

Political Ecology of Climate Change and Environmental Justice in Latin America, Fall 2023

LAS 6938 (26695 Sec. 9500); ANG 6930 (29263, Sec. 9501); GEG 6938 (29343, Sec. LA38)
Wednesdays Period 5 – 7, 11:45 AM – 2:45 PM, Matherly Hall 0006

Course description and syllabus, August 26, 2023 version

Instructors:

Professor Susan Paulson	Professor Catherine Tucker
Office: Grinter 301	Office: Grinter 309
spaulson@latam.ufl.edu	tuckerc@ufl.edu (preferred contact)
Office Phone: 273-4730	Office Phone: 352-392-0690
Office Hours: In person meetings welcomed by appointment	Office Hours: Tuesdays 3-4 pm, Thursdays 11-12noon, & By Appointment

COURSE DESCRIPTION

This course brings together natural and social sciences and applied approaches to explore impacts of and responses to climatic and related ecosocial change in Latin America. Participants critically analyze mainstream approaches to mitigation, adaptation, and conservation, together with emerging alternatives impelled by environmental social movements across Latin America. Indigenous ecological knowledge, management, and organization will be highlighted in relation to contexts and topics throughout the semester.

Our political ecology approach encompasses multiple scales and dimensions: global scientific reports and policy proposals, biophysical and ecosocial studies of select cases, local and international environmental justice movements, national and international business and politics, and south-south and north-south alliances. We pay attention to historical processes that have set the scene for environmental trouble via asymmetric flows of resources, uneven economic development, and unequal distribution of environmental costs and benefits. And we explore Latin American responses that seek to change colonial, ethnoracial and gender orders in efforts to support more just and equitable management of human and other resources.

This course counts toward Graduate Certificates in Latin American Studies and in Tropical Conservation and Development, where it counts as a TCD Conceptual Core course.

SEMESTER OUTLINE

KEY TOPICS

August 23 Political Ecology

August 30 Climate Change

September 6 Environmental Justice

CONTEXTS

September 13 Amazon

September 20 Mountains

September 27 Urban Centers

(Conviviality Gathering TBD)

PERSPECTIVES

October 4 Anthropocene/Capitolocene/Plantationocene

October 11 Commons and Agroecology

October 18 Coloniality/Race/Gender

October 25 Pluriverse and Epistemological Justice

RESPONSES

November 1 Global (North-Driven) Responses

November 9 Post-Development Pathways, South-South Alliances

November 15 Transformations Toward Sustainable and Equitable Worlds

November 29 Participants' Paths Forward

LEARNING OBJECTIVES

Students who engage actively in this course will develop their capacities to:

- Apply political ecology theory and conceptual tools in research and analysis across different contexts.
- Identify dynamics of ecosocial change in empirical cases drawn mainly from Latin America involving agriculture, forests, food, wildlife, lifestyles, urban planning, and energy.
- Consider indigenous ecological knowledge, management, and organization in relation to contexts and topics throughout the semester.

- Critically discern among contrasting proposals for mitigation and adaptation: ecological economics, resilience science, eco-modernism, green growth, degrowth, and buen vivir.
- Assess strategies of various approaches to conservation: sustainable development, convivial conservation, half-earth preservation, and eco-feminisms.
- Identify and analyze ways in which race, class, gender, and sexuality have been harnessed to facilitate expanding exploitation, and ways they have been mobilized in struggles for environmental justice.
- Debate which approaches are most likely to contribute to which desired outcomes in climate change and environmental justice.
- Exercise skills and strategies to engage in transformative research and practice: facilitation, peer review, debates, posters, presentations, and evidence-based writing.
- Reflect critically on their own consumption and lifestyles, ecosocial impacts of their behaviors and choices, and ways to forge meaningful and sustainable lives and worlds in times dominated by rapid global change.

LEARNING METHODS

This course brings together ideas and approaches from ecology, anthropology, biology, geography, forestry, economy, sociology, agronomy, political science, environmental studies, sustainability studies, development studies, and gender and racial studies. Participants explore tensions and possibilities among different assumptions, purposes, and criteria for truth or usefulness.

Course participants meet in person each week with both professors, who will arrange periodic guest visits from TCD and LAS alumni and partners working with Latin American environmental issues. Classes will involve a great deal of interaction and discussion, and participants are encouraged to learn collaboratively with respect, enthusiasm, and open minds. A virtual intellectual community interconnected through CANVAS will support ongoing conversations and interactions during the week.

Most meetings include a lecture and a participatory learning activity to strengthen engagement and intellectual exchange among diverse perspectives. Guidelines for interactive learning will help participants to exercise skills including synthetic and critical thinking through discussion posts and in-class discussions, team collaboration and facilitation, debates, vision boards, presentations, and evidence-based writing.

READINGS AND RESOURCES

If there is trouble accessing material, please contact professors by email as soon as possible.

- Most readings are available electronically through UF libraries.
- Materials not available electronically will be posted on CANVAS.
- Videos, podcasts, news and other materials are available on the internet OR on Canvas
- A number of assigned readings are available in multiple languages, English, Portuguese and Spanish.

ASSIGNMENTS

Detailed instructions for each assignment are posted on Canvas.

1. Discussion Post, Questions and Peer Comments (40 pts total): For 8 of the 13 weekly topics, write a brief response (up to 250 words) to assigned material (3 pts each) and propose a question for class discussion (1 pt each). Then post a short comment in response to at least one of your peers' discussion posts (1 pt each).
2. Individual Presentation: Share your own interest, passion, and(or) research on a topic of your choice, relevant to the week's theme. (Required but not graded)
3. Team Project (50 pts): Collaborate on a project developing course themes, including research, outline, draft, presentation and final report.
4. Vision Board (Final Project) (10 pts): Create and present a vision board of your envisioned career and life paths, indicating the relevance of one or more course themes.

Total: 100 pts

Attendance Policy:

Class meetings are a vital part of this course. All students are expected to complete assigned readings before class, and to participate actively in classroom learning. Absences will be reflected in grades. Please inform the instructors as soon as possible if you are unable to come to class.

Grading Policy:

The course will be graded as follows:

A	100 pts	to	93 pts
A-	<93 pts	to	90 pts
B+	<90 pts	to	87 pts
B	<87 pts	to	83 pts
B-	<83 pts	to	80 pts
C+	<80 pts	to	77 pts
C	<77 pts	to	73 pts

C-	<73 pts	to	70 pts
D+	<70 pts	to	67 pts
D	<67 pts	to	63 pts
D-	<63 pts	to	60 pts
F	<60 pts	to	0 pts

ChatGPT Policy:

The use of ChatGPT is not appropriate for written contributions to this course. These assignments are meant to foster creative, critical and synthetic thinking through evaluation and integration of course materials, personal experiences, discussion and reflection. ChatGPT is not as capable as you are to grapple with the complex challenges to be addressed in this course, and TURN IT IN program will be used to confirm that written work is original.

Communications and Netiquette:

- All in-person and online communications -- discussion, posts, chats, email – should be respectful and polite.
- Intellectual debate and contestation is an important part of learning and intellectual exchange.
- It is expected that students will have different perspectives and opinions, and everyone is welcome (and expected) to share their perspectives and understanding of information and concepts relevant to the course content. In all cases, the language and tone of the words is expected to remain respectful.
- Opinions, perspectives, personal experiences and hypotheses are valuable to share in a respectful manner. Claims of fact should be supported by reputable sources.

CLASS SCHEDULE FOR MEETINGS AND ASSIGNMENTS (version: 16 August 2023)

Adjustments in the schedule, activities and assignments will be made in response to interests of participants and availability of invited speakers.
Updates will be posted as announcements on CANVAS.

Aug. 23. Introduction to Course, and Political Ecology

Recommended:

Svarstad, H. & Benjaminsen, T. A. & Overå, R., (2018) "Power theories in political ecology," *Journal of Political Ecology* 25(1), 350-363. doi: <https://doi.org/10.2458/v25i1.23044>

Aug. 30. Climate Change: Changing earth-systems (atmosphere, biosphere, cryosphere, geosphere, hydrosphere) and resilience science

Required:

Lenton et al. 2020. [Climate tipping points](#) too risky to bet against, *Nature*. 3pp

[Earth Systems explained:](#) atmosphere, geosphere, hydrosphere, biosphere, [Encyclopedia.com](#)

IPCC report August 2021. AR6 Climate Change: The Physical Science Basis. *IPCC*. [Browse Summary for Policy Makers](#) 37 pp

2023 (June 8), “Indicators of Global Climate Change 2022: annual update of large-scale indicators of the state of the climate system and human influence,” *Earth System Science Data* ([news release](#))

[State of the Climate in Latin America and the Caribbean](#), *World Meteorological Association* website. Explore statements, charts, and documents, watch [highlights](#)

Recommended:

James Andrew Whitaker ORCID Icon, Chelsey Geralda Armstrong ORCID Icon, Guillaume Odonne, eds. 2023. [Climatic and Ecological Change in the Americas: A Perspective from Historical Ecology](#). Free download

Bradshaw, C. J. A., P. R. Ehrlich, A. Beattie, G. Ceballos, E. Crist, J. Diamond, R. Dirzo, A. H. Ehrlich, J. Harte, M. E. Harte, G. Pyke, P. H. Raven, W. J. Ripple, F. Saltré, C. Turnbull, M. Wackernagel, and D. T. Blumstein. 2021. [Underestimating the Challenges of Avoiding a Ghastly Future](#). *Frontiers in Conservation Science* 1. 6pp

Lenton et al. 2020. Climate tipping points too risky to bet against. *Nature*. 3pp

Global Assessment Report 2019. UNEP Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services. *United Nations Environmental Programme*.

Video: The Case for Stubborn Optimism on the Climate. *TED talk* by Christiana Figueres. https://www.ted.com/talks/christiana_figueres_the_case_for_stubborn_optimism_on_climate (7:48 minutes)

Sep 6. Environmental Justice: Struggles for environmental justice, unequal ecological exchange., social movements to resist top-down exploitation (e.g. lithium mining, oil drilling, palm plantations).

Svarstad H, Benjaminsen TA. [Reading radical environmental justice through a political ecology lens](#). *Geoforum*. 2020;108:111

Correia, Joel. 2023. *Disrupting the Patrón*. Indigenous Land Rights and the Fight for Environmental Justice in Paraguay's Chaco. **Excerpts on CANVAS**.

Explore Websites: [EJOLT Atlas](#): Mapping Environmental Justice and EJOLT [Environmentalism of the Poor](#). *Select one movement or point of conflict to study and share with the class*.

Dearing, Aissa. 2023. [Climate Justice in the Anthropocene: An Introductory Reading List](#). *JSTOR Daily*.

Recommended:

Tonel, Carlos. 2023. [Energy justice in the context of green extractivism: Perpetuating ontological and epistemological violence in the Yucatan Peninsula](#). *Journal of Political Ecology*.

[Extractivism, climate justice & indigenous rights](#): Chile. Video.

[Extractivism and Social Movements, The Environment and Climate Change](#)

Lecture: Dr Andrea Sempértegui, 25 Apr 2022

Boff, Leonardo. 1995/1997. *Ecologia: grito da terra, grito dos pobres./ Cry of the earth, cry of the poor*.

[Chico Mendes - Peaceful, Green Warrior](#) 9 min video

[Voice of the Amazon. Chico Mendes](#). 56 min video

Pinto, D. 2020 [In famed Chico Mendes reserve, Brazil nut harvesters fight to save the forest](#). *Mongabay*.

Maristella Svampa. 2019. [Neo-Extractivism in Latin America Socio-environmental Conflicts, the Territorial Turn, and New Political Narratives](#). Open-access book.

Maristella Svampa, Enrique Viale, Host Tom Kruse / [Ecosocial Collapse in Argentina, Bolivia & Chile](#). [Video Conference](#).

Gedicks, A. 2015. Transnational Mining, Environment, Indigenous Communities. *Brown Journal of World Affairs*. 18pp

Shiva, Vandana. 2015. Soil not oil: Environmental justice in an age of climate crisis. 4pp

Aydin, Ozkaynak, Rodríguez-Labajos, and Yenilmez. 2012. Network effects in environmental justice struggles: An investigation of conflicts between mining companies and civil society organizations from a network perspective, *PLoS ONE (Public Library of Science)* 16pP

Sep. 13. Amazonian experiences and natural resources: Amazonian changes exacerbate climate change yet may enhance mitigation

Required:

Climate Change in the Amazon , Video lecture by [Dr. Carlos Nobre](#) 42 min.

Stephen G. Perz and Jorge Luis Castillo Hurtado, 2023. *The Road to the Land of the Mother of God*. Excerpts on CANVAS.

Watch plenary panel from largest ever global conference on Amazon biome, Sept 2021, hosted by *Global Landscapes Forum*. [Amazonia: The Tipping Point, Solutions from the Inside Out](#). Short talks by excellent array of contributors. 113 minutes video.

Feng, X., Merow, C., Liu, Z. *et al.* 2021. [How deregulation, drought and increasing fire impact Amazonian biodiversity](#). *Nature* 597, 516–521.

Recommended:

Gatti, LV, Basso, LS, Miller, JB, Gloor, M, Gatti Domingues, L, Cassol, HLG, Tejada, G, Aragão, LEOC, Nobre, C, Peters, W, Marani, L, Arai, E, Sanches, AH, Corrêa, SM, Anderson, L, Von Randow, C, Correia, CSC, Crispim, SP & Neves, RaL. 2021. [Amazonia as a Carbon Source Linked to Deforestation and Climate Change](#). *Nature*, 595: 388-393.

Cardoso Carrera, G, Simmons, C & Walker, RT. 2022. [The Great Amazon Land Grab – How Brazil’s Government Is Clearing the Way for Deforestation](#). *The Conversation*.

Duncanson, L, Liang, M, Leitold, V, Armston, J, Krishna Moorthy, SM, Dubayah, R, Costedoat, S, Enquist, BJ, Fatoyinbo, L, Goetz, SJ, Gonzalez-Roglich, M, Merow, C, Roehrdanz, PR, Tabor, K & Zvoleff, A. 2023. [The Effectiveness of Global Protected Areas for Climate Change Mitigation](#). *Nature Communications*, 14, 2908.

Websites:

[Amazon Forest Inventory Network](#)

[Amazon Conservation](#)

National Geographic: [Amazon Deforestation and Climate Change](#). Interview with Dr. Antonio Nobre. 4:52 min video.

Nemonte Nenquimo. [The forest is our teacher, it's time to respect it](#) . **Ted Talk** 8:03 min video.

[Sep. 20. Mountain environments transformed:](#) Socioeconomic and climatic change processes and efforts to foster sustainable mountain social-ecological systems.

Required:

Klein, JA, et al. 2019. [Catalyzing Transformations to Sustainability in the World's Mountains](#). *Earth's Future*, 7, 547-557.

Palomo, I., B. Locatelli, I. Otero, M. Colloff, E. Crouzat, A. Cuni-Sanchez, E. Gómez-Baggethun, A. González-García, A. Grêt-Regamey, A. Jiménez-Aceituno, B. Martín-López, U. Pascual, N. Zafralcalvo, E. Bruley, M. Fischborn, R. Metz, and S. Lavorel. 2021. [Assessing nature-based solutions for transformative change](#). *One Earth* 4:730-741.

Broussard, E. 2021. [Climate Change's Effects on Mountain Regions](#): Insights from **FAO/IAEA** Scientific Expeditions to the Andes.

[Winter heatwave in Andes](#) is sign of things to come, scientists warn | Climate crisis | **The Guardian** 6 August 2023

Recommended:

Huss, M, Bookhagen B. , Huggel C, Jacobsen D, Bradley RS , Clague JJ, Vuille M, Buytaert W, Cayan DR, Greenwood G, Mark BG, Milner AM, Weingartner R, and Winder M. 2017. [Toward mountains without permanent snow and ice](#), *Earth's Future* 5: 418–435, 476 doi:10.1002/2016EF000514 .

Körner C and Oshawa M. 2005. Mountain Systems. In: Hassan R, Scholes R, and Ash N (Eds). **Ecosystems and Human Well-being: Current State and Trends**. Island Press, Wash, DC. POSTED ON CANVAS.

Otero, I, Darbellay, F, Reynard, E, Hetenyi, G, Perga, ME, Ruegg, J, Prasicek, G, Cracco, M, Fontcuberta, A, De Vaan, M, Garcia, J, Bussard, J, Clivaz, C, Moos, C, Guisan, A, Schaepli, B, Mapelli, N & De Bellefroid, B. 2020. [Designing Inter- and Transdisciplinary Research on Mountains: What Place for the Unexpected?](#) *Mountain Research and Development*, 40, D10-D20.

Tucker, CM, Alcantara-Ayala, I, Gunya, A, Jimenez, E, Klein, JA, Xu, J & Bigler, SL. 2021. [Challenges for Governing Mountains Sustainably: Insights from a Global Survey.](#) *Mountain Research and Development*, 41, R10-R20.

Videos:

[Peru and the Andes: Living on Climate Change Frontiers](#) (4:23)

[Melting Glaciers: Slow disaster in the Andes.](#)

Proposed Convivial Gathering (date to be confirmed)

We will gather to share food and thoughts on constructive approaches and opportunities for personal engagement with challenges of climate change and environmental justice.

Read a selected chapter from each of the following books (options will be posted on Canvas):

Solnit, R., and T. Young Lutunatabua, eds. 2023. *Not Too Late: Changing the Climate Story from Despair to Possibility*. Haymarket Books, Chicago, IL.

Fraidenberg, M. 2022 *Intelligent Courage: Natural Resources Careers that Make a Difference*. Haymarket Books, Olympia, WA.

Sep. 27 Urban Centers: Building economically, socially and environmentally sustainable cities, citizen-led urbanism, green spaces, community building

Required:

Shannon, N. 2022. [What Does Sustainable Living Look Like? Maybe Like Uruguay.](#) *New York Times*.

Alarcón, L., P. Alata, M. Alegre, T. Egger, R. Fassina, A. Hanono, C. Huffmann, L. Nogales, and C. Piedrafita. 2022. *Citizen-Led Urbanism in Latin America: Superbook of civic actions for transforming cities*. IDB. (English/Spanish: <http://dx.doi.org/10.18235/0004582> [Read a chapter from Section 1: Citizen-Led Urbanism in Latin America and one other chapter of your choice from this online edited volume. The chapters are short.]

Recommended:

Baud, M, Boelens, R, De Castro, F, Hogenboom, B, Klaufus, C, Koonings, K & Ypeij, A. 2019. Commoning Xela: [Negotiating Collective Spaces around a Central American Intermediate City](#). *European Review of Latin American and Caribbean Studies* / Revista Europea de Estudios Latinoamericanos y del Caribe, 267-279.

Kephart, J. L., B. N. Sánchez, J. Moore, L. H. Schinasi, M. Bakhtsiyarava, Y. Ju, N. Gouveia, W. T. Caiaffa, I. Dronova, S. Arunachalam, A. V. Diez Roux, and D. A. Rodríguez. 2022. [City-level impact of extreme temperatures and mortality in Latin America](#). *Nature Medicine* 28:1700-1705.

Venturini, Federico, Emet Değirmenci, Inés Morales, eds. 2019 *Social Ecology and the Right to the City. Towards Ecological and Democratic Cities*. Free online book. POSTED ON CANVAS

Cohen, D. A. 2016. [The Rationed City: The Politics of Water, Housing, and Land Use in Drought-Parched São Paulo](#). *Public Culture* 28:261-289.

Klinenberg, E. 2016. [Climate Change: Adaptation, Mitigation, and Critical Infrastructures, Intro to issue on Climate Change and the Future of Cities](#), *Public Culture*, 5 pp

[Rethinking Emerging Cities in Latin America and the Caribbean](#) (Repensando Ciudades en Latino America y el Caribe). English subtitles. International Development Bank. (Video)

Websites:

[Emerging and Sustainable Cities Program. International Development Bank \(IDB/BID\)](#).

[Political Implications of Climate Change in Latin America. Gilman Climate Leaders Virtual Seminar Series](#). Duke University and Nicholas Institute for Environmental Policy.

[7 innovative projects making cities more sustainable](#)

[Sustainable Development Goals. Goal 11: Sustainable Cities and Communities](#)

[How this Aquaponics Farmer is Reinventing Urban Agriculture](#).

Oct. 4 Anthropocene/Capitalocene/Plantationoscene: What forces brought us to this era?

Required:

Explore [International Geosphere-biosphere Program](#): Read initial page on [Great Acceleration](#)

Waters et al. 2016. [The Anthropocene is functionally and stratigraphically distinct from the Holocene](#), *Science*. Pay special attention to page 1

Moore, Sophie Sapp, et al. 2019 Plantation Legacies. *Edge Effects*. Updated 2021.

Jason Moore and Rebecca Hastings. 2017. [Capitolocene and Planetary Justice](#). *Maize*. 3pp

Recommended:

Jude L Fernando. 2020. [From the Virocene to the Lovocene epoch: multispecies justice as critical praxis](#) for Virocene disruptions and vulnerabilities. *Journal of Political Ecology*. 35pp
Read abstract, and study conceptual vocabulary on p. 689.

New York Times, 2023. [How Invasive Plants Caused the Maui Fires to Rage](#).

Steffen et al. 2015. [Planetary boundaries: Guiding human development on a changing planet](#). *Science*, 12pp

[Changing the Atmosphere, Anthropology and Climate Change](#) *American Anthropology Association* 2015.

Spektor, Brandon. 2021. [Society is right on track for a global collapse](#), new study of infamous 1972 report finds. *Live Science* news brief.

For those interested in ecosystems modeling:

Willcock, S., G. S. Cooper, J. Addy, and J. A. Dearing. 2023. [Earlier collapse of Anthropocene ecosystems driven by multiple faster and noisier drivers](#). *Nature Sustainability*.

[Oct 11 Commons and Indigenous-Local Management of Natural Resources](#) Understanding commons, traditional knowledges, and approaches toward sustainable food systems.
Guest speaker: Prof. Julia Klein, Colorado State University

Required:

Cox, M, Arnold, G & Villamayor Tomás, S. 2010. [A Review of Design Principles for Community-Based Natural Resource Management](#). *Ecology and Society*, 15, 38.

Dietz, T, Ostrom, E & Stern, PC. 2003. [The Struggle to Govern the Commons](#). *Science*, 302, 1907-1912.

Altieri, Miguel and Toledo, Victor Manuel. 2011. [The agroecological revolution in Latin America: rescuing nature, ensuring food sovereignty and empowering peasants](#). *The Journal of Peasant Studies*. 21pp

Klein Documentary Video Clip (Vimeo link will be posted on Canvas for streaming)

Recommended:

Brondízio, ES, Aumeeruddy-Thomas, Y, Bates, P, Carino, J, Fernández-Llamazares, Á, Ferrari, MF, Galvin, K, Reyes-García, V, Mcelwee, P, Molnár, Z, Samakov, A & Shrestha, UB (2021) [Locally Based, Regionally Manifested, and Globally Relevant: Indigenous and Local Knowledge, Values, and Practices for Nature](#). *Annual Review of Environment and Resources*, 46, 481-509.

Del Mar Delgado-Serrano, M, Oteros-Rozas, E, Vanwildemeersch, P, Ortíz-Guerrero, C, London, S & Escalante, R. 2015. [Local Perceptions on Social-Ecological Dynamics in Latin America in Three Community-Based Natural Resource Management Systems](#). *Ecology and Society*, 20.

Gaitán-Cremaschi, D., L. Klerkx, J. Duncan, J. H. Trienekens, C. Huenchuleo, S. Dogliotti, M. E. Contesse, and W. A. H. Rossing. 2018. [Characterizing diversity of food systems in view of sustainability transitions. A review](#). *Agronomy for Sustainable Development* 39:1.

McKean, MA. 2000. Common Property: What Is It, What Is It Good for, and What Makes It Work? In: Gibson, CC, McKean, MA & Ostrom, E (eds.) *People and Forests: Communities, Institutions and Governance*. Cambridge, MA: MIT Press. POSTED ON CANVAS.

Sobrevila, C. 2008. [The Role of Indigenous Peoples in Biodiversity Conservation: The Natural but Often Forgotten Partners](#). *World Bank*.

Stronza, AL. 2010. [Commons Management and Ecotourism: Ethnographic Evidence from the Amazon](#). *International Journal of the Commons*, 4, 56-77.

Websites

[International Association for the Study of the Commons](#). (See: About Commons; Case Studies; Types of Commons; Key Literature)

Videos

[What are Commons?](#)

[Latin American Institute of Agroecology](#), Nicaragua. (2:46).Spanish/English subtitles

[How Cuban agriculture went from industrial to sustainable](#). (6:52)

[Agroecology : A Latin American Movement](#) (5:53) Spanish/English subtitles

Oct. 18. Coloniality, race and gender: sociocultural systems adapt to support (re)production and/or exploitation of ecosystems, mobilized in environmental movements. Ecofeminisms, decolonial feminisms, anti-racist ecologies.

Required:

Sultana, Farhana. 2022. [Decolonizing Climate Coloniality](#) in *Not Too Late*

Carol Colfer Intersectionality: for lovers of forests and people

Nagel, Joane and Trevor Scott Lies. 2022. [Re-gendering Climate Change: Men and Masculinity in Climate Research, Policy, and Practice](#). *Frontiers in Climate*.

Futures of Sustainability, Dec 2022. CLIMATE COLONIALITY: MECHANISMS, EPISTEMOLOGIES, SPACES OF RESISTANCE ([Browse through this online conference](#))

Recommended:

Asher, K. 2018. Fragmented Forests, Fractured Lives: Ethno-territorial Struggles and Development in the Pacific Lowlands of Colombia, *Antipode*, 18pp

Banerjee and Bell. 2007. Ecogender: Locating Gender in Environmental Social Science, *Society & Natural Resources* 13pp

FaDA Writing Collective. 2022. Why are feminist perspectives, analyses and actions vital to degrowth? *Degrowth Journal*.

Hofmann, S & Duarte, MC. 2021. Gender and Natural Resource Extraction in Feminist Engagements with Geopolitical Positionality. *European Review of Latin American and Caribbean Studies / Revista Europea de Estudios Latinoamericanos y del Caribe*, 39-63.

Martínez Novo, C. 2021. *Undoing Multiculturalism: Resource Extraction and Indigenous Rights in Ecuador*.

Sundberg. 2008. Placing Race in Environmental Justice Research in Latin America, *Society & Natural Resources*, 10 pp

Padini, Nirmal and Dianne Rocheleau. 2020. "Decolonizing degrowth in the post-development convergence: Questions, experiences, and proposals from two Indigenous territories." *Environment and Planning E: Nature and Space*. 19pp

Paulson, Susan *Forthcoming 2023* World-making technology entangled with coloniality, racialization, and gender. *Environmental Values*. Posted on CANVAS.

Velázquez, M. et al. 2016. *Transformaciones ambientales e igualdad de género en América Latina. Temas emergentes, estrategias y acciones.*

Venegas, M. L., Lang, M., Ruales Jurado, G. 2021. Perspectivas de justicia climática desde los feminismos latinoamericanos y otros sures. / Climate justice from the perspective of Latin American and other Southern Feminisms. **Rosa Luxembourg Foundation**. Spanish and English versions 22pp

Team Project Drafts Due October 20th

Oct 25. Pluriverse and Epistemological Justice: Indigenous and other knowledges integral to healthy diversity of ecosocial formations

Required:

Kothari, A., A. Salleh, A. Escobar, F. Demarúa, A. Acosta. 2019. [Pluriverse: A Post-Development Dictionary](#). Activity w introduction and participant-selected chapters. Free PDF book available in several languages.

Menonte Nenquimo, 2020. This is [my message to the Western world](#): your civilization is killing life on Earth, *The Guardian* [Ailton Krenak \(Brazil\) - on protecting the Earth](#). Gaia Foundation. Video 1.33 min

Caceres, Berta. 2015. [Goldman Prize](#) Acceptance Speech. Video 3 minutes

Escobar, A. 2016. (read in Spanish or English). [Thinking-feeling with the Earth: Territorial Struggles and the Ontological Dimension of the Epistemologies of the South](#) **ANTROPÓLOGOS IBEROAMERICANOS EN RED**.

or

[Sentipensar con la Tierra Las Luchas Territoriales y la Dimension Ontologica de las Epistemologias del Sur](#)

Ailton Krenak. Ideas to Postpone the End of the World. Check out book summary in Portuguese, Spanish, English.

[Cartographies to Postpone the End of the World](#), with Ailton Krenak and Muniz Sodré
Video 1:19 min

José Astudillo Banegas [PRÁCTICAS DEL BUEN VIVIR Experiencias en comunidades shuar, kichwa y manteña.](#)

De Sousa Santos, B. 2014. *Epistemologies of the South: Justice Against Epistemicide*.

Kothari, A., F. Demaria and A. Acosta. 2014. [Buen Vivir, Degrowth and ecological Swaraj: Alternatives to sustainable development and the Green Economy](#). *Development*, 12pp

Esbach, M. and Quenama F. B. 2021. [Conservation and Care among the Cofán in the Ecuadorian Amazon](#). *Conservation and Society*. 9pp

Gustavo Esteva, Salvatore Babones, and Philipp Babczyk. 2021 [POSDESARROLLO contextos, contradicciones, futuros](#).

Nov. 1. Global (North-driven) responses to climate change and biosphere degradation: IPCC, UN, REDD, 30 by 30 proposal, Ecomodernism, Half Earth, Convivial Conservation, Degrowth

Debate: Pros and cons of each approach, considering different scales, and implications for different actors/places. Participants prepare to argue in favor of one response: IPCC, UN, REDD, 30 by 30 proposal, Ecomodernism, Half Earth, Convivial Conservation, Degrowth

Bayrak, MM & Marafa, LM. 2016. Ten Years of Redd+: A Critical Review of the Impact of Redd+ on Forest-Dependent Communities. *Sustainability (Switzerland)*, 8, 1-22.

Büscher, Bram and Robert Fletcher 2019. Towards Convivial Conservation Author(s): Source: *Conservation & Society*, 10 pp

Hickel, J. et al. 2022. [Degrowth can work — here's how science can help](#). *Nature*.

Kothari, A. 2021. Half-Earth or Whole-Earth? Green or transformative recovery? Where are the voices from the Global South? 2pp

Nieratkaa, L, Bray, D & Mozumder, P. 2015. [Can Payments for Environmental Services Strengthen Social Capital, Encourage Distributional Equity, and Reduce Poverty?](#) *Conservation and Society*, 13, 345-355.

Waldron, A, Adams, V, Allan, J, Arnell, A, Asner, G, Atkinson, S, Baccini, A, et al. (2020) [Protecting 30 pts of the Planet for Nature: Costs, Benefits and Economic Implications](#). Working Paper. URL:

[IPCC Summary for Policy Makers](#)

Half-Earth Website, including [project](#) and [map](#).

Nov. 9 Post-development pathways and South-South alliances: Movements, policies, proposals, and initiatives from across Latin America: Buen vivir, Zapatistas, agroecology movements, cooperative living, and more

Required:

[Pacto Ecosocial del Sur](#)

[Manifiesto](#) for an Ecosocial Energy Transition from Peoples of the South.

Sriskandarajah, D 2018. [Treaty Pushes for Environmental Justice in Latin America and the Caribbean](#). *Open Global Rights*.

Selection of websites and videos: on Movimiento Sem Terra, Via Campesina, Campesino-a-Campesino, and others.

Recommended:

Gudynas, E. 2013. Transitions to post-extractivism: directions, options, areas of action. 22 pp
In *Beyond Development: Alternative Visions from Latin America and Mas alla del Desarrollo*.

Post-extractivist development imaginaries and heterodox economies in the Global South Apr 20th. Video of conference in [Spanish](#) and in [English](#).

Martinez-Alier, Joan , Michiel Baud and Héctor Sejenovic 2016 Origins and Perspectives of Latin American Environmentalism IN *Environmental Governance in Latin America* 23pp

Gezon, Lisa and Susan Paulson, editors. 2017 [Special Section of 15 articles: Degrowth, Culture and Power](#). *Journal of Political Ecology*.

Villavicencio Calzadilla, P and L. Kotzé, 2018. Living in Harmony with Nature? A Critical Appraisal of the Rights of Mother Earth in Bolivia *Transnational Environmental Law*.

Leff, Enrique. [Ecología Política: una perspectiva latinoamericana](#).

Porto-Gonçalves, Carlos Walter, and Enrique Leff. 2015. [Political Ecology in Latin America: The Social Re-Appropriation of Nature, the Reinvention of Territories and the Construction of an Environmental Rationality](#). *Desenvolvimento e Meio Ambiente* 35). 20 pp

Surma, K. 2021. [Ecuador's High Court Affirms Constitutional Protections for the Rights of Nature](#). *Inside Climate News*.

Nov. 15. Transformations Toward Sustainable and Equitable Worlds: Building pathways to healthy, just and sustainable worlds through community-building, nature-based solutions, biocultural conservation, grassroots movements, and system change. Global network of diverse multi-scale, multi-sited paths encompassing global scientific and high-tech efforts, international and national policies, and local Biocultural conservation.

Required:

Paulson, Susan, 2019 Pluriversal learning: pathways toward a world of many worlds. ***Nordia Geographical Publications Yearbook***, 20pp

Browse: [Fighting Climate Change in Latin America and the Caribbean. Adaptation for Smallholders Agricultural Program](#) (ASAP) and International Fund for Agricultural Development of the United Nations (IFAD)

Browse: World Food Program. 2021. [Building Climate Resilience in Latin America and the Caribbean](#). (English and Spanish) URL:

Recommended:

Leach et al. 2018. [Equity and sustainability in the Anthropocene: a social–ecological systems perspective on their intertwined futures](#), ***Global Sustainability*** 11pp

Steger, C., J. A. Klein, R. S. Reid, S. Lavorel, C. Tucker, K. A. Hopping, R. Marchant, T. Teel, A. Cuni-Sanchez, T. Dorji, G. Greenwood, R. Huber, K.-A. Kassam, D. Kreuer, A. Nolin, A. Russell, J. L. Sharp, M. Šmid Hribar, J. P. R. Thorn, G. Grant, M. Mahdi, M. Moreno, and D. Waiswa. 2021. [Science with society: Evidence-based guidance for best practices in environmental transdisciplinary work](#). ***Global Environmental Change*** 68:102240.

[Resilience Alliance Website](#). Advancing research and understanding on socio-ecological systems for resilient and sustainable futures.

Nov. 22: Thanksgiving Break

Nov. 29. Participants' Paths Forward: Presentations of Vision Boards and Class Reflections (Last Class Meeting)

Vision Boards Presentation and Submissions

Dec. 6. No Class Meeting. A convivial gathering to discuss course themes will be scheduled earlier in the semester at a mutually convenient time to replace this class time.

Dec. 6. Final Team Projects Due

UNIVERSITY POLICIES:

This course is aligned with the UF policies below.

Contact Hours:

"Contact Hours" refers to the hours per week in which students are in contact with the instructor, excluding office hours or other voluntary contact. The number of contact hours in this course equals the number of credits the course offers.

Workload:

As a Carnegie I, research-intensive university, UF is required by federal law to assign at least 2 hours of work outside of class for every contact hour. Work done in these hours may include reading/viewing assigned material and doing explicitly assigned individual or group work, as well as reviewing notes from class, synthesizing information in advance of exams or papers, and other self-determined study tasks.

GatorEvals Course Evaluation:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Honor Pledge:

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TA in this class.

In addition, students may not publish (including sharing with other students) any recording of a class lecture without the written consent of the lecturer. Students are permitted to record class lectures for their personal educational use. It is not permitted to record student presentations, student assessments, in-class discussions or activities, or private conversations among students or with instructors. See complete details at In-Class Recording FAQ: <https://aa.ufl.edu/policies/in-class-recording/>.

UF RESOURCES and SERVICES

Accommodations for Learning Differences and Disabilities: UF works to offer an accessible learning environment for all by providing support services and facilitating accommodations, which may vary from course to course. Students with learning differences or who experience learning barriers are welcome to request academic accommodations by connecting with the Disability Resource Center (352-392-8565) (DRCAccessUF@ufsa.ufl.edu). To get started, visit <https://disability.ufl.edu/students/get-started/>.

This class recognizes and supports learning differences. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

University Police: The UF police are together for a safe campus. Phone: 392-111 (911 for emergencies). <http://www.police.ufl.edu> .

Career Connections Center (352-392-1601) CareerCenterMarketing@ufsa.ufl.edu connects job seekers with employers and offers guidance to enrich your collegiate experience and prepare you for life after graduation.

Counseling and Wellness Center (352-392-1575) provides counseling and support as well as crisis and wellness services including a variety of workshops throughout the semester (e.g., Yappy Hour, Relaxation and Resilience).

Dean of Students Office (352-392-1261) provides a variety of services to students and families, including Field and Fork (UF's food pantry) and New Student and Family programs

Multicultural and Diversity Affairs (352-294-7850) celebrates and empowers diverse communities and advocates for an inclusive campus.

Office of Student Veteran Services (352-294-2948) vacounselor@ufl.edu assists student military veterans with access to benefits.

ONE.UF is the home of all the student self-service applications, including access to:

- Advising
- Bursar (352-392-0181)
- Financial Aid (352-392-1275)
- Registrar (352-392-1374)

Official Sources of Rules and Regulations: The official source of rules and regulations for UF graduate students is the Graduate Catalog.

Other information can be found on [ufl.edu /search](http://ufl.edu/search) by entering the key terms provided below:

- Student Handbook
- Student Responsibilities, including academic honesty and student conduct code
- e-Learning Supported Services Policies includes links to relevant policies including Acceptable Use, Privacy, and many more
- Accessibility, including the Electronic Information Technology Accessibility Policy and ADA Compliance
- Student Computing Requirements, including minimum and recommended technology requirements and competencies