

GEOG 245 / GSWS 295A / ENVS 295A

## NATURES, PLACES AND THE POLITICS OF TRUTH

(ADV. TOPICS IN HUMAN-ENVIRONMENT INTERACTIONS)

**Fall 2022 Syllabus** – CRNs: 95694 (GEOG), 95696 (GSWS), 95695 (ENVS); 3 credit hours

Seminar Meetings: W 12:00 – 3:00pm

Modality: In Person (U Heights South 133 Multipurpose Room)

### Professor

Dr. Ingrid L. Nelson

ilnelson@uvm.edu

Office Hours: F 12:15pm – 3:15pm in Old Mill 204 or Microsoft Teams

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

**Pre-requisites:** Either GEOG 050, GEOG 060, GEOG 070, ENVS 002 or GSWS 001.

**General Education:** This course does not satisfy general education requirements.

### Course Overview

This advanced seminar examines natures, places and the politics of truth through an approach known as feminist political ecology. We begin with feminist writings from the ‘Andean’ region, a ‘place’ rooting decolonial theory that connects with eco-social and indigenous movements through Central and South America. How well do these decolonial theories and practices ‘travel’ from their roots in the Andes to other places? We will think with scholars centering critical Black, Indigenous, Disability, Feminist and Queer studies approaches. This course will examine highly contested spaces such as hostess bars in Ho Chi Minh City, Vietnam, imagined post-catastrophic worlds, cancer treatment clinics in California, USA and a feminist, anti-colonial science laboratory in Newfoundland, Canada, among others. These spaces are sites of remaking power relations, natures and knowledge. Two ethnographies, a science fiction trilogy, two books about doing science and other works will help us carefully unpack common gendered and racialized figures or tropes of sex workers, humanity’s remaining fertile survivors, breast cancer warriors and expert scientists in ways that radically rethink ideas of nature, modernity, agency, freedom, expertise, relating and other concepts. Students should be prepared for thoughtful and challenging discussion and writing in this course.

**Learning Objectives**<sup>1</sup> (Note: We will modify these objectives during the first week of class)

After completing and reflecting on experiences in this course, students should be able to:

- i. Critically analyze popular narratives about modernity and constructed boundaries between nature/society and masculine/feminine dichotomies (awareness/knowledge/foundations)
- ii. Conduct creative and critical inquiry that integrates and synthesizes multiple disciplinary perspectives and that distinguishes and combines different kinds of evidence, methods and theories (such research entails working independently and in groups, drawing on the diverse

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<sup>1</sup> These draw from the Department of Geography’s Learning Goals and approaches in L. Dee Fink’s *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* (2013).

strengths of group members and encouraging peer- and self-assessment)  
(application/integration/skills)

- iii. Recognize a diversity of cultural values and ecologies across multiple sites of local, national, global and networked relations, which requires taking the time to listen to the seemingly obvious, the banal and the daily facets of lives often drowned out by grand narratives about groups of people and about non-humans ((non)human dimension/personal/values/skills)
- iv. Begin, as members of society, to deliberately identify and assess how specific environmental narratives and technical fixes impact our own lives, shape our behavior and in turn, impact the lives of others who might not share our identities, attitudes, beliefs, values and assumptions (human dimension/personal)
- v. Take responsibility for communicating precisely and respectfully through written, visual and other genres to express key concerns and engage other perspectives (caring/skills)
- vi. Develop a greater desire to read specific texts more than once and to explore how one might “become with and among” other individuals, communities and ecologies (through this process, students will build a clearer sense of what they would like to learn and to do next and what knowledge and skills are necessary to do so) (application/learning how to learn)

## Required Course Materials, Platforms and Software

### 1. Required Books:

- Butler OE (2007) *Lilith's Brood*. New York: Grand Central Publishing. ISBN: 0-446-67610-1.
- Hoang KK (2015) *Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work*. Oakland, CA: University of California Press. ISBN: 0-520-27557-8
- Jain SL (2013) *Malignant: How Cancer Becomes Us*. Berkeley and Los Angeles: University of California Press. ISBN: 0-520-27657-4.
- Le Guin UK (1986/2020) *The Carrier Bag Theory of Fiction*. Ignota Books. ISBN: 1-999-67599-8.
- Liboiron M (2021) *Pollution is Colonialism*. Durham, NC: Duke University Press. ISBN: 1-478-01413-X.
- Lorde A (1980/2020) *The Cancer Journals*. New York: Penguin Books. ISBN: 0-143-135201.
- Additional required readings and films are available through our course Blackboard site (<https://bb.uvm.edu>) and must be read or watched before class on the specified dates in the course schedule.

### 2. MS Teams:

- While we will be meeting in a physical classroom this semester, we will also have an **active MS Teams** page to gather virtually and share digital notebooks and other materials as needed.

3. **Blackboard:** Course announcements and any revisions to the syllabus will be posted in Blackboard. An automatic email can be sent to *your UVM email address* when a new announcement is posted.

## Course Structure and Assessments (specific instructions and rubrics posted in Blackboard)

Course Assessments*	% Course Grade
<p><b>Course Engagement and Fundamentals:</b></p> <ul style="list-style-type: none"> <li>▪ Assignments 2 &amp; 9: Autoethnography/SF Pieces or Letter (A9) (7.5% each)</li> <li>▪ Co-lead ~1/2 class discussion twice (7.5% each time)</li> </ul>	<b>30%</b>
<p><b>Foundational, Reflective and Integrative Assignments:</b></p> <ul style="list-style-type: none"> <li>▪ Complete at least 45 of the 47 assigned reading notecards for full credit (Assignment 1 serves as a training) (15%)</li> <li>▪ Assignment 3: Decoloniality Essay (draft and revision) (15%)</li> <li>▪ <b>Choose only two</b> of the following (20% each): <ul style="list-style-type: none"> <li>Assignment 4: Masculinities Reflection (draft and revision)</li> <li>Assignment 5: 'SF' Piece (draft and revision)</li> <li>Assignment 6: Queering Hope and Failure in Healing (draft and revision)</li> <li>Assignment 7: Anticolonial, Feminist Science (draft and revision)</li> <li>Assignment 8: Self/Group-chosen Reading and Response (see details)</li> </ul> </li> </ul> <p><b>*Graduate Students:</b> Assignments 2 &amp; 9 are 5% each of the final course grade. Choose <u>two</u> of Assignments 4-7 (worth 15% each), and Assignment 8 is required (15% of the final course grade). All assignments are expected to reflect graduate-level critical thinking and writing quality.</p>	<b>70%</b>
	<b>Total: 100%</b>

**Course Engagement and Fundamentals** (30% of the final course grade): encourages different forms of peer participation, problem-solving, content clarification and other creative contributions.

- **Assignments 2 & 9:** These are personal reflections (one using an autoethnographic approach and the second can consist of either an autoethnographic or a sci-fi writing approach or a letter format in Weeks 2 and 15 of the course (5% each).
- **Co-leading two class discussions:** This seminar course involves each student working with another student to prepare for and **co-lead half of class discussion twice** during the semester (15% of the final course grade). Students will sign up for their discussion leading dates during our first class on August 31<sup>st</sup>. **If you intend to show any video or play music in class, please notify me at least 2 weeks in advance so that we can ensure the materials are accessible for everyone (e.g. captioned).**

**Foundational, Reflective and Integrative Assignments** (70% of the final course grade): are designed to help students gradually build writing and analytical skills linked to course materials and discussions.

- **Notecards:** Students will write short notecards for each article/chapter read for class using a digital template (47 notecards total for the entire course, worth 15% of the final course grade). For full credit, students must complete at least 45 notecards. Assignment 1 will train students in strategies for using these notecards as a tool for course content review, comparison and building a resource for writing assignments. Assignment 1 is not graded. **Draft notecards for each reading must be completed and uploaded to Blackboard by 11 am on the day of class at the latest** and brought in hard copy or on a laptop for use during the seminar discussion. Notecards prepared before class should reflect a student's initial or draft reflections, questions about and summary of

the reading. Students should edit and make notes on these cards during the discussion and save these changes shortly after class. Prof. Nelson will occasionally review, assess and check the timeliness of uploaded notecards. Students should bring their notecards with them during Prof. Nelson's office hours. Those who do not keep up with these short notecards are likely to do poorly on their papers, as they serve as a foundation for these assignments.

- **Assignment 3:** includes a draft and revision of the first major essay for the course concerning decoloniality (15%). This is an opportunity to develop essential techniques for revising technical writing and will provide a conceptual foundation for the remainder of the course.
- **Students will choose only two of the five remaining assignments (4-8) (20% each).** Details and rubrics will be posted in Blackboard. It is the student's choice as to which two essays to submit for a grade. Prof. Nelson can provide feedback during class and office hours, but will not be able to grade more than two assignment options per student due to other work obligations. Students are welcome to form peer writing groups to assist one another in making decisions about which assignments to submit. Assignment 8 is more open-ended and may be appropriate for students writing a thesis who want to devote time to a topic closer to their research or other work. If choosing Assignment 8, students should plan on creative ways of sharing insights from this assignment in their second course leadership session. For the other assignments, this will also happen, but the difference is everyone will have read the material for those discussions. **Assignment 8 does not have a pre-determined deadline, however it must be submitted in Blackboard no later than Monday, December 5<sup>th</sup> at 5:00pm to receive full credit for this option.**
- **Note:** Prof. Nelson may also present collective project opportunities for the class to consider in place of some of the writing assignment options set out in this syllabus (these may include a collective conference presentation or a group publishing opportunity, for example). These decisions will be subject to a simple majority vote by all class members.

### Course Grading, Policies and Resources (Undergraduate)

A+: 97-100%; A: 93-96.9%; A-: 90-92.9; B+: 87-89.9; B: 83-86.9; B-: 80-82.9;  
C+: 77-79.9%; C: 73-76.9%; C-: 70-72.9%; D+: 67-69.9; D: 63-66.9; D-: 60-62.9; F: below 60%

**This course does NOT have a final exam.** 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>.

**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 professor and academic advisor for guidance on improving your work.

### Course Grading, Policies and Resources (Graduate)

A+: 97-100%; A: 93-96.9%; A-: 90-92.9; B+: 87-89.9; B: 83-86.9; B-: 80-82.9;  
C+: 77-79.9%; C: 73-76.9%; C-: 70-72.9%; F: below 70%

**This course does NOT have a final exam.** If you would like to contest a final grade, please follow the procedures outlined by the Graduate College and connect with your graduate advisor.

## General Course Policies and Resources

**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, assignments 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/>. Students should contact the Helpline (802-656-2604) for support with technical issues.

**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.

**Recording Class Sessions:** If we need to hold some class time virtually, **we will NOT record any class sessions.**

**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 245 in the subject line.

**Late work:** This course has a 'two-stage deadline policy.' All work is due on the dates indicated in the course schedule. Only work submitted by the listed deadline will receive thorough and timely feedback. Students may turn in major assignments up to a maximum of one week after the deadline, but this late work will only receive a grade and minimal to no feedback. **Students do not have to request this extended timeline, as the policy is automatic.** Students should make every effort to complete their assignment drafts for review and workshopping in class to improve assignments before their deadlines.

**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](mailto:access@uvm.edu); or [www.uvm.edu/access](http://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/Graduate 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](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 and recognizing that there may be unplanned changes due to the ongoing pandemic. 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 as they are aware of their schedules. 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. The complete policy is here: <https://www.uvm.edu/registrar/religious-holidays>.

**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.

**Transmission of Course Materials:** Consistent with the University's policy on intellectual property rights, teaching and curricular materials (including but not limited to 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, text from the textbook or other copyrighted class materials, etc.); and students are prohibited from sharing assessments unless otherwise instructed. Violations will be handled under UVM's Intellectual Property policy and Code of Academic Integrity.

**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 245 Course Schedule Fall 2022

*Note: Specific readings and topics are subject to change due to scheduling logistics and solicited student input depending on the material and the fluctuating realities of the ongoing COVID-19 pandemic.*

WEEK	DATE	TOPIC	READINGS & ASSIGNMENTS
<b>GENDER, POWER AND DECOLONIALITY: THEORIZING FROM THE ANDES AND BEYOND</b>			
1	Wed. 8/31	Course Introduction; Questioning Development and Environment	Course Syllabus; Esteva 2010 (N#1); Sachs 2010 (N#2); Walsh 2016 (N#3);
		Coloniality, Post-Colonial, Anticolonial, Decolonial?	Icaza & Vázquez 2016 (N#4); <b>Class Discussion Sign Up</b>
<b>By Fri. 9/2 at 5:00pm</b> upload A1 (Revised Notecards 1-4) and do the syllabus review in Blackboard			
2	Wed. 9/7	Land, “Decolonization is Not a Metaphor”, Indigenous Place-Thought	Tuck & Yang 2012 (N#5); Watts 2013 (N#6)
		Abya Yala, Cuerpo-Territorio, Knowledge and the ‘Field’	Zaragocin and Caretta 2021 (N#7); da Costa, Icaza & Talero 2015 (N#8)
<b>By Fri. 9/9 at 5:00pm</b> upload A2 in Blackboard (Autoethnographic piece)			
3	Wed. 9/14	Intersectionality, Indigenous Sovereignty, Abolition	Crenshaw 1991 (N#9); Curley et al. 2022 (N#10)
		Incommensurability; A3: <i>Where is Abya Yala and Coloniality?</i>	<b>Draft Decoloniality essay due in class</b> (req.)
<b>By Mon. 9/19 at 5:00pm</b> upload A3 in Blackboard (Revised decoloniality essay)			
<b>DECOLONIZING DESIRE, RACE AND RESEARCH: THEORIZING FROM HOSTESS BARS IN HO CHI MINH CITY</b>			
4	Wed. 9/21	Intersectionality and the Embodied Costs of Ethnography	Hoang 2015, Introduction, Chs.1 - 2, Appendix (methods) (N#11-14; one for each chapter)
		Hierarchies of Masculinity, Mommies, Autonomy and Consent	Hoang 2015, Chs. 3 - 5 (N#15-17)
5	Wed. 9/28	Constructing Desirable Bodies and Economic Trajectories	Hoang 2015, Chs. 6 - Conclusion (N#18-20)
		Voices of Labor, Health, Care and Organizing	Film: <i>Painted Nails</i> (2016) <b>A4: Draft masculinities essay due in class*</b>
<b>By Mon. 10/3 at 5:00pm</b> upload A4 in Blackboard (Revised masculinities essay*)			
<b>HYBRID FUTURES IN INNER/OUTER/EARTH SPACES</b>			
6	Wed. 10/5	Science Fiction, Afrofuturism and the Politics of Creating Futures	Butler 2005 p. 125-136 (N#21), Bates 2017, Butler 1987/2007 p.5-96 (N#22)
		Hybridity and Inner/Outer Spaces	Butler 1987/2007 p.97-248 (N#23)
7	Wed. 10/12	SF: Race, Nature, Gender	Butler 1988/2007 p.249-517 (N#24); Butler 1989/2007 p.519-746 (N#25)
8	Wed. 10/19	Black Feminist Cultural Production and Troubling Environmentalism;	Mutu 2014; Frazier 2016 (N#26)
		Utopia, Dystopia and Indigenous Futurisms	Butler 2005 p.187-214 (N#27); Nixon 2016 (N#28); <b>A5: SF Draft Piece due in class*</b>
<b>By Mon. 10/24 at 5:00pm</b> upload A5 in Blackboard (Revised SF piece*)			



QUEERING AND DECOLONIZING 'MODERN' CARE: THEORIZING FROM CANCER TREATMENT SPACES			
9	Wed. 10/26	Queering 'Modern' Care	Jain 2013 Introduction, Chs. 1-3 (N#29-32)
		Queering Hope and a Lifespan	Jain 2013 Chs. 4-6 (N#33-4, choose 2)
10	Wed. 11/2	Trials, Errors and Threatening Morale	Jain 2013 Chs. 7-9 & Conclusion (N#35-6, choose 2); Lorde 1980/2020 (N#37)
		"Improvising Medicine"	Livingston 2012 preface – p.84 (N#38-39, choose 2)
11	Wed. 11/9	"The Queer Art of Failure"	Halberstam 2011 p.1-52 (N#40)
		"Staying with the Trouble" and "Dying for the Other"	Haraway 2016 p.1-29; 58-98 (N#41); da Costa 2012; Films: Choose <i>The Good Breast</i> (2016) or <i>Serendipity</i> (2019); <b>A6: Queering Hope and Failure draft due in class*</b>
<b>By Mon. 11/16 at 5:00pm</b> upload A6 in Blackboard (Revised essay*)			
ANTI-COLONIAL, FEMINIST SCIENCE IN RELATION			
12	Wed. 11/16	Introduction in Right Relation and Writing Relationally	Liboiron 2021 vii-p.38 (N#42)
		"Land, Nature, Resource, Property"	Liboiron 2021 p.39-80 (N#43)
13	Wed. 11/23	<b>NO CLASS— THANKSGIVING RECESS</b>	
14	Wed. 11/30	"Scale, Harm, Violence, Land" and "The Black Shoals"	Liboiron 2021 p.81-112 (N#44); King 2019 ix-p.35 (N#45)
		"An Anticolonial Pollution Science"	Liboiron 2021 p.113-156 (N#46); Films from Liboiron and Hess and Hutton 2019 (N#47); <b>A7: Anticolonial, Feminist Science paper draft due in class*</b>
<b>By Mon. 12/5 at 5:00pm</b> upload A7 in Blackboard (Revised essay*). If you chose to do A8, this is due.			
15	Wed. 12/7	Course Concluding Discussion	Le Guin 1986; Film: <i>Worlds of Ursula K. Le Guin</i> (2019)
		<b>By Fri. 12/9 at 5:00pm</b> upload A9 in Blackboard (revised A2 or Letter assignment*)	
There will NOT be a Final Exam in this Course			

### Full Citations for Required Course Readings and Films:

- Bates, Karen G. 2017. Octavia Butler: Writing Herself Into the Story. *Code Switch: Race and Ethnicity, Remixed, heard on Morning Edition, National Public Radio*. Accessed 10 July 2017: <http://www.npr.org/sections/codeswitch/2017/07/10/535879364/octavia-butler-writing-herself-into-the-story>.
- Butler, Octavia E. 2005. Positive Obsession. In Octavia E. Butler. *Bloodchild and Other Stories*, p. 125-136. New York: Seven Stories Press.
- Butler, Octavia E. 2005. The Book of Martha. In Octavia E. Butler. *Bloodchild and Other Stories*, p. 187-214. New York: Seven Stories Press.
- Butler, Octavia E. 2007. *Lilith's Brood*. New York: Grand Central Publishing.
- Crenshaw, Kimberle. 1991. Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review* 43(6): 1241-1299.

- Curley, Andrew, Pallavi Gupta, Lara Lookabaugh, Christopher Neubert and Sara Smith. 2022. Decolonization is a Political Project: Overcoming the Impasses Between Indigenous Sovereignty and Abolition. *Antipode* 54(4): 1043-1062.
- Curry, A. (Director). 2019. *Worlds of Ursula K. Le Guin* [Video file]. Grasshopper Film. Retrieved January 22, 2021, from Kanopy.
- da Costa, Beatriz. 2012. *Dying for the Other*. Film Installation on Vimeo, Accessed: <https://vimeo.com/241349987> [note: features graphic imagery of lab experiments with mice and rats].
- da Costa, Larissa Barbosa, Rosalba Icaza and Angélica María Ocampo Talero. 2015. 'Knowledge about, knowledge with: Dilemmas of researching lives, nature and gender otherwise.' In Wendy Harcourt and Ingrid L. Nelson (eds.) *Practicing Feminist Political Ecologies: Moving Beyond the 'Green Economy'*, p. 260-285. London: Zed Books.
- de Lima Costa, Claudia. 2016. 'Gender and Equivocation: Notes on Decolonial Feminist Translations.' In Wendy Harcourt (ed.) *The Palgrave Handbook of Gender and Development*, p.48-61. New York and London: Palgrave Macmillan.
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