

Classroom: TBD  
Class Time: Mondays 2 - 4:30 pm

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# Development, Environment, and Animals

ANST-GA 2500.004

Fall 2021

*This syllabus is subject to change.*

## Description

The implications of development -- in the constantly evolving and increasingly overlapping forms of modernization, industrialization, urbanization, commodification, globalization, and financialization -- for environmental and animal protection are numerous. Through a critical social scientific lens, we examine the developmental processes that are most consequential for environmental sustainability and animal wellbeing, as well as the developmental attempts to correct for the negative impacts. Topics include unequal exchange, ecological imperialism, urban environmental history, biosecurity, green finance, and eco-authoritarianism.

This graduate seminar is an elective for students enrolled in the Animal Studies M.A. program at NYU.

## Required Texts

None. All required readings are electronically available on NYU Classes.

## Requirements

Reading Responses x4 40%

You will turn in four reading reflection papers, one for each part of the course (see below). Each part encompasses three weeks. In each part, pick one from the three weeks and base your reading response on *all* of the readings for the week of your choosing. The reading response is due before the weekly class meeting time (i.e. Monday at 2 pm). In other words, you are expected to complete the reading response papers *before* we discuss the materials in class. Read them in the order by which they appear on the syllabus. Each paper should be approximately 3 pages or 800 words in length.

Research/advocacy/policy Proposal 40%

Craft a proposal that best aligns with your future career goals -- research, advocacy, or policy. It is essential to recognize that successful proposals tend to have some common characteristics. They clearly identify a focal problem, convincingly establish the importance of the said problem, comprehensively review the current state of affairs, articulate a plan for the next phase, and discuss the potential contributions if this plan goes through successfully. Solid proposals are proofread, often several times, for spelling, grammar, tone, parsimony, flow, and grace. It is okay -- and in fact, encouraged -- to draw from your own response papers when writing the proposal. Schedule a one-on-one meeting with me around late October or early November to discuss your proposal. Your draft proposal is due by 2 pm on December 13. The final submission, which should be approximately 8 pages or 2500 words in length, is due by 11:59 pm on December 17.

Presentation 10%

You will give a class presentation of your proposal during the very last meeting of the semester. Style your presentation in a way that corresponds to the substantive orientation of your proposal. In general, a research proposal is best presented in a style that stresses intellectual merit, methodological rigor, and theoretical sophistication. An advocacy proposal is ideally shown with passion, drive, and vision. A policy proposal is effectively introduced through an informative and persuasive style.

Participation and Contribution 10%

Attendance is required. The occasional absence (no more than twice over the course of the semester) is automatically excused. What is important is that you come to each week's class after having thoroughly read, considered, and reflected upon the required weekly reading assignments. Be prepared to engage with and contribute to class discussions.

**Grading Scale**

A=95% or higher	A-=90-94.9%	B+=85-89.9%	B=80-84.9%
B-=75-79.9%	C=70-74.9%	D=60-69.9%	F=59.9% or lower

**Lateness**

If you submit your work after its due date, your mark will be penalized by 20% for each day of lateness. The date and time of your submission are determined by the timestamp on NYU Classes. To avoid confusion, be sure to set your time zone on NYU Classes to Eastern Time and take note when Daylight Saving Time ends on November 7.

**Academic Integrity**

Plagiarism results in failure in the class and referral to an academic dean. Plagiarism includes: copying sentences or fragments from any source without quotes or references; not citing every source used in your papers; citing internet information without proper citation; presenting someone else's work as your own; translating materials from a non-English source without citation, or copying verbatim from any source. You are subject to the GSAS guidelines on academic integrity: <https://gsas.nyu.edu/content/nyu-as/gsas/about-gsas/policies-and-procedures/gsas-statement-on-academic-integrity.html>.

**Academic Accommodations**

Academic accommodations are available to any student with a chronic, psychological, visual, mobility, learning disability, or who is deaf or hard of hearing. Students should please register with the Moses Center for Students with Disabilities at 212-998-4980.

NYU Henry and Lucy Moses Center for Students with Disabilities  
726 Broadway, 2nd Floor  
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Web site: <http://www.nyu.edu/csd>

*(The syllabus continues on the next page.)*

## Weekly Reading, Writing, and Class Schedule

### Week 1: Overview

*September 13*

Our time this semester is divided into four parts. Parts I and II concern the developmental processes that have major consequences for the environment and animals, and Parts III and IV focus on the developmental attempts to mitigate, compensate for, disincentivize, or otherwise lessen such consequences. As you will see, the lines of demarcation between the four parts are fuzzy, if not arbitrary at times. Different topics will cross-fertilize each other; later class discussions will draw on our cumulative learning and thinking in earlier weeks. Our readings and discussions during this first week will set the stage for these undertakings. In reading and thinking about germs, mosquitos, and mushrooms this week, we aim to use concrete examples to unpack some of the complex relationships in the Anthropocene.

#### **Readings\*:**

Jared Diamond 1997: 195-214

J. R. McNeill 2010: 1-11

Michael Hathaway 2014: 153-173

Raj Patel and Jason Moore 2017: 44-63

*\*Each week, read the required texts before class and be ready to discuss them in class. It is preferable that you read them in the order by which they appear in the syllabus. I often, but not always, sequence them in chronological order. The first week has a relatively light reading load to help you transition into the semester. The reading load for each of the following weeks will be approximately 150 pages.*

### Part I -- Movements

In Part I, we discuss the transnational movements of rosewood, iron ore, garbage, water, milk, viruses, and many other forms of environmental goods or “bads.” We seek to establish an appreciation for the complex political, social, and economic underpinnings of these movements and their many ecological consequences.

### Week 2: Exchange

*September 20*

#### **Readings:**

Peter Dauvergne 1997: 1-40

Stephen Bunker and Paul Ciccantell 2005: 1-32

David Pellow 2007: 97-146

Anna Lake Zhu 2020: 277-296

#### **Reading Response:**

From weeks 2, 3, and 4, pick one, and base your reading response on all of the readings for the week of your choosing. The response is due before the class meeting (i.e. Monday at 2 pm) of that week.

### Week 3: Expansion

*September 27*

**Readings:**

Anna Tsing 2005: 1-50  
Ching Kwan Lee 2019: 1-30  
Brian Eyster 2019: 1-19 & 43-65  
Yifei Li and Judith Shapiro 2021: ??

**Reading Response:**

From weeks 2, 3, and 4, pick one, and base your reading response on all of the readings for the week of your choosing. The response is due before the class meeting (i.e. Monday at 2 pm) of that week.

**Week 4: Epidemics**

*October 4*

**Readings:**

Alexander Bay 2012:106-127  
Carlo Caduff 2015: 1-59  
Steven Johnson 2007: 231-256  
Donna Haraway 2007: 3-44

**Reading Response:**

From weeks 2, 3, and 4, pick one, and base your reading response on all of the readings for the week of your choosing. The response is due before the class meeting (i.e. Monday at 2 pm) of that week.

**Part II -- Anti-movements**

In Part II, we delve into the efforts to formalize, regulate, structure, or even halt the movements of nomads, produce, energy, medicine, pigeons, and pigs. Even though in some senses, the various “anti-movements” in Part II may seem like polar opposites to the many “movements” in Part I, we must appreciate that these developmental processes have similarly contributed to ecological stress, human hardship, and animal suffering.

**Week 5: Sedenterizing the Nomads**

*October 12 **Tuesday***

*Note that the class meets on Tuesday of this week, as per the University's academic calendar.*

**Readings:**

James Scott 2017: 1-35  
Paul Robbins 2007: 1-32  
Rob Nixon 2011: 150-174  
Debjani Bhattacharyya 2018: 1-41

**Reading Response:**

From weeks 5, 6, and 7, pick one, and base your reading response on all of the readings for the week of your choosing. The response is due before the class meeting (i.e. Monday at 2 pm) of that week, with the exception of week 5, when the response is due by 2 pm on Tuesday.

## **Week 6: Urbanizing the Settlements**

*October 18*

### **Readings:**

Bill Cronon 1991: 5-19 & 207-259

Martin Melosi 2008: 82-96

Ruth Rogaski 2014: 193-253

### **Reading Response:**

From weeks 5, 6, and 7, pick one, and base your reading response on all of the readings for the week of your choosing. The response is due before the class meeting (i.e. Monday at 2 pm) of that week.

### **Research/advocacy/policy Proposal:**

Schedule a one-on-one meeting with me during weeks 6, 7, 8, or 9 to discuss your proposal.

## **Week 7: Biosecuritizing the Aliens**

*October 25*

### **Readings:**

Frédéric Keck 2020: 1-43

Judith Shapiro 2001: 66-93

Colin Jerolmack 2008: 72-94

Aihwa Ong 2016: 174-196

### **Reading Response:**

From weeks 5, 6, and 7, pick one, and base your reading response on all of the readings for the week of your choosing. The response is due before the class meeting (i.e. Monday at 2 pm) of that week.

### **Research/advocacy/policy Proposal:**

Schedule a one-on-one meeting with me during weeks 6, 7, 8, or 9 to discuss your proposal.

## **Part III -- Modalities**

In Part III, we turn to attempts to reform the developmental enterprise toward the betterment of human, ecological, and planetary conditions, as global public and private sectors become increasingly aware of development's negative externalities. In these three weeks, we critically examine the mainstream modalities of development that have been endorsed and practiced by governments, international agencies, multinational companies, and transnational non-governmental organizations alike. Our goal is to appreciate the strengths as well as limits of these modalities.

## **Week 8: The System(s) and Nexus(es)**

*November 1*

### **Readings:**

Jianguo Liu et al. 2007: 1513-1516

Oran Young 2017: 67-117  
Alex Smajgl et al. 2016: 533-540  
Jeremy Allouche et al. 2019: 1-44

**Reading Response:**

From weeks 8, 9, and 10, pick one, and base your reading response on all of the readings for the week of your choosing. The response is due before the class meeting (i.e. Monday at 2 pm) of that week.

**Research/advocacy/policy Proposal:**

Schedule a one-on-one meeting with me during weeks 6, 7, 8, or 9 to discuss your proposal.

**Week 9: SDG, ESG, CSR, EPR, etc.**

*November 8*

**Readings:**

Jonathan Adler 2000: 9-21  
Jessica Green 2013: 1-53  
Michael Goldman 2006: 151-180  
Ian Carrilo and David Pellow 2021: 1-12

**Reading Response:**

From weeks 8, 9, and 10, pick one, and base your reading response on all of the readings for the week of your choosing. The response is due before the class meeting (i.e. Monday at 2 pm) of that week.

**Research/advocacy/policy Proposal:**

Schedule a one-on-one meeting with me during weeks 6, 7, 8, or 9 to discuss your proposal.

**Week 10: Green Finance, Green Stimulus, and Green New Deal**

*November 15*

**Readings:**

Dina Azhgaliyeva and Brantley Liddle 2020: 83-91  
Greta Krippner 2011: 1-26  
UNEP 2011: 1-39  
Dan Brockington 2012: 409-422  
Damian White 2020: 20-39

**Reading Response:**

From weeks 8, 9, and 10, pick one, and base your reading response on all of the readings for the week of your choosing. The response is due before the class meeting (i.e. Monday at 2 pm) of that week.

## **Part IV -- Counter-Modalities**

In Part IV, we move to explore a number of potentially game-changing proposals for the future of development, environment, and animals. These radical proposals are based on the recognition of how existing modalities of governance have been ineffective in addressing the ecological challenges at hand. They thus call for complete overhauls in how human societies approach the non-human worlds. Given the urgency of the climate crisis, we must examine the promises and risks of these counter-modalities through rigorous empirical investigations.

### **Week 11: One Word and/or Half-Earth**

*November 22*

#### **Readings:**

Peter Singer 2004: 14-50  
E. O. Wilson 2016: 185-212  
Bill Cronon 1996: 7-28  
Kari Marie Norgaard 2006: 372-396  
David Pellow 2014: 245-258

#### **Reading Response:**

From weeks 11, 12, and 13, pick one, and base your reading response on all of the readings for the week of your choosing. The response is due before the class meeting (i.e. Monday at 2 pm) of that week.

### **Week 12: Multispecism, Posthumanism, and More-Than-Human Worlds**

*November 29*

#### **Readings:**

Mark Rowlands 2019: 1-25  
Elisa Aaltola 2008: 175-193  
Laura Ogden et al. 2013: 5-24  
Donna Houston et al. 2018: 190-212

#### **Reading Response:**

From weeks 11, 12, and 13, pick one, and base your reading response on all of the readings for the week of your choosing. The response is due before the class meeting (i.e. Monday at 2 pm) of that week.

### **Week 13: Eco-Authoritarianism, Coercion, and Sacrifice**

*December 6*

#### **Readings:**

Lynn White 1967: 1203-1207  
Yi-Fu Tuan 1968: 176-191  
Yifei Li and Judith Shapiro 2020: 1-34 & 185-205  
Anna Peterson 2010: 91-115

**Reading Response:**

From weeks 11, 12, and 13, pick one, and base your reading response on all of the readings for the week of your choosing. The response is due before the class meeting (i.e. Monday at 2 pm) of that week.

**Week 14: Presentations**

*December 13*

**Research/advocacy/policy Proposal:**

Your draft proposal is due by 2 pm on December 13.

**Presentation:**

Present your draft proposal to the class. Limit your presentation to xx minutes and be prepared to answer questions after the presentation. When others are presenting, listen attentively and be prepared to ask questions with the goal of helping them improve the proposal.

**Research/advocacy/policy Proposal:**

Your final submission is due by 11:59 pm on Friday, December 17. If your final submission is not received by this time, the mark for your proposal will be based entirely on the draft.

**Bibliography\*\***

*\*\* While this bibliography serves the pragmatic purpose of referencing all reading materials for the course, I also hope for it to become a resource for your continued intellectual development and personal growth. If you find some of the excerpts especially useful, it would be nice to locate a copy of the whole book and explore more.*

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*(You have reached the end of the syllabus.)*