Thursdays 09:15 -12:00 (online via Zoom)
Note: See weeks 2 and 4 for possible other arrangements!

Instructor: Eeva Berglund, eeva.berglund@aalto.fi
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The best way to contact us is face to face, including on Zoom. If you send an email, give us at least 36 hours to reply.
Office hours will be held upon request on Zoom, just contact Eeva.

Course Details:
5 ECTS (English)
Workload: 18h course sessions and 117h Preparing course assignments including reading
Grading scale: 0 - 5 (full spectrum of grades in use).
Note: All students who submit the first two commentaries are expected to complete all the required assignments and will receive a grade.

CONTENTS OVERVIEW
This is a reading seminar with lectures and discussion, partly held on walks. Through these means we will learn to pose critical questions about sustainability and environmental management. Through working on a selection of texts written for different audiences, the course will help students to notice and spell out political dimensions of caring for the environment. Students will explore different perspectives and definitions of sustainability and consider the implications of how shared problems are framed in public and academic life.

Key themes: the political nature of environmental problems and solutions; sociotechnical systems and social change; the environment in government and policy. The format of the sessions varies, but will usually include an introduction to the topic, student discussions and exercises as well as an overview of set readings.

The course relies on doing substantial and careful reading (and making notes). Texts should be read before the relevant lecture session.

As part of the course participation, each student will be expected to lead a short discussion on the set readings. Additional online activities may be added to the program via MyCourses. Films and other free online content will also be included, some of which students can watch in their own time.

In weeks 2 and 4 students will combine reading with walking and talking.

LEARNING OUTCOMES

The course will help students to understand the political dimensions of environmental concerns and interventions, and provide analytical tools to discuss the role of different institutions and actors in the field. On successful completion of the course students should:

- be familiar with the main institutions (broadly conceived) of environmental governance
- have a sense of environmentalism as something historical and context-dependent
- understand the key terms in studying political life
- be familiar with vocabularies for discussing diffuse, complex and 'hybrid' problems and linking politics to sustainability

The course also develops students' critical reading and writing skills, and enhances their capacity to discuss environmental issues in a critical, creative and professional way.

ASSESSMENT AND EVALUATION CRITERIA

Successful completion of the course requires:

1. **Active participation** in teaching sessions: Regular attendance is required. Notify staff in advance if you have a problem with this.

2. Writing **weekly reaction papers**: Submit at least 5 reaction papers of max. 600 words each to receive the credits. Your texts are shared with everyone via MyCourses. Submit your text **by 12:00 (noon) the day before** each session.

3. An **essay** of about 2000 words. **Due 24.10 20:00**.

Guidance on how to do reaction papers (point 2 above) will be given in the first lecture (10.9.20) and details of the essay (point 3) in lecture 3 (24.9.20).

Marks are given from 1 - 5 (0 indicates fail).

Assessment criteria follow typical expectations for master's level study as follows:

Topic and research: Knowledge of the issue, evidence and illustrations provided, and appropriate uses of sources. Ensure that you include materials from this course. (40%)

Analysis and argumentation: Ability to analyze and synthesize in order to make an argument; interpretation and critical thought. (40%)

Communication: Language, quality of writing and care with referencing and formatting. (Visual materials are less important) (20%).

Marking is based on the overall quality of the submission.

You will receive feedback through interaction in the classroom and some written individual comments on reaction papers. This will also help you to develop analytical and writing skills.

PLEASE NOTE

All reaction papers are shared with all participants through the MyCourses platform. Essays and any other personal coursework are not shared. You need not prepare any power-points, the focus is on spoken and written work. In your written work DO NOT copy and paste, i.e. PLAGIARISE (see Aalto code of conduct).

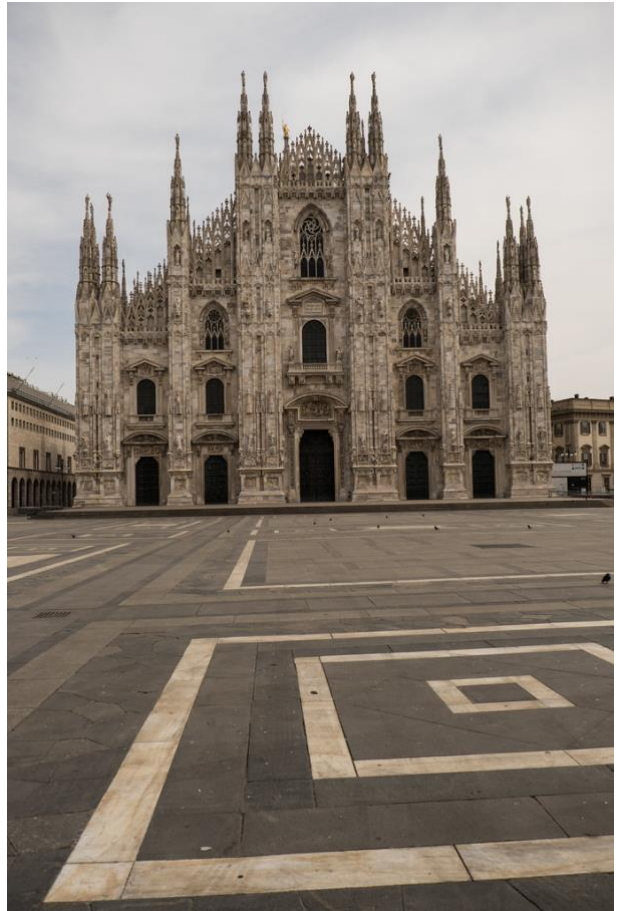The course is designed to be a hybrid of remote and campus-based learning, but it can be completed entirely online.

Week 1 10.9.2020   Why politics?
Week 2 17.9.2020   Hybrid problems (Walk)
Week 3 24.9.2020   Environmental justice
Week 4 1.10.2020   Governing everything (Walk)
Week 5 8.10.2020   Green governance
Week 6 15.10.2020   A new political landscape

Each week there will be lecturing and in-class discussions with small group exercises. Make sure you read the required texts marked (R) and as much of the others (supplementary texts) as you have time for and find interesting. Your weekly reading workload should be around 7 - 10 hours and the writing a little less. I recommend you start working on your essay around week 3.

When two texts are marked required (R), comment on both, but do them separately. Indicate clearly on your submission which text you are working with. If only one text is marked (R), you can choose one of the supplementary texts to write about as well. See the template provided under 'Materials' if you are unclear about how to format your submissions.

New Landscapes for Sustainability in 2020?

NOTE: THERE WILL BE ADDITIONS TO THE READING LIST AS THE COURSE PROGRESSES. THESE WILL BE CIRCULATED ON *MYCOURSES* AS WELL AS ANNOUNCED IN CLASS. LECTURE SLIDES WILL ALSO BE MADE AVAILABLE, BUT YOU ARE STRONGLY ENCOURAGED TO MAKE YOUR **OWN** LECTURE NOTES.

Week 1   10.9.2020   Why politics?

(R compulsory pre-reading) White, Damian F, Alan Rudy, Brian J. Gareau (2016)
        Environments, Natures and Social Theory, 'Introduction: the socio-ecological
        imagination', pp.1-16.

(R compulsory pre-reading) Otter C (2014) 'Scale, evolution and emergence in food
        systems', *Limn magazine*, Issue 4, online https://limn.it/articles/scale-evolution-and-
        emergence-in-food-systems/ [only online]

Beck, Ulrich (1998) 'Politics of Risk Society' in Jane Franklin, ed. *The Politics of Risk Society*.

Hess, David J (2009) *Localist movements in a global economy: sustainability, justice, and
        urban development in the United States*. Chapter 1: Global problems and localist
        solutions'.

Scoones, I., M. Leach and P. Newell, eds (2015) *The Politics of Green Transformation*. Chapter 1. *The* 'Politics of Green Transformations'.

Sachs, Wolfgang (1999) *Planet dialectics*, pp. 1-23.

Tsing, A. L. (2017). 'A threat to Holocene resurgence is a threat to livability'. In M Brightman and J Lewis (eds) *The Anthropology of Sustainability* (pp. 51-65).

White, Damian F, Alan Rudy, Brian J. Gareau (2016) *Environments, Natures and Social Theory*, chapters 1-3. (I recommend the whole book, it's excellent.)

After the session, the lecture slides of that session and the readings for the following week will be available online. Go through your own notes and the slides, and scan the following week's texts. Read all marked 'R' and as many of the others as interest you and you have time for. As discussed during the class, write your reactions to the required (R) text drawing on academic, lay, and personal insights, making sure you give full references (in academic style). Submit this in a word file of a maximum of 600 words, about 300 words each if there are two readings. Put your **name**, the **date** and **text name** on each submitted document, please.

Week 2   17.9.2020   Hybrid problems, fluid solutions (Walk)

The session will be online, but you will go for a walk during it and return online to discuss in 'breakout groups'.

(R) de Laet, Marianne and Annemarie Mol, 2000, 'The Zimbabwe Bushpump: Mechanics of a Fluid Technology', *Social Studies of Science* 2000 30: 225.

Berglund, E. (2019) 'Small Mutinies in the Comfortable Slot'. In Martínez, F., & Laviolette, P. (Eds) *Repair, Brokenness, Breakthrough: Ethnographic Responses*, 228-244.

De Wilde M, W Koopman & A Mol (2020) 'Clean in times of COVID-19', online *Somatosphere: Science, Medicine and Anthropology*, 3 May 2020, http://somatosphere.net/author/mandy-de-wilde/

Gibson-Graham, J.K. (2008) 'Diverse economies: performative practices for "other worlds"', *Progress in Human Geography*, 1-20.

Haraway, D. (1985) 'Manifesto for cyborgs: science, technology, and socialist feminism in the 1980s'. *Socialist Review*, no. 80 (1985): 65–108.

Manzini E (2015) *Design, When Everybody Designs: introduction to design for social innovation*. Chapter 2, 'Design in a connected world'.

Mattern, S. (2016) 'Scaffolding, Hard and Soft. Infrastructures as Critical and Generative Structures'. *Spheres: Journal for Digital Cultures*, *3*, 1-10.

Schlosberg D and Coles R (2016) 'The New Environmentalism of Everyday Life: Sustainability, Material Flows and Movements', *Contemporary Political Theory* 15 (2): 160–81.

Thackara, J. 2006. *In the Bubble: designing in a complex world*. 'Introduction' and chapter 1, 'Lightness'.

Week 3   24.9.2020   Environmental justice

(R) White, Damian F, Alan Rudy, Brian J. Gareau (2016) *Environments, Natures and Social Theory*, chapters 6 and 7.

Escobar, A. (2006) 'Difference and Conflict in the Struggle Over Natural Resources: A political ecology framework', *Development*, Vol. 49(3): 6-13 online http://www.palgrave-journals.com/development/journal/v49/n3/pdf/1100267a.pdf

Katz, Cindy. (2008) 'Bad elements: Katrina and the scoured landscape of social reproduction', *Gender, Place and Culture*, Vol. 15: 15-29.

Martinez-Alier, Joan. 'The environmentalism of the poor.' *Geoforum* 54 (2014): 239-241.

Paulson, S (2015) 'Political ecology', *Degrowth: A vocabulary for a new era*, Giacomo D'Alisa, Federico Demaria and Giorgos Kallis (eds).

Pellow, D. N. (2016) 'Toward a critical environmental justice studies: Black Lives Matter as an environmental justice challenge'. In *Du Bois Review: Social Science Research on Race*, *13*(2), 221-236.

Pulido, L. (2017). 'Geographies of race and ethnicity II: Environmental racism, racial capitalism and state-sanctioned violence'. *Progress in Human Geography*, *41*(4), 524-533.

Scheidel, A., et al. (2020). 'Environmental conflicts and defenders: A global overview'. *Global Environmental Change*, *63*, 102104.

White, Damian F, Alan Rudy, Brian J. Gareau (2016) *Environments, Natures and Social Theory*, chapter 4.

Week 4   1.10.2020   Governing and self-governing (Walk)

This session will begin with a lecture, both on-site and online. Those who want and are able to will gather in Otaniemi and then walk in small groups before breaking out into groups (including online) for the remainder of the morning. Those not coming to campus will walk where they are. Your reaction paper will be about your walk, not next week's reading, but make sure you read it!

(R) Shove, E., & Walker, G. (2010). Governing transitions in the sustainability of everyday life. *Research policy*, *39*(4), 471-476.

(R) Wilhite, Harold & Grégoire Wallenborn 2013. 'Articulating the body in the theorizing of consumption', *ECEE Summer Study Proceedings*, http://proceedings.eceee.org/visabstrakt.php?event=3&doc=8-132-13

Drazin, A. (2019). Brokenness and Normality in Design Culture. *Repair, Brokenness, Breakthrough: Ethnographic Responses*, *1*, 297.

(Evans, James (2019) 'Ecology in the Urban Century: Power, Place, and the abstraction of Nature', in H. Ernstson & S. Sörlin (eds), *Grounding Urban Natures: Histories and Futures of Urban Ecology.*)

Kossoff, G. (2019) 'Cosmopolitan Localism: The Planetary Networking of Everyday Life in Place', Cuarderno Journal 73: *Transition Design Monograph* https://www.academia.edu/38852836/Cosmopolitan_Localism_The_Planetary_Networking_of_Everyday_Life_in_Place

Latour, Bruno (2012) Love Your Monsters: Why We Must Care for Our Technologies As We Do Our Children, *Breakthrough Journal*, online, No.2 / Fall 2011. https://thebreakthrough.org/journal/issue-2/love-your-monsters

Leach, M. & I. Scoones (2015) 'Mobilizing for green transformations', in Scoones, I.; M. Leach & P. Newell (eds) *The Politics of Green Transformations.*

Rajan, S. Ravi and Colin A.M. Duncan (2013) 'Ecologies of Hope: environment, technology and habitation - case studies from the intervenient middle', *Journal of Political Ecology,* online: http://jpe.library.arizona.edu/Volume20/Volume_20.html

(Sadler, S. 2012. 'The Dome and the Shack: The Dialectics of Hippie Enlightenment', in I. Boal, J. Stone, M. Watts & C. Winslow (eds) *West of Eden: Communes and Utopia in Northern California.* (This is available in UH library. See also Sadler, S. (2006) 'Drop City Revisited', *Journal of Architectural Education*, Vol.59(3): 5-14.))

Shove, E. and Nicola Spurling, eds, (2013) *Sustainable practices: social theory and climate change*

Week 5   8.10.2020   Green governance and globalization

(R) White, Damian F, Alan Rudy, Brian J. Gareau (2016) *Environments, Natures and Social Theory*, chapter 8.

Blühdorn, I.; Deflorian, M. The Collaborative Management of Sustained Unsustainability: On the Performance of Participatory Forms of Environmental Governance. *Sustainability* **2019**, *11*, 1189.

Demaria, Federico, and Ashish Kothari. "The Post-Development Dictionary agenda: paths to the pluriverse." *Third World Quarterly* 38.12 (2017): 2588-2599.

(Evans, J. & A. Karvonen (2014) '"Give Me a Laboratory and I Will Lower Your Carbon Footprint!" — Urban Laboratories and the Governance of Low-Carbon Futures', *Int'l Journal of Urban and Regional Research*, 38(2): 413–30.)

Geels, F. W. (2005). Processes and patterns in transitions and system innovations: Refining the co-evolutionary multi-level perspective. *Technological forecasting and social change*, *72*(6), 681-696.

Gilmore, R.W. & C. Gilmore (2003) 'The other California' *Globalize Liberation: How to uproot the system and build a better world*.

Hardin, G (1968) 'The Tragedy of the Commons', *Science*, New Series, Vol. 162, No. 3859: 1243-1248.

(Lakoff A (2015) 'Global health security and the pathogenic imaginary', S Jasanoff & SH Kim (eds) *Dreamscapes of modernity: sociotechnical imaginary and the fabrication of power.*)

(Ojeda, Diana, Jade S. Sasser & Elizabeth Lunstrum (2020) 'Malthus's specter and the Anthropocene', *Gender, Place & Culture*, 27:3, 316-332, DOI: 10.1080/0966369X.2018.1553858)

Ostrom, E. et al. (2009) 'A General Framework for Analyzing Sustainability of Socio-Ecological Systems', *Science*, 352: 419-422.

(Rigaud, Kanta Kumari et al. 2018. *Groundswell: Preparing for Internal Climate Migration*. World Bank, Washington, DC. https://openknowledge.worldbank.org/handle/10986/29461)

Steffen, W., et al. (2015). Planetary boundaries: Guiding human development on a changing planet. *Science*, *347*(6223).

Also see: Latour, B. (1987) *Science in Action*, especially chapter 6 'Centres of calculation'.

[Film clips - *All watched over by machines of loving grace*, Adam Curtis, BBC 2011]

Week 6   15.10.2020   A new political landscape

(R) Gills B (2020) Deep Restoration: from The Great Implosion to The Great Awakening, *Globalizations*, 17:4, 577-579, DOI: 10.1080/14747731.2020.1748364

Bhan, G; T Caldeira; K Gillespie; AbdouMaliq Simone (2020) 'The Pandemic, Southern Urbanisms and Collective Life' *Society and Space* blog, https://www.societyandspace.org/articles/the-pandemic-southern-urbanisms-and-collective-life

Escobar, A., Harcourt, W. Post-development Possibilities: A Conversation. *Development* **61,** 6–8 (2018). https://doi.org/10.1057/s41301-018-0184-3 at https://rdcu.be/b6eYC

European Commission (n.d.) *A European Green Deal*, website https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en

Spash, C. L. (2020). 'The economy'as if people mattered: revisiting critiques of economic growth in a time of crisis. *Globalizations*, 1-18.

Tsing, A. L., Bubandt, N., Gan, E., & Swanson, H. A. (Eds.). (2017). *Arts of living on a damaged planet: Ghosts and monsters of the Anthropocene*. U of Minnesota Press.

Ulvila, Marko and Kristoffer Wilén (2017) 'Engaging with the Plutocene: Moving towards degrowth and post-capitalist futures', in Pasi Heikkurinen (ed.) *Sustainability and Peaceful Coexistence for the Anthropocene*.

White, D. (2020). Just transitions/design for transitions: preliminary notes on a design politics for a green new deal. *Capitalism Nature Socialism*, *31*(2), 20-39.

If you wish, you can write your reaction paper on any one or two of the texts above (a chapter of Tsing et al's book would also count as one).

[During the lecture we will watch the film *Jukajoki* by Prettygoodproductions 2016 and discuss it.]