



ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

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

Academic Unit SST/CLAS Department JUS

Subject JUS Number 456 Title Human Rights and Sustainability Units: 3

Is this a cross-listed course? Yes  
If yes, please identify course(s) SOS 456

Is this a shared course? No If so, list all academic units offering this course \_\_\_\_\_  
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.

**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 (SQ/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 Syllabus
- Table of Contents from the textbook, and/or lists of course materials

**Contact information:**

Name Frank Pina Phone 5-7682

Mail code 6403 E-mail: fpina@asu.edu

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

Chair/Director name (Typed): Daniel Schugurensky/Mary Margaret Fonow Date: 9/2/14

Chair/Director (Signature): \_\_\_\_\_

## Arizona State University Criteria Checklist for

### GLOBAL AWARENESS [G]

#### 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 others 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.

<b>ASU--[G] CRITERIA</b>			
<b>GLOBAL AWARENESS [G]</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1.</b> Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus
		<b>2.</b> The course must match at least one of the following descriptions: (check all which may apply):	
<input type="checkbox"/>	<input type="checkbox"/>	<b>a.</b> In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>	
<input type="checkbox"/>	<input type="checkbox"/>	<b>b.</b> The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input type="checkbox"/>	<input type="checkbox"/>	<b>c.</b> 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.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>d.</b> 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."	Syllabus

Course Prefix	Number	Title	Designation
			Global Awareness (G)

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.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p><b>SAMPLE:</b> 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p><b>SAMPLE:</b> The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p><b>SAMPLE:</b> 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.</p>
<p>Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	<p>The course examines global human rights issues and sustainability problems, which, by nature, are not U.S. centric.</p>	<p>Week 2 examines the global human rights canon, including international instruments designed to protect rights, and the ways they are implemented in a variety of locations around the world; Week 3 examines sustainability from the perspective of the global eco-social system; Weeks 7-8 explore the contributions of global capitalism to human rights and sustainability problems.</p>
<p>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."</p>	<p>Each week, we look at examples of how human rights and sustainability issues manifest in countries around the world.</p>	<p>Weeks 5-6 examine Brazilian and Mexican cities to illustrate urban challenges and solutions; Weeks 10-11 explore food justice through the experiences of Cuba and several other countries in the global south; Weeks 12-13 explore extractive industries from the perspective of indigenous people in Ecuador, Bolivia, Nigeria, and the U.S.</p>

## **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.<sup>1</sup>

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<sup>1</sup> 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 1<sup>st</sup> 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:
  - o In what ways does a human rights approach compliment a sustainability approach in this area? In what ways do these approaches contradict each other?
  - o What are the key challenges to sustainable human rights realization in this area?
  - o 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-    95-100 = A  
80-83 = B-    84-86 = B    87-89 = 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:

1. Bellamy Foster, John. 2002. *Ecology Against Capitalism*. New York: Monthly Review Press.
2. McKibben, Bill. 2007. *Deep Economy: The Wealth of Communities and the Durable Future*. New York: Henry Holt and Company.
3. Gottlieb, Robert and Anupama Joshi. 2010. *Food Justice*. Cambridge, MA: MIT Press.

### **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

*Incompletes:* "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>.

*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> 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:*

- Campese, Jessica and Armelle Guignier. 2007. "Human Rights--a brief introduction to key concepts." *Conservation and Human Rights*. Pp. 10-26
- Turner, Bryan S. "Outline of a Theory of Human Rights." *Sociology*. 1993. 27:489-512.
- Pogge, Thomas. 2000. "The International Significance of Human Rights." *The Journal of Ethics*. 4(1): 45-69.
- Haglund, LaDawn and Rimjhim Aggarwal. "Test of our Progress: The Translation of Economic and Social Rights Norms into Practice." *Under Revision for the Journal of Human Rights*.
- Review the original Millennium Development Goals:  
<http://www.endpoverty2015.org/en/goals>
- Review the United Nations' 2010 Millennium Development Goals Report, which can be found at : <http://www.un.org/millenniumgoals/reports.shtml>

*Film:*

- [www.humanrights.com/#/what-are-human-rights](http://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:*

- White. 1967. "The historical roots of the ecological crisis." *Science*. 55: 1203.
- Vitousek, P.M., H.A. Mooney, J. Lubchenco and J.M. Melillo. 1997. "Human domination of Earth's ecosystems." *Science*. 277: 494-499.
- Bowers, C. A. "Toward an Eco-Justice Pedagogy"
- Martens. 2006. "Sustainability: science or fiction?" *Sustainability: Science Practice and Policy*.
- Sachs, Wolfgang. 2001. "Rio+10 and the North-South Divide." Essay published by the Heinrich Böll Foundation. (Read the Rio Declaration and Agenda 21 first)

*UN Activities:* (\* Asterisked sources are posted on Blackboard)

- \*1987 - Our Common Future ("The Brundtland Report") World Commission on

**Comment [LJH1]:** Discusses the global human rights canon, including international instruments designed to protect rights, and the ways they are implemented in a variety of locations around the world.

**Comment [LJH2]:** Examines sustainability from the perspective of the global eco-social system.

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]

- \*1992 - Rio Declaration: <http://www.un.org/documents/ga/conf151/aconf15126-1annex1.htm>
- Review Agenda 21 (“a comprehensive plan of action to be taken globally, nationally and locally by organizations of the UN System, Governments, and Major Groups” to ameliorate human impacts on the environment - came out of Rio in 1992): [http://www.un.org/esa/dsd/agenda21/?utm\\_source=OldRedirect&utm\\_medium=redirect&utm\\_content=dsd&utm\\_campaign=OldRedirect](http://www.un.org/esa/dsd/agenda21/?utm_source=OldRedirect&utm_medium=redirect&utm_content=dsd&utm_campaign=OldRedirect)
- You should take note of the follow up conference (Rio+20) to be held in 2012: <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>
- Familiarize yourself with what has happened since Kyoto regarding international climate change talks (most notably Copenhagen and Cancun) <http://unfccc.int/2860.php>

*Film:*

- The Story of Stuff (**watch outside of class**): <http://www.storyofstuff.com/>
- (IN CLASS) PBS Frontline: *Heat* (<http://www.pbs.org/wgbh/pages/frontline/heat/view>) - Chapters 1-3

**WEEK 4: Feb. 10**

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

*Topics:* Environmental human rights, Eco-Justice

*Readings:*

- Hancock, Jan. 2003. *Environmental human rights: power, ethics, and law*. Burlington, VT: Ashgate. Through Chapter 4 (to p. 105)

**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]**

*Readings:*

- Grimm, Nancy B., et al. 2008. “Global Change and the Ecology of Cities.” *Science*. 319: 756-760. [4]
- Rees, William and Mathis Wackernagel. 2008. “Urban Ecological Footprints: Why Cities Cannot be Sustainable—and Why They are a Key to Sustainability.” *Urban Ecology*. V: 537-555. [18]
- “Right to the City”: Brown, Alison and Annali Kristiansen. 2009. “Urban Policies and the Right to the City: Rights, responsibilities and citizenship.” UNESCO, UN-HABITAT report # SHS/SRP/URB/2008/PI/H/3 REV. Paris: UNESCO. [41] Brazil

**Comment [LJH3]:** Examines Brazilian and Mexican cities to illustrate urban challenges and solutions

- Swyngedouw, Erik and Nikolas C. Heynen. 2003. "Urban Political Ecology, Justice and the Politics of Scale." *Antipode*. 35(5): 898-918. [20]

*UN Activities:*

- Special Rapporteur report on the right to housing: <http://www.righttohousing.org>

*Film:*

- *The Unforeseen*

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

*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] Brazil and Mexico

**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:*

- Haglund, LaDawn. 2010. "Theorizing Public Goods: the Role of Organizing Principles." In Haglund, LaDawn *Limiting Resources: Market-led Reform and the Transformation of Public Goods*. Pennsylvania State University Press. Pp. 23-54.
- Jackson, Tim. 2009. *Prosperity without Growth? The transition to a sustainable economy*. UK: Sustainable Development Commission. (Skim pp. 1-36; read p. 37-107)
- The Happy Planet Index: <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.**

**Comment [LJH4]:** Explores the contributions of global capitalism to human rights and sustainability problems everywhere.

### **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:*

- United Nations. "The Right to Adequate Food." *Fact Sheet #34*. Geneva: OHCHR.
- Gonzalez, Carmen. "Trade Liberalization, Food Security, and the Environment: The Neo-liberal Threat to Sustainable Rural Development" (Excerpts, 35 pps.) Cuba.
- Wade, Robert. 2003. "What strategies are viable for developing countries today? The World Trade Organization and the shrinking of 'development space.'" *Review of International Political Economy*. 10(4): 621-644. Global South.

*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]**

*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.]
- Altieri, Miguel A. 2008. "Small Farms as a Planetary Ecological Asset: Five Key Reasons Why We Should Support the Revitalisation of Small Farms in the Global South." *TWN Environment and Development Series*. Penang, Malaysia: Third World Network.

*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=kFpjskn3\\_Pc](http://www.youtube.com/watch?v=kFpjskn3_Pc)

### **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]**

*Readings:*

- United Nation Declaration on the Rights of Indigenous Peoples (UNDRIP) [15]
- Jaksa, Matthew F. 2006. "Putting the Sustainable Back in Sustainable Development: Recognizing and Enforcing Indigenous Property Rights as a Pathway to Global Environmental Sustainability." *J. of Environmental Law and Litigation*. 21:157-205. [49]

**Comment [LJH5]:** Explores food justice through the experiences of Cuba and several other countries in the global south

**Comment [LJH6]:** Explores extractive industries from the perspective of indigenous people in Ecuador, Bolivia, Nigeria, and the U.S.

- Sawyer, Suzana and Edmund Terence Gomez. 2008. "Transnational Governmentality and Resource Extraction: Indigenous Peoples, Multinational Corporations, Multilateral Institutions and the State." Programme Paper 13. Geneva: UNRISD. [32 pp.] Ecuador.

*UN Activities:*

- UN Permanent Forum on Indigenous Issues:  
<http://www.un.org/esa/socdev/unpfi/index.html>

*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.]**

*Readings:*

- Tsosie, Rebecca. 2009. "Climate Change, Sustainability and Globalization: Charting the Future of Indigenous Environmental Self-Determination." *Environmental and Energy Law and Policy Journal*. 4: 188-255. [68] U.S.
- Aguirre, Jessica Camille and Elizabeth Sonia Cooper. 2010. "Evo Morales, Climate Change, and the Paradoxes of a Social-Movement Presidency." *Latin American Perspectives*. 37(4): 238-244. [6] Bolivia.

*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:*

- Fraser et al. 2005. "Bottom up and top down: Analysis of participatory processes for sustainability indicator identification as a pathway to community empowerment and sustainable environmental management." *Journal of Environmental Management*. 78(2006): 114-127. [13]
- 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.]**

*Readings:*

- McKibben, Bill. 2007. *Deep Economy: The Wealth of Communities and the Durable Future*. New York: Henry Holt and Company. [Finish Book]

*Film:*

- “2012: Time for Change”: <http://www.2012timeforchange.com/>

**FINAL PAPER DUE May. 5<sup>th</sup> - NO EXCEPTIONS!**