
450:508 - ENVIRONMENT AND DEVELOPMENT

Fall 2023 Theme: Extraction, Energy, and Land

Thursdays 8:30AM-11:30AM, LSH-B120

Instructor: Dr. Andrea Marston
Email: andrea.marston@rutgers.edu
Office Hours: Thursdays 11:40-1:40, LSH-B255 (or via Zoom by request)
LMS: Canvas: <https://rutgers.instructure.com/courses/245887>

This course explores the entangled geographies of nature, capitalism, and colonialism. While anchored in political ecology/political economy, it will be less of a survey of the field and more of a focused inquiry. This semester's theme – extraction, energy, and land – responds to growing demands for an energy transition and concerns about the extractive, imperial, and colonial dimensions of this transition. The course isn't "about" the energy transition, but climate and energy constitute the contemporary problematic to which the course is responding. Don't worry if you're not that interested in energy or even nature. The readings intersect with many interrelated issues, such as environmental justice, international development, settler colonialism, pollution, militarism, technoscience, etc.

This course is reading intensive. Expect to read the equivalent of a book and two articles every week. Especially at the beginning of the semester, these books will be pretty densely theoretical. Recognizing that not everyone comes to graduate school with the same kind of preparation, please feel welcome to visit me in office hours at any point in the semester if you wish to discuss the readings further. Intellectuals are just people who have had more opportunities to read and discuss intellectual ideas, and this is a supportive environment for practicing those skills.

Learning Objectives: By the end of this course, you should be able to: 1) analyze key disciplinary and extra-disciplinary debates (spanning Geography, Anthropology, and Environmental Studies, among others); 2) evaluate the merits and limits of diverse approaches to capitalism, colonialism, and nature; and 3) synthesize these problematics within the context of your own research.

Mode of Instruction/LMS: This course is in person (LSH-B120). However, we'll use Canvas to organize readings, post weekly reading responses, and submit midterm/final projects. Everything is organized chronologically under the Modules tab. I'll also use Canvas to send emails to everyone in the class, so be sure to configure your Canvas to receive messages via email. Our Canvas page can be found at <https://rutgers.instructure.com/courses/245887>.

Office hours: I will hold office hours on Thursdays immediately after class (11:40AM-1:40PM). I'll be in my office (LSH-B255), and you are welcome to stop in with any questions. If you prefer to meet over zoom, or if you can't make the time slot, send me an email to coordinate.

Books: Below is a complete list of books that we'll be reading in this course (excluding individually assigned chapters and articles). The asterisks signal books that we won't be reading cover-to-cover (we'll be reading 2-4 chapters instead). Note that you are not expected to purchase any of them. They

are all available online, either through the library website or uploaded on Canvas. However, if you can get a physical copy, that may help you to read actively and retain details.

- * Marx, K. (1990[1867]). *Capital, Volume 1*. London: Penguin Classics.
- Collins, J. (2022). *Rent*. Cambridge, UK: Polity.
- Moore, J. W. (2015). *Capitalism in the Web of Life: Ecology and the Accumulation of Capital*. New York: Verso.
- Gidwani, V. K. (2008). *Capital, interrupted: Agrarian development and the politics of work in India*. U of Minnesota Press.
- * Nichols, R. (2020). *Theft Is Property! Dispossession and Critical Theory*. Durham: Duke University Press.
- * Moreton-Robinson, A. (2015). *The White Possessive: Property, Power, and Indigenous Sovereignty*. U of Minnesota Press.
- Curley, A. 2023. *Carbon Sovereignty: Coal, Development, and Energy Transition in the Navajo Nation*. Tucson: U of Arizona Press.
- Liboiron, M. (2021). *Pollution is Colonialism*. Durham: Duke University Press.
- Bosworth, K. (2022). *Grassroots Environmentalism in the Twenty-First Century*. Minneapolis: U of Minnesota Press.
- * Huber, M. (2022). *Climate Change as Class War*. New York: Verso.
- Arboleda, M. 2022. *Planetary Mine: Territories of Extraction Under Late Capitalism*. New York: Verso.
- Cram, S. *Unmaking the Bomb: Environmental Cleanup and the Politics of Impossibility*. Berkeley/LA: UC Press.
- Klinger, J.M. (2017). *Rare Earth Frontiers: From Terrestrial Subsoils to Lunar Landscapes*. Ithaca: Cornell University Press.

Articles can be found online through the library or Google Scholar, and I will post copies of book chapters on Canvas.

COURSE FORMAT, REQUIREMENTS, MECHANICS

Readings

In each week of the course agenda below, there is a list of required and supplementary readings. The supplementary readings are completely optional – you can check them out if you find the topic particularly interesting or confusing. You can access most of the required books and articles through the Rutgers Library website, and the rest are uploaded on Canvas. Please read them thoughtfully and generously, as they will anchor our class discussions.

Reading reflections

Reading reflections (approx. 400-500 words) will be required each week by those students who are **not** presenting. You should post your reflections on the corresponding Canvas discussion board by Wednesday at 12:00 PM. Reading reflections need not be very formal, and I will not be grading their content – they are more for you to practice synthesizing your thoughts. Everyone should read one another's reflections on Canvas before class on Thursday.

Presentations

Each week one or two students will present their reactions to the readings and offer points for discussion. Presentations may incorporate a variety of media, but this is not required. Presentations should be about 15 minutes long and should end with questions that stimulate conversation. You will probably end up doing 2 of these over the course of the semester, depending on the number of students enrolled.

Participation in Class Discussion

This is a seminar, which means that everyone needs to participate to ensure mutual learning. Please make use of our limited time by verbally conveying your thoughts, references, questions, etc. To help stimulate conversation, please come to class with at least two questions about the readings and/or a list of concepts you would like to discuss. We will collect these questions and concepts at the beginning of each class. Attendance is required unless you are sick, in which case you should stay home – just please send me an email. If you are well enough, I am also happy to set up a Zoom link for you to participate virtually.

Final Paper

At the end of the semester, you will submit a paper that engages the themes of the course. I do not feel strongly about the format of this paper; it should be useful to you, given where you are at in your graduate studies. You are welcome to write a typical term paper that draws exclusively on course readings, but you could also write a literature review for your dissertation or an NSF proposal or whatever it is that you're already working on. I only ask that it overlaps with course themes, engages at least three of the readings, and is between 12-20 pages double-spaced. If you are unsure whether your planned final paper/project is sufficiently related to the course, please speak with me and we can figure it out.

Since we are a relatively small group this year, we will use the last class to review each other's draft papers. Each person will submit a draft of their paper (no more than 15 pages for the draft) and everyone else will read it; one person will be assigned to read it very carefully and to lead a 20-minute discussion about it. Part of your final grade on this paper will be an assessment of how well you have incorporated feedback from this peer review session.

Assessment

Students will be assessed according to the following scheme:

- Classroom participation – 30%
- Reading reflections – 20%
- Presentations (reading and peer review) – 20%
- Final paper draft – 10%
- Final paper – 20%

CLASSROOM POLICIES AND SUPPORT

Safe Space: I am committed to creating a safe space for everyone to discuss, debate and grapple with the complex and potentially sensitive ideas and issues presented in this class. I expect you to respect each other and the diversity of opinions in the classroom. That said, offensive comments and personal attacks will not be tolerated. In the event that offensive comments are made (intentionally or not), I will intervene. Please be as sensitive as possible to the impact that your words might have on those around you.

Covid-19 Protocols: Masks are optional on campus, but please be respectful of your peers' preferences and personal space. If you are sick, email me and stay home.

Academic Honesty: Students are expected to understand and act in accordance with the Rutgers Academic Integrity Policy: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>. Violations include: cheating, fabrication, plagiarism, denying others access to information or material, having someone else complete your course work, and facilitating violations of academic integrity by others. Below are some resources to explore about academic integrity, but please also ask me if you have any doubts.

- Resources for Students: <http://academicintegrity.rutgers.edu/resources-for-students/>
- General Academic Integrity Link: <http://academicintegrity.rutgers.edu/>
- The Camden Plagiarism Tutorial (Interactive):
<http://library.camden.rutgers.edu/EducationalModules/Plagiarism/>
- Consult Don't Plagiarize: Document Your Research! For tips about how to take notes so that you don't plagiarize by accident. http://www.libraries.rutgers.edu/avoid_plagiarism

Library/Learning Support: Online Learning Tools from Rutgers University Libraries include Rutgers RIOT, Searchpath and RefWorks – you can find them at <http://www.libraries.rutgers.edu/tutorials>. You may also consider visiting the Learning Centers (<https://rlc.rutgers.edu/>) or Academic Advising for SAS students: <https://sasundergrad.rutgers.edu/advising/advising>

Intellectual Property Rights: Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university's Academic Integrity Policy. Similarly, these copyright protections extend to original papers you produce

for this course. In the event that I seek to share your work further, I will first obtain your written consent to do so.

Student Wellness Services:

- **Counseling, ADAP & Psychiatric Services (CAPS):** (848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ <http://health.rutgers.edu/medical-counseling-services/counseling/>. University is stressful, particularly when you are juggling many courses, jobs, and family responsibilities – and everything has been dramatically compounded by COVID-19. CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.
 - **Crisis Intervention:** <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/>
 - **Report a Concern:** <http://health.rutgers.edu/do-something-to-help/>
- **Violence Prevention & Victim Assistance (VPVA):** (848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/. The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.
- **Office of Disability Services:** (848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>. Rutgers University welcomes students with disabilities into all of the University's educational programs. To receive consideration for reasonable accommodations, a student with a disability must contact the Office of Disability Services, participate in an intake interview, and provide documentation. Your campus's disability services office will then provide you and your instructors with Letters of Accommodation. Note that you do not need to contact your professors directly. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

COURSE OUTLINE

September 7: Welcome to Environment & Development

- Dumit, J. (2012). "How I read." Online post: <https://dumit.net/how-i-read/>

Part 1: Capitalism & Nature

September 14: Capital, Value, & Rent

- Marx, K. (1990[1867]). *Capital, Volume 1*. London: Penguin Classics.
 - o Part One: Commodities and Money, pp. 125-247.
 - o Part Eight: So-Called Primitive Accumulation, pp. 873-940
- Collins, J. (2022). *Rent*. Cambridge, UK: Polity.
- McSweeney, K., Richani, N., Pearson, Z., Devine, J., & Wrathall, D. J. (2017). Why Do Narcos Invest in Rural Land? *Journal of Latin American Geography*, 3-29.

Supplementary Readings

- o Harvey, D. (2018 [1982]). *The limits to capital*. Verso books.
- o Purcell, T. F., Loftus, A., & March, H. (2020). Value–rent–finance. *Progress in human geography*, 44(3), 437-456.
- o Kay, K., & Kenney-Lazar, M. (2017). Value in capitalist natures: An emerging framework. *Dialogues in Human Geography*, 7(3), 295-309.

September 21: Capital & Nature

- Moore, J. W. (2015). *Capitalism in the Web of Life: Ecology and the Accumulation of Capital*. New York: Verso.
- Smith, N. (2007). Nature as accumulation strategy. *Socialist register* 43 (17-46).
- Walker, P. A. (2005). Political ecology: Where is the ecology? *Progress in human geography*, 29(1), 73-82.

Supplementary Readings

- o Smith, N. (1984). *Uneven Development: Nature, Capital, and the Production of Space*. Athens, GA: The University of Georgia Press.
- o Castree, N. (2000). Marxism and the production of nature. *Capital & Class*, 24(3), 5-36.
- o Labban, M. 2008 *Space, Oil and Capital*. London: Routledge.

September 28: Agrarian Questions

- Watts, M. (2021). The Agrarian Question. In *Handbook of Critical Agrarian Studies*, edited by Akram-Lodhi, A. H., Dietz, K., Engels, B., & McKay, B.M (pp. 53-66). Cheltenham: Edward Elgar Publishing.
- Gidwani, V. K. (2008). *Capital, Interrupted: Agrarian Development and the Politics of Work in India*. Minneapolis: U of Minnesota Press.

Supplementary Readings

- o Kautsky, K. (1988[1899]). *On the Agrarian Question*. London: Zwan Publications.
- o Bernstein, H. (2010). *Class dynamics of agrarian change*. Boulder, CO: Lynne Rienner Publishers.
- o Chari, S. (2004). Provincializing capital: The work of an agrarian past in South Indian industry. *Comparative Studies in Society and History*, 46(4), 760-785.
- o Levien, M., Watts, M. & Hairong, Y. (2018) Agrarian Marxism. *The Journal of Peasant Studies*, 45:5-6, 853-883.

Part 2: Colonialism & Nature

October 5: Possession, Property, & Personhood

- Nichols, R. (2020). *Theft Is Property! Dispossession and Critical Theory*. Durham: Duke University Press.
 - o Introduction and Chapters 1-2 (pp. 1-84)
- Moreton-Robinson, A. (2015). *The White Possessive: Property, Power, and Indigenous Sovereignty*. U of Minnesota Press.
 - o Introduction & Chapters 1-5 (pp. xi-77).
- Harris, C. I. 1993. "Whiteness as Property." *Harvard Law Review* 106, no. 8: 1707–1791.

Supplementary Readings

- o Bhandar, B. (2018). *Colonial Lives of Property: Law, Land, and Racial Regimes of Ownership*. Durham: Duke University Press.
- o Robinson, C.J. (2020[1983]). *Black Marxism: The Making of the Black Radical Tradition*. Chapel Hill: UNC Press.
- o Wolfe, P. (2006). Settler Colonialism and the Elimination of the Native. *Journal of genocide research*, 8(4), 387-409.
- o Zaragocin, S. (2019). Gendered Geographies of Elimination: Decolonial Feminist Geographies in Latin American Settler Contexts. *Antipode*, 51(1), 373-392.
- o Palmer, M. A. (2020). Rendering Settler Sovereign Landscapes: Race and Property in the Empire State. *Environment and Planning D: Society and Space*, 38(5), 793-810.

October 12: Resources & Sovereignty

- Curley, A. 2023. *Carbon Sovereignty: Coal, Development, and Energy Transition in the Navajo Nation*. Tucson: U of Arizona Press.
- Anthias, P. (2018). Indigenous Peoples and the New Extraction: From Territorial Rights to Hydrocarbon Citizenship in the Bolivian Chaco. *Latin American Perspectives*, 45(5), 136-153.
- Emel, J., Huber, M. T., & Makene, M. H. (2011). Extracting Sovereignty: Capital, Territory, and Gold Mining in Tanzania. *Political Geography*, 30(2), 70-79.

Supplementary Reading

- o Coulthard, G. S. (2014). Red skin, white masks: Rejecting the colonial politics of recognition. *Minneapolis: University of Minnesota Press*.
- o Simpson, A. (2014). *Mohawk Interruptus: Political Life Across the Border of Settler States*. Durham: Duke University Press.
- o Powell, D.E. (2018). *Landscapes of Power: Politics of Energy in the Navajo Nation*. Durham: Duke University Press

October 19: Land, Pollution, & Decolonization

- Liboiron, M. (2021). *Pollution is Colonialism*. Durham: Duke University Press. [LIBRARY]
- Tuck, E., & Yang, K. W. (2012). Decolonization is Not a Metaphor. *Decolonization: Indigeneity, education & society*, 1(1).
- Murphy, M. (2017). Alterlife and Decolonial Chemical Relations. *Cultural anthropology*, 32(4), 494-503.

Supplementary Reading

- Kuletz, V. L. (2016). *The Tainted Desert: Environmental and Social Ruin in the American West*. Routledge
- Voyles, Traci Brynne. (2015). *Wastelanding: Legacies of Uranium Mining in Navajo Country*. Minneapolis: University of Minnesota Press.
- Gómez-Barris, M. (2017). *The Extractive Zone*. Durham: Duke University Press.
- Ryan Juskus; Sacrifice Zones: A Genealogy and Analysis of an Environmental Justice Concept. *Environmental Humanities* 1 March 2023; 15 (1): 3–24.
- Sandlos, J., & Keeling, A. (2016). Toxic legacies, slow violence, and environmental injustice at Giant Mine, Northwest Territories. *Northern Review*, (42), 7-21.

Part 3: Contemporary Themes

October 26: Carbon Politics

- Bosworth, K. (2022). *Grassroots Environmentalism in the Twenty-First Century*. Minneapolis: U of Minnesota Press.
- Huber, M. (2022). *Climate Change as Class War*. New York: Verso.
 - Introduction & Chapters 1-2 (pp. 1-106).

Supplementary Reading

- Mitchell, T. (2011) *Carbon Democracy: Political Power in the Age of Oil*. New York: Verso.
- Watts, M. (2004). Resource curse? Governmentality, oil and power in the Niger Delta, Nigeria. *Geopolitics*, 9(1), 50-80.
- Bumpus, A. G., & Liverman, D. M. (2008). Accumulation by decarbonization and the governance of carbon offsets. *Economic geography*, 84(2), 127-155.
- Appel, H. C. (2012). Walls and white elephants: Oil extraction, responsibility, and infrastructural violence in Equatorial Guinea. *Ethnography*, 13(4), 439-465.

November 2: Planetary Mining

- Labban, M. (2014). Deterritorializing Extraction: Bioaccumulation and the Planetary Mine. *Annals of the Association of American Geographers*, 104(3), 560-576.
- Arboleda, M. 2022. *Planetary Mine: Territories of Extraction Under Late Capitalism*. New York: Verso.
- Knapp, F. L. (2016). The Birth of the Flexible Mine: Changing Geographies of Mining and the E-Waste Commodity Frontier. *Environment and Planning A: Economy and Space*, 48(10), 1889-1909.

Supplementary Readings

- Acosta, A. (2013). Extractivism and Neoextractivism: Two Sides of the Same Curse. *Beyond development: alternative visions from Latin America*, 1, 61-86.
- Gudynas, E. (2018). Extractivisms: Tendencies and Consequences. In *Reframing Latin American Development* (pp. 61-76). Routledge.
- Svampa, M. (2015). Commodities Consensus: Neoextractivism and Enclosure of the Commons in Latin America. *South Atlantic Quarterly*, 114(1), 65-82.

November 9: NO CLASS MEETING – WORK ON FINAL PAPERS

November 16: Chemical Worlds (with visit from author Shannon Cram)

- Cram, S. *Unmaking the Bomb: Environmental Cleanup and the Politics of Impossibility*. Berkeley/LA: UC Press.
- M. Murphy, "What Can't A Body Do?" *Catalyst* 3, no. 1 (2017): 1–15.
- Joseph Masco, "Atomic Health" (Chapter 8) in his new book *The Future of Fallout and Other Episodes of Radioactive World-Making*. Durham: Duke University Press, 2021.

Supplementary Readings

- o Heinzerling, Lisa. "The Rights of Statistical People." *Harvard Environmental Law Review* 24, no. 1 (2000): 189–207.
- o Max Liboiron, Manuel Tironi, Nerea Calvillo, "Toxic Politics: Acting in a Permanently Polluted World" *Social Studies of Science* 48, no. 3 (2017): 331--49.
- o Chen, Mel Y. "Toxic Animacies, Inanimate Affections." *GLQ* 17, no. 2-3 (2011): 265-86.
- o Shapiro, Nicholas, Nasser Zakariya, and Jody Roberts. "A Wary Alliance: From Enumerating the Environment to Inviting Apprehension." *Engaging Science, Technology, and Society* 3 (2017): 575–602.

November 23: NO CLASS MEETING – UNIVERSITY HOLIDAY

November 30: Shifting Frontiers

- Klinger, J.M. (2017). *Rare Earth Frontiers: From Terrestrial Subsoils to Lunar Landscapes*. Ithaca: Cornell University Press.
- Riofrancos, T. (2022). The Security–Sustainability Nexus: Lithium Onshoring in the Global North. *Global Environmental Politics*, 1-22.

Supplementary Reading

- Forget, M., & Bos, V. (2022). Harvesting lithium and sun in the Andes: Exploring energy justice and the new materialities of energy transitions. *Energy Research & Social Science*, 87, 102477.
- Phadke, R. (2020). The repatriation challenge: Critical minerals mining in the United States. In *The Material Basis of Energy Transitions* (pp. 11-25). Academic Press.
- Sovacool, B. K., Martiskainen, M., Hook, A., & Baker, L. (2019). Decarbonization and its discontents: a critical energy justice perspective on four low-carbon transitions. *Climatic Change*, 155, 581-619.
- Hine, A., Gibson, C., & Mayes, R. (2023). Critical minerals: rethinking extractivism?. *Australian Geographer*, 1-18.

DRAFT PAPERS DUE: Monday, December 4 at 9am (no more than 15 pages double-spaced)

December 7: PEER REVIEW DAY

- Read everyone else's papers:
 - o Read 1 paper very carefully (you will be the facilitator for this paper)
 - o Read 2 other papers medium-carefully (you will be providing substantive feedback for these papers)
 - o Read the other papers less carefully (but at least skim them)
- We'll workshop each paper for 20 minutes

FINAL PAPERS DUE: Monday, December 18 at 9am (no more than 20 pages double-spaced)