

GEOG 1760 A: GLOBAL ENVIRONMENTS & CULTURES

Fall 2023 Syllabus - Section A, CRN 90001; 3 credit hours

Lectures: MWF 10:50 – 11:40am

Modality: In Person Lecture (VOTEY 105)

Professor

Dr. Ingrid L. Nelson

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Office Hours: M 12:00pm – 2:00pm; W 1:45-2:45pm in Old Mill 204 or Microsoft Teams

Office Hours are by Appointment Only. Sign up here: <https://ilnelson.youcanbook.me/>

Teaching Assistant(s)

Kendall Evans

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Office Hours: Tu 3:00-4:00pm (GEO TA Office, Old Mill)

Pre-requisites: None

General Education: Satisfies the Diversity Category Two (D2), Social Science (S1) and Sustainability (SU) Catamount Core Curriculum requirements

Course Overview

This course offers an introduction to geography from global, regional, and place-based perspectives. We will examine socio-environmental transformations that arise from interactions between natural systems and human activities through five analytical modules: i) geographical perspectives on biodiversity and protected areas, ii) geographical perspectives on cultivation, land tenure and labor, iii) political ecology perspectives on population, extraction and energy, iv) undersea, arid lands and outer space geopolitics, and v) geographical perspectives on environmental justice and science and technology studies (STS). Within each module, we will review key concepts that are likely familiar to students at this stage of learning, but that we *re-examine* from critical and diverse perspectives. The course encourages students to think geographically about global processes and their many social, political and environmental impacts. Although this is a required course for geography majors and highly recommended for geography minors, students of all interests and majors are welcome!

Learning Objectives

This course aims to:

- Provide a global comparative framework for understanding political, economic, and environmental systems.
- Demonstrate how society and nature are linked through co-productive and co-evolutionary processes.
- Describe how individuals, groups or institutions affect and interact with each other.
- Identify and demonstrate understanding of theories of human behavior, experience, institutions, or social systems addressed in the course.
- Offer foundational perspectives on different meanings and practices of “diversity”.
- Offer foundational perspectives on different meanings and practices of “sustainability.”

This course reinforces the “Four Sustainability Learning Outcomes”:

- Students can have an informed conversation about the multiple dimensions and complexity of sustainability. (Knowledge category)
- Students can evaluate sustainability using an evidence-based disciplinary approach and integrate economic, ecological, and social perspectives. (Skills category)
- Students think critically about sustainability across a diversity of cultural values and across multiple scales of relevance from local to global. (Values category)
- Students, as members of society, can recognize and assess how sustainability impacts their lives and how their actions impact sustainability. (Personal domain)

At the completion of this course, students will be able to:

- Better understand the planet’s physical and cultural diversity and be able to analyze significant events in terms of that diversity.
- Have an informed discussion about the multiple dimensions of political, economic, and environmental challenges.
- Recognize and evaluate methods and processes of systematic investigation in one or more case study examples of social science research.
- Evaluate sustainability using an evidence-based disciplinary approach and integrate economic, environmental, and social perspectives.
- Think critically about sustainability across a diversity of cultural values.

Required Course Materials

1. **Required Texts:** Students will be required to read the entirety of Dr. Natalie Koch’s book, *Arid Empire: The Entangled Fates of Arizona and Arabia* (2022, Verso, ISBN: 978-1-83976-369-4). Students will also be required to read the materials listed for each lecture day (due on the date listed). These readings will be posted in our course Brightspace (<https://brightspace.uvm.edu>) and will be organized by module folders.
2. **Brightspace:** Brightspace replaced Blackboard as UVM’s Learning Management System (LMS). For more information and support in using Brightspace, use this Knowledge Base article as a starting point: <https://www.uvm.edu/it/kb/article/brightspace-for-students/>.

Course Structure and Assessments

Attendance & Participation (15%): Ideally, students should join every class session. You can miss up to 4 classes for the entire semester without penalty to your grade. This should cover most issues with unforeseen weather, illness, family or work emergencies, etc. Thus, DO NOT EMAIL PROF. NELSON about any of these types of reasons for class absences. If you miss a class, it is your responsibility to obtain notes from another student. Office hours are for working through specific questions and not an occasion for a professor to repeat an entire missed lecture. Please respect the instructor and your classmates by giving them your full attention when they are presenting. Attendance will be taken using the free iClicker Cloud App (which can be accessed using a phone or laptop). **We will establish expectations for how we will use the features of iClicker Cloud using the free iClicker Student Mobile App (<https://www.iclicker.com/students/apps-and-remotes/apps>) during the first week of class.** We may revisit our iClicker protocols and norms as needed throughout the semester.

Short Reading Quizzes (5%): Students will occasionally see short reading quizzes in Brightspace or given as a ‘pop’ quiz question in class using the iClicker App. They are meant to be virtual ‘pop’ quizzes to encourage keeping up with our readings. Altogether, quizzes are worth 5% of your course grade (**your lowest quiz grade will be dropped**).

Exams (75%): There are two midterms (the first is worth 20% of your final grade and the second is worth 25% of your final grade) and a final exam (30%). Exams will be part multiple choice, part fill-in-the-blank, part short response and part essay. You are expected to be in class for all exams; missing an exam means failing the exam. If you cannot take an exam on the scheduled day, you should have your Dean of Students office contact me regarding requests for accommodations. Students with registered learning accommodations through SAS may require coordination with the Exam Proctoring Center to schedule taking the Exams in the Center (you can go ahead and book these dates and times now!).

Reflective and Integrative Work (5%): There will be two opportunities to complete a more in-depth assignment throughout the course. Students should submit **only one** of them. The first option is the least challenging and the third is the most challenging, so there is an incentive to submit the first two options. The activity and written reflection are each worth 7.5% of your course grade.

Course Grading*

A+: 98-100%; A: 93-97.9%; A-: 90-92.9; B+: 88-89.9; B: 83-87.9; B-: 80-82.9; C+: 78-79.9%; C: 73-77.9%; C-: 70-72.9%; D+: 68-69.9; D: 63-67.9; D-: 60-62.9; F: below 60%

*Warning letters: If a student is on track to earning a D or lower in class, they and their advisor will receive an Academic Alert via email suggesting they seek out ways to improve their work. If you receive an alert, please ask your instructor and academic advisor for guidance on improving your work. If you would like to contest a final grade, please follow the procedures outlined in this policy:

<https://www.uvm.edu/policies/student/gradeappeals.pdf>. For more general information about grading and GPE calculation at UVM, go to <https://www.uvm.edu/registrar/grades>.

Course Assessments	% Final Grade
Course Engagement and Fundamentals <ul style="list-style-type: none"> • Class Attendance and Participation (iClicker) (15%) • Short Reading quizzes (5%) 	20%
Exams <ul style="list-style-type: none"> • Midterm I (20%) • Midterm II (25%) • Final Exam (30%) 	75%
Reflective and Integrative Work <ul style="list-style-type: none"> • Submit <u>one</u> of the two assignment options (5%) 	5%
Total	100%

General Course Policies:

UVM’s Definition of a credit hour: This is a 3-credit course. The UVM Faculty Senate defines a University of Vermont credit hour as, “One hour of classroom or direct faculty instruction and a

minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit or the equivalent amount of work over a different amount of time..." (p. 425; See this link: <https://www.uvm.edu/~rgweb/zoo/archive/catalogue/1718catalog.pdf>). I have designed this course such that ***your work outside of and in addition to our scheduled class times (readings and other work) will average out to 6 hours per week over the course of the semester.***

Technical support for students: Please read this technology check list to make sure you are ready for classes: <https://www.uvm.edu/it/kb/student-technology-resources/>.

COVID-19, Potential Course Changes and Classroom Space Expectations: The University of Vermont reserves the right to make changes in the course offerings, mode of delivery, degree requirements, charges, regulations, and procedures contained herein as educational, financial, and health, safety, and welfare considerations require, or as necessary to be compliant with governmental, accreditation, or public health directives. UVM expects students, faculty, and staff to remain compliant with all COVID-19 recommendations and measures in place for UVM, the State of Vermont, and the City of Burlington. This includes following all rules regarding safety when attending class and generally in indoor spaces. If you do not follow these guidelines, I will ask you to leave the class. The Code of Student Conduct outlines policies related to violations of University policies that protect health and safety on campus.

Communication: Please be sure you check your email regularly or ensure that you forward your UVM email to an address you check regularly. When emailing me please type GEOG 1760 in the subject line.

Late work: All work is due on the dates indicated in the course schedule (except when your Dean of Student's office emails me for the need for an exception).

Illness/Isolation/Quarantine: If you are asymptomatic in quarantine due to COVID-19 or another illness, you are expected to continue your academic work in consultation with Prof. Nelson. ***Please DO NOT share any medical documents with your professors.*** Contact your Dean of Student's office in your college or school if illness is impacting your ability to keep up with your coursework, so that accommodations or other options such as medical withdrawal can be discussed. If a student will not be able to attend in-person classes for qualifying health reasons, Student Health Services (SHS) will send a notification to the appropriate student services office or designated staff member informing them of this along with the dates the student is unable to attend. The SHS notification will specify whether the request for flexibility is only around in-person class attendance or includes additional flexibility for assignments and tests because the student is too ill to participate. Students are responsible for working with their faculty to make up class content and work they miss due to a documented illness.

Student Learning Accommodations: In keeping with University policy, any student with a documented disability interested in utilizing ADA accommodations should contact Student Accessibility Services (SAS), the office of Disability Services on campus for students. SAS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations, which are communicated to faculty in an accommodation letter. All students are strongly recommended to discuss the accommodations they plan to use in each course with their professors. Completing a Disability Related Flexibility Agreement may be necessary (faculty do this in consultation with the student and SAS specialist). Contact SAS: A170 Living/Learning Center; 802-656-7753; access@uvm.edu; or www.uvm.edu/access.

Academic Integrity: Plagiarism is defined as any time that you present another's work as your own, and it will not be tolerated in this course. In this course, we will be learning about ways of giving credit to others for their ideas and work. Be sure to distinguish your own words, designs and ideas from those of others by utilizing complete and accurate citations and references. If you have any questions about how to avoid plagiarism, please ask Prof. Nelson, consult [UVM's Code of Academic Integrity](#), which addresses plagiarism, fabrication, collusion, and cheating. It is also important to consult reference librarians for assistance.

Tips for Success: There are resources for students other than the professor (e.g. [Undergraduate Writing Center](#), [Supplemental Instruction](#), [Learning Co-op tutors](#), supplemental course materials).

Lived Name and Pronoun Information: The UVM Directory includes fields for indicating your lived name and your pronouns. Lived names (preferred names, names in use) are names that an individual wants to be known by in the University community. Entering your pronouns is strongly encouraged to help create a more inclusive and respectful campus community. To update your information, login to the UVM Directory. A preview box will allow you to see how this information will appear in other systems used on campus such as Microsoft Teams and Blackboard. More information about how to make changes to your lived name and pronouns is available in the [Knowledge Base](#).

Research and Citation Help: For finding information, citing sources, and more, ask a librarian. You may ask questions by phone, e-mail, chat, or text, or make an appointment for an individual consultation.

Howe Library: <https://library.uvm.edu/askhowe>

Dana Medical Library: <https://dana.uvm.edu/help/ask>

Silver Special Collections Library: <https://specialcollections.uvm.edu/help/ask>

Fostering a Critical and Responsible Learning Environment: Throughout the course, please feel free to express your ideas and enter into dialogue with your fellow students. I encourage you to express your views and share your experiences. I expect you to be courteous with others, respect different views, and refrain from personal attacks—in class, outside of class and on-line. Failure to abide by these expectations will result in a reduced class engagement grade or disenrollment. [UVM's Code of Student Conduct](#) outlines conduct expectations as well as students' rights and responsibilities.

Supporting Health and Wellbeing: In this course we will acknowledge mental health struggles and the need for a supportive classroom space. However, this course cannot and should not replace licensed one-on-one and group mental health services. The Center for Health & Wellbeing (CHWB) offers a wide range of services to support your mind, body, and spirit while you're enrolled at UVM. The Student Health Services staff of physicians, physician assistants, nurse practitioners, nurses, and dietitians work with patients and collaborate with other CHWB providers to ensure personalized and timely care to UVM students. Counseling & Psychiatry Services (CAPS) offers short-term individual counseling, urgent needs counseling, group counseling, outreach and education, psychiatry, referrals, and consultation services. For more information, check out the CHWB website at <https://www.uvm.edu/health>.

Counseling & Psychiatry Services (CAPS)

Phone: (802) 656-3340; Website: <https://www.uvm.edu/health/CAPS>

C.A.R.E. If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380). If you would like

to remain anonymous, you can report your concerns online by visiting the Dean of Students website at https://www.uvm.edu/deanofstudents/student_advocacy/care_form.

Athletic and religious schedule accommodations follow UVM policy, which can be viewed at <http://catalogue.uvm.edu/undergraduate/academicinfo/rightsandresponsibilities/>. Students participating in inter-collegiate athletics should plan their schedules with special care, recognizing the primary importance of all of their university academic responsibilities. Each semester, members of UVM varsity and junior varsity teams are responsible for documenting in writing any conflicts between their planned athletic schedule and the class schedule to their instructors by the end of the second full week of classes. Students and instructors should then discuss potential conflicts between course requirements and intercollegiate competitions. When an unavoidable conflict exists, the student and instructor should seek a resolution, which permits the student to address the course requirement and participate in the athletic competition. The instructor has final authority on this matter. Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please submit the dates of your absence to me in writing by the end of the second full week of classes. You will be permitted to make up work within a mutually agreed-upon time. <https://www.uvm.edu/registrar/religious-holidays>.

Class Session Recordings and Transmission of Course Materials: Consistent with the University's policy on intellectual property rights, teaching and curricular materials (including but not limited to lectures, class notes, exams, handouts, and presentations) are the property of the instructor. Students are prohibited from publicly sharing or selling academic materials that they did not author (for example: class syllabus, outlines or class presentations authored by the professor, practice questions, text from the textbook or other copyrighted class materials, etc.); and students are prohibited from sharing assessments (for example homework or a take-home examination). Violations will be handled under UVM's Intellectual Property policy and Code of Academic Integrity. ***Lectures will not be recorded, but select slides will be available in Brightspace shortly after class for review.***

Course Evaluation: All students are expected to complete an evaluation of the course at its conclusion. The evaluations will be anonymous and confidential, and the information gained, including constructive criticisms, will be used to improve the course. The [UVM Knowledge Base page](#) provides student instructions on how to access Blue course evaluations.

Use of student work: This course may use course participation and documents created by students for educational purposes. In compliance with the Federal Family Educational Rights and Privacy Act, works in all media produced by students as part of their course participation at UVM may be used for educational purposes. It is understood that registration for and continued enrollment in a course where such use of student works is announced constitutes permission by the student. After the course has been completed, any further use of student works will meet one of the following conditions: (1) the work will be rendered anonymous through the removal of all personal identification of the work's creator/originator(s); or (2) the creator/originator(s)' written permission will be secured. The purpose of UVM's [FERPA Rights Disclosure](#) is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974.

GEOG 1760 Course Schedule Fall 2023

Note: Exam dates are firm unless your Dean of Students office communicates your need for accommodations. Readings and topics are subject to change due to scheduling logistics and solicited student input. Prof. Nelson will post schedule changes or updates in Brightspace.

WEEK	DATE	TOPIC	READINGS & ASSIGNMENTS (DUE BEFORE CLASS ON DATE LISTED)
ANALYTICAL MODULE 1: GEOGRAPHICAL PERSPECTIVES ON BIODIVERSITY AND PROTECTED AREAS			
1	Mon. 8/28	Course introduction: Geography and studying human–environment relations	Course Syllabus; Murphy 2018 Ch.1 (p.1-30) (in Brightspace (BS))
	Wed. 8/30	The Convention on Biological Diversity (CBD): contesting the ‘where’ of conservation	Murphy 2018 Ch. 2 (p.31-59) (BS); Amitay 2023 (BS); Tamufor & Roth 2022 (BS)
	Fri. 9/1	Species concepts, biodiversity & counting life in motion	Matthew et al. 2022 (BS)
2	Mon. 9/4	NO LECTURE — LABOR DAY HOLIDAY	
	Wed. 9/6	Making parks protect biodiversity	Quammen & James 2019 (BS)
	Fri. 9/8	Case study: Gorongosa National Park, Mozambique (Part I)	Schuetze 2015 (BS)
3	Mon. 9/11	Case study: Gorongosa National Park, Mozambique (Part II)	Tsing 2005, 155-70 (BS); Wilson 2014, 1-15 (BS)
	Wed. 9/13	Case study: Gorongosa National Park, Mozambique (Part III); Brief Module 1 Review	Abidin et al. 2020 (BS)
ANALYTICAL MODULE 2: GEOGRAPHICAL PERSPECTIVES ON CULTIVATION, LAND TENURE AND LABOR			
	Fri. 9/15	Guest Lecture: Agroecology Case Study and Introduction	TBD (courtesy of guest speaker)
4	Mon. 9/18	Introduction to agriculture & global food systems	Altieri & Nicholls 2020 (BS)
	Wed. 9/20	Ag and International Financial Institutions (IFIs) and Structural Adjustment Programs (SAPs)	Graeber 2011 (Introduction) (BS)
	Fri. 9/22	<i>Life & Debt</i> in Jamaica	International Trade Administration (ITA) 2023 – Jamaica Country Commercial Guide link in BS
5	Mon. 9/25	Land and resource tenure and labor	Rocheleau and Edmunds 1997 (BS)
	Wed. 9/27	Forest as carbon solution? Brief Module 2 Review	Oliver 2022
	Fri. 9/29	In-Class Mid-Term Exam I	
ANALYTICAL MODULE 3: POLITICAL ECOLOGY PERSPECTIVES ON POPULATION, EXTRACTION AND ENERGY			
6	Mon. 10/2	Introduction to political ecology: Questioning apolitical ecologies of desertification, soil erosion and fire	Sundberg and Dempsey 2014 (BS)
	Wed. 10/4	Questioning apolitical ecologies: neomalthusianism and populationism	Sasser 2018 (Ch. 2 p. 49-77, eBook via UVM Library)

	Fri. 10/6	Political ecologies of Energy Transitions (Part I)	Lebada and Chasek 2021 (BS); Sovacool et al. 2020 (BS)
7	Mon. 10/9	Political ecologies of Energy Transitions (Part II)	Voskoboynik and Andreucci 2021 (BS)
	Wed. 10/11	Political ecologies of Energy Transitions (Part III)	Koch 2014 (BS)
	Fri. 10/13	NO LECTURE — FALL RECESS	
8	Mon. 10/16	Expertise, calculation and producing sustainability	Nelson 2021 (BS)
ANALYTICAL MODULE 4: UNDERSEA, ARID LANDS AND OUTER SPACE GEOPOLITICS			
	Wed. 10/18	Undersea networks	Satariano 2019 (BS); Starosielski 2015 (BS)
	Fri. 10/20	Outer space geopolitics	Klinger 2019 (BS); Drake 2022 (BS)
9	Mon. 10/23	Arid Empire (Part I)	Koch 2022 Ch 1. Double Exposure
	Wed. 10/25	Arid Empire (Part II)	Koch 2022 Ch 2 Dates
	Fri. 10/27	Arid Empire (Part III)	Koch 2022 Ch. 3 Diplomacy
10	Mon. 10/30	Arid Empire (Part IV)	Koch 2022 Ch. 4 Desal
	Wed. 11/1	Guest Lecture: Natalie Koch	Koch 2022 Chs. 5 & 6 Dreams and Deserts
	Fri. 11/3	Review: Connecting and distinguishing political ecologies and geopolitics	Review modules 3 & 4 notes and materials for today
11	Mon. 11/6	In-Class Mid-Term Exam II	
ANALYTICAL MODULE 5: GEOGRAPHICAL PERSPECTIVES ON ENVIRONMENTAL JUSTICE AND STS			
	Wed. 11/8	The global water crisis, water insecurity and gender	Sultana 2018 (BS); Caruso 2017 (BS)
	Fri. 11/10	Water insecurity and race: Flint, Michigan case study	Excerpts from Pulido 2016 (BS); Sadler 2016 (BS)
12	Mon. 11/13	EJ and the politics and Practices of Leadership	Tuck 2009 (BS); https://www.ewg.org/tapwater/
	Wed. 11/15	Trading waste, policy, politics and scale: The case of TB117	Slater 2012 (BS); Retro Report NYT 2015 'Safety on Fire' (BS)
	Fri. 11/17	Online Film and worksheet (Prof. Nelson at a conference in Toronto)	
13	Mon.-Fri. 11/20-4	NO LECTURES — THANKSGIVING RECESS	
14	Mon. 11/27	Oceans, garbage patches, microplastics, endocrine disruptors	Liboiron 2013 and Liboiron 2018 (BS)
	Wed. 11/29	Likely guest lecture – Health Geographer Candidate	TBD
	Fri. 12/1	Likely guest lecture – Health Geographer Candidate	TBD

15	Mon. 12/4	Likely guest lecture – Health Geographer Candidate	TBD
	Wed. 12/6	Synthesis of Module 5	Review module 5 notes and materials
	Fri. 12/8	Course conclusion and evaluations	Course Review
EXAM WEEK		FINAL EXAM: TUESDAY, DECEMBER 12 TH , 1:30-4:15PM, VOTEY 105	

Full reference information for required readings posted in Brightspace:

- Abidin, C., Brockington, D., Goodman, M.K., Mostafanezhad, M., and Richey, L.A. 2020. The Tropes of Celebrity Environmentalism. *Annual Review of Environment and Resources* 45(1): 387-410. <https://doi-org.ezproxy.uvm.edu/10.1146/annurev-environ-012320-081703>
- Altieri, M.A. and Nicholls, C.I. 2020. Agroecology and the reconstruction of a post-COVID-19 agriculture. *Journal of Peasant Studies* 47(5): 881-898.
- Amitay, O. 2023. How the UN Biodiversity Conference Impacts Indigenous Communities. PBS Peril & Promise Series (5 April 2023) <https://www.pbs.org/wnet/peril-and-promise/2023/04/how-the-un-biodiversity-conference-impacts-indigenous-communities/>.
- Caruso, B. 2017. Women still carry most of the world’s water. *The Conversation: Academic rigor, journalistic flair*, July 16, <https://theconversation.com/women-still-carry-most-of-the-worlds-water-81054>.
- Drake, N. 2022. Maunakea’s Controversial Telescopes are Getting New Management. *Scientific American* (14 July 2022) <https://www.scientificamerican.com/article/maunakea-s-controversial-telescopes-are-getting-new-management/>.
- Graeber, D. 2011. *Debt: The First 5,000 Years*. Brooklyn, NY: Melville House, pp. 1-19.
- ITA (International Trade Administration). 2023. Jamaica – Country Commercial Guide – Agriculture. US Department of Commerce (15 August 2023) <https://www.trade.gov/country-commercial-guides/jamaica-agriculture#:~:text=Jamaica's%20agriculture%20policy%20seeks%20to,consistent%20high%2Dquality%20agricultural%20goods>.
- Klinger, J.M. 2019. Environmental Geopolitics and Outer Space. *Geopolitics*, DOI: 10.1080/14650045.2019.1590340
- Koch, N. 2014. “Building glass refrigerators in the desert”: discourses of urban sustainability and nation building in Qatar. *Urban Geography* 35(8): 1118-1139.
- Koch, N. 2022. *Arid Empire: The Entangled Fates of Arizona and Arabia*. London: Verso.
- Lebada, A-M., Chasek, P. 2021. ‘Do Mega-Conferences Advance Sustainable Development?’. (15 July 2022), <https://www.iisd.org/articles/deep-dive/do-mega-conferences-advance-sustainable-development>.
- Liboiron, M., 2013. Plasticizers: A twenty-first-century miasma, in: Gabrys, J., Hawkins, G., Michael, M. (Eds.), *Accumulation: The material politics of plastic*. Routledge, London and New York, pp. 134-149.
- Liboiron, M. 2018. Anti-Colonial Science and the Ubiquity of Plastic. Interview with Frank News (4 December 2018), <http://www.franknews.us/interviews/206/anti-colonial-science-the-ubiquity-of-plastic>.
- Matthew, R., Hsiao, E., Le Billon, P., and Saintz, G. 2022. Species on the Move: Environmental Change, Displacement and Conservation. *Annals of the American Association of Geographers* 112(3): 654-663, DOI: [10.1080/24694452.2021.1999200](https://doi.org/10.1080/24694452.2021.1999200).
- Murphy, A.B. 2018. *Geography: Why it Matters*. Polity, Medford, MA, pp. 1-59.
- Oliver, J. Carbon Offsets. Last Week Tonight with John Oliver (15 August 2022) <https://youtu.be/6p8zAbFKpW0?si=Cw415rSbcOXNnKEE>

- Nelson, I.L. 2021. Conference spaces as emotional sites for becoming campus sustainability leaders. *Emotion, Space and Society* 39: 100785.
- Pulido, L. 2016. "Flint, Environmental Racism, and Racial Capitalism." *Capitalism Nature Socialism* 27 (3): 1-16.
- Sultana, F. 2018. Water justice: why it matters and how to achieve it. *Water International* 43(4): 483-493.
- Quammen, D. James, C.H. 2019. A New Day in Mozambique. National Geographic. (19 May 2020), <http://tinyurl.gale.com/tinyurl/CgUXv4>.
- Retro Report. 2015. Safety on Fire (produced by Retro Report for *The New York Times*) (21 April 2015), <https://www.nytimes.com/video/us/100000003662779/safety-on-fire.html?src=vidm>.
- Rocheleau, D.E., Edmunds, D. 1997. Women, men and trees: Gender, power and property in forest and agrarian landscapes. *World Development* 25 (8), 1351-1371.
- Sadler, R.C. 2016. How ZIP codes nearly masked the lead problem in Flint. *The Conversation: Academic rigor, journalistic flair*, September 19, <https://theconversation.com/how-zip-codes-nearly-masked-the-lead-problem-in-flint-65626>.
- Sasser, J.S. 2018. "Ch. 2 How Population Became an Environmental Problem," In J. Sasser. *On Infertile Ground: Population Control and Women's Rights in the Era of Climate Change*. New York: NYU Press, pp. 49-77. https://web-p-ebSCOhost-com.ezproxy.uvm.edu/ehost/ebookviewer/ebook/bmxlYmtfXzE3ODk0MjBfX0FOO?sid=5ad6d742-4eab-432c-9aa4-796cbf1063d8@redis&vid=0&format=EB&lpid=lp_49&rid=0
- Satariano, A. 2019. How the Internet Travels Across Oceans. 10 March 2019, <https://www.nytimes.com/interactive/2019/03/10/technology/internet-cables-oceans.html>
- Schuetze, C. 2015. Narrative Fortresses: Crisis Narratives and Conflict in the Conservation of Mount Gorongosa, Mozambique. *Conservation and Society* 13(2): 141-153.
- Slater, D. 2012. How Dangerous is your Couch? *The New York Times Magazine*, http://www.nytimes.com/2012/09/09/magazine/arlene-blums-crusade-against-household-toxins.html?_r=0 (last accessed 2 March 2015).
- Sovacool, B.K., Ali, S.H., Bazilian, M., Radley, B., Nemery, B., Okatz, J. and D. Mulvaney. 2020. Sustainable minerals and metals for a low-carbon future. *Science* 367(6473): 30-33.
- Starosielski, N. 2015. *The Undersea Network*. Durham, NC: Duke University Press.
- Sundberg, J., Dempsey, J. 2014. 'Political Ecology,' In Cloke, P., Crang, P., Goodwin, M. (Eds.) *Introducing Human Geographies*. New York: Routledge, pp. 175-186.
- Tamufor, E., and Roth, R. 2022. COP15 biodiversity summit in Montréal: Canada failed to meet its 2020 conservation targets. Will 2030 be any better? *The Conversation* (7 December 2022) <https://theconversation.com/cop15-biodiversity-summit-in-montreal-canada-failed-to-meet-its-2020-conservation-targets-will-2030-be-any-better-195347>.
- Tsing, A.L. 2005. *Friction: An Ethnography of Global Connection*. Princeton: Princeton University Press, pp. 155-70.
- Tuck, E. 2009. Suspending Damage: A Letter to Communities. *Harvard Educational Review* 79(3): 409-427.
- Voskoboynik, D. and Andreucci, D. 2022. Greening extractivism: Environmental discourses and resource governance in the 'Lithium Triangle'. *Environment and Planning E: Nature and Space* 5(2): 787-809.
- Wilson, E.O. 2014. *A Window on Eternity: A Biologist's Walk Through Gorongosa National Park*. New York: Simon & Schuster, pp. 1-16.