consumption of knowledge.	Increase familiarity with theoretical and empirical insights from feminist theory, sociology, environmental studies, and development literatures that inform nature-society interactions.	To apply a cultivated understanding of particular political economic theories (e.g., through case studies) and how they relate to environmental dynamics, problems, and solutions.	Assessed via weekly abstracts, class participation and discussion leadership, and final term paper.
4. Students will be able to evaluate interdisciplinary scholarship and cutting-edge debates in the field.	Improve understanding of basic scientific principles, methods, and analysis.	To enhance knowledge of the complexity of globalization and urbanization processes as they relate to environmental dynamics through study of relevant theoretical and empirical knowledge.	Assessed via weekly abstracts, class participation and discussion leadership, and final term paper.

GRADING & EVALUATION

The calculation of final grades is based on the following components:

A note on grading Please keep in mind that Canvas is a tool and that it represents an approximate estimate of your grade at best. The grading and final grades is done by the instructor and may differ from Canvas.

Weekly Abstracts (30%) Starting the second week of class, each student will prepare an integrative abstract and questions on required readings that will be available to all class members prior to our weekly meeting. These are to be written in your own words. Distribution will be through the class Canvas page DISCUSSIONS section.

- *Integrative abstracts* should attempt to identify key issues and ideas in the weekly readings but strive to go beyond mere synopsis of the material, which we all will have read.

- The goal, instead, is to *integrate* the information, which can take a variety of formats.
- You might do this by focusing on conclusions and implications and/or by raising a paradox or central question about the topic of the readings.
- Integrative abstracts should treat strengths and weaknesses of the material, as well as make connections to other topics we have covered.
- Students can comment on whether the author's evidence really supports what they set out to do and the conclusions they reach.
- All submissions should include a minimum of two discussion questions related to the readings: One should be a lingering question for you, and the other a question that will promote class discussion.
- If you wish, you may include questions that identify issues that are unclear, undeveloped, difficult to interpret, or which are particularly interesting such that further discussion and elaboration by the class is warranted.
- Both abstracts and questions will be used to orient class discussions.
- These abstracts should be relatively short; approximately two pages using standard margins, regular size font (12 point), and double spaced (though it is entirely plausible to accomplish the objectives in less space).
- Students will submit seven integrative abstracts throughout the semester, worth 5 points each. The abstracts are due 24 hours prior to class meeting each week. Abstracts will cover readings and materials assigned for the Tuesday class.
- I will grade only the first seven abstracts you submit; you may not submit more than seven to replace poor scores. You may submit an abstract on the week you lead discussion but are not required to do so.

Class Discussion & Participation (15%) The portion of your grade is comprised of performance in class discussion, including the class you lead. Members of the class will sign up to lead class discussion (you will sign up electronically, stay tuned). Class discussion leaders are expected to combine their own reading of the material with insights gained from the summaries and questions submitted by other class members to create a coherent agenda for class discussion. Each of you will lead discussion once during the quarter. The responsibilities of the discussion leader are to facilitate the fruitful discussion of readings, introduce connections to earlier topics, incorporate questions individuals might have, and ensure there are no lulls during class. The latter—ensuring there are no lulls in discussion—is the most important role of the discussion leader. Thus, be sure to prepare a list of thoughtful questions for discussion.

Leading class discussion does not require a student to lecture on the topic or the readings. The discussion leader carefully reads and reviews the commentaries and questions from the other students in the class. They organize the questions from the students in the class by looking for similarities and grouping the questions into categories. They then lead the class in discussion

the questions. The discussion leaders are NOT responsible for finding the one and only correct answer to the questions. I will begin each class period with a preamble to introduce broad topics of discussion, treat the themes of the readings, and relate to the foundational aspects of other work considered. The discussion leader(s) will pick up from there to procure a fruitful discussion of the material. **Class discussion will take place on Thursdays and cover all the readings for that week.**

For example, a good rule of thumb is to apply the following; 1) a brief thematic overview of the readings, 2) the main arguments and most valuable contributions (not a summary) of the readings, 3) an analyses of these arguments relate to (expand upon/ reframe/ contradict) other course readings, 4) critiques of the readings (where are their arguments thin, what do they miss, how could they be strengthened, and 5) several key questions or debates to frame the class discussion. **The goal of this activity is to facilitate class discussion.**

IMPORTANT NOTE: Points are deducted if you fail to come to class prepared to contribute to discussion. That is, if you are found to be disengaged, inattentive, and/or distracting during class (or if you fail to come to class), your class discussion grade will be reduced.

This is an opportunity to exercise your intellectual autonomy. To this end you may want to incorporate related information from current, relevant media. You will be evaluated individually on the clarity and accuracy with which you discuss the readings and as a group, on the extent to which you facilitate class participation and understanding. The point of this assignment is to give you experience planning and leading a seminar. I encourage you to be creative and have fun with the assignment and you are welcome to meet with me beforehand for any assistance I may be able to offer.

- **Be organized;** you should prepare an outline of how you want to structure the class discussion and have a list of topics and questions.
- Here are some suggestions for approaches that have worked well in the past.
 - To begin, brief presentations of salient points, which can be done with a list of questions/topics/unresolved issues that you plan to address.
 - **Make connections.** Draw on current events, media representations, and your own special knowledge to move the discussion in certain directions.
 - Your presentation should bridge what we have already read with the current set of readings. Multimedia, film, etc. may be used. Refreshments are always welcomed.
 - Remember the goal is to facilitate group discussion. Activities that do this should be employed early and often.

Final Project & Presentation (50%) The final paper will be a product that is beneficial for you and of your choosing. The goal is for you to develop something that will be useful to you in your academic journey. You are the expert in your journey, and thus are best suited to using this

time wisely to advance your own academic and career objectives. The goal of the activity is to help you hone your analytical skills and provide you with experience reading and synthesizing material and then presenting it in a cogent and persuasive way to readers. You are strongly advised to start early; this is a major piece of work that cannot be left to the last week.

- For instance, students have used this assignment to develop a journal-length manuscript, drafts of their QE, paper for submission to academic conferences, draft of a grant, etc.
- If you do not want to "choose your own adventure", you may write a term paper 18-20 pages in length (not including tables, figures, references). Topics must be relevant to the course, typed, double-spaced, and include proper citations (see APA Style Guide).
- If you are doing a similar paper for another class or have done such a paper previously, please inform me in advance.
- This final product assignment has three phases:
 1. **The Final Project Description:** 2 paragraphs (20% of paper grade) Due via Canvas by **11:59 pm October 9**. This description should include about two paragraphs (1-2 pages) introducing what you plan to do, how it advances your academic, scholarly, and career goals, its importance to you and your line of work, and how it relates to course materials. Feel free to look ahead on the syllabus and on Canvas to topics we will cover in the class.
 2. **Final Project Outline:** Due week 5. This is a bulleted outline of your final project.
 3. **The Draft of the Final Product:** 2,000-3,000 words, not including bibliography (20% of paper grade) Due on Canvas by **11:59 pm November 13**. This draft will present your work. Some sections may be in detailed bullet form if necessary and use limitedly. Include a bibliography of sources. You will peer review a colleague's paper and get peer review feedback on the draft.
 4. **Peer review of colleague's draft product:** (5%) Drafts will be exchanged on Canvas. Each student will be responsible for reviewing one other student's paper. These reviews are due on Canvas by **11:59 pm November 20**. Review using electronic methods (e.g., track changes in Word) or paper (written comments) is acceptable.
 5. **Final presentation:** (20% of paper grade) Presentations will be presented during the last class and may serve as practice for a conference, job talk, etc. A 10-minute final presentation will be given the last day of class. You are responsible for keeping track of your time. Please be mindful as we have a number of presentations to get through. Make sure to practice before presenting.
 6. **Final product:** The final product (40% of paper grade) Due in Canvas by **11:59pm December 10**.

Grading. Grades are determined on a traditional academic scale.

A 93-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%	F 0-59%
A- 90-92%	B 83-86%	C 73-76%	D 63-66%	
	B- 80-82%	C- 70-72%	D- 60-62%	

Required class materials. Will be available on canvas or by using the library website to access journal articles.

GENERAL COURSE POLICIES

Attendance & Participation. Students are expected to complete all the coursework. Attending lectures and participating in classroom activities are essential to your success in this course. You are responsible for all announcements and instructions provided in class, regardless of how you access the material.

Email responses. I will do my best to respond to your emails within 72 hours of receiving them. However, make sure that if an issue does arise that you let me know as soon as you can so that we may plan accordingly.

Community expectations. This class is a community of learning and will function best when we all agree and abide by principles of reciprocity, fairness, compassion, and collaboration. The following are some good guidelines on how to support one another in the classroom. For more information on the below topics see for a start

(<https://cee.ucdavis.edu/resources/jitt/microaggressions-and-microaffirmations-series>).

Pro-active approach to micro-aggressions: Microaggressions are forms of systemic everyday symbolic violence, such as daily, intentional or unintentional, verbal, behavioral, and environmental indignities. They can be layered assaults that include insults or judgements related to race, ethnicity, citizenship, gender sexual orientation, age, type of college (4-year vs. transfer student), immigration status, language, disability, socioeconomic status, and religion. Microaggressions found in classrooms and other educational settings can have a psychological, academic, and physical toll on those who experience them. To foster safe learning environment for all those in this learning community, please:

- Be intentional about creating space where all feel safe, supported, and encouraged to ask questions and participate.
- Respect: be respectful of classmates, professor, guests throughout all class activities.
- Nonjudgmental approach—disagreement without putting other people down
- Openness: avoid assuming and assigning intentions, beliefs, or motives to others.
- Recognize and respond to microaggressions when they occur.
- Do not make assumption about gender, race, ethnic background, religion, etc. when presenting material, asking for opinions, or making a commentary
- Always feel free to seek assistance or advice from on-campus resources (a non-exhaustive resource list prepared by CEE is on Canvas)

Information on [microaggressions \(Links to an external site\)](#), adapted from UCD Center for Educational Effectiveness. For more information on implicit bias see [Project Implicit \(Links to an external site.\)](#) (Harvard University).

UNIVERSITY POLICIES & RESOURCES

Americans with Disabilities Act for Students with Special Needs Statement. Any students with disabilities or other special needs, who need special accommodations in this

course, are invited to share these concerns or requests with the instructor and contact [UC Davis Student Disability Center](#) for disability access. Students who have, or suspect they may have, a disability should seek services through Disability Services. Students must be registered with Disability Services and receive written authorization to obtain disability-related accommodations.

Code of Academic Conduct. The Code of Academic Conduct applies to all undergraduate students, full-time, and part-time, at UC Davis. UC Davis expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., [Code of Academic Conduct](#)) and acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive. Please note all students must acknowledge their classroom responsibilities by going to <https://participate.ucdavis.edu/Links to an external site.> no later than the quarter add deadline.

Plagiarism. With all the materials that you use, be sure to cite the source. Note that plagiarism includes the direct lifting of text and re-stating of arguments without citation from texts in any language, not just English. If you use a website, include the URL and the date you accessed it. Cutting and pasting from a website that is not acknowledged is plagiarism. Students caught plagiarizing will be referred to Student Judicial Affairs and receive a "zero" for the assignment. For additional information on what constitutes plagiarism, see [here](#). Students may not post course materials, including but not limited to assignments or exam questions to internet services such as Chegg. Uploading and/or use of these materials is considered academic misconduct and will be reported to [OSSJALinks to an external site.](#)

Title IX. Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy from the Center for Advocacy, Resources, and Education (CARE) at ucdcare@ucdavis.edu or 530.752.3299. In addition, Student Health and Counseling Services (SHCS) provides confidential counseling to all students and can be reached 24/7 at 530.752.2349. You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator at wjdelmendo@ucdavis.edu or 530.752.9466. Reports to law enforcement can be made to the UCD Police Department at 530.752.2677. More information on UC Davis sexual violence prevention and response resources can be found at <http://sexualviolence.ucdavis.edu/>.

Mandatory Reporting. Faculty and TAs are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Coordinator should they become aware that you or any other student has experienced sexual violence or sexual harassment. There are other confidential and anonymous resources for you if you do not want your experience to be mandatorily reported. Please see Resources for UC Davis students on our Canvas course site.

Land Acknowledgement. We should take a moment to acknowledge the land on which we are gathered. For thousands of years, this land has been the home of Patwin people. Today, there are three federally recognized Patwin tribes: Cachil DeHe Band of Wintun Indians of the Colusa Indian Community, Kletsel Dehe Wintun Nation, and Yocha Dehe Wintun Nation. The Patwin people have remained committed to the stewardship of this land over many centuries. It has been cherished and protected, as elders have instructed the young through generations. We are honored and grateful to be here today on their traditional lands. For more information, see [hereLinks to an external site.](#)

Statement on Diversity, Equity, & Justice. Diversity is a necessary and important aspect of social and biophysical life. Diversity is multi-dimensional and occurs across a spectrum of different social locations (i.e., race/ethnicity, gender, socioeconomic status, documentation status, disability, etc.), cultures, experiences, learning styles, and knowledges. Together we must create a safe, inclusive, and equitable learning community for all our members. Doing so advances our own knowledge and expresses our care and respect for one another. Through an active engagement with course materials and with your own experiences and perspectives, we will learn more about how diversity increases our own awareness and knowledge around major course themes. Creating this learning community of care is an important strategy in implementing our [UC Davis Principles of Community](#). To this end, we endeavor to make course materials accessible and inclusive to all students. suggestions to increase access and inclusion of course materials and activities are encouraged and appreciated. We work for equity and justice in our teaching and research. There are additional resources, such as [Resources for Racial Trauma](#), from the UCD Office of Diversity, Equity, and Inclusion.

Course Accessibility. Given our course JEDI statement, we endeavor to make course materials accessible and inclusive to all students. Suggestions to increase access and inclusion of course materials and activities are encouraged and appreciated. To this end, we have activated *SensusAccess* for this course - which you can use to translate course materials into a variety of accessible formats including text-to-speech, braille, etc. To access click on SensusAccess on the left menu bar. [Resources for UC Davis Students. Download Resources for UC Davis Students.](#) This list is prepared by the Center for Educational Effectiveness.

Wellness statement. Academic life can be overwhelming at times, but know that you are not alone if you're feeling stressed. For many of us, systems of oppression such as racism, sexism, heterosexism or cissexism, document status, may cause additional stress. Please remember to practice self-care and reach out for support if and when you need it. You can also visit [Virtual UC Davis](#) to find resources related to health and well-being, academics, basic needs (food and housing) and more.

COURSE SCHEDULE

Week	Day	Theme	Assignment
Week 0: Course intro (9/25 – 10/1)		Welcome!	Sign up to lead class discussion

<p>Week 1:</p> <p>Settler Colonialism</p> <p>(10/2 – 10/8)</p>	<p>Tuesday</p>	<p>Glenn, E. N. (2015). Settler colonialism as structure: A framework for comparative studies of US race and gender formation. <i>Sociology of Race and Ethnicity</i>, 1(1), 52-72. Download Glenn, E. N. (2015). Settler colonialism as structure: A framework for comparative studies of US race and gender formation. <i>Sociology of Race and Ethnicity</i>, 1(1), 52-72.</p> <p>TallBear, K. (2007). Narratives of race and indigeneity in the Genographic Project. <i>Journal of Law, Medicine & Ethics</i>, 35(3), 412-424. Tallbear Narratives of Race.pdf Download TallBear, K. (2007). Narratives of race and indigeneity in the Genographic Project. <i>Journal of Law, Medicine & Ethics</i>, 35(3), 412-424.</p> <p>Simpson, L. B. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. <i>Decolonization: indigeneity, education & society</i>, 3(3). Leanne-Betasamosake-Simpson-Land-as-pedagogy.pdf</p>	<p>Week 1 Integrative Abstract</p>
	<p>Thursday</p>	<p>**NO CLASS – READING DUE AND LAB TIME TO WORK ON FINAL PROJECT PROPOSAL</p> <p>Whyte, K. (2018). Settler colonialism, ecology, and environmental injustice. <i>Environment and Society</i>, 9(1), 125-144. 2018-Whyte-Settler-Col-Ecology-EJ.pdf Download 2018-Whyte-Settler-Col-Ecology-EJ.pdf</p> <p>Reed, Kaitlin, Beth Rose Middleton Manning*, & Deniss Josefina Martinez**. 2020. "Becoming Storms: Indigenous Water Protectors Fight for the Future." In Michael</p>	

		<p>Mascarenhas (Ed.) <i>Lessons in Environmental Justice: From Civil Rights to Black Lives Matter</i>. UC Press.</p> <p>Martinez, D. J., Cannon, C. E., McInturff, A., Alagona, P. S., & Pellow, D. N. (2023). Back to the future: Indigenous relationality, kincentricity and the North American Model of wildlife management. <i>Environmental Science & Policy</i>, 140, 202-207.</p> <p>Listen to this podcast: https://www.stitcher.com/podcast/adrienne-keene/all-my-relations/e/59455289Links to an external site.</p>	
<p>Week 2:</p> <p>Nature, & Feminist Critiques to STEM</p> <p>(10/9 – 10/15)</p>	Tuesday	<p>hooks, bell. 1994. “Chapter 5: Theory as Liberatory Practice.” <i>Teaching to Transgress</i>. New York: Routledge. Pp. 59-75. Preview the documentDownload hooks, bell. 1994. “Chapter 5: Theory as Liberatory Practice.” <i>Teaching to Transgress</i>. New York: Routledge. Pp. 59-75.</p> <p>Hartsock, Nancy. 1983. “The feminist standpoint: Developing the ground for a specifically feminist historical materialism.” Pp. 283-310 in <i>Discovering Reality</i>, edited by Sandra Harding and Merrill B. Hintikka. Reidel Publishing Company.</p>	Week 2 integrative abstract
	Thursday	<p>Haraway, Donna. “Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective.” <i>Feminist Studies</i>, vol. 14, no. 3, 1988, pp. 575–599.</p> <p>Balazs, Carolina L, and Rachel Morello-Frosch. 2013. “The Three Rs: How Community-Based Participatory Research Strengthens the Rigor, Relevance, and Reach of Science.” <i>Environmental Justice</i>. 6(1): 9-16.</p>	

<p>Week 3:</p> <p>Marxist Perspectives on the Environment</p> <p>(10/16 – 10/22)</p>	<p>Tuesday</p>	<p>Foster, J. B. (1999). Marx's theory of metabolic rift: Classical foundations for environmental sociology. <i>American journal of sociology</i>, 105(2), 366-405.</p>	<p>Week 3 integrative abstract</p> <p>Final project description</p>
	<p>Thursday</p>	<p>York, Richard, Brett Clark, and John Bellamy Foster. 2009. "Capitalism in Wonderland." <i>Monthly Review</i> 61(1):1-18. Capitalism in Wonderland.pdf Download Capitalism in Wonderland.pdf</p> <p>Moore, J. W. (2017). The Capitalocene, Part I: on the nature and origins of our ecological crisis. <i>The Journal of peasant studies</i>, 44(3), 594-630.</p>	
<p>Week 4:</p> <p>Black feminist thought & Intersectionality</p> <p>(10/23 – 10/29)</p>	<p>Tuesday</p>	<p>Combahee River Collective. 1977. "A Black Feminist Statement." In Beverly Guy-Sheftall (Ed.) <i>Words of Fire: An Anthology of African American Thought</i>. New York: New Press. (Link hereLinks to an external site.)</p> <p>Selected essays. Lorde, Audre. 1984. <i>Sister Outsider</i>. New York: Crossing Press. (Can access hereLinks to an external site.; consider buying/getting from Library)</p> <p>Poetry is Not a Luxury The Transformation of Silence into Language and Action Uses of the Erotic: The Erotic as Power An Open Letter to Mary Daly</p>	<p>Week 4 integrative abstract</p>

	Thursday	<p>Crenshaw, Kimberle Williams. 1989. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics." University of Chicago Legal Forum: 139-67.</p> <p>Collins, Patricia Hill. 2016. "Toward a new vision: Race, class, and gender as categories of analysis and connection." <i>Race, Gender and Class</i>. Routledge, 65-75.</p> <p>Cho, Sumi, Kimberle Williams Crenshaw, and Leslie McCall. 2013. "Toward a field of intersectionality studies: Theory, applications, and praxis." <i>Signs</i> 38:811-45.</p>	
<p>Week 5:</p> <p>Black geographies & intersectional ecological justice</p> <p>(10/20 – 11/5)</p>	Tuesday	<p>Gilmore, R. W. (2002). Fatal couplings of power and difference: Notes on racism and geography. <i>The professional geographer</i>, 54(1), 15-24.</p> <p>McKittrick, K. (2011). On plantations, prisons, and a black sense of place. <i>Social & Cultural Geography</i>, 12(8), 947-963.</p> <p>Mollett, S. (2021). Hemispheric, Relational, and Intersectional Political Ecologies of Race: Centring Land-Body Entanglements in the Americas. <i>Antipode</i>, 53(3), 810-830.</p>	<p>Week 5 integrative abstract</p> <p>Final project outline</p>
	Thursday	<p>Ducure, K. A. (2018). The Black feminist spatial imagination and an intersectional environmental justice. <i>Environmental Sociology</i>, 4(1), 22-35.</p> <p>Davis, J., Moulton, A. A., Van Sant, L., & Williams, B. (2019). Anthropocene,</p>	

		capitalocene,... plantationocene?: A manifesto for ecological justice in an age of global crises. <i>Geography Compass</i> , 13(5), e12438.	
Week 6: Ecofeminism and Feminist political ecology (11/6-11/12)	Tuesday	Introduction. Maria Mies & Vandana Shiva. 1993. Ecofeminism. Cannon, C. E.*, & Dobbin, K. B. ** (2022). Unpacking sustainability: A feminist political ecological analysis of global overshoot. <i>ELEMENTA-SCIENCE OF THE ANTHROPOCENE</i> , 10(1)	Week 6 integrative abstract
	Thursday	Introduction. Rocheleau, Dianne, Barbara Thomas-Slayter, and Esther Wangari. 2013[1996]. <i>Feminist Political Ecology: Global Issues and Local Experiences</i> . New York and London: Routledge. Elmhirst, R., 2011. Introducing new feminist political ecologies. <i>Geoforum</i> , 42(2), pp.129-132. Introducing-new-feminist-political-ecologies 2011 <i>Geoforum</i> Osborne, T., Brock, S., Chazdon, R., Chomba, S., Garen, E., Gutierrez, V., ... & Sundberg, J. (2021). The political ecology playbook for ecosystem restoration: Principles for effective, equitable, and transformative landscapes. <i>Global Environmental Change</i> , 70, 102320. Van Sant, L., Milligan, R., & Mollett, S. (2021). Political ecologies of race: Settler colonialism and environmental racism in the United States and Canada. <i>Antipode</i> , 53(3), 629-642	

<p>Week 7:</p> <p>Critical environmental justice</p> <p>(11/13 – 11/19)</p>	<p>Tuesday</p>	<p>*Sze, J. and *London, J. K. (2008), Environmental Justice at the Crossroads. <i>Sociology Compass</i>, 2: 1331–1354. doi:10.1111/j.1751-9020.2008.00131.x</p> <p>**Dobbin, K. B. (2021). Environmental justice organizing as commoning practice in groundwater reform: Linking movement and management in the quest for more just and sustainable rural futures. <i>Elem Sci Anth</i>, 9(1), 00173.</p> <p>McInturff, A., Cannon, C. E. *, Alagona, P. S., & Pellow, D. N. (2021). Meeting at the crossroads: An environmental justice framework for large carnivore reintroductions and recoveries. <i>Elem Sci Anth</i>, 9(1), 00172.</p>	<p>Week 7 integrative abstract</p> <p>Draft of final project</p>
	<p>Thursday</p>	<p>Pellow, David N. "Toward a critical environmental justice studies: Black Lives Matter as an environmental justice challenge." <i>Du Bois Review: Social Science Research on Race</i> 13.2 (2016): 221-236.</p> <p>Pulido, L. (2017). Geographies of race and ethnicity II: Environmental racism, racial capitalism and state-sanctioned violence. <i>Progress in Human Geography</i>, 41(4), 524-533. P</p> <p>Whyte, K. (2016). Indigenous experience, environmental justice and settler colonialism. <i>Environmental Justice and Settler Colonialism</i> (April 25, 2016).</p>	
<p>Week 8:</p>	<p>Tuesday</p>	<p>Bunker, S. G. (1984). Modes of extraction, unequal exchange, and the progressive underdevelopment of an extreme periphery:</p>	<p>Week 8 integrative abstract</p>

<p>Energy & Society</p> <p>(11/20 – 11/26)</p>		<p>the Brazilian Amazon, 1600-1980. <i>American Journal of Sociology</i>, 89(5), 1017-1064.</p>	<p>Draft project peer review</p>
	<p>Thursday</p>	<p>Hornborg, Alf. 2006. "Footprints in the Cotton Fields: The Industrial Revolution as Time-Space Appropriation and Environmental Load Displacement." <i>Ecological Economics</i> 59(1):74-81.</p> <p>*Cannon, C. E., & Chu, E. K. (2021). Gender, sexuality, and feminist critiques in energy research: A review and call for transversal thinking. <i>Energy Research & Social Science</i>, 75, 102005.</p>	
<p>Week 9:</p> <p>Climate Justice</p> <p>(11/27 – 12/3)</p>	<p>Tuesday</p>	<p>Terry, Geraldine. 2009. "No Climate Justice without Gender Justice: An overview of the issues." <i>Gender & Development</i> 17(1): 5-18.</p> <p>Roberts, J. Timmons, and Bradley C. Parks. 2009. "Ecologically unequal exchange, ecological debt, and climate justice: The history and implications of three related ideas for a new social movement." <i>International Journal of Comparative Sociology</i> 50(3-4): 385-409.</p> <p>Hickman, C., Marks, E., Pihkala, P., Clayton, S., Lewandowski, E. R., Mayall, E. E., ... & van Susteren, L. Young People's Voices on Climate Anxiety, Government Betrayal and Moral Injury: A Global Phenomenon.</p>	<p>Week 9 integrative abstract</p> <p>Final presentation</p>
	<p>Thursday</p>		

		<p>Ray, S. J. (2021). Climate Anxiety Is an Overwhelmingly White Phenomenon. Scientific American.</p> <p>Patterson, J. J., Thaler, T., Hoffmann, M., Hughes, S., Oels, A., *Chu, E., ... & Jordan, A. (2018). Political feasibility of 1.5 C societal transformations: the role of social justice. Current Opinion in Environmental Sustainability, 31, 1-9.</p> <p>Chu, E. K., & Cannon, C. E.* (2021). Equity, inclusion, and justice as criteria for decision-making on climate adaptation in cities. Current Opinion in Environmental Sustainability, 51, 85-94. 1</p> <p>Whyte, K. P. (2018). Indigenous science (fiction) for the Anthropocene: Ancestral dystopias and fantasies of climate change crises. Environment and Planning E: Nature and Space, 1(1-2), 224-242.</p>	
<p>Week 10:</p> <p>Final presentations</p> <p>(12/4 – 12/10)</p>	<p>Tuesday</p> <p>Thursday</p>	<p>Class Presentations</p>	

Note: * denotes UCD faculty; ** UCD graduate student