

ENVS 411: Environmental Action in the Americas

CRN: 12742 MW 4-5:50pm Room: 201 VIL

Instructors:

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we are also available to meet at other times by appointment

Course Description

This course will discuss the recent history of environmental concern and action within social movements in North, Central and South America, highlighting the connections between environmental action and social justice, development, democracy and international relations issues. We will critically examine the tensions between environmental narratives and practices and between grassroots movements and institutions. A review of relevant sociology, political ecology, environmental justice and critical development studies in the first part of the course will frame a further discussion on the recent history of environmental action in the Americas. Cultural and political grassroots responses to socio-environmental degradation and resource conflicts across the Americas will be analyzed as emerging out of the interplay of social agents, institutions and political processes. This discussion will proceed through a series of thematic, interdisciplinary North/South comparative analyses of socio-environmental conflicts emblematic of their political, cultural or theoretical implications. Approaching the end, we will move to a consideration of transnational environmental problems and the equally transnational cultural and institutional responses and ways forward being developed in the Americas as we highlight their locus in environmental histories embedded in the region. The course will provide direct dialogue between students and at least five guest speakers engaged in environmental action in North and Latin America including in-person and video-conference guests. Students will be required to engage in an activity with a community organization, participate in group debates, and prepare final presentations on a comparative study of a topic of their choice – concerns and movements discussed in class or others, e.g. art, war, climate action, oceans, religion, etc. The creative application of the theoretical frameworks proposed at the beginning of the course to ‘real life’ scenarios presented throughout the class will be the main criteria for successful learning.

Goals of the class:

- * Introduce and apply theoretical frameworks for an interdisciplinary understanding of environmental issues and movements across the Americas.
- * Expand knowledge of environmental action in the Americas through a review of case studies, class discussions, talks with movement leaders, and a final project.
- * Understand and be able to characterize similarities, differences and connections between movements within different contexts and areas of the Americas.
- * Improve reading, writing, discussion, debate and research skills.
- * Use a campus community connection activity and/or project to strengthen understanding of theories and ideas learned in the class by connecting them to local environmental action in our community.
- * Prepare students for work in fields where they will engage with complex and evolving scenarios of environmental action.

Learning Objectives:

By the end of this course, participants will be able to:

- *Acquire analytical skills by using tools from various disciplines and schools of thought in an integrated approach to environmental action.
- * Be able to analyze case studies in terms of Political Ecology, Sociology of Social Movements and elements of Geography and Development Studies.
- * Identify the overlaps of and/or connections between environmental, social justice and identity movements in the Americas.
- *Identify similarities and differences of the contemporary environmental histories of North and South America.
- * Communicate more effectively verbally and in writing about social movements and the environment in the Americas.

Methods of Instruction will include:

- * Class discussion
- * Small group discussion and presentation
- * Tele-conference and in-person discussions with social movement leaders.
- * Lecture
- * In-class debates
- * Short-films and movie clips
- * Group presentations
- * Community engagement

Grade Scale

A	= 94-100	C+	= 77-79
A-	= 90-93	C	= 74-76
B+	= 87-89	C-	= 70-73
B	= 84-86	D+	= 67-69
B-	= 80-83	D	= 60-66

Requirements:

- Come to class prepared and participate in class.
- Complete the readings for every class (except the first class and the last two classes, which will have no assigned reading).
- Prepare for and participate in one class debate with your debate group.
- Post at least five times on the class blog.
- Complete two take-home mid-term exams.
- Complete group research project including 30-minute class presentation.
- Participate in community connection project.

Required Materials

There is no required textbook. All readings will be posted as PDFs on Blackboard (<https://blackboard.uoregon.edu>) in the Course Documents folder. Some films will also be required. The links will be in the syllabus and on Blackboard. One reading will not be on Blackboard, but will be passed out as a hardcopy in class. ****NOTE:** All readings are subject to change. All changes will be made on Blackboard and emailed to the class.**

Attendance: You are expected to attend every class session, and attendance will be taken via your name card—please pick it up at the beginning of class. If you miss more than TWO classes, for any reason, your final grade will be lowered by a HALF letter grade for each absence. If you consistently arrive late or leave early, this will also lower your grade; 3 late arrivals / early departures equal 1 absence. Documentation is required for absences due to health or family emergencies. Absences for any other reason are not excusable.

Grading:

- **Participation: 20%**
To be determined from attendance, preparation for class, and participation in class discussion and other classroom activities including the community connection project.
- **Group Debate: 10%**
The class will be divided into six debate groups and each group will participate in one in-class debate. Everyone in class will be expected to participate in the discussion by actively listening and asking questions to the debate groups. Grades will reflect both individual and group performance. An assignment sheet will give more a more detailed description. Extra readings for debate participants will be provided.
- **Postings on Class Blog: 15%**
To encourage in-class debate, students will be required to make five posts to the class blog on Blackboard. A list of questions will be provided, and you should respond to the questions in the context of class speakers or debates. Your response should be about half a page single-spaced. An assignment sheet will give more a more detailed description.
- **Two Take-home Midterms 30%**
Students will have two take-home midterm exams each with two essay questions to demonstrate what they have learned from the course. The response to both questions should be between 2 and 4 pages double-spaced. We will give you the questions on Wednesday in class and then the response will be due Friday. Midterm 1 will be assigned on Wednesday October 19 in class and due on Friday October 21 by midnight. Midterm 2 will be assigned on Wednesday November 9 and due on Friday November 11 by midnight.
- **Group Presentation: 25%**
Students will do further research on an issue of environmental action discussed in class or another area of interest to the students. Group presentations will be the last two days of class with 30 minutes for each group. Grades will reflect both individual and group performance. An assignment sheet will give more a more detailed description.

Additional Policies and Procedures

Academic Integrity: Enrolling in this course constitutes your agreement to abide by the University Policy on Academic Misconduct. Please refer to the Student Conduct Code at the Office of Student Life website (http://studentlife.uoregon.edu/programs/student_judi_affairs/conduct-code.htm). Neither ignorance of these policies nor the lack of an intention to cheat or plagiarize will be considered a legitimate defense. To learn more about your rights and responsibilities concerning academic integrity and the procedures related to academic misconduct, I strongly advise you to familiarize yourself with the Student Conduct and Community Standards webpage (http://studentlife.uoregon.edu/programs/student_judi_affairs/index.htm). Please talk with us if you have any questions about academic misconduct issues.

Access: The University of Oregon is working to create inclusive learning environments. Please notify us ***within the first week of the term*** if aspects of the instruction or course design present obstacles to your active participation. Such obstacles may include, but are not limited to issues concerning physical access and mobility, physical or mental health and well-being, and academic learning. For additional assistance and resources, I encourage you to contact the following campus services, as appropriate for your concerns:

- Disability Services, 164 Oregon Hall, 346-1155 or disabsrv@uoregon.edu ; website: <http://ds.uoregon.edu>

- University Counseling and Testing Center, Health Center 2nd Floor, 346-3227; website: <http://counseling.uoregon.edu/dnn>
- Teaching and Learning Center, 68 PLC, 346-3226; website: <http://tlc.uoregon.edu>

Diversity: The University of Oregon is dedicated to the principles of equal opportunity in education and an acceptance of diversity as an affirmation of individual identity within a welcoming community. Open inquiry, freedom of expression, and respect for difference are therefore fundamental to a comprehensive and dynamic education. This course is committed to upholding these ideals by encouraging the exploration, engagement, and expression of divergent perspectives and diverse identities. Please notify us immediately if you feel aspects of the instruction or course design undermine these principles in any way. You may also notify the ENVS Program at 346-5954. For additional assistance and resources, I encourage you to contact the following campus services, as appropriate for your concerns:

- Office of Institutional Equity and Diversity, 1 Johnson Hall, 346-3175; website: <http://oied.uoregon.edu>
- Bias Response Team, 164 Oregon Hall, 346-1134 or brt@uoregon.edu website: <http://bias.uoregon.edu>

Electronic Devices: Laptop computers, cell phones, iPads, mp3 players, Bluetooth devices, and other similar electronic devices must be **turned off** during class. The instructor will let you know if laptops can be used during class for class activities. You may be asked to leave and counted as absent if you do not comply with this policy. If you are involved in a situation that requires you to be contacted immediately by cell phone, e.g. an ill child / parent or pregnant spouse / partner, please see us before class.

Course Outline

Topic 1: Background: Theoretical Approaches & History

9/26: Day 1—Introduction/Overview of class and expectations.

9/28: Day 2—Political Ecology and Power

We will start with Political Ecology as the main theoretical frame for the class, and a discussion of environmental justice in our communities.

Readings

Robbins P. 2004. "The Hatchet and the Seed." In *Political Ecology: A Critical Introduction*. Malden, MA : Blackwell Pub. Pgs 3-16.

Mohai, Paul, David Pellow, and J. Timmons Roberts. 2009. "Contextualizing Environmental Injustice: Historical and Case Studies." From: "Environmental Justice." *Annual Review of Environment and Resources* 34: 416-18.

Note: you only need to read 416-18, the rest of the article is optional.

10/3: Day 3—Global Power and Environmental Crisis

World-system and post-structural analyses will be the main theoretical references used to frame the discussion on globalization, social change and environmental crisis.

Readings:

Roberts, J. Timmons and Bradley C. Parks. 2009. "Ecologically Unequal Exchange, Ecological Debt, and Climate Justice: The History and Implications of Three Related Ideas for a New Social Movement." *International Journal of Comparative Sociology*. June/August 2009 50: 385-409.

America Latina en Movimiento. 2007. "'A New Era is Beginning': Cochabamba Statement." In *The Global Fight for Climate Justice: Anticapitalist Responses to Global Warming and Environmental Destruction*. 2008. Edited by: Ian Angus. London: Resistance Books. Pgs: 145-48.

Optional:

Polanyi K. (1957) *The Great Transformation*. Beacon Press. Chapter 6: The self-regulating market and the fictitious commodities: labor, land, and money (7 pages).

Wallerstein Immanuel(1976) *A World-System Perspective on the Social Sciences*. *British Journal of Sociology* 27 (3): 343-352

10/5: Day 4--Development in Latin America and the post-structural approach

Critical development studies and post-colonial approaches will enable an introduction into the issues of (under)development, neo-colonialism and social exclusion, as well as their contestation in Latin America, as they shape the environmental history of the region.

Speaker: Alison Guzman, Community Outreach Coordinator from Oregon Toxics Alliance (now Beyond Toxics) and El Centro Latino. She is coordinating the West Eugene Industrial Corridor Environmental Health Project.

Readings

Escobar A (1996) *Construction nature. Elements for a post-structuralist political ecology*. *Futures* 28(4): 325.

TIPNIS conflict in Bolivia:

<https://nacla.org/blog/2011/8/26/bolivia-tipnis-marchers-face-accusations-and-negotiations>

Optional

Bebbington A (2009) *Latin America: Contesting extraction, producing geographies*. *Singapore Journal of Tropical Geography* 30(1): 7-12.

Escobar, A (1999) *The Invention of Development*. *Current History* 98 (631) : 382-386

10/10: Day 5—Ecological Debt: Does the North Owe an Ecological Debt to the South?

To finalize our discussion on global inequality and its socio-environmental consequences, we will examine the idea of an ecological debt owed to developing countries by industrialized countries. We will discuss successes and limitations of market-based eco-modernization in the global scenario with an in-class debate on these topics.

* First group debate on ecological debt.

Readings

"Rich countries owe poor a huge environmental debt" *The Guardian*, Sunday 20 January 2008
www.guardian.co.uk/science/2008/jan/21/environmental.debt1

Johnson, J., Pecquet, G., & Taylor, L. (January 01, 2007). Potential Gains from Trade in Dirty Industries: Revisiting Lawrence Summers' Memo. *The Cato Journal*, 27, 3, 397-409.

Optional:

Srinivasan, U Thara, Susan P. Carey, Eric Hallstein, Paul A. T. Higgins, Amber C. Kerr, Laura E. Koteen, Adam B. Smith, Reg Watson, John Harte, and Richard B. Norgaard. 2008. "The debt of nations and the distribution of ecological impacts from human activities." Proceedings of the National Academy of Sciences. Pgs: 1-6.

Frey, R. Scott. 2003. "The Transfer of Core-Based Hazardous Production Processes to the Export Processing Zones of the Periphery: The Maquiladora Centers of Northern Mexico." *Journal of World-Systems Research* 9(2): 317-354.

10/12: Day 6--Social Movements

Environmental action will be framed in the context of late 20th century social movements. New Social Movements, Resource Mobilization, Beck's Risk Society and Castell's Networks sociological approaches will frame the more specific discussion on the connection between environmental/EJ concerns and organized expressions of citizenship, labor, livelihoods and identities.

* Speaker: Arturo Segura, coffee farmer from Costa Rica on direct trade coffee and cleaner burning cooking stoves. He is a co-founder of the direct trade coffee company Sol Colibri that brings together more than 1800 small coffee farmers in Costa Rica.

Readings

Robbins P. 2004. Chapter 10: Environmental Identities and Social Movements. In *Political Ecology: A Critical Introduction*. Malden, MA : Blackwell Pub. Pgs 187-201.

Taylor, Dorceta. 2000. "The Rise of the Environmental Justice Paradigm: Injustice Framing and the Social Construction of Environmental Discourses." *American Behavioral Scientist* 43(4): 508-25.

note: only pages 508-25 are assigned, the rest of the article is optional.

Optional

Beck, Ulrich 2002. "Introduction." From *Ecological politics in an age of risk*. Cambridge ; Malden, MA: Polity Press. 1-13.

Castells M. 1996. *The rise of the network society*; Malden, Mass. : Blackwell Publishers.

Topic 2: Case Studies

10/17: Day 7--Struggles Against Coal Mining in Appalachia and Colombia.

We will explore social movements in the Appalachian region of the US and in Colombia against the impacts of coal mining including their history, tactics, and relationships to other movements. In addition to class discussion we will watch a short clip of a coal company CEO and have a video-speaker from Appalachia.

* Speaker: Patricia Tarquino a former organizer for Kentuckians for the Commonwealth (KFTC) involved in fight against mountaintop removal mining and environmental impacts of coal mining who is from Colombia and has worked on building connections between Appalachians and Colombians organizing against impacts of coal mining.

Reading:

Montrie, Chad and Avi Chomsky. "Common Mines: Struggles over Coal in Colombia and Appalachia." From: *The Struggle for Appalachia*. Edited by Stephen L. Fisher. Forthcoming in 2011.

note: not on Blackboard, but print copies will be distributed in class

Kentuckians for the Commonwealth. 2011. "Colombia and Appalachia: The People Behind the Coal." <http://www.kftc.org/blog/topics/Colombia>

10/19: Day 8--Identity and Resistance to Oil Extraction and Oil Spills.

We will start by briefly discussing the short- and long-term social and environmental impacts of oil extraction and then will look at a number of social movements addressing these in creative ways. We will end with discussion of what past experiences could mean for the future of the US Gulf Coast and the strenghts and challenges of movements in the North and South in coping with complex scenarios marked by oil money and power.

* Speaker: Mercedes Lu, Peruvian researcher, activist, and UO Geography PhD candidate, will adress oil conflict and indigenous rights & environmental narratives in the Peruvian Amazon.

Note: Midterm 1 will be assigned today in class and due on Friday October 21 by midnight.

Readings:

Valdivia, G. December 01, 2007. "The 'Amazonian trial of the century': Indigenous identities, transnational networks, and petroleum in Ecuador." *Peace Research Abstracts Journal*, 44, 6. Pgs: 41-65.

Statement of Gulf Coast Fishermen, Seafood Worker, and Maritime Communities on the Gulf of Mexico Oil Drilling Disaster. 2010. Pgs: 1-3.

Optional:

Estabrook, Thomas, Carlos Eduardo Siqueria and Eduardo Paes Machado. 2000. "Labor-community alliances in petrochemical regions in the United States and Brazil: What does it take to win?" *Capitalism Nature Socialism*. 11: 3, 113-145.

More on the impacts of oil spills:

Sierra Club Productions. "Episode 2: The Day the Water Died."

<http://www.sierraclub.org/scp/chronicles/episode2.aspx> length: 28 minutes.

Peterson, Charles H, Stanley D Rice, Jeffrey W Short, Daniel Esler, James L Bodkin, Brenda E Ballachey, David B Irons. 2003. "Long-Term Ecosystem Response to the Exxon Valdez Oil Spill." *Science*. Volume 302: pages 2082-86.

PBS. The Spill. <http://www.pbs.org/wgbh/pages/frontline/the-spill/>

Corporate Campaigns and Actions Against Oil Companies

<http://ran.org/content/ran-yes-men-punkd-chevron>

<http://changechevron.org/about/>

10/24: Day 9--Resource Access and Human Rights

Emerging water conflicts and their relation to trade, water, livelihoods, human rights and environmental degradation, as well as catalysts of social and political change –the Bolivian water wars case. Clips will be shown in class on the Cochabamba water privatization/water war

and Maine water privatization struggle from the movie *Blue Gold*:

Bozzo, S., Achbar, M., Litvinoff, S., McDowell, M., Bertolini, H., Aichinger, T., Barlow, M., ... PBS Home Video. (2009). *Blue gold: World water wars*. United States: Distributed by PBS Home Video.

Readings:

Cochabamba declaration 12/8/2000 www.ratical.org/co-globalize/CochabambaD.html (1 page)

Perrault T (2006) *From the Guerra Del Agua to the Guerra Del Gas: resource governance, neoliberalism and popular protest in Bolivia*. Antipode- Wiley Online Library (23 pages).

Ball, Deborah. May 25, 2010. "Bottled Water Pits Nestle vs. Greens." Wall Street Journal.

Optional:

Starr, S., Salina, I., De, S. P., Julien, C., Usatin, N., Group Entertainment (Firm), & Oscilloscope Pictures. (2008). *Flow: For love of water*. New York, N.Y.: Oscilloscope Pictures.

UN Declaration of Water as Human Right.

<http://www.un.org/apps/news/story.asp?NewsID=35456&Cr=SANITATION&Cr1=>

10/26: Day 10--Resistance to GMOs and Monocultures.

Green revolution, agri-business, monocultures, tree farms and their impacts North and South, as well as the social conflict and cultural and practical alternatives being proposed in both hemispheres.

* Second Group debate: Are fair trade and organic/sustainable forestry certifications a way forward?

Readings:

RECOMA(2009)*Declaration by the Latin American Network against Monoculture Tree Plantations 1 August 2009 – Villa Serrana, Uruguay* (2 pages)

Millaman R, Rosamel 2006. *Mapuche Resistance to Transnational Corporations: Reformulating Strategies of Struggle* Anthropology of Work Review 21(2): 8-11

Millaman R, Rosamel 2008. *The Mapuche and Climate Change in the Chilean Neoliberal Economic System*. IWGIA Indigenous Affairs 1: 66

Danaher, Kevin, Shannon Biggs, and Jason Mark. 2007. "Seeds of Change: Dakota Farmers Give Monsanto the Boot." From: *Building the Green Economy: Success Stories from the Grassroots*. Sausalito, CA: PoliPointPress. (14 pages)

Optional:

Shiva V, Crompton T (1998) *Monopoly and Monoculture: Trends in Indian Seed Industry*. Economic and political weekly. 33, no. 39, (1998): A137

Carrere (1996) *Pulping the South: Brazil's Pulp and Paper Plantations* por Ricardo Carrere. The ecologist. 26, no. 5, (1996): 206

Gordon, Robert W. 2004. Chapter 4: "Poisons in the Fields." pgs 132-164. From: *Environmental blues: Working-class environmentalism and the labor-environmental alliance, 1968—1985. ETD Collection for Wayne State University*. Paper AA13130340.

10/31: Day 11--Legislation in US, Oregon, Ecuador & National Level

In the United States, we will focus on the incorporation of environmental justice into federal and state policies. In Latin America, we will look at social movements and environmental legislation between the authoritarian legacy and the empowerment of civil society in the Ecuadorian and Chilean cases.

Readings:

London, Jonathan K., Julie Sze, and Raoul S. Lievanos. 2008. "Problems, Promise, Progress, and Perils: Critical Reflections on Environmental Justice Policy Implementation in California." *UCLA Journal of Environmental Law and Policy*. Vol 26: 255-89.

Ecuador's new constitution excerpts. <http://www.elaw.org/node/5395> (3 pages)

Carruthers D. 2001. *Environmental Politics in Chile: Legacies of Dictatorship and Democracy*. *Third World Quarterly* 22 (3): 343-358.

Optional:

Castree N. 2008. *Neoliberalising nature: the logics of deregulation and reregulation*. *Environment and Planning* 40 (1): 131-152

11/2: Day 12--Conservation Conflicts: Resist or Negotiate?

Overview of environmental history of conservation conflicts and discussion of several topics from the North and the South. The 'Yellowstone model' and idea of wilderness: Are Biosphere Reserves a model to reconcile peoples and biodiversity? Environmental governance: from incentives to 'environmentality'. Discussion on relationship (and friction) between indigenous peoples and conservationism: the Makah Whale Hunt case, the Amazon conservation-indigeneity politics. Endangered species act: people v/s biodiversity?

* Speaker: Sierra Deutsch, UO Environmental Studies and Sociology PhD candidate, with a background in marine biology to speak about the Makah case, which she is currently studying.

Readings

Sundberg J (2003) *Conservation and democratization: constituting citizenship in the Maya Biosphere Reserve, Guatemala*. *Political Geography* 22 (7): 715 -739.

Shukovsky, Paul. 2008. "Makah 'treaty warriors': Heroes or criminals? Whaling case has political implications for all U.S. tribes." Seattle P-I, March 16, 2008

<http://www.seattlepi.com/local/article/Makah-treaty-warriors-Heroes-or-criminals-1267345.php>

Internet resources on the Makah Case (required):

NOAA Northwest regional Office website <http://www.nwr.noaa.gov/marine-mammals/whales-dolphins-porpoise/gray-whales/makah-whale-hunt.cfm>

Makah Nation website <http://www.makah.com/whalingtradition.html>

Optional:

Brockington D; Duffy R Igoe J. 2008. *Nature unbound : conservation, capitalism and the future of protected areas*. London ; Sterling, VA : Earthscan, 2008. (excerpts posted in blackboard)

Roberts C. 2010. *Treaty Rights Ignored: Neocolonialism and the Makah Whale Hunt*. The Kenyon review. 32, no. 1, (2010): 78

Colchester M. 2000. *Self-Determination or Environmental Determinism for Indigenous Peoples in Tropical Forest Conservation*. Conservation Biology 14 (5): 1365-1367

Topic 3: Moving from Fighting Pollution to Creating Solutions

11/7: Day 13--Tourism: Between opportunities for sustainability and embedded neo-colonialism

We will examine the dilemmas confronted by entrepreneurial communities using responsible travel or eco-tourism as a tool for economic recomposition, socio-environmental conservation and the assertion of land and resource rights. We will also discuss environmental impacts of non-sustainable tourism development and neo-colonial practices, reviewing cases of straightforward local resistance and evaluating the elusive right for local communities to say no to tourism and other development pressures.

Readings

Johnston A. M (2003) "Self-determination: Exercising Indigenous Rights in Tourism." From: *Tourism in Destination Communities* edited by: S. Singh, D.J. Timothy, and R.K. Dowling. Cambridge, MA: CABI Publishing. (pp: 115-134).

Palomino-Schalscha, M. (2010) Indigenizing Development in the Queuco Valley, Alto Bio Bio, Chile. *Association of American Geographers Annual Conference, Washington DC (Winner AAG Student Paper Competition of the Indigenous Peoples Specialty Group)*

Hawai'i Ecumenical Coalition on Tourism. 1989. "The Hawai'i Declaration of the Hawai'i Ecumenical coalition on Tourism Conference Tourism in Hawai'i: Its Impact on Native Hawaiians and Its Challenge to the Churches." Accessed on 11/3/11 at: <http://mphawaii.tripod.com/Tourism/The1989.htm>

11/9: Day 14--South moving forward: peasant, indigenous, and other contemporary environmental-related social movements and their proposals.

Review of decolonization, new agrarian reform and food sovereignty proposals and their trajectories and prospects. Discussion on Andean socio-environmental values/concepts: Is 'good living' (buen vivir) a contribution of ancient Americas to a sustainable post-developmental civilization?

Speaker (teleconference): Maria Jose Araya, sociologist and environmental justice activist in south-central Chile.

Note: Midterm 2 will be assigned today in class and due on Tuesday November 15 by midnight.

Reading

Walsh C (2010) *Development as Buen Vivir: Institutional arrangements and (de)colonial entanglements*. Development 53 (1): 15-21

Altieri M (2009) *Small farms as a planetary ecological asset: Five key reasons why we should support the revitalization of small farms in the global South*. Third World Network.(6 pages)

La Via Campesina. 2008. "Peasants and Small Farmers Can Feed the World." In *The Global Fight for Climate Justice: Anticapitalist Responses to Global Warming and Environmental Destruction*. Edited by: Ian Angus. London: Resistance Books. (2 pages)

Optional:

Bebbington (1999) Capitals and Capabilities: A Framework for Analyzing Peasant Viability, Rural Livelihoods and Poverty. *World development* 27(12): 2021-39.

Land Research Action Network. <http://www.landaction.org>

11/14: Day 15--North moving forward: Occupy, green jobs and native rights

We will discuss the potential of and the challenges to contemporary environmental-related social movements with a focus on green jobs and a success story of indigenous action.

Readings and a Video Clip:

Veazey, Liz. 2011. Four environmental group statements supporting the occupy movement compiled from email and blog postings. (unpublished).

Danaher, Kevin, Shannon Biggs, and Jason Mark. 2007. "Harnessing the Saudi Arabi of Wind: The Rosebud Sioux Bring Renewable Energy to the Dakotas." From: *Building the Green Economy: Success Stories from the Grassroots*. Sausalito, CA: PoliPointPress

Reed, Ron and Kari Marie Norgaard. 2010. "[Salmon Feeds Our People](#)." From *Indigenous People and Biodiversity Conservation: Stories from the Field*. Conservation International: Arlington, VA.

Optional:

Green for All. 2010. *Clean Energy Works Portland: A National Model for Energy-Efficiency Retrofits*. Accessible at: <http://www.greenforall.org/resources/clean-energy-works-portland-report/download> Pgs: 1-15.

more information on Clean Energy Works Portland: <http://www.greenforall.org/what-we-do/cities-initiative/portland/clean-energy-works-portland>

Evergreen Cooperative Introductory Video Clip. <http://www.blip.tv/file/2749165> length: 6 minutes.

more information on Evergreen Cooperative: <http://apolloalliance.org/green-collar-jobs/evergreen-cooperatives-forge-an-innovative-path-toward-high-quality-green-jobs/>

11/16: Day 16--Climate Justice and Transnational Problems in General

We will discuss global environmental issues including a return to the theory of world system theory and ecological debt to understand the recent rise of a global climate justice movement.
* Speaker: member of Occupy Eugene.

World Social Forum. 2011. "Climate Justice Declaration."
http://www.youtube.com/watch?v=qsC_PIV73fI&feature=player_embedded

Environmental News Service. August 29, 2011. "NASA Scientist, Religious Leaders Arrested in Tar Sands Protest." Accessed on 11/7/11 at: <http://www.ens-newswire.com/ens/aug2011/2011-08-29-02.html>

Democracy Now! November 7, 2011. "10,000 Surround White House to Protest Keystone XL Tar Sands Oil Pipeline." From minute 47:01-58:57. Accessed on 11/7/11 at: http://www.democracynow.org/2011/11/7/10_000_surround_white_house_to

11/21: Day 17--International cooperation and antagonism from intergovernmental agreements to civil society and social forums.

International cooperation and conflict: Global socio-environmental crisis and North/South debates on ways forward. REDD+ and Yasuni model. Regional alternatives such as ALBA.

* Final Debate

Readings

World Social Forum. 2001. "Charter of Principles." Accessed 11/5/2011 at: http://www.forumsocialmundial.org.br/main.php?id_menu=4&cd_language=2

Whitaker, Francisco. 2000. "World Social Forum: origins and aims." English translation by Peter Lenny. *Article was published in "Correio da Cidadania" - December 2 to 9, 2000, no. 222.*

Accessed 11/5/2011

at: http://www.forumsocialmundial.org.br/main.php?id_menu=2_1&cd_language=2

Phelps (2010) *Does REDD+ Threaten to Recentralize Forest Governance?* SCIENCE -NEW YORK THEN WASHINGTON- 328 (5976): 312-313

2010 Cochabamba Declaration - <http://pwccc.wordpress.com/support/>

Optional

(Excerpts) *NO REDD! A READER* - indigenouseoplesissues.com

Martin, Pamela L. 2011. "Global Governance from the Amazon: Leaving Oil Underground in Yasuni National Park, Ecuador." *Global Environmental Politics*: 11 (4).

Harvey, Celia A, Barney Dickson, and Cyril Kormos. 2009. "Opportunities for achieving biodiversity conservation through REDD." *Conservation Letters*.

11/23: Day 18—no class (we are giving you these two hours to spend on your community connection volunteer activity)

Final Topic: Group Presentations

11/28 & 11/30: Day 19 & 20--Group presentations