**Course information:**
*Copy and paste current course information from Class Search/Course Catalog.*

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>CLAS/SST</th>
<th>Department</th>
<th>JSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>JUS</td>
<td>Number: 456</td>
<td>Title: Human Rights and Sustainability</td>
</tr>
<tr>
<td>Is this a cross-listed course?</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If yes, please identify course(s)</td>
<td>SOS 456</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is this a shared course?</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course description:

**Requested designation:** Global Awareness-G

*Note: a separate proposal is required for each designation requested*

**Eligibility:**
Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

**Submission deadlines dates are as follow:**
For Fall 2014 Effective Date: October 10, 2013
For Spring 2015 Effective Date: March 13, 2014

**Area(s) proposed course will serve:**
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (S0/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

**A complete proposal should include:**
- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

**Contact information:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frank A. Pina</td>
<td>480-965-7800</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mail code</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>6403</td>
<td><a href="mailto:Frank.Pina@asu.edu">Frank.Pina@asu.edu</a></td>
</tr>
</tbody>
</table>

**Department Chair/Director approval:** *(Required)*

<table>
<thead>
<tr>
<th>Chair/Director name (Typed)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Fonow</td>
<td>4/21/14</td>
</tr>
</tbody>
</table>

Chair/Director (Signature):

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/ 12/11, 7/12
Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of other cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
Proposer: Please complete the following section and attach appropriate documentation.

**ASU--[G] CRITERIA**

**GLOBAL AWARENESS [G]**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td></td>
<td>Syllabus</td>
</tr>
</tbody>
</table>

### 1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.

### 2. The course must match at least one of the following descriptions: (check all which may apply):

- **a.** In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.

- **b.** The course is a language course for a contemporary non-English language, and has a significant cultural component.

- **c.** The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.

- **x** The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue’s place within each culture and the effects of that issue on world cultures.
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAMPLE:</strong> 2d: study the cultural significance of a non-U.S. centered global issue</td>
<td><strong>SAMPLE:</strong> The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td><strong>SAMPLE:</strong> Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
</tr>
<tr>
<td>Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
<td>The course examines global issues of human rights and sustainability that cannot be confined to national boundaries</td>
<td>Every week, students read materials and complete assignments about non-US issues. Only in Week 7 and Week 11 are US-specific articles assigned, and those are only one of several readings.</td>
</tr>
<tr>
<td>The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue’s place within each culture and the effects of that issue on world cultures.</td>
<td>Human rights and sustainability are both, by nature, global issues. Each week, we look at how these issues play out around the world.</td>
<td>Every week includes cases from around the world regarding violation or realization of HR/ Sustainability, and how different places cope with the challenges.</td>
</tr>
</tbody>
</table>
JUS 456 - Human Rights and Sustainability
Meets: [xxx]
Location: [xxx]

Professor: LaDawn Haglund
E-mail: ladawn.haglund@asu.edu
Office Location: Wilson Hall Room 265
Phone number: 480-965-7083
Office Hours: [xxx]

TA: [xxx]
E-mail: [xxx]
Office Location: [xxx]
Office Hours: [xxx]

"Failure to grasp the enormous potential that human rights have on sustaining environment ... will only lead to a larger scale of dispossession and homelessness across the world."

- Miloon Kothari, Special Rapporteur on the Right to Adequate Housing, Statement at the World Summit on Sustainable Development, Johannesburg South Africa, August 2002

I. Course description:

This course addresses the connections between human rights and environmental sustainability. Legal and scholarly approaches linking human rights and sustainability are just beginning to emerge, given the important resource dimensions of economic and social rights realization and the human dimensions of sustainability. The right to food, housing, and a healthy environment are all areas where the discourses and practices of both human rights and sustainability are invoked to address shortcomings in current practices.

Yet human rights demands and environmental concerns are not always in harmony. Conservation efforts have at times created obstacles for local communities in terms of access to land and livelihoods. At the same time, the world’s poor and indigenous populations are often forced to bear the costs of environmental degradation, pollution, and climate change resulting from patterns of production and consumption from which they do not personally gain. The priorities of environmental justice movements, sometimes referred to as “environmentalism of the poor,” can thus differ considerably from those of mainstream environmental organizations. Furthermore, the emphasis within human rights law and practice on individual rights exists in tension with the collective and third-party impacts of many sustainability challenges, while the context-specific, place-based nature of most environmental problems (and the populations that endure them) sits uneasily aside claims to universal human rights.
This course addresses these dilemmas through theoretical and empirical readings on human rights and sustainability; grassroots accounts of struggles over environment-related human rights; and selections from literature and film that illustrate the environmental justice issues at stake. It also explores the routes by which rights can be realized beyond claims-making, emphasizing the importance of inclusive processes in the design and implementation of environmental policy.

The course will be divided into several sections, including an introduction to the concepts of human rights and sustainability, an exploration of how these concepts are operationalized in the real world, and a deeper examination of three substantive areas in which these ideas intersect and sometimes clash. The first substantive module will examine “urban ecology and human rights” including emerging claims for a “right to the city” and the sometimes conflicting mandates urbanization can create for states attempting to ensure adequate housing (including water and sanitation) while simultaneously protecting land and water resources.

The second substantive module will consider “the human right to food” and the related sustainability implications of the current global food system. The shift in the last 100 or so years from primarily rural agrarian societies to fossil fuel-based, urban industrial societies (and increasingly industrialized farming techniques) has created a number of challenges to both food security and environmental protection. The third substantive module investigates more deeply the consequences of industrialization processes for human rights, in particular, extractive industries such as oil and mining, and their implications for accelerated global climate change, community displacement, indigenous rights, and human health.

The objectives of the course are:

1. To clarify the official and unofficial meanings of “human rights” and “sustainability”

2. To acquaint students with theories and methodologies used to study and interrogate human rights and sustainability, in particular as they relate to one another

3. To demonstrate various ways that nations, communities, and advocates have attempted to promote human rights vis-à-vis sustainability challenges

4. To elucidate the structural characteristics of sustainability challenges, including the ways these challenges are shaped by dominant processes of production and consumption

5. To evaluate the role of power in the alleviation and/or perpetuation of environmental injustices, including the way it shapes struggles over solutions

6. To examine critically the unequal distribution of environmental injustices among poorer societies and vulnerable groups

7. To further student research on topics of human rights and sustainability
8. To foster a sense of political responsibility in regard to human rights and sustainability challenges, as well as develop a set of ideas regarding how more just and sustainable alternatives may be realized

Student learning outcomes: Students who have taken this course will have a theoretical and empirical basis for research in the fields of international development, human rights, and human dimensions of sustainability. It can serve as a foundation for future work in internationally-focused governmental agencies, non-governmental organizations, or policy institutes.

II. Course requirements and grading:

Students must:
   a) Attend all seminar meetings and participate in class discussions
   b) Do all required readings prior to the class for which they are assigned
   c) Post weekly blogs outlining your critical reactions to the assigned texts
   d) Lead class discussion once during the semester
   e) Complete 2 short (5-6 page) papers on substantive themes
   f) Submit an annotated bibliography of sources to be used for your final paper
   g) Complete a 15-20 page final paper with final bibliography (not annotated)

a) Both attendance and participation are vital to the success of the seminar and to your grade. Attendance will be tracked and grades lowered for excessive absences (defined as more than 4 absences for any reason).

b) This is a reading-intensive seminar. We will cover a lot of material (~100-150 pps/wk) during the semester. All seminar participants are expected each week to allot the time required for reading assigned materials thoughtfully and thoroughly, prior to class. This will provide the basis for your active participation in our in-class discussions. I strongly recommend, as a matter of good scholarly practice, to take extensive notes by:
   1. noting the main points of each source, and if there is more than one source, considering how they are related (with one main point from each work as an example);
   2. considering what is new to you about the topics discussed and how (if at all) they have changed your conception of human rights and sustainability; and
   3. developing an understanding of how the week’s readings, films, and lecture material apply to current events
I want you to engage the readings, so you should have questions ready each week regarding how they relate to modern life and/or current events.

c) Weekly blogs of 500-1000 words (approximately 1-2 pages, double-spaced, in a standard Word document), outlining your critical reflections on the assigned texts, will be required. Complete your blog entries as follows:
   1. Read/watch the material that is due for the upcoming week.
   2. Use the following triangle, square, and circle method to analyze the texts.

1 Acknowledgements (and thanks) to Dr. Sher Ratnabalasuriar for these guidelines
a. **Triangle:** Find three points in the materials as a whole that you believe are important and/or had an impact on your thinking about human rights and sustainability, points that you find to be critical or poignant.

b. **Square:** Consider at least one point that sits well with you in some way, either from the three above or elsewhere in the materials. Perhaps it reflects your own ideas about human rights and sustainability, or it intrigues you in some way.

c. **Circle:** Identify 2-3 questions not answered in the materials that you think are important or intriguing, or that require more research to understand.

3. Do not regurgitate the materials; concisely analyze them.

4. Consider including links to images, articles or other relevant sources on the web.

5. As a scholarly product, your post should never be composed directly online. Use a text editor (e.g., Microsoft Word) to draft and finalize your post before adding it to your blog. All posts should adhere to conventional grammar and punctuation.

6. **Post** your blog entry covering each week’s materials no later than [xxx]. This will allow your professor, TA, and classmates time to review it before class on [xxx].

7. In addition to your blog, you should skim the blogs of all other students and comment on at least two other person’s posts per week. This can be done anytime between Monday at 3pm and Friday at 3pm. Try commenting on different people’s blogs each week.

d) **Student-led discussion:** two students will co-lead class discussion once during the semester. Sign-up will take place during the 1st session. *If you join class after this, it is your responsibility to contact me in order to sign up.* You will select an additional news article or informative video (not more than 20 minutes) for your peers to consider that is relevant to the week's assigned materials, and transmit this material through Blackboard or the Internet on the Friday prior to your presentation. Your task as discussion leader will be to raise important questions and issues, based on the materials and critical reflections posted by all students on Blackboard. You should attempt to find common themes, points of divergence or confusion, and interesting observations that can guide the conversation in fruitful directions. You should not regurgitate the readings, as everyone will be expected to have done them prior to class.

e) There will be two short papers (5-6 pages) that explore and critique the arguments made in the readings from the first two substantive sections of the course:

1) Urban ecology and human rights - due [xxx]

2) The human right to food - due [xxx]

These short papers should incorporate:

1) An analysis of the group of readings on each theme in light of the following questions:
   ○ In what ways does a human rights approach compliment a sustainability approach in this area? In what ways do these approaches contradict each other?
   ○ What are the key challenges to sustainable human rights realization in this area?
   ○ What are some possible strategies for overcoming challenges to human rights and sustainability in this area?

2) A concise summary of main arguments of at least four key readings (not short articles)

3) Your scholarly (not personal) reactions to or reflections on the readings (noting the strongest points of each reading before critiquing it)
I encourage you to have discussions with your classmates, but your short paper must be your own work, and in your own words, or it may be considered plagiarized. Short papers must be submitted on Blackboard via SafeAssignment by 3:00 p.m. on the day they are due, or they will not be accepted.

You can utilize comments from your own weekly blogs for these short papers, though I would like to see you synthesize, analyze, and critique the materials in a scholarly manner, and from the perspective of each topical area as a whole. I will provide guiding questions for these papers prior to their due date.

f) Your annotated bibliography is due two weeks before your final paper. It should consist of a brief (3-6 sentence) statement regarding the topic of your paper and the questions it seeks to answer, followed by a minimum of 10 scholarly sources that you intend to utilize, explaining in 2-3 sentences how each source will be useful for your topic. Please submit to Blackboard via SafeAssignment prior to class on the due date. A PowerPoint presentation is posted on Blackboard to guide you in constructing this bibliography.

g) Your final paper should be approximately 15-20 pages, and should link your substantive interests with theoretical approaches to - and empirical realities of - human rights and sustainability. One requirement is that you meet in person with me at least once to discuss your paper before you write it. My office hours are posted at the top of this syllabus.

Important: I expect advanced students to have mastered the basics of writing papers, using a standard style manual and proofreading their work. Please take the time to present professional quality work. Get to know one of the social science style manuals – e.g., A Manual for Writers of Term Papers, Theses, and Dissertations (Kate L. Turabian), A Manual of Style (The University of Chicago - use the “Author, Date” system for the social sciences), or the APA Manual – and pay particular attention to the pages on bibliographic references. You can lose up to a full grade for sloppiness, noncompliance or inconsistency with an established style, or poor proofreading.

Please note that late work will not be accepted without a documented and dire reason.

Your grade will be based on the following:
- Attendance, participation, presentation: 15%
- Critical reflection blogs: 15%
- Paper #1: 20%
- Paper #2: 20%
- Final paper: 30%

The grading scale is as follows:
- 90-94 = A-
- 85-89 = A
- 80-83 = B-
- 84-86 = B
- 74-76 = C
- 77-79 = C+
- 60-73 = D
- Below 60 = E
III. Required Texts:

The following texts will be available for purchase at the ASU book store:


IV. Supplementary materials

A number of articles for this course will be handed out in class or compiled in a reader for your purchase. Videos links, when required, will be posted on Blackboard.

V. Miscellaneous course information:

*Obvious courtesies:*
- Arrive on time
- Turn off your cell phone
- Let me know in advance if you must leave early

*Incomplete:* “A mark of ‘I’ (incomplete) is given by the instructor only when a student who is otherwise doing acceptable work is unable to complete a course because of illness or other conditions beyond the student’s control” (from the ASU General Catalog).

*Academic integrity:* Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see [http://provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity).

*Disability Services:* ASU’s Disability Resource Center (DRC) is the entity that provides services to students with disabilities. If you desire accommodation for this course, contact DRC at [http://www.asu.edu/studentaffairs/ed/drc](http://www.asu.edu/studentaffairs/ed/drc) to establish your eligibility and make sure they can provide you with the services you will need for this course. Students with disabilities must meet the same standards, deadlines, etc. as any other student in the course. All information regarding disability is confidential.
COURSE OUTLINE

WEEK 1: Jan. 20
Overview and Introduction to the Course [sign up for presentations]

WEEK 2: Jan. 27
What are Human Rights? [98 pps.]
Topics: Where do rights come from? How do we know they exist? How can we gauge rights realization?
Readings:

Film:
- www.humanrights.com/#/what-are-human-rights

WEEK 3: Feb. 3
What is sustainability? [~95 pps. + review of online materials]
Topics: Rio summit, Kyoto protocol, The Brundtland Report, etc.; Alternative definitions of sustainability; Historical roots of ecological crises
Readings:
- Bowers, C. A. “Toward an Eco-Justice Pedagogy”

UN Activities: (* Asterisked sources are posted on Blackboard)
- *1987 - Our Common Future (“The Brundtland Report”) World Commission on
Environment and Development. OVERVIEW ONLY (pp. 18-38) [I have posted the full report in case you are interested, but no need to print it or bring to class]

- You should take note of the follow up conference (Rio+20) to be held in 2012: [http://www.earthsummit2012.org/](http://www.earthsummit2012.org/)
- *1998 - Kyoto protocol ("an international agreement linked to the UN Framework Convention on Climate Change"): [http://unfccc.int/resource/docs/convkp/kpeng.pdf](http://unfccc.int/resource/docs/convkp/kpeng.pdf)
- Familiarize yourself with what has happened since Kyoto regarding international climate change talks (most notably Copenhagen and Cancun) [http://unfccc.int/2860.php](http://unfccc.int/2860.php)

**Film:**


**WEEK 4: Feb. 10**

**Human Rights and Sustainability: Making the Linkages [105 pps.]**

**Topics:** Environmental human rights, Eco-Justice

**Readings:**


**WEEKS 5-6: CASE STUDY 1 - Urban ecology and human rights**

**Topics:** “Right to the City”; Right to housing, water, sanitation; Impact of building and urbanization on ecology

**Feb. 17 [83 pps. + online materials on right to housing]**

**PRESENTATION:** Amelie

**Readings:**


**UN Activities:**
- Special Rapporteur report on the right to housing: [http://www.righttohousing.org](http://www.righttohousing.org)

**Film:**
- *The Unforeseen*

**Feb. 24 [114 pps.]**

**PRESENTATION:** Allison

**Readings:**
- Evans, Peter. 2002. *Livable Cities: Urban Struggles for Livelihood and Sustainability.* University of California Press. [Chapters 1 & 6-8; also available online through ASU library]

**WEEKS 7-8: Consumption, production, and the role of capitalism**

**Topics:** Economic rationality and global expansion; Industrialization, carbon-based economies, technological advances and pollution, transportation; Inequality in costs and benefits, winners and losers at all scales/levels, gender/class/race; exploitation; Public goods; Alternative logics

**Mar. 3: Economic rationality and global expansion [103 pps. (skim 65 pps.)]**

**Readings:**
- Bellamy Foster, John. 2002. *Ecology Against Capitalism.* New York: Monthly Review Press. [Read through Ch. 9 (p. 103); skim Ch. 10-12]

**Film:**
- Flow (93 minutes): Part 1

**Mar. 10: Alternative Logics [102 pps. (skim 36 pps.)]**

**Readings:**
- The Happy Planet Index: [http://www.happyplanetindex.org/](http://www.happyplanetindex.org/)

**Film:**
- Flow (93 minutes): Part 2

**First short paper due March 11**

**WEEK 9: Mar. 17**

**SPRING BREAK!** No class, but please start working on your annotated bibliographies for your final paper.
WEEKS 10-11: CASE STUDY 2 - The human right to food
Topics: Trade, intellectual property rights; Agricultural policy; Green revolution; Land and energy use; Hunger and malnutrition; Food security; Biodiversity; GMOs

Mar. 24 [98 pps.]

Readings:

UN Activities:
- FAO website: http://www.fao.org/righttofood (check out these links specifically: “strategy” and “implementation goals”)

Film:
- “The World According to Monsanto”

Mar. 31 [140 pps. + case study]

PRESENTATION: Allison

Readings:
- Gottlieb, Robert and Anupama Joshi. 2010. Food Justice. [Everyone read through p. 120; we will split up the remaining case studies so that 3 students read each and summarize.]

Film:
- “The Power of Community: How Cuba Survived Peak Oil”

OPTIONAL Film [watch outside of class if curious]:
- YouTube video: Michael Pollan, The Omnivore's Dilemma, 2006 http://www.youtube.com/watch?v=kFpjkskn3_Pe

WEEKS 12-13: CASE STUDY 3 - Industrialization processes and human rights
Topics: Mining; Petroleum dependency and extraction; Climate change; Indigenous Rights

Apr. 7 [96 pps]

PRESENTATION: Amelie

Readings:
- United Nation Declaration on the Rights of Indigenous Peoples (UNDRIP) [15]
- Jaksa, Matthew F. 2006. “Putting the Sustainable Back in Sustainable Development:


**UN Activities:**

- UN Permanent Forum on Indigenous Issues:

**Film:**

- *Democracy Now* coverage of Wiwa vs. Shell decision (Nigeria - excerpts ~30 min)
- “Justicia Now!” (Ecuador - 32 min)

**Second short paper due April 11 [not April 8]**

**Apr. 14 [74 pps.]**

**PRESENTATION:** Frankie

**Readings:**


**UN Activities:**

- Universal Declaration on the Rights of Mother Earth, drafted at the World People’s Conference on Climate Change and the Rights of Mother Earth: http://www.globalresearch.ca/index.php?context=va&aid=18931

**Film:**

- “Climate of Change”

**WEEKS 14-15: SOLUTIONS**

**Topics:** Deep ecology, deep economy; Global public goods and global commons; Governance, right to participation, autonomy, decision-making, inclusion

**Apr. 21 [read 66 pps., skim 49 pps.]**

**Readings:**

- Ramaswami et al. 2007. “Integrating developed and developing world knowledge into
global discussions and strategies for sustainability - 2. Economics and Governance.”
*Environmental Science and Technology*. 41:3422-3430. [8]

- McKibben, Bill. 2007. *Deep Economy: The Wealth of Communities and the Durable Future*. New York: Henry Holt and Company. [Read to Ch. 1 (p. 45) and skim Ch. 2 (to p. 94)]

**Annotated bibliography for final paper due today**

**Apr. 28 [138 pps.]**

**PRESENTATION:** Frankie

**Readings:**


**Film:**


**FINAL PAPER DUE May. 5th - NO EXCEPTIONS!**
Overview

In recent years John Bellamy Foster has emerged as a leading theorist of the Marxist perspective on ecology. His seminal book Marx’s Ecology (Monthly Review Press, 2000) discusses the place of ecological issues within the intellectual history of Marxism and on the philosophical foundations of a Marxist ecology, and has become a major point of reference in ecological debates. This historical and philosophical focus is now supplemented by more directly political engagement in his new book, Ecology against Capitalism. In a broad-ranging treatment of contemporary ecological politics, Foster deals with such issues as pollution, sustainable development, technological responses to environmental crisis, population growth, soil fertility, the preservation of ancient forests, and the “new economy” of the Internet age.

Foster’s introduction sets out the unifying themes of these essays enabling the reader to draw from them a consolidated approach to a rapidly-expanding field of debate which is of critical importance in our times.

Within these debates on the politics of ecology, Foster’s work develops an important and distinctive perspective. Where many of these debates assume a basic divergence of “red” and “green” issues, and are concerned with the exact terms of a trade-off between them, Foster argues that Marxism—properly understood—already provides the framework within which ecological questions are best approached. This perspective is advanced here in accessible and concrete form, taking account of the major positions in contemporary ecological debate.
Meet the Author

John Bellamy Foster is editor of Monthly Review. He is professor of sociology at the University of Oregon and author of The Ecological Revolution, The Great Financial Crisis (with Fred Magdoff), Critique of Intelligent Design (with Brett Clark and Richard York), Ecology Against Capitalism, Marx’s Ecology, and The Vulnerable Planet.

Table of Contents

Preface 7
Ecology Against Capitalism 9
The Ecological Tyranny of the Bottom Line: The Environmental and Social Consequences of Economic Liberalism 26
Global Ecology and the Common Good 44
Ecology and Human Freedom 52
“Let Them Eat Pollution”: Capitalism and the World Environment 60
The Scale of Our Ecological Crisis 69
Sustainable Development of What? 79
Globalization and the Ecological Morality of Place 83
Capitalism’s Environmental Crisis - Is Technology the Answer? 92
The Limits of Environmentalism without Class: Lessons from the Ancient Forest Struggle in the Pacific Northwest 104
Malthus’s Essay on Population at Age 200 137
Liebig, Marx, and the Depletion of Soil Fertility: Relevance for Today's Agriculture 154
Index 170
CONTENTS

Introduction 1
1 After Growth 5
2 The Year of Eating Locally 46
3 All for One, or One for All 95
4 The Wealth of Communities 129
5 The Durable Future 177
Afterword 227
Notes 233
Acknowledgments 248
Index 251
Table of Contents

Contents
Series Foreword  ix

Introduction: Taking Root  1
  Rethinking School Food in New Orleans  1
  Defining Food Justice  4
  Why a Book on Food Justice?  7

1 Growing and Producing Food  13
  Slavery in the Fields  13
  Farmworkers at the Margins  18
  The Canary's Song: Chemicals in the Factories and on the Land  22
  Turning Farms into Factories  27
  Cows: "A Great Place to Live"?  30
  Swine: Stench and Sludge  32
  Chickens: The Tyson Way  35

2 Accessing Food  39
  Grocery Gaps  39
  Supersizing Supermarkets  43
  Cars to Carts  46
  The Tesco Invasion  48
  Convenient Calorie Culture  51
  Eating Out, Fast, Cheap, and More  55

3 Consuming Food  59
  Dismantling
  Downsizing Cooking  60
  Health Not on the Label  65
  Overfed but Poorly Nourished  68
  Manipulating Food Choices  69

4 Food Politics  75
  The People's Department  75
  Farm Bill Debates  79
  School Food Politics  87
  Taming Hunger  91
  Cultivating Change  96