

Classroom: LC9, Tisch Hall, 40 West 4th Street
Class Time: Mondays 2 - 4:30 pm
Mode: In-person (some weeks) and zoom (others)

Development, Environment, and Animals

Professor Yifei Li
Email: yifei.li@nyu.edu
Office: Tenth Floor, 285 Mercer Street
Office Hours: By appointment at [this link](#)
This syllabus is subject to change.

ANST-GA 2500.005

Fall 2021

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. The successful proposal is 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
New York, NY 10003-6675
Voice/TTY Fax: 212-995-4114
Web site: <http://www.nyu.edu/csd>

(The syllabus continues on the next page.)

Weekly 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.

Required 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. I have made an effort to keep a moderate reading load of no more than 100 pages a week, which provides the absolutely essential basis for productive learning.*

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

Required Readings:

Peter Dauvergne 1997: 1-40

David Pellow 2007: 97-146

Recommended Readings:**

Stephen Bunker and Paul Ciccantell 2005: 1-32

Anna Lake Zhu 2020: 277-296

***Graduate students are expected to read the recommended readings, in addition to the required ones. Undergraduate students can skim through the recommended readings.*

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

Required Readings:

Anna Tsing 2005: 1-50

Yifei Li and Judith Shapiro 2021: 135-154

Recommended Readings:

Ching Kwan Lee 2019: 1-30

Brian Eyster 2019: 1-19 & 43-65

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

Required Readings:

Steven Johnson 2007: 231-256

Carlo Caduff 2015: 1-59

Recommended Readings:

Donna Haraway 2007: 3-44

Alexander Bay 2012:106-127

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 “movements” in Part I, we must appreciate that these developmental processes have made no less contribution to ecological stress, human hardship, and animal suffering.

Week 5: Sedenterizing the Nomads

*October 12 **Tuesday***

Required Readings:

James Scott 2017: 1-35

Rob Nixon 2011: 150-174

Recommended Readings:

Paul Robbins 2007: 1-32

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.

Note that in week 5, the response is due by 2 pm on *Tuesday*.

Week 6: Urbanizing the Settlements

October 18

Required Readings:

Bill Cronon 1991: 5-19 & 207-259

Martin Melosi 2008: 82-96

Recommended Reading:

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

Required Readings:

Aihwa Ong 2016: 174-196

Frédéric Keck 2020: 1-43

Recommended Readings:

Judith Shapiro 2001: 66-93

Colin Jerolmack 2008: 72-94

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

Required Readings:

Jianguo Liu et al. 2007: 1513-1516

Alex Smajgl et al. 2016: 533-540

Jeremy Allouche et al. 2019: 1-44

Recommended Reading:

Oran Young 2017: 67-117

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

Required Readings:

Jessica Green 2013: 1-53

Ian Carrilo and David Pellow 2021: 1-12

Recommended Readings:

Jonathan Adler 2000: 9-21

Michael Goldman 2006: 151-180

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

Required Readings:

Dina Azhgaliyeva and Brantley Liddle 2020: 83-91

Greta Krippner 2011: 1-26

Damian White 2020: 20-39

Recommended Readings:

UNEP 2011: 1-39

Dan Brockington 2012: 409-422

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

Required Readings:

Peter Singer 2004: 14-50

E. O. Wilson 2016: 185-212

David Pellow 2014: 245-258

Recommended Readings:

Bill Cronon 1996: 7-28

Kari Marie Norgaard 2006: 372-396

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

Required Readings:

Elisa Aaltola 2008: 175-193

Laura Ogden et al. 2013: 5-24

Recommended Readings:

Mark Rowlands 2019: 1-25

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

Required Readings:

Lynn White 1967: 1203-1207

Yi-Fu Tuan 1968: 176-191

Yifei Li and Judith Shapiro 2020: 1-34 & 185-205

Recommended Reading:

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. 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.

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.

Bibliography

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