Overview

We have seldom seen global acts of solidarity and political will such as the one generated by the COVID-19 pandemic in the Spring and summer of 2020. The expansion of social distancing policies slowed consumption and resulted in sharp reductions of CO2 emissions, among other positive environmental benefits in 2020 which were, until recently, impossible to achieve. The infusion of financial resources and social safety nets during the pandemic is evidence of their availability when there is political will.

Yet, there is little recognition in international policy arenas that the ultimate drivers of the world’s looming existential crises, including that of emerging infectious diseases, antimicrobial resistance, climate change, and the accelerated loss of species and habitats, lies in our dominant definition and the historical foundations of development. COVID-19 has required an unprecedented shift in paradigms, forcing many to reconsider long-held historical ideologies and approaches to development. The pandemic has also laid bare the ethnic, racial, class, and gender inequalities in the ways societies across the globe lead lives, proving to be a (in)justice thermometer of sorts: ethnic and racial political minorities, but population majorities across the world are over-represented among those who have been sick or have died from Covid: African Americans, Latinos and Native Americans in the United States and Amerindians and Afro-descendants in South America. Across the globe, women are juggling paid work, parenting responsibilities, and caring for the elderly. Larger numbers of people in the informal sector in the majority world (aka Global South) have food and housing insecurity. The advances in decreasing income poverty across the globe have reversed. The list goes on.
These social and environmental challenges are global and local in scale and challenge us to consider poverty alleviation not as an “international” issue and only of concern for low resourced communities and countries in majority worlds (aka developing, or the Global South), but one in need of attention in every country in the world. Two key ingredients to any economic system, the natural world and the female caring labor that support social and physical reproduction, continue to be invisible in the dominant model of development. Similar factors that lead to social inequities lead to unsustainable development and fuel the COVID19 pandemic, the loss of biodiversity, species extinction, climate change and ultimately, the existential crisis we find ourselves in. Human welfare is intricately connected with species and life-supporting systems welfare.

In this course, we will explore the dominant and alternatives debates about development on how to lead our material lives and how to meet the global challenges of feeding and materially supporting 10 billion humans by 2050, by using food production as the anchor for the course. The course starts by exploring two different arms of the debate (growth and industrial agriculture and community economy/conservation and alternative forms of food production) followed by a review of the planetary systems and species crisis. After studying these foundational areas, we will study various theoretical/policy frameworks across multiple disciplinary fields, providing paths on redefining development and reframing our economy to consider the natural world and care. The latter is understood as the values, attitudes, and practices that sustain all life. We will explore current scholarly and applied definitions of sustainable development and study how it differs (or not) from green growth. We will study different models loosely framed under what is currently known as the pluriverse, models intending to transform development: nature rights movement, community economy, solidarity movement, degrowth, transition design, and pluriversal alternatives for First Nations in North and South America. Concerns about the environment and gender, class/caste, and race/ethnicity are mainstreamed throughout the course.

For students who have taken PA5501, this course is a deep dive and expansion of the last two weeks of class covering “the right side of the board.”

**Learning objectives**

By the end of the course students should be able to:

- Understand the linkages of dominant development to the planetary crisis.
- Recognize the false dichotomy developed/developing countries by understanding the linkages of wealth acquisition in the minority world (aka Global North) and wealth dispossession in the majority world (Global South).
- Understand and apply the concept of planetary boundaries
- Understand the definition of development as economic growth, as human development, and as sustainable development from scholarly and policy perspectives
- To understand the scope of the Sustainable Development Goals (SDGs) and the inherent contradictions among the various goals
• Understand current alternative proposals to economic development: green growth; degrowth; community economies; and proposals under the pluriverse umbrella.
• Understand a variety of policy formulations for sustainable development and how they differ (or not) from formulations for green growth, from degrowth, from community economies, from the pluriverse.
• Understand the importance of ontology, epistemology, theory and measurement in policy formulation and implementation.
• Develop a semantic field and conceptual tools on transforming development.
• Recognize and understand the importance of gender, ethnic and class/caste perspectives in the context of transforming development theory, policy, and implementation.
• Develop the analytical skills to sort context specific (one size does not fit all), gender specific (there is no such thing as gender neutral); and class/caste (the rising boat does not lift all equally) development challenges.
• Recognize that transforming development is anchored in ethics and is based on justice for all beings and the systems that support life.

Course structure, requirements, and grading

Course structure
Our class meetings will be structured in seminar-style. When needed, brief lecture sections at each class meeting will provide enough background information to contextualize the readings. It is vital that you do the reading on time since we will explore the material through discussions.

Every week one student will lead the topic discussion and the readings, while two other students will be discussants.

Leading class twice: 30% of the grade
You will be leading the class twice in the semester. This means that you are in charge of the discussion and the flow of the class while the specific readings are discussed. In order to lead class discussion, you must read all of the readings in a specific module. Your tasks will be to:

• Read in-depth all the pieces assigned. What is the aim of each piece? What are the research or policy questions addressed in the reading? What methodology did they use? What results did they come up with? What theoretical and policy conclusions did they arrive at? Any research and political implications of the piece?
• You may bring a PowerPoint, a short video, a summary sheet, or any other pedagogical tool that will enable you to communicate your analysis of the reading to your classmates.

Being a discussant twice: 20% of the grade
You will be a discussant twice during the semester. You will be reading only the required readings, but you will be doing so paying attention to the architecture of the pieces and the key questions the articles are asking and answering. Being a discussant will provide
you an opportunity to be more engaged with certain topics, while not necessarily being a lead.

**Writing assignments 1-5: 50% of the grade; 10% each assignment**
The assignments are designed in the spirit of transforming development by transforming how we learn and share what we learn. Assignments are NOT tests of knowledge. They ARE meant to cement information or to help you/us parse out debates. Because the course aims to dismantle the paradigm of individuality, all the assignments will be uploaded to canvas and we will all have access to them. This way, the assignments become education solidarity and solidarity education. The folder in canvas is at the top of the page where main documents for class will be stored.

**Assignment #1:**
Before class starts, write your definition of development. What is it? Who does what, when, how and why for whom? How do your ideas about development fit into your life’s mission and values?

**Assignment #2**
Prepare a document in two columns summarizing the paradigms presented in the book *The Wizard and the Prophet*. Prepare the document as you read the book.

**Assignment #3**
Write a summary of the justifications for the pluriverse

**Assignment #4**
As you read the Gibson-Graham et al. book, make a table with four columns (goals, tools, new vocabulary, values) and fill in as you do the reading.

**Assignment #5**
Choose a section of the HDR 2020 and do an analysis of the section using the tools and concepts learned in class. Be ready to present your analysis during the last week of class and how your entry point professionally will be adjusted as a result of the concepts used.

**Assignments:**

**Grades**
- Leading Class: 30 points (2x15=30)
- Discussant for class: 20 (2 x10=20)
- Writing assignments: 50 (5x10=50)

**Grading and Transcripts:**
The list below identifies the possible permanent grades that can be given for any course for which credit is to be awarded. These grades will be entered on a student's official transcript and, for an A, B, C, or D with permitted pluses and minuses, carry the indicated grade points. (Except for the Law School, the University does not award A+ grades, nor are D- grades permitted). The S grade will not carry grade points but the credits will count toward the student's degree program if allowed by the college, campus, or program.
A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
A- 3.667
B+ 3.333
B 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
B- 2.667
C+ 2.333
C 2.000 - Represents achievement that meets the course requirements in every respect
C- 1.667
D+ 1.333
D 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
S Represents achievement that is satisfactory, which is equivalent to a C- or better.

For the full grading and transcripts policies, please refer to: http://policy.umn.edu/education/gradingtranscripts.

100-95 points=A
94-90 points=A-
89-85 points =B+
84-80 points =B
79-75 points =B-
74-70 points =C+
69-65 points =C
64-60 points =C-
59-55 points = D

**Required readings**

Most readings are available electronically at the University of Minnesota’s library. To find those, open the UMN library, then in a separate tab open google scholar. Click on link via google scholar. A few readings are scans and are located in the course website. All readings listed in the syllabus are required. If you would like additional readings, let me know, I can provide a list.

We will be reading three books and many articles. The books are:


Following the spirit of its content, the book is available for free here.

The University of Minnesota’s bookstore has the books available. Alternatively and following the spirit of transforming development you may call and order and purchase the books from independent bookstores in the Twin Cities like Boneshaker books and Next Chapter.

Other resources

Transforming Development Website
Degrowth: A vocabulary for a new era https://vocabulary.degrowth.org/
Degrowth https://www.degrowth.info/en/2017/02/carework-as-commons-towards-a-feminist-degrowth-agenda/

Gender specific websites
- International Center for Research on Women http://www.icrw.org/
- Gender and Climate Change: https://www.gendercc.net/home.html
- Association for Women’s Rights in Development https://www.awid.org/about-us
- International Center for Research on Women http://www.icrw.org/
- The Girls Effect http://www.girleffect.org/
- Land Rights https://www.landesa.org/

On masculinity’s and grassroots efforts to change masculine norms in the global South
- [MenEngage Alliance]
- [link to Men Who Care]
- [“This isn’t the life for you”]
- [ABAAD, “A Qualitative Study on War, Masculinities, and Gender Relations with Lebanese and Syrian Refugee Men and Women”]
- [Masculinities Matter]
- [Men and Development: Politicizing Masculinities]

General Development websites
- The Center for Global Development http://www.cgdev.org/
- Helping to Enhance the Livelihood of People Around the Globe Commission http://helpcommission.gov/
- Share the World’s Resources: https://www.sharing.org/
- International Development Research Centre: http://www.idrc.ca/index_en.html
Human Rights Websites:
https://www.openglobalrights.org/
https://www.theadvocatesforhumanrights.org/
http://globalrightsforwomen.org/
http://www.un.org/womenwatch/daw/cedaw/

Respecting intellectual property of the instructor
According to the University of Minnesota’s policy “Students may not distribute instructor-provided notes or other course materials, except to other members of the same class or with the express (written) consent of the instructor. Instructors have the right to impose additional restrictions on course materials in accordance with copyright and intellectual property law and policy. Students may not engage in the widespread distribution or sale of transcript-like notes or notes that are close to verbatim records of a lecture or presentation.” Students are not permitted to record any part of a class session.

Academic integrity
Academic integrity is the pillar of teaching and learning. Students are expected to complete the assignments with honesty. Misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY: You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

(Student Conduct Code: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/education/instructorresp.

The Office for Student Conduct and Academic Integrity has compiled a useful list of
Frequently Asked Questions pertaining to scholastic dishonesty: [http://www1.umn.edu/oscai/integrity/student/index.html](http://www1.umn.edu/oscai/integrity/student/index.html). If you have additional questions, please clarify with your instructor for the course. I can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of this class.

A note on plagiarism: it is very easy to find text in the internet that can provide a comment on a reading. It is also very easy to spot when a student has not done the reading and the text selected from the internet does not really fit the topic and reading at hand. **In addition to being experienced at finding text that does not support the arguments, all assignments will be scanned with Turnitin.** Please take a look at the University of Minnesota’s [Avoiding Academic Dishonesty](http://www1.umn.edu/oscai/integrity/student/index.html) Website.

Please note that I am obligated to report scholastic dishonesty to the University of Minnesota. I will likely assign a penalty up to and including 0 for assignments or final paper; a "F" for the course depending on the circumstances. *If you have any questions regarding the expectations for a specific assignment or exam, please ask. I will be more than happy to discuss the elements and expectations at length.*

**Incomplete**

This course follows the Humphrey School’s policy regarding incompletes. An incomplete will only be granted after the Professor and the student have mutually agreed upon a timetable (written contract) for completion of coursework. An incomplete must be requested in advance, and the Humphrey Institute incompletes form must be filled out. The form is on-line at: [http://www.hhh.umn.edu/img/assets/11160/Incomplete%20form.pdf](http://www.hhh.umn.edu/img/assets/11160/Incomplete%20form.pdf)

**Disabilities**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations. For more information, please see the DS website, [https://diversity.umn.edu/disability/](https://diversity.umn.edu/disability/).

If you are registered with Disability Services and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

**Mental Health and Stress Management:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to
assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: [http://www.mentalhealth.umn.edu](http://www.mentalhealth.umn.edu).

Remember that there are advisors in the Humphrey Student Services office who are trained and experienced counselors. They are available at short notice to address any concerns you have and provide further resources within the University. Humphrey Student Services is located in Humphrey room 280. Reach staff by phone at (612) 624-3800 or email at hhhss@umn.edu.

**Sexual Harassment, Sexual Assault, Stalking and Relationship Violence**

"Sexual harassment" means unwelcome conduct of a sexual nature when it is stated or implied that an individual needs to submit to or participate in conduct of a sexual nature to maintain their education standing, or when the conduct is severe, persistent or pervasive and unreasonably interferes with an individual’s performance or creates an intimidating, hostile or offensive environment. The University prohibits members of the University community from engaging in, or assisting or abetting another’s engagement in, prohibited conduct; requires employees to take timely and appropriate action when they know or should know that prohibited conduct is occurring or has occurred; and addresses violations of this policy through disciplinary or other responsive action up to and including termination of employment or academic dismissal.

For additional information, please consult Board of Regents Policy: [https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual_Harassment_Sexual_Assault_Stalking_Relationship_Violence.pdf](https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual_Harassment_Sexual_Assault_Stalking_Relationship_Violence.pdf)

**Equity, Diversity, Equal Opportunity, and Affirmative Action:**

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

### Week 1 Day 1
**Introduction, course design, expectations.**

1. Read the policy and matrix syllabus
2. Read guidelines to being a discussant and leading a discussion

**Defining development and the problems of development**

**Week 1 Day 2**
**Foundations: How has development been defined over the years?**

Review of different development frameworks prior to sustainable development: several variations of economic growth models and policies, and human development model.


Chapter 1 (defining development) and
Chapter 2 (determinants of development).

Bring 3 questions and 3 comments on readings.

**Week 2 Day 1**
**Foundations: Epistemology, Praxis of Development, and Sustainability**

Concept definition is applied in measurement, which in turn, guides policies. Concept definition and measurement profoundly affect development models and policies.

1. watch before class
   Who’s counting? on Marylin Waring—link available in Canvas

Watch before class
2. Are we still counting for nothing? Available in Youtube:
https://www.youtube.com/watch?v=CPMGaY84-3w

3. peruse Gender-Just Macroeconomics available at

**Week 2 Day 2**
**Two grand typologies of leading our material lives.**

Over the past 100 years, two distinct paradigms to resolving poverty and guiding our material lives (read economy) have emerged. The hard/technocratic/universal approach. The soft/community-based/multi-pronged approach. Each has a different set of values as guiding principles


Read the entire book, BUT skim pages that are too biographical or that go into the technicalities of crops or climate. We want to get at the gist of the two trends in the arc of history. Reading and speed listening via audible on the “skim” sections is one strategy I use for big books.

No . session, time to read book.

**Assignment #2 due Friday February 16**
Prepare a document in two columns summarizing the paradigms. Prepare the document as you read.
### Week 3 Day 2 (Tuesday Feb 3)

- **Two grand typologies of leading our material lives.**

  Over the past 100 years, two distinct paradigms to resolving poverty and guiding our material lives (read economy) have emerged. The hard/technocratic/universal approach. The soft/community-based/multi-pronged approach. Each has a different set of values as guiding principles.

  Come prepared to discuss the book with notes in hand. We have two days of discussion.

### Week 4 Day 1 (Thursday Feb 8)

- **Contemporary critiques of development as economic growth and other universalizing approaches.**

  We will place the critiques on “the board” from week 1. Note you can complement assignment #2 with this week’s readings! Assignment #2 due Feb 16.

### Why the pluriverse? From the holocene to the (m)anthropocene

- **Week 4 Day 2 (Tuesday Feb 10)**

  - **Natural systems that sustain sapiens and all other life.**

    Watch: A Life on our Planet by David Attenborough - available through Netflix

    Extinction: the Facts by David Attenborough – available through PBS and Netflix

    Read:


    Assignment # 3 due Monday March 7

    Write a summary of the justifications for the pluriverse.

- **Week 5 Day 1 (Tuesday Feb 15)**

  - **Traditional development in action: COVID-19**

    Read:


    Watch:

    2. Kessel 2020 How to stop the next pandemic New York times video available here
| Week 5 Day 2  
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<tr>
<td>(Tuesday Feb 17)</td>
<td>Are the effects of COVID-19 gender, class, race, and hemisphere blind?</td>
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<td></td>
<td>2. Ewig 2020 Gender and the War on Covid <a href="https://genderpolicyreport.umn.edu/gender-and-the-war-on-covid-19/">https://genderpolicyreport.umn.edu/gender-and-the-war-on-covid-19/</a></td>
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| Week 6 Day 1  
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<tr>
<td>(Tuesday Feb 22)</td>
<td>Planetary boundaries and human development</td>
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<tr>
<td>Leach, M., Raworth, K., &amp; Rockström, J. (2013). Between social and planetary boundaries: Navigating pathways in the safe and just space for humanity.</td>
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<tr>
<td>Watch: Available in netflix  Breaking Boundaries Director Jonathan Clay 74 minutes</td>
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<tr>
<td>This is a beautiful book that you will enjoy whenever you choose to read it.</td>
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<td>Week 6 Day 2 (Thursday Feb 24)</td>
<td>Two definitions of environmental justice: nature rights and subaltern people’s rights</td>
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<td>Chapter Joan Martinez-Allier Environmental justice</td>
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<td>Chapter Cormac Cullinan Nature Rights</td>
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<td>Chapter 10 Pachamama and Ecuador’s Pioneering Constitution</td>
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<td>The Pluriverse: theoretical and practical proposals toward the ecocene</td>
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<td>Chapter 1 Theory and the un/real: tools for rethinking “reality”</td>
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<td>Escobar chapter “Civilizational transitions”</td>
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<td>Rob Hopkins chapter “Transition movement”</td>
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<td>Chapter 7 Visions of the Colombian Pacific coast region and their social environmental implications: elements for a dialogue of cosmovisions. (GFS-check if chapter 2 in Designs for the pluriverse is better)</td>
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<td></td>
<td>Chapter 8 Beyond “regional development”: a design model for civilizational transition in the Cauca River Valley, Colombia</td>
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<td>Spring Break</td>
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| Week 8 day 1  
(Tuesday March 15) | Community Economies for the individual/urban in the global north and global south |
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<tr>
<td>Assignment #4 due Friday March 6</td>
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<tr>
<td>As you read the Gibson-Graham et al book, make a table with four columns (goals, tools, new vocabulary, values) and fill in as you go.</td>
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| Week 8 day 2  
(Thursday March 17) |  |
|---------------------|  |
| Chapter 3  |

| Week 9 day 1  
(Tuesday March 22) |  |
|---------------------|  |
| Chapters 5, 6 and conclusions  |

| Week 9 day 2  
(Thursday March 24) | Economies for a planet with boundaries in theory and in practice |
|---------------------|---------------------------------------------------------------|

| Week 10 day 1  
(Tuesday March 29) | Degrowth for the Global North |
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<tr>
<td>Cassidy, John. 2020 Can we have Prosperity without Growth? The New Yorker</td>
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</table>
| Week 10 day 2  
| --- | --- | --- |
| Week 11 day 1  
(Tuesday April 5) | Indigenous ontologies, epistemologies, nature and resilience | Read or listen  
Read:  
● Chapter: The sound of silver bells  
● Chapter: The three sisters  
Optional/resource:  
Optional/additional resources to watch later, these are a series of webinars: ICGC @ UMN webinar series An alliance between human and creatures: indigenous stories of nature, healing and resilience available [https://icgc.umn.edu/news/webinar-series-alliance-between-humans-and](https://icgc.umn.edu/news/webinar-series-alliance-between-humans-and) |
| Week 11 day 2  
(Thursday April 7) |  | Watch in netflix: The Path of the Anaconda (2019; 74 minutes)  
Watch through UMN library, simply search the documentary title or click the link: Trinkets and beads (1996, 52 minutes) |
| Week 12 day 1  
(Tuesday April 12) | Indigenous peoples and land |  |
<table>
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<tr>
<th>Week 12 Day 2</th>
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<tbody>
<tr>
<td><strong>Indigenous peoples and land</strong></td>
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<tr>
<td>Ojong, N. (2020). Indigenous land rights: where are we today and where should the research go in the future?. Settler Colonial Studies, 10(2), 193-215. <em>(skip methodology and read up to page 202)</em></td>
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<tr>
<td>Documents of United States Indian Policy</td>
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<th>Week 13 Day 1</th>
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<td><strong>La Via Campesina one of the Pluriverses: Land rights and food sovereignty</strong></td>
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| Week 13 day 2  
Optional resources:  
Gender Asset Gap Project available at https://www.qeh.ox.ac.uk/content/gender-asset-gap-project  
| --- | Food sovereignty, land rights and seed rights |
| Week 14 day 1  
(Tuesday April 26) | HDR. (2020) Human Development and the Anthropocene  
Chapters TBD  
Read you assignment #1 and reflect on it. How has your thinking changed? Bring thoughts to class |
| Week 14 day 2  
(Thursday April 28) | Human Development and the Anthropocene  
Lightning presentation of HDR 2020 analysis and wrap up |
| Week 15 day 1  
and 2 and exam day | Assignment #5  
Choose a section of the HDR 2020 and do an analysis of the section using the tools and concepts learned in class. Be ready to present your analysis next week. Write a summary of the section you read incorporating an analysis of the chapter in light of the content covered in the course. Plan on a 1,000-2,000 words of text, assignment due exam week. |

Additional resources because we can only do so much in one semester! Life is a permanent continuing education- be a FOX (as opposed to a hedgehog -from Isaiah Berlin)
<table>
<thead>
<tr>
<th>Film documentary resources</th>
<th>Standing on sacred ground (2013) Bullfrog documentary available at UMN TC library-four parts: profits and loss; Islands of Sacruary; Fire and Ice; Pilgrims and Tourists. Awake a dream from standing rock (2017). Bullfrog documentary available at UMN TC library</th>
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<tbody>
<tr>
<td>Topic</td>
<td>References</td>
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Dankelman, Irene. 2010. Gender and Climate Change: An introduction. Earthscan. Chapters 1, 2 |


|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
### Forests and property rights


Optional:


### Community-Owned Land/Indigenous land resource extraction


Optional:

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<tr>
<th>Topic</th>
<th>References</th>
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