This course explores the entangled geographies of capitalism, colonialism, and nature. While anchored in political ecology, this will be less of a “survey of the field” and more of a pointed examination the relationship between political economic and anti-colonial ways of thinking about human-environment relations. Collectively, I would like us to explore questions such as: How does taking (settler and other forms of) colonialism seriously challenge political economic or traditional political ecological approaches to nature and the environment? How might such a move reorient geographic approaches to land, labor, and capital? Conversely, how might a robust theory of capitalism support anti-/decolonial approaches to nature? What might be the theoretical, methodological, and ethical entailments of anti-/decolonial political ecology?

This course is reading intensive. Expect to read the equivalent of a book and two articles every week. 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 scholarly work, and this should be 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, Native American and Indigenous Studies, 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 (Lucy Stone Hall 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/167249.

**Office hours:** I will hold office hours on Tuesdays after class (2PM-4PM). Please make an appointment in advance at https://marston-office-hours.youcanbook.me. Appointments are available in ten-minute slots, but I encourage you sign up for at two or three slots at a time. The default option is a Zoom meeting (Zoom Meeting ID: 982 8598 9571, Password: 217892), but you may also come to my office (LSH-B255). If you cannot make it on Tuesdays, please email me with the request.
**Books:** Below is a complete list of books that we’ll be reading in this course (excluding individually assigned chapters and articles). Do not panic! Only those with asterisks will be read cover-to-cover; we will read 2-4 chapters of the others. Moreover, you are not expected to purchase any of them. They are all available online, either through the library website or on Canvas.


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 optional (“further”) readings. The required readings are, well, required. You can find them all online, either uploaded to Canvas or through our library. Please read them thoughtfully and generously, as they are designed to anchor our class discussions. The optional readings are there for you to read on your own time if you find the topic particularly interesting or confusing, or if you would just like to know more. Most of them are also available online, but I have not uploaded them to Canvas.

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 2-3 of these over the course of the semester, depending on the number of students enrolled.

Reading reflections
Reading reflections (approx. 400-500 words) will be required each week by those students who are not presenting. They should be posted on the corresponding Canvas discussion board by Monday at 5:00 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 Tuesday.

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 feel sick, in which case you should definitely 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 while you wait for COVID-19 test results.

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 (12-20 pages double spaced) 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 - as long as it overlaps with course themes. If you are unsure whether your planned final paper/project is sufficiently related to the course, please speak with me in office hours and we can figure it out.

Assessment
Students will be assessed according to the following scheme:
- Classroom participation – 30%
- Reading reflections – 30%
- Presentations – 20%
- Final paper – 20%

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**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:** In order to protect the health and well-being of all members of the University community, masks must be worn by all persons on campus when in the presence of others (within six feet) and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). Masks must be worn during class meetings; any student not wearing a mask will be asked to leave. Masks should conform to CDC guidelines and should completely cover the nose and mouth: [https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html). Each day before you arrive on campus or leave your residence hall, you must complete the brief survey on the My Campus Pass symptom checker self-screening app.

**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/](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/](http://academicintegrity.rutgers.edu/resources-for-students/)
- General Academic Integrity Link: [http://academicintegrity.rutgers.edu/](http://academicintegrity.rutgers.edu/)
- The Camden Plagiarism Tutorial (Interactive): [http://library.camden.rutgers.edu/EducationalModules/Plagiarism/](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](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](http://www.libraries.rutgers.edu/tutorials). You may also consider visiting the Learning Centers ([https://rlc.rutgers.edu/](https://rlc.rutgers.edu/)) or Academic Advising for SAS students: [https://sasundergrad.rutgers.edu/advising/advising](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.

- **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. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation. The documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.
COURSE OUTLINE

January 18: Welcome to Environment & Development

Part 1: Lines of Flight (Key Concepts)

January 25: Introduction to Political Ecology

Supplementary Readings

February 1: Production of Nature & Space
  - Part One: Commodities and Money, pp. 125-247.
  - Chapter 1: Plan of the Present Work (pp. 1-67).
  - Read all the chapters plus pages 249-51 of the Afterword to the Third Edition

Supplementary Readings
February 8: Agrarian Questions

Supplementary Readings

February 15: Dispossession
  - Part Eight: So-Called Primitive Accumulation (pp. 873-940)
  - Introduction & Chapters 1-2 (pp. 1-43)
  - Introduction and Chapters 1-2 (pp. 1-84)

Supplementary Readings

February 22: Property
  - Introduction & Chapters 1-2 (pp. 1-113).

**Supplementary Readings**

**MARCH 1 - NO CLASS MEETING (AAG)**

**March 8: Anti-Colonialism**
  - Chapter 1, “On Violence” (pp. 1-62)

**Supplementary Readings**

**Part 2: Nodes of Condensation (Key Themes)**

**MARCH 15 – NO CLASS MEETING (SPRING BREAK)**

**March 22: Plantations & Agribusinesses**

**Supplementary Readings:**
March 29: Extraction & Energy

Supplementary Readings

April 5: Toxins & Pollution
  - Introduction & Chapters 1-3 (pp. 1-166)
  - Introduction & Chapters 1-2 (pp. 1-111)

Supplementary Reading
April 12: Bodies & Genes
  - Introduction & Chapters 1-2 (pp. 1-103)
  - Introduction & Chapters 1-3 (pp. 1-112)

**Supplementary Reading**

April 19: Climate Change and Extinction
  - Introduction & Chapter 1 (pp. 1-59)

*Supplementary Reading*


**April 26: Ontological Turn & Critiques**


*Supplementary Reading*


**FINAL PAPERS DUE: TBA**