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| **Spring 2019**  **Political Ecology, CRISIS and Identity (HEKN14)**  **Teachers:**  Andreas Malm (AM) [course coordinator] – Andreas.Malm@hek.lu.se  Noura Alkhalili (NK) – noura.alkhalili@keg.lu.se  Mariko Takedomi Karlsson (MKT) – mariko.takedomi\_karlsson@hek.lu.se  Alf Hornborg (AH) – [Alf.Hornborg@hek.lu.se](mailto:Alf.Hornborg@hek.lu.se)  Thomas Malm (TM) – Thomas.Malm@hek.lu.se  Rooms: F=Flygeln (first floor), R=Rio (fourth floor), M=Malmö (fourth floor), V=Världen (first floor).  **Course Guidelines**  **Course Requirements**  This is an intensely interactive course. It is very different in structure from previous courses (notably HEKN11) and requires another level of collective and individual work during the weeks of classes. Active participation in lectures and seminars is MANDATORY. This includes thorough preparation before class – engaging with the assigned literature, noting key points and insights, forming independent opinions, etcetera – and applies no less to lectures than to seminars and out-of-class group assignments. Indeed, participation in those activities is part of the total assignment, individual essays being another one – see further below.  The purpose of the course is to stimulate discussions on some of the most pressing political and cultural aspects of the current environmental crisis, and so we attempt to keep the readings as updated as possible: see the course literature listed below.  **Structure**  The structure of the course mostly follows a basic, tripartite model (although there are considerable variations): each week starts with a lecture, followed by a literature seminar and then a student seminar. In the lecture, the teacher introduces the topic for the week in some depth. In the seminars, we delve further into it together: see further below. But as you can see, these rules have several exceptions.  **Literature Seminars**  Literature seminars are planned for all weeks. Before the literature seminars, you are required to write some reflections on the readings of the week and publish them on the course site at Live@Lund (details on how to do this to be presented in the first class). It follows that the topic and structure of your reflections are entirely of your choosing, based on what you find compelling or dubious or infuriating or in any other way interesting in what you have read. You need only respond to one text if multiple texts are assigned, though you are welcome to respond to more than one if you wish to develop a comparative or synthetic response. You should also take this opportunity to raise questions on the literature that you want addressed in the seminars. The text should be between 300-450 words – i.e. one page or slightly less – and must be uploaded to L@L at least three hours before the seminar. You should try to take time to read other students’ reflections too. The literature  seminars will then be divided into two parts. During the first hour, you work in small groups – everyone will  belong to one ‘literature group’ throughout the course – and discuss the reflections you have written. This  means that you have to pay particular attention to the reflections posted by the other members of your group,  so you can discuss the points raised by them. During the second hour, the whole class congregates and the  teacher will chair the seminar based on the reflections written by everyone (and, of course, the discussions in  the small group may spill over into this forum). In this way, we achieve a much closer collective engagements  with the texts than when they are only attached to lectures of the classical type.  **Student Seminars**  All student seminars will require preparation in groups before the seminar: they involve some sort of  independent research exercise (of a reasonable extent), conducted in groups. The ‘student group’ will be  different in composition from the literature group, so as to avoid monotony (with the risk of some confusion,  but hopefully we can avoid that). Detailed separate instructions for each seminar will be provided in the week  preceding it or in the week’s lecture, but we’ll have a general overview of the tasks at the beginning of the  course (as well as the division into groups).  **Missed Seminars**  If for any reason you are unable to attend a seminar (or post reflections on the week’s readings), you will need to make up for it by writing one page on the topic of the missed seminar and submit it to the teacher responsible for that seminar.  **Assignment**  For this course, participation in seminars and execution of group tasks count as part of the total assignment for the course and will thus carry some weight in the final grade. A paper will also be due at the end of the course, but it will be shorter than usual (for a 15 credits course, that is): minimum 5 and maximum 7 pages. We will go over the full details at the start of the course, as usual.  **Literature**  There is a lot to read on this course. However, more detailed instructions will be given for what chapters to focus on in the books; you won’t be asked to read them all in their entirety. But you will be expected to have read the texts by the time of the literature seminars, and it’s advisable to make sure that you have done so before the start of the week – hence to plan your readings carefully in advance. Note that, in order to keep the course topical, up-to-date, interactive and open to requests, some articles might be added along the way. If for any reason you are having difficulty keeping up with the course, please contact the course coordinator ASAP.  **Grading**  Your work will be graded according to the standard system (A, B, C, D, E, or Fail).  **Course Schedule**  TBC: to be changed  TBA: to be announced | | | | | | |
| **Day** | **Time** |  |  | **Literature** | **Teacher** | **Room** | |
| Week 1 |  |  | ***From Rio to Trump and Onwards…: What’s happening in the climate negotiations?*** |  |  |  | |
| 21/1 | Mon | 15-18 | Lecture | Ciplet et al. (2015); Selby (2018). | AM | F | |
| Week 1 |  |  | ***Fossilised identities: The art of living and consuming in denial.*** |  |  |  | |
| 22/1 | Tue | 15-18 | Lecture | Huber (2013); Norgaard (2011); Orange (2017); Weintrobe (2013). | AM | F | |
| 25/1 | Fri | 12-14 | Literature seminar | AM | F | |
| 25/1 | Fri | 15-17 | Student seminar | AM | F | |
| Week 2 |  |  | ***Ecocriticism*** |  |  |  | |
| 29/1 | Tue | 15-17 | Lecture | TBA | MTK | F | |
| 31/1 | Thu | 13-15 | Literature Seminar | MTK | M | |
| 1/2 | Fri | 11-13 | Student Seminar |  | MTK | M | |
| Week 3 |  |  | ***Feminist political ecology (Title TBC)*** |  |  |  | |
| 4/2 | Mon | 15-17 | Lecture | TBA | MTK | M | |
| 6/2 | Wed | 15-17 | Literature Seminar |  | MTK | M | |
| 7/2 | Thu | 12-14 | Lecture: *The Political Ecology of* *Game of Thrones* |  | AH | M | |
| Week 4 |  |  | ***The Political Ecology of Renewables Energy***  **(*Title TBC)*** |  |  |  | |
| 11/2 | Mon | 15-17 | Lecture | TBA | NA | V | |
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| 15/2 | Fri | 11-13 | Literature Seminar | NA | M | |
| Week 5 |  |  | ***Case Studies (Title TBC)*** |  |  |  | |
| 18/2 | Mon | 11-13 | Lecture | TBA | NA | F | |
| 20/2 | Wed | 11-13 | Literature Seminar | NA | F | |
| 22/2 | Fri | 11-13 | Student Seminar | NA | M | |
| Week 6 |  |  | ***Mariko: Green Consumerism, Corporate Feminism and Identity*** |  |  |  | |
| 26/2 | Tue | 11-13 | Lecture | TBA | MTK | M | |
| 28/2 | Thu | 12-14 | Literature Seminar | MTK | R | |
| 1/3 | Fri | 10-12 | Student Seminar | MTK | M | |
| Week 7 |  |  |  |  |  |  | |
| 5/3 | Tue | 10-12 | Lecture: *Are the Categories “Nature” and “Society” Obsolete? And: Do Artefacts Have Agency?* | Hornborg (2016); Malm (2018) | AH | V | |
| 6/3 | Wed | 12-14 | Lecture: *White shadows in Oceania:*  *Cultural change, nuclear tests, and*  *neo-colonial dependency* | TM | F | |
| Week 8 |  |  | ***Finale*** |  |  |  | |
| 14/3 | Thu | 13-15 | Lecture: *In Wildness is the Liberation of the World: On Maroon Ecology and Partisan Nature* | TBA | AM | V | |
| 15/3 | Fri | 13-16 | Final student seminar: Solutions, alternative, ways forward |  | NA/  MTK | M | |
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| 22/3 | Fri | 23.59 | ***Submission of final essay*** |  |  |  | |

**Course Literature**

***Books:***

Ciplet, David, J. Timmons Roberts & Mizan R. Khan (2015): *Power in a Warming World: The New Global Politics of Climate Change and the Remaking of Environmental Inequality*, Cambridge, MA: MIT Press.

Garrard, Greg (2012): *Ecocriticism*, Abingdon: Routledge.

Malm, Andreas (2018): *The Progress of This Storm: Nature and Society in a Warming World*,

London: Verso.

Nixon, Rob (2011): *Slow Violence and the Environmentalism of the Poor*, Cambridge, MA:

Harvard University Press.

Orange, Donna M. (2017): *Climate Crisis, Psychoanalysis, and Radical Ethics*, Abingdon: Routledge.

Vannini, Phillip & Vannini, April (2016): *Wilderness*, Abingdon: Routledge. Excerpts, TBA.

Wainwright, Joel & Mann, Geoff (2018): *Climate Leviathan: A Political Theory of Our*

*Planetary Future*, London: Verso.

***Articles and book excerpts, to be distributed electronically:***

Hornborg, Alf (2016): “Artefacts have Consequences, not Agency: Toward a Critical Theory of Global Environmental History”, *European Journal of Social Theory*, online first.

Huber, Matt (2013): *Lifeblood: Oil, Freedom, and the Forces of Capital*. Minneapolis: University of Minnesota Press. Excerpts (pp. vii-26, 73-95, 155-169).

Norgaard, Kari Marie (2011): *Living in Denial: Climate Change, Emotions, and Everyday Life*. Cambridge, MA: MIT Press. Excerpts (pp. xiii-12, 63-95, 207-242).

Weintrobe, Sally (ed.) (2013): *Engaging with Climate Change: Psychoanalytic and Interdisciplinary Perspectives*. Hove: Routledge. Excerpts (pp. 33-86).