

## Introduction to Environmental Studies

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**Instructor:** Dr. Aharon de Grassi

**Lectures:** Monday and Wednesday 9:00-10:15am

**Classroom:** Building C500, Room 502

**Textbook:** PDF readings available on Canvas

**Office:** 404E

**Office Hours:** Wednesdays 10:30–11:30am  
*(If these hours do not work with your schedule let me know)*

**Contact:** Dr. Aharon de Grassi's email address: [adegrassi@chabotcollege.edu](mailto:adegrassi@chabotcollege.edu)  
*Note: The instructor rarely responds to e-mail or phone messages at night or on the weekends*

**Overview:** 'An interdisciplinary survey of contemporary environmental issues, including the natural and human-induced causes of environmental change and degradation. Major issues related to preservation and use of natural resources, conservation, energy, and climate change are investigated from multiple perspectives in the social sciences.' (from Chabot catalog)

### Student Learning Outcomes:

*Upon completion of this course, the student should be able to:*

1. Explain the interdisciplinary nature of Environmental Studies that intellectually and in practice must draw upon the knowledge base, analytical tools, and means of communication of many academic disciplines in order to devise creative but well-grounded solutions to environmental problems.
2. Articulate core concepts and methods from the social sciences as they pertain to the design and evaluation of environmental policies and institutions.
3. Describe the ethical, cross-cultural, and historical contexts of environmental issues and the links between human and natural systems.
4. Assess how human activities, including the use of energy and natural resources, affect the natural environment, and how those activities have changed since the period of the Industrial Revolution.

## Overview of Course Schedule

The exact dates for each topic may change as the course progresses, but the overall structure will not. Additional reading and assignments will be assigned in class.

<i>Date</i>	<i>Topic</i>	<i>Work Due</i>	<i>pts</i>
<b>PART I: CLIMATE CHANGE</b>			
January 13 (Monday)	Introduction		
January 15 (Wednesday)	Climate Change		
January 20 (Monday)	Holiday		
January 22 (Wednesday)	Climate change, sea levels, glaciers		
January 27 (Monday)	Glaciers continued		
January 29 (Wednesday)	Glaciers, corals, economics of climate change	Exercise	1
February 3 (Monday)	Social aspects – refugees, protest		
February 5 (Wednesday)	Political aspects – Green New Deal		
<b>PART II: THEORIES</b>			
February 10 (Monday)	Intro to Env Studies theories	Quiz 1	1
February 12 (Wednesday)	Forests & Fires – overview		
February 17 (Monday)	Holiday		
February 19 (Wednesday)	Forests & Fires – Indigenous Landscapes Film: Second Nature	Robbins exercise	1
February 24 (Monday)	Malthusianism & Population		
February 26 (Wednesday)	Commons	Quiz 2	1
March 2 (Monday)	Forests & Fires – Political Economy		
March 4 (Wednesday)	Forests & Fires – Amazon		
March 9 (Monday)	Resources		
March 11 (Wednesday)	Review		
March 16 (Monday)	Review		
March 18 (Wednesday)	Environmentalism; Film: Fierce Green Fire		
March 23 (Monday)	Spring Break		
March 25 (Wednesday)	Spring Break		

<b>PART III: ACTION</b>			
March 30 (Monday)	Mid-Term Exam	Mid-Term Exam	15
April 1 (Wednesday)	Ecosystems, Food & Agriculture	'Fierce Green Fire' Assignment	4
April 6 (Monday)	California I: Context	Ecosystems Quiz	3
April 8 (Wednesday)	California II: Contemporary	California I Assignment	4
April 13 (Monday)	Bay Area	CA & Bay Area Quiz	3
April 15 (Wednesday)	Water, Environmental Justice & Flint	EJ Exercise	3
April 20 (Monday)	Local Issues: Hayward	EJ Assignment Due	4
April 22 (Wednesday)	Earth Day Activities	Discussion	1
April 27 (Monday)	Digital Technologies, Energy, Minerals		
April 29 (Wednesday)	Pollution	Paper Draft Assignment	4
May 4 (Monday)	Biodiversity, New Materialism, Conservation	Career Assignment,	4
May 6 (Wednesday)	Combatting Carbon: Nuclear, Capture, Geoengineering		
May 11 (Monday)	Presentations, Papers Due	Paper Due; Paper Presentation	15, 3
May 13 (Wednesday)	Final Review		
May 20 (Wednesday)	Final Exam	Final Exam	25
varies		Current Event Prompt	3
		<b>TOTAL:</b>	<b>100</b>

## Readings

Some of the readings will be chapters or selections from these main books, available as PDFs via Canvas:

Castree, Noel, Hulme, Mike, & Proctor, James D. (eds) (2018). *Companion to Environmental Studies*, London: Routledge.

Robbins, Paul, John Hintz, & Sarah A. Moore (2014). *Environment and Society: A Critical Introduction*, West Sussex: Wiley.

Wright, Dorothy (2017) *Environmental Science: Toward a Sustainable Future*, Pearson.

In addition, it can be really helpful sometimes to clarify words or concepts with special dictionaries and encyclopedias (rather than sometimes random answers from Google), such as:

Collin, P.H. (2004) *Dictionary of Environment & Ecology*, London: Bloomsbury.

Robbins, Paul. (2012). *Encyclopedia of Environment and Society*. Thousand Oaks: Sage Publications.

## Detailed Grade Requirements:

<i>Task</i>	<i>Due Date</i>	<i>Points</i>	<i>Overall Task Points</i>
<b>PARTICIPATION</b>			<b>10</b>
Class discussions	continuous	4	
Current Event Prompt	varies	3	
Earth Day Discussion	April 22	3	
Paper Presentation	May 11	3	
<b>EXERCISES</b>			<b>5</b>
Climate Change	January 29	1	
Robbins Trees	February 19	1	
Environmental Justice	April 15	3	
<b>QUIZES</b>			<b>10</b>
Quiz 1 Climate Change	February 10	1	
Quiz 2 Forests & Fires	February 26	1	
Quiz 3 Ecosystems	April 6	4	
Quiz 4 Bay Area	April 13	4	
<b>ASSIGNMENTS</b>			<b>20</b>
A1: Fierce Green Fire	April 1	4	
A2: California	April 8	4	
A3: Env Justice	April 20	4	
A4: Paper Draft	April 29	4	
A5: Career & Env	May 4	4	
<b>PAPER</b>			<b>15</b>
Length		3	
Formatting		1	
Grammar		1	
Draws on class topics		4	
Draws on readings		4	
Clear structure		2	
<b>MID-TERM EXAM</b>			<b>15</b>
7 Multiple choice Qs	March 30	7	
4 Short answer Qs		8	
<b>FINAL EXAM</b>			<b>25</b>
10 Multiple choice Qs	May 20	10	
5 True / false Qs		5	
2 Fill in the blank		2	
4 Short answer Qs		8	
		<b>TOTAL:</b>	<b>100</b>

## INFORMATION & COURSE POLICIES

**Attendance:** You are expected to attend lecture regularly and to arrive on time. Chabot's attendance policy is that a student may be dropped from the course after 4 consecutive classes missed, or 6 cumulative instructional periods missed, or 2 consecutive weeks missed. However, it is the responsibility of the student to drop the course and it is not guaranteed the instructor will drop you.

**Textbook:** All readings will be available on Canvas as pdfs and links to online materials.

**Internet Resources:** All lecture presentations can be found on the course Canvas page. Please be sure that you have an active Canvas username and password, as well as an active Chabot email account (or have your Chabot account forwarded to your other email account) as I will be contacting you through this email. It is your responsibility to check your Chabot email several times per week.

**Exams:** The exams are closed-note and will be a combination of short answer and multiple-choice questions; questions based on diagrams and photographs may also be included. There will be an in-class review session prior to the exams. *If you must temporarily leave the classroom during an exam, you must leave your exam paper and your phone with the instructor until you return.*

**Make-up Exams:** *Make-up exams are allowed only under extenuating circumstances and should be arranged in advance.* Make-up exams may be in a format that is different from the regular exams. *No extra credit assignments* are given.

### Course Requirements:

Participation	10%
In-class exercises & quizzes	15%
Mid-Term Exam	15%
Assignments	20%
Individual Paper	15%
Final Exam	25%

**Grading Standards:** A 90.0% - 100%    B 80.0% - 89.9%    C 70.0% - 79.9%    D 60.0% - 69.9%

### Important Dates:

Spring 2020 Instruction Begins	January 13
HOLIDAY – Martin Luther King, Jr. (no instruction)	January 20
Last day to ADD/DROP with No-Grade-of-Record (NGR) – <b>in person</b>	January 31
Last day to ADD/DROP with No-Grade-of-Record (NGR) – <b>online</b>	February 2
Census Day	February 3
Pass/No Pass Deadline	February 13
HOLIDAY – President's Day Weekend (no instruction)	February 14 -
Flex Day	March 5
SPRING BREAK (no instruction)	March 23 - 28

Last day to Apply for Degree/Certificate	April 1
Last day to WITHDRAW with “W” <b>In-person</b>	April 10
Last day to WITHDRAW with “W” <b>Online</b>	April 12
Last day of Instruction	May 15
Final Examination Period	May 18 - 22
Spring 2020 Grades available via CLASS-Web	Week of June

**Student Conduct:** Chabot’s policy of student conduct is listed in the catalogue, page 73, or in the Education Code sections 66300 and 66301, Accreditation Standard II.A.7.b. Students are expected to read over the standards. Students who engage in any of the prohibited behaviors are subject to the procedures outlined in AP 5520 titled Student Discipline Procedures.

**Cheating:** The term “cheating” includes, but is not limited to: fraud deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials which are prohibited or inappropriate in the context of the academic assignment in questions, such as: copying or attempting to copy from others during an exam or on an assignment, communicating answers with another person during an exam, preprogramming a calculator to contain answers or other unauthorized information for exams, using unauthorized materials, prepared answers, written notes, or concealed information during an exam, or allowing others to do an assignment or portion of an assignment for you, including the use of a commercial term-paper service. Students caught cheating will receive 0 points on that assignment or exam and the dean will be contacted to assess the need for further action on the part of the College.

**Special Needs & Emergencies:** If you need classroom or testing accommodations because of disability, need to relate emergency medical information, or require special arrangements in case of building evacuation, please make an appointment with the instructor as soon as possible. Students seeking disability-related accommodations should contact Chabot College’s (DSRC) Disabled Students Resource Center, located in building 2400 at (510) 723-6725. During the Fall and Spring semesters, the DSRC office is open from 7 am to 7 pm; Monday through Thursday, and Friday from 7am-2pm. The website is available at <http://www.chabotcollege.edu/DSRC/> In case of building evacuation students should leave through the nearest exit, then move away from the building

**SPECIAL PROGRAMS**

**UMOJA:** <https://www.chabotcollege.edu/specialprograms/umoja/> The Umoja Community, formerly known at Chabot College as The Daraja Program, is a statewide program that has helped thousands of educationally disadvantaged students graduate and/or transfer to 4-year colleges and universities. This program addresses students’ needs through academic support services and curriculum focused on African American history, literature, and culture.

**PUENTE:** <http://www.chabotcollege.edu/specialprograms/puente/> Puente was founded in 1981 by the Co-Directors, Felix Galaviz and Patricia McGrath at Chabot College in Hayward. The program mission was to increase the number of Mexican American/Latino students transferring to four-year colleges and universities. Since then, Puente has expanded to numerous community colleges and high schools throughout the United States.

UMOJA and PUENTE offer the following services and more:

Classes – accelerated, transferable, and aligned with your academic goal(s).  
Counseling – offering both academic and personal, we help you plan your success and stay motivated.  
Community – college tours, host spoken word events, movie nights, support groups, community service, & other activities.

**PACE:** A multi-semester Learning Community for Working Adults designed for people who need their first two years of college General Education classes. PACE classes are offered evenings and online. Classes are pre-selected.

**RISE:** A learning community for formerly incarcerated students. As a RISE scholar, you'll have access to staff and support services, school supplies, regular community meetings and study sessions, activities and events. Ultimately, RISE is here to ensure you achieve your educational goals and feel supported along the way.

**LEARNING CONNECTION:** Program oversees a number of tutoring labs and learning support programs across campus, including the Learning Connection center (LC), the STEM Center, the Writing and Reading Across the Curriculum (WRAC) Center, Language Center (ESL), Communication Studies Lab, and Learning Assistant program. <http://www.chabotcollege.edu/LearningConnection/>

**EL CENTRO:** El Centro is a friendly, one-stop resource center for all students and their families, providing assistance and information connecting students to resources you need to accelerate and succeed at Chabot College. They have peer advisors and counselors fluent in Spanish and English, working collaboratively with on-campus services to provide you with a wide range of information such as academic services, financial aid, peer advisors, and counseling.

**COUNSELING:** <http://www.chabotcollege.edu/Counseling/>

**FINANCIAL AID:** <http://www.chabotcollege.edu/FinAid/>

## Detailed Course Schedule

### **PART I: CLIMATE CHANGE**

#### *January 15 (Wednesday)*

Topic: Climate Change

Sub-topics: greenhouse effect, Conference of Parties, global inequality, methane, global warming

Readings [for the next few classes]:

- Wright – Chapter 18: Climate Change, pp. 435-464.
- Robbins –Chapter 9: CO2, pp. 139-162.

#### *January 20 (Monday)*

Holiday

#### *January 22 (Wednesday)*

Topics: Climate Change, sea levels, glaciers

Sub-topics: Ice shelves, Arctic & Antarctica, flow, mountain & continental glaciers, reflection, sea-level rise

#### *January 27 (Monday)*

Topics: Glaciers continued

#### *January 29 (Wednesday)*

Topics: Glaciers, corals, economics of climate change

#### *Exercise 1*

#### *February 3 (Monday)*

Topics: Social aspects – refugees, protest

Sub-topics: Vulnerability, dependent impacts, resilience, migration.

Videos:

- The World's On Fire. You Should be Too, Naomi Klein, Double Down News, 2:27, <https://www.youtube.com/watch?v=YRDsqdn63YA>
- ICLD (2019) 'Migration from the Sahel,' 4:17. <https://vimeo.com/292115641>



- Rise (2017) ‘Sacred Water: Standing Rock,’ Rise S01E01, 52:16, <https://www.dailymotion.com/video/x6o3333>

Readings:

- Green New Deal
- IPCC (2018) ‘Summary for Policy,’ pp. 4-7, United Nations [in class]

### *February 5 (Wednesday)*

Topics: Climate Change - Political aspects – Green New Deal

Sub-topics: race, violence, policing, colonialism, solidarity, pipelines, tar sands

Video:

- Sacred Water continued ...

Readings:

- Robbins – Chapter 3: Markets and Commodities, pages 31-48.
- Robbins – Chapter 9: CO2, pages 149-160.
- Klein ‘Capsule Case’
- Skim: Standing Rock syllabus  
<https://nycstandswithstandingrock.wordpress.com/standingrocksyllabus/>

## **PART II: THEORIES**

### *February 10 (Monday)*

Topic: Intro to Environmental Studies theories

Sub-Topics: human-environment relations, political ecology, environmental determinism, livelihoods

Readings:

- Robbins – Introduction, pages 1-9
- ‘Introduction,’ in *Nature across Cultures*, pages xix-xxiii
- Skim:
  - UNEP (2019) Global Environmental Outlook 6, Summary for Policy Makers, United Nations Environmental Program.

### *Quiz 1*

## *February 12 (Wednesday)*

Topic: Forests & Fires – overview

Readings:

- Robbins – Chapter 10: Trees, pages 163-182
- Wright – ‘Forest Ecosystems,’ pages 164-167

## *February 17 (Monday)*

Holiday

## *February 19 (Wednesday)*

Topic: Forests & Fires – Indigenous Landscapes

Sub-topics: succession, fire suppression, controlled burn, early burning

Readings:

- Kull, Christian (2007) ‘Fire,’ in Robbins Encyclopedia, pages 667-673
- Whittaker, Joshua (2018) ‘Fire,’ in Castree et al., pages 502-506.
- Selby 159-160
- Amanor, Kojo (2012) ‘Seeing the Trees from the Biocultural Diversity Forestry Management, *Smallholder Agriculture, and Environmental Politics in Ghana,*’ *RCC Perspectives* (9), 73-8.

Videos:

- (1996) Second Nature, Institute of Development Studies, 41:25, <https://www.youtube.com/watch?v=TgsRnGml3UU>
- PBS (2017) ‘Why the Giant Sequoia Needs Fire to Grow,’ 2:44, <https://www.youtube.com/watch?v=lmNZGr9Udx8>
- National Geographic (2010) ‘Giant Sequoias Need Fire,’ 2:54, [https://www.youtube.com/watch?v=1pp5k9tbM\\_Q](https://www.youtube.com/watch?v=1pp5k9tbM_Q)
- Forest Service (2018) ‘Good Fire: Prescribed Burning,’ 2:41, <https://www.youtube.com/watch?v=E542gY7uR0s>

*Exercise 2: Robbins*

## *February 24 (Monday)*

Topics: Malthusianism, Population

Sub-Topics: demographic transition, models, carrying capacity, innovation, famine, limits to growth, forced sterilization, family planning, representation, social security

Readings:

- Robbins – Chapter 2: Population & Scarcity, pp. 13-30.

## *February 26 (Wednesday)*

Topics: Commons, 'Tragedies,' Race & Social Institutions, Commoning Strategies

### Readings:

- Robbins Chapter 4: Institutions and "The Commons," pages 49-64.
- SPLC (nd) 'Extremist Files: Garrett Harden,' Southern Poverty Law Center, <https://www.splcenter.org/fighting-hate/extremist-files/individual/garrett-hardin>
- Linebaugh, Peter (2010) Some Principles of the Commons, pp. 13-15.

### Video:

- (2011) Elinor Ostrom on the Myth of Tragedy of the Commons [from New Frontiers in Global Justice Conference, UC San Diego], 2:38, <https://www.youtube.com/watch?v=ybdvjvIH-1U>

## *Quiz 2*

## *March 2 (Monday)*

Topic: Forests & Fires – Political Economy

### Readings:

- Davis, Mike - The Case for Letting Malibu Burn
- And one from:
  - <https://www.latimes.com/opinion/op-ed/la-oe-arellano-malibu-burn-20181114-story.html>
  - <https://qz.com/1468286/mike-daviss-case-for-letting-malibu-burn-is-sadly-relevant-again/>
  - <https://www.jacobinmag.com/2018/12/california-fires-let-malibu-burn-mike-davis-interview>
  - <https://www.npr.org/2018/11/20/669761164/urban-historian-mike-davis-says-building-in-malibu-will-never-be-a-good-idea>

### Videos:

- (2017) Santa Ana Winds, 4:22, <https://www.youtube.com/watch?v=Z4qvpHZzZGI>
- KCRA (2008) What Causes Santa Ana Winds? 5:33, <https://www.youtube.com/watch?v=4pNQ4g4zOwY>

## *March 4 (Wednesday)*

Topics: Forests & Fires

### Readings:

- CLACSO (2019) 'The Amazon fires are Bolsonaro's political crimes and call for urgent action,' Working Group of the Latin American Social Science Council, August 27,

<https://undisciplinedenvironments.org/2019/08/27/the-amazon-fires-are-bolsonaros-political-crimes-and-call-for-urgent-action/>

Video (select at least one):

- NY Times (2019) 'Meet the Ranchers Who Claim the Brazilian Amazon is Theirs to Burn,' October 7, 10:27, <https://www.youtube.com/watch?v=TcJUSMiKQyY>
- Vox (2019) 'The Destruction of the Amazon, Explained,' November 21, 11:44, <https://www.youtube.com/watch?v=SAZAKPUQMw0>
- CBS News (2020) 'Complicit: The Amazon Fires,' February 27, 23:09, <https://www.youtube.com/watch?v=eCBvbi7qjA>

Optional:

- Livingstone, Grace (2015) Book review: Open Veins of Latin America, Alborada: Latin America Uncovered, June 14, <https://alborada.net/book-review-open-veins-of-latin-america/>
- Moore, Jason and Raj Patel (2017) 'Unearthing the Capitalocene: Towards a Reparations Ecology,' Roar 7, <https://roarmag.org/magazine/moore-patel-seven-cheap-things-capitalocene/> see also <https://jasonwmoore.com>

### *March 9 (Monday)*

Topics: Resources

Readings

- 'Peak Oil' and 'Resource Curse' paragraphs, in Castree, N. (2013) *Dictionary of Human Geography*, 364 & 434, Oxford: Oxford University Press.
- Watts, M. (2018) 'Resource Curse,' pp. 95-99, in Castree.

### *March 11 (Wednesday)*

Review

### *March 16 (Monday)*

Review

## **PART III: ACTION**

### *March 18 (Wednesday)*

Topic: Environmentalism

Sub-Topics: nature, gender, environmental racism,

Video:

- (2012) A Fierce Green Fire, <https://www.youtube.com/watch?v=XP1KrZ4HFYU>  
1:40:51

Readings:

- Robbins 'Chapter 8: Social Construction of Nature,' pp. 119-138.

*March 23 (Monday)*

Spring Break

*March 25 (Wednesday)*

Spring Break

*March 30 (Monday)*

*Mid-Term Exam*

*April 1 (Wednesday)*

Topics: Ecology, Food & Agriculture

Readings:

- Wright Chapter 5: Ecosystems, pp. 99-125.
- McNulty, J. (2019) 'Strawberries: The tasty fruit with a tainted environmental legacy and an uncertain future,' UCSC Newscenter, August 26, 2 pages,  
<https://news.ucsc.edu/2019/08/guthman-wilted.html>

*Assignment 1 Due: Fierce Green Fire*

*April 6 (Monday)*

Topic: California I – Context

Readings:

- Walker, Richard and Suresh Lodha (2013) 'Land & People' (16-23), in *The Atlas of California*, Berkeley: University of California Press.
- Rice et al. (2019) 'Chapter 2: Natural Setting' (pp. 9-24), in *The Elusive Eden: A New History of California*, Long Grove: Waveland Press.

*Quiz 3: Ecosystems*

### *April 8 (Wednesday)*

Topic: California II – Contemporary

Readings:

- Rice et al. ‘Chapter 28: California – Eden or Wasteland?’ (pp. 443-467), in *The Elusive Eden: A New History of California*, Long Grove: Waveland Press.

Skim:

- Walker, Richard and Suresh Lodha (2013) ‘Water & Energy’ and ‘Environment’ (pp. 66-83), in *The Atlas of California*, Berkeley: University of California Press.

*Assignment 2 Due: California*

### *April 13 (Monday)*

Topic: Bay Area

Reading:

- Walker, R. (2018) ‘Chapter Eight: Saving Greenland: Environmentalism in the Age of Global Warming,’ in *Pictures of a Gone City: Tech and the Dark Side of Prosperity in the San Francisco Bay Area*, Oakland: PM Press, pdf pp. 368-415 [also available as an audio mp3]

*Quiz 4: California & Bay Area*

### *April 15 (Wednesday)*

Topics: Water, Environmental Justice & Flint

Video:

- (2019) What the Eyes Don’t See, March 5, 27:59  
<https://www.youtube.com/watch?v=PasD9CZJZPM>

Readings:

- Schlosberg, David (2018) ‘Environmental (in)justice,’ in Castree, pp. 629-634.
- Selections from Hanna-Attisha, Mona (2018) *What the Eyes Don’t See: A Story of Crisis, Resistance, and Hope in An American City*, New York: Penguin.

*Exercise: Environmental Justice*

### *April 20 (Monday)*

Topics: Local Issues, Hayward

Reading:

- CEQA: California Environmental Quality Act (just overview & skim),  
<http://opr.ca.gov/ceqa/>

*Assignment 3 Due: Environmental Justice*

### *April 22 (Wednesday)*

Earth Day activities

*Discussion*

### *April 27 (Monday)*

Digital Technologies, Energy, Minerals

Reading:

- Robbins 'Chapter 17: E-waste,' pp. 299-315.

### *April 29 (Wednesday)*

Topic:

Pollution

Readings:

- Wright – 'Pollution,' pp. 417-418.
- Withgott (2014) 'Water Pollution and Its Control,' in *Essential Environment*, 265-272.
- NPR 'Report: Pollution kills 3 times more than AIDS, TB and Malaria combined,' October 19, <https://www.npr.org/sections/goatsandsoda/2017/10/19/558821792/report-pollution-kills-3-times-more-than-aids-tb-and-malaria-combined>
- And:
  - Ritchie, H. and M. Roser (2018) 'Plastic Pollution,' <https://ourworldindata.org/plastic-pollution>
  - or:
  - Parker, L 'The World's Plastic Pollution Crisis Explained,' <https://www.nationalgeographic.com/environment/habitats/plastic-pollution/>

*Assignment 4: Paper Draft*

### *May 4 (Monday)*

Topic:

Biodiversity, New Materialism, and Conservation

Readings:

- Wright 'Chapter 6: Wild Species & Biodiversity,' pp. 126-154.
- Sandbrook, C. (2018) 'Conservation,' in Castree, pp. 17-21.
- Buchanan, Ian (2018) 'New Materialism,' in *A Dictionary of Critical Theory*, Oxford: Oxford University Press, only 1 paragraph.

*Assignment 5: Career*

### *May 6 (Wednesday)*

Topic:

Combatting Carbon: Nuclear, Capture, Geoengineering

Readings:

- Revisit Robbins & Wright readings from start of class on Climate Change

### *May 11 (Monday)*

Presentations

*Paper Final Draft Due*

### *May 13 (Wednesday)*

Final Review

### *May 20 (Wednesday)*

*Final Exam Due Online via Canvas*