

**Columbia University**

**Humans, Nature and the Future:  
an Introduction to Environmental Political Theory**

**Fall 2023**

**Syllabus version: 16 Aug 2023  
(Subject to revision as relevant)**

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**Course Description**

This course is about how we understand humans and their relationship to nature – and about how these understandings influence the ways we design our societies, run our democracies, and make plans for the future. We'll focus on two central themes. First: how does introducing a concern for 'the environment' (or the Earth, or ecology) deepen, and often complicate, our understanding of key concepts in political theory? Second: given that 'the environment' is an interdisciplinary issue, how do we understand the relationship between the ideas and conversations we have in political theory, and the ideas and conversations people are having in other disciplines? (For example: climate science.)

There is no single prerequisite course for this one, but we will be assuming that you are familiar with the field of political theory in general. This is important, because many of our discussions will aim to map concepts and conversations from environmental political theory onto broader political theory conversations (which requires you to be familiar with those conversations!). Ideally, you'll have taken a political theory survey before you take this course. If you haven't, but you still think you've got the background necessary to participate fully in the class, please get in touch.

**Course Objectives**

Environmental political theory – like political theory itself – covers a lot of ground. With this in mind, our primary goal is not to cover every current debate in EPT in the time we have together, nor to examine every political theory concept through an environmental lens. Rather, like a survey course, our goal will be to get a sense of the key approaches, motivations, frameworks, and questions, *so we're better equipped to pursue our own interests and inquiries from an ecological perspective*. By the end of the course, our hope is that you'll be able to understand some of the ways that others have begun 'ecologising' political ideas, and you'll have some skills and tools to choose whatever concept or topic interests you, and embark on similar inquiries.

Our semester will be organized into four different units, bookended by an introductory week and a concluding week, as follows:

- Week 1: Introduction to EPT
- Unit 1 (Weeks 2-4): Humans and nature
- Unit 2 (Weeks 5-7): History, reason, and society
- Unit 3 (Weeks 8-10): Government, action, and change
- Unit 4 (Weeks 11-13): Imagination, experience, and the future

Week 14: Conclusion (*this week may be adjusted depending on people's exam commitments for other courses*).

A more detailed overview appears at the end of this syllabus.

Nature, human nature, and the future are three of the most fundamental things we can try to understand as human beings, and the ways we understand them have profound implications for how we think about our communities, our values, and our futures moving forward. Come prepared for a conversation that is wide-ranging, enthusiastic, and rewarding!

### **Readings and Required Texts**

No textbook is assigned for this course. Instead, we'll use a diverse series of readings to start our conversations each week. Some of these will be 'conventional' political theory texts (Aristotle, Kant, Burke, Marx), or commentaries on those thinkers, which we'll discuss from an ecological perspective. These will give us a sense of the relationship between EPT and regular PT. Some will be EPT-specific texts (Cannavò, Barry, Eckersley). These will give us a sense of influential voices in EPT itself. Some will be texts from other fields: environmental philosophy, political ecology, history, and climate science (Allen, Robbins, Chakrabarty, Steffen). These will give us a sense of the relationships between EPT and other fields. And some will be texts that take different approaches altogether (Leach, Plumwood, Kimmerer, Solnit). These will give us a sense of how our theoretical questions relate to questions about our other commitments, hopes, and activities.

Please complete the readings *actively* – taking notes, identifying context, formulating questions – before class. The goal of our class is not simply to summarise what the readings say, but to put them to work in our semester-long conversation. I've worked to keep the reading lengths each week manageable so you can enjoy the texts rather than having to rush to blitz through 300 pages.

If you're especially keen for further reading material as we go along, you might find the following texts to be of interest (but, again, you don't need to buy them for our course):

Peter F. Cannavò and Joseph H. Lane, Jr

*Engaging Nature: Environmentalism and the Political Theory Canon* (MIT, 2014)

Stephen Gardiner, Simon Caney, Dale Jamieson, Henry Shue, Rajendra Kumar Pachauri (eds)

*Climate Ethics: Essential Readings* (OUP, 2010)

Andrew Dobson

*Green Political Thought*, 4<sup>th</sup> edition (Routledge, 2007)

### **Course Requirements**

#### **Important Dates**

See below.

## Assessments

We have four assessments in this course.

1. Participation: 20% - **assessed across the semester**
2. Thematic reading presentation: 20% - **due dates vary by student**
3. Reflective paper: 30% - **due Mon Oct 23**
4. Expository/investigative paper: 30% - **due Wed Dec 13**

### 1. Participation: 20%

Our class will run in lecture-seminar format, with lots of active time for group and small group discussion, so it's essential that you come willing to share ideas, ask questions, make mistakes, and generally be a part of our conversation. The emphasis here is absolutely not on calling you out for 'errors' in understanding, or misreadings of technical complexities in readings. Our goal is to have the most generative, wide-ranging, and exciting conversation we can. I understand that with at an elite university like Columbia, some students are nervous about speaking in class. But our time together is a wonderful chance for us to learn from each other, and practice building a set of norms for our conversation time that makes our gatherings something everyone looks forward to. I commit to working hard to facilitate an environment where everyone feels comfortable contributing actively; in turn, I hope and trust you'll bring enthusiasm and openness to our time together. If you have a specific reason for being concerned about meeting this requirement (for example, a health issue) we can discuss alternatives for you to fulfil it.

### 2. Thematic Reading Presentation: 20% (due dates vary)

Each week, one (or sometimes two) students will introduce and contextualise our readings, for a presentation of 10 to 12 minutes. We'll divide up our weeks at the beginning of semester, and I'll provide a template for what I'd like these presentations to look like, to get you started. The goal of these introductory presentations is to get us give us a shared basis for kick-starting our conversation. Strong presentations will (1) succinctly summarise the content of what the authors are saying (for example: by outlining the central argument they make); (2) offer a perspective on what the author is trying to *do* (is there a reason they're writing in a certain style? Or using certain examples?); and (3) contextualise the readings in light of our overall conversation as the semester progresses – referring back and forward to previous conversations we've had or will be having if they come to mind.

### 3. Reflective paper (1200-1500 words): 30% - **due Mon Oct 23**

A significant part of EPT involves grappling with our own personal motives, hopes, experiences, and fears for engaging in environmental work. To this end, the third assessment is an individual essay reflecting on *what brings you to EPT*. Is there an experience of engagement with the environment, or of ecological issues, that looms large in your memory? Is there a book, text, presentation or author (fiction, nonfiction, otherwise) that has motivated you to get involved in the field? How does the question of the environment figure in the decisions you make, the ways you spend your time, and the things you're studying, or hope to do professionally once you've graduated? What political questions does 'the environment' raise for you - about choice, ethics, action, or collective life? There is scope here for you to write about something close to your heart, and to be creative in your choice of format. I will offer a series of examples in class, and will be very happy to discuss your individual ideas so you're confident they fit the parameters of what's required.

#### 4. Expository/investigative paper (1500-2000 words): 30% - due Wed Dec 13

As a counterpart to your reflective paper, the fourth assessment will ask you to write a paper presenting a structured argument on a topic related to one of our two central themes: either: (a) how does introducing a concern for ‘the environment’ deepen or complicate our understanding of some particular key political-theoretical concept? Or (b) how do we understand the relationship between the ideas and conversations we’re having in political theory and those of other disciplines?

You may approach this task in several ways. For example: you can choose a specific concept from political theory and ask what new questions might arise when we consider it from an environmental perspective. You can choose a text from class (other than the texts you used for your presentation) and consider which concepts it aims to change, and how. You can choose a text from a discipline outside EPT, and consider how it could be used to inform a discussion in political theory. Or you can propose your own approach to me for sign-off on. Again, I’ll offer a series of examples in class, and will be very happy to discuss your individual ideas so you’re confident they fit what I am thinking of.

#### **Course Policies and Academic Honesty**

Please submit your assignments on time. Penalties will be applied at the rate of one grade point a day from the grade given for the assignment unless you have a valid medical reason or comparable circumstance. If anything like this arises, please let me know as soon as possible. For clarity, here is an example of what this penalty system means: if you hand in a paper that would get an A, but it’s a day late (without a valid reason), the paper will be graded A, and then reduced by one grade point, to A-. If it’s two days late, it will be graded A and then reduced to B+. And so forth.

On technology: our time together is valuable. I’m a strong believer in the idea that one of the most exciting things about university classes is the chance for us to *have face-to-face conversation with each other*. This is really important to me. I trust and expect that you’ll only be using your technology to add to your classroom experience, not to remove yourself from it. If you’re ostensibly joining us, but really you’re browsing Facebook/Twitter/Instagram/etc., shopping, chatting on Messenger, or otherwise drifting into the internet and ceasing to be present in class, be aware that it’s generally more obvious than you might think (!) – and it ends up meaning you don’t get the best out of either your other browsing, or your time in class: it’s a lose-lose. If you’re finding distractions are becoming an issue, you might try turning off notifications for other programs and/or try a program like ‘Freedom’ (freedom.to) that lets you block out other apps and websites while you’re in class time (I’ve found this very handy).

Academic integrity is an important concern for us all – plagiarism and academic dishonesty weaken the standing of academics in the eyes of the community. They’re also unfair. You’re all adults; you know what it means to plagiarise others’ work, or pass it off as your own. This can include – but isn’t limited to – copying someone else’s writing verbatim without a citation; paraphrasing without citation; using another person’s ideas without acknowledging them; submitting someone else’s work as your own; having someone else complete papers or assignments on your behalf; writing assessment work using AI-assisted tools like ChatGPT; etc. If there’s ever any doubt, contact me *before* you submit your work and we can talk it over.

## **Note from Disability Services**

To receive disability-related academic accommodations for this course, students must first be registered with their school Disability Services (DS) office. Detailed information is available online for both the [Columbia](#) and [Barnard](#) registration processes. You can also find information about regarding deadlines, disability documentation requirements, and [drop-in hours](#) (Columbia)/[intake session](#) (Barnard).

## **Week-by-Week Guide to Units and Readings (subject to minor revisions)**

The following pages outline the readings you're expected to complete, *actively, before* you come to class each week. I will post these on Courseworks unless otherwise noted.

### **Introduction (Week 1)**

#### **What is Environmental Political Theory? How does it relate to Political Theory?**

##### ***Week 1***

*What is Environmental Political Theory?*

Focus questions: what is environmental political theory? How does it relate to conventional political theory? What problems is it trying to solve? How is it trying to solve them?

Readings:

##### Lecture 1: **Wed Sept 6**

1. Teena Gabrielson, Cheryl Hall, et al, "Introducing Environmental Political Theory". *Oxford Handbook of Environmental Political Theory*. Oxford: Oxford University Press (2016). **(you only need to read pp1-6)**
2. William J Ripple, Christopher Wolf, et al. "World Scientists' Warning of a Climate Emergency." *BioScience*. (2019).
3. Paul Robbins, "Political versus Apolitical Ecologies". *Political Ecology: A Critical Introduction*. New York: Wiley Blackwell. (2012).
4. Kimberly Smith, "Environmental Political Theory, Environmental Ethics, and Political Science: Bridging the Gap." *Oxford Handbook of Environmental Political Theory*. Oxford: Oxford University Press (2016).
5. Harlan Wilson, "EPT and the History of Western Political Theory". *Oxford Handbook of Environmental Political Theory*. Oxford: Oxford University Press (2016).

### **Unit 1 (Weeks 2-4): Humans and nature**

##### ***Week 2***

*What is human nature? is there such a thing as human nature?*

Focus questions: what are some of the main understandings of 'human nature' that Western thinkers have developed or used? How do different understandings of human nature shape our perceptions of the human place in the world (descriptively speaking), and the human *role* in the world (normatively or prescriptively speaking)?

Readings: **(this is one of our longer page-length reading weeks, but it'll give us a succinct overview to come back to again and again)**. For length purposes I've just selected these few, but if you're interested to read the introductions to the other theories of human nature in the same book – Buddhist, Darwinian, Freudian, Feminist, etc – they're also excellent).

#### Lecture 1: **Mon Sept 11**

1. Leslie Stevenson, David L Haberman, et al. "Introduction"; "Plato: the Rule of Reason"; "Aristotle: the Idea of Human Fulfilment"; "The Bible: Humanity in Relation to God". *Thirteen Theories of Human Nature*. Oxford: Oxford University Press (2018).

#### Lecture 2: **Wed Sept 13**

2. "Kant: Reasons and Causes, Morality and Religion"; "Marx: the Economic Basis of Human Societies". *Thirteen Theories of Human Nature*. Oxford: Oxford University Press (2018).

### **Week 3**

*What is nature? How are humans related to nature?*

Focus questions: in parallel with last week, what are some of the main understandings of 'nature' that Western thinkers have developed or used? How do different understandings of nature, and the human *relationship* to nature, shape our perceptions of the human place in the world?

Readings:

#### Lecture 1: **Mon Sep 18**

1. Raymond Williams, "Nature". *Keywords: A Vocabulary of Culture and Society*. New York: Oxford University Press. (2015).
2. Jedediah Purdy, "Prologue" and "Introduction". *After Nature: A Politics for the Anthropocene*. Cambridge: Harvard University Press. (2015).

#### Lecture 2: **Wed Sep 20**

1. Carolyn Merchant, "Introduction" and "Epilogue". *Autonomous Nature: Problems of Prediction and Control from Ancient Times to the Scientific Revolution*. New York: Routledge. (2016).
2. Val Plumwood, "Introduction". *Feminism and the Mastery of Nature*. London: Routledge (1993).

### **Week 4**

*What is our role in the world?*

Focus questions: given different understandings of nature, human nature, and the relationship between them, how are we to understand our *role* in the world? Should we think of ourselves as guardians? As masters? As stewards? As something else? Why? And how do the assumptions we make here shape our concrete political ideas?

Readings:

Lecture 1: **Mon Sep 25**

1. David Christian, "Preface", "Introduction", "Timeline". *Origin Story: A Big History of Everything*. New York: Penguin. (2018)
2. William Leiss, "Preface". *The Domination of Nature*. Montreal: McGill-Queens University Press. (1994)
3. Aldo Leopold, "The Land Ethic". *A Sand County Almanac*. London: Oxford University Press. (1948)

Lecture 2: **Wed Sep 27**

4. Mark Lynas, "Preface", "Introduction". *The God Species: Saving the Planet in the Age of Humans*. Washington DC: National Geographic. (2011).
5. Will Steffen et al, "The Anthropocene: From Global Change to Planetary Stewardship". *Ambio*, Volume 40, Number 7 (November 2011).

**Unit 2 (Weeks 5-7): History, reason, and society**

**Week 5**

*What is the relationship between history, reason, and the future?*

Focus questions: what is the difference between 'progressive' and 'conservative' understandings of human reason, and the ways that our present should (or shouldn't) be shaped by history? How much are we bound by our history and circumstances, and how much can we transcend them using our reason? Is concern for 'the environment' inherently progressive? Inherently conservative? Or somewhere in between? Why?

Readings:

Lecture 1: **Mon Oct 2**

1. JS McClelland, "The Politics of Enlightenment", "The Limitations of Enlightenment". *A History of Western Political Thought*. London: Routledge. (2015)

Lecture 2: **Wed Oct 4**

1. Dipesh Chakrabarty. "The Climate of History: Four Theses." *Critical Inquiry* 35(2): 197–222 (2009)
2. Katrina Forrester et al, "History, Theory and the Environment" in Forrester and Smith (eds), *Nature, Action and the Future*. Cambridge: Cambridge University Press. (2018) **(You only need to read pp1-11).**

**Week 6**

*What is the relationship between economics and sustainability?*

Focus questions: how much of the current ecological crisis comes down to economics – either the way capitalist economic systems have tended to function, or the way they *inherently* function (their ‘logic’)? All of it? Some of it? None of it? Is economics the *cause* of the crisis – or the solution? Is there such a thing as ‘sustainable capitalism’? What alternatives have been proposed? What is the relationship between the provision of material resources and political-theoretical questions?

Readings:

Lecture 1: **Mon Oct 9**

1. Mick Common et al, “An Introduction to Ecological Economics”. *Introduction to Ecological Economics*. Cambridge: Cambridge University Press. (2005) **(you only need to read pp1-14)**
2. Adrian Parr, “Capital, Environmental Degradation, and Economic Externalization”. *Oxford Handbook of Environmental Political Theory*. Oxford: Oxford University Press (2016).
3. John Bellamy Foster, “Capitalism and Ecology: The Nature of the Contradiction”. *Monthly Review* Volume 54, number 4 (September 2002).

Lecture 2: **Wed Oct 11**

1. Paul Hawken et al, “The Next Industrial Revolution”. *Natural Capitalism*. New York: Little, Brown. (1999)
2. Kate Raworth, “Change the Goal”. *Doughnut Economics: Seven Ways to Think Like a 21<sup>st</sup> Century Economist*. White River Junction: Chelsea Green. (2017).

**Week 7:**

*What is the relationship between science, technology, and sustainability?*

Focus questions: in parallel to last week, how much of the current ecological crisis comes down to science and technology – either the way they have tended to function, or the way they *inherently* function (their ‘logic’)? All of it? Some of it? None of it? Is science and technology the *cause* of the crisis – or the solution? Are there limits on our ability to intervene in the natural world, or to predict and control the future? What are they? How should they factor into our political theory?

Readings:

Lecture 1: **Mon Oct 16**

1. John Asafu-Adjaye, Linus Blomqvist, et al. *The Ecomodernist Manifesto*. April 2015. <http://www.ecomodernism.org/>
2. Michael Huesemann and Joyce Huesemann, “Introduction”, “The Inherent Unavoidability and Unpredictability of Unintended Consequences”. *Techno-Fix: Why Technology Won’t Save Us or the Environment*. Gabriola Island: New Society Publishers (2011).
3. Paul N Edwards. “Thinking Globally.” *A Vast Machine: Computer Models, Climate Data, and the Politics of Global Warming*. Cambridge: MIT Press. (2010)

Lecture 2: **Wed Oct 18**



1. Fred Pearce, "New Green Vision: Technology as Our Planet's Last Best Hope." *Yale Environment* 360. (2013)
2. Jedediah Britton-Purdy, "The World We've Built". *Dissent* (2018).

### **Unit 3 (Weeks 8-10): Government, action, and change**

#### **Week 8:**

*What is the relationship between sustainability, individual choice, and collective action?*

Focus questions: do the solutions to the problem at hand depend on individual action, or collective action? *Should* they depend on one or the other? What is the relationship between these two levels of action? What does this mean for political theory?

Readings:

#### Lecture 1: **Mon Oct 23**

1. Michael Maniates, "Individualization: Plant a Tree, Buy a Bike, Save the World?" *Global Environmental Politics* Volume 1, Number 3 (August 2001).

#### Lecture 2: **Wed Oct 25**

1. Dale Jamieson, "The Frontiers of Ethics"; "Obstacles to Action". *Reason in a Dark Time: Why the Struggle Against Climate Change Failed - and What It Means for Our Future*. Oxford: Oxford University Press (2014).

#### **Week 9:**

*What is the relationship between sustainability and democracy?*

Focus questions: what role do democratic governments have in responding to ecological crisis? How do phenomena like climate change challenge democracy as a form of government in which law- and decision-making are often centralized, election-based, and slow? Are democratic structures (elections, majority rule) up to the task? What other approaches have been proposed? Are these acceptable, or do their dangers outweigh any of their potential benefits? Does responding to ecological crisis imply 'big government'? Why or why not?

Readings:

#### Lecture 1: **Mon Oct 30**

1. Val Plumwood, "Has Democracy Failed Ecology? An Ecofeminist Perspective," *Environmental Politics* 4 (1995) 134-168.
2. Nico Stehr, "Exceptional Circumstances: Does Climate Change Trump Democracy?" *Issues*, Volume XXXII, Number 2 (Winter 2016).

#### Lecture 2: **Wed Nov 1**

1. Dan Shahar, "Rejecting Eco-Authoritarianism, Again". *Environmental Values*, Volume 24 (2015).
2. Michael Zimmerman, "The Threat of Ecofascism". *Social Theory and Practice*, Volume 21, Number 2 (1995).
3. Sarah Manavis, "Eco-Fascism: the ideology marrying environmentalism and white supremacy thriving online". *New Statesman* (2020).

### **Week 10:**

*What is the relationship between ecological concerns and other social movements?*

Focus questions: are ecological issues (necessarily) intertwined with other social issues, like sexism, racism, classism, speciesism? Can they be solved without addressing these other issues? If they can, how? If they can't, why not – and how can the issues be solved together?

**No class Mon Nov 6: academic holiday. Note that this will briefly throw our weeks off (M-W becomes W-M) but we will be back in sync after Thanksgiving break.**

#### Lecture 1: **Wed Nov 8**

1. Robert Figueroa et al, "Environmental Justice", in Dale Jamieson (ed), *A Companion to Environmental Philosophy*. New York: Wiley-Blackwell (2001).
2. Karen J. Warren, "The Power and the Promise of Ecological Feminism," in Michael Zimmerman et al (ed), *Environmental Philosophy: From Animal Rights to Radical Ecology*. New York: Pearson (2004).

#### Lecture 2: **Mon Nov 13**

3. Robert D Bullard, "Anatomy of Environmental Racism and the Environmental Justice Movement", in Bullard (ed), *Confronting Environmental Racism: Voices from the Grassroots*. Boston: South End Press (1993).
4. Peter Dauvergne, "Conclusion". *Environmentalism of the Rich*. Cambridge: MIT Press (2016).

### **Unit 4 (Weeks 11-13): Imagination, hope, and the future**

#### **Week 11**

*What is the relationship between sustainability and different kinds of knowledge, expertise, and experience?*

Focus questions: what is the relationship between expert knowledge and lay knowledge? How should the two be related in our collective decision-making? What other forms of knowledge, or knowing, might we have tended to overlook, or even actively suppressed (traditional ecological knowledge, storytelling, local knowledge, the perspectives of animals)? How might these be brought back into our thinking?

Readings:

#### Lecture 1: **Wed Nov 15**

1. Kyle Powys Whyte, *Indigenous Climate Change Studies: Indigenizing Futures, Decolonizing the Anthropocene*. English Language Notes 55 (1-2) (2017).

2. Paul Waldau, "Opening Doors." *Animal Studies: An Introduction*. Oxford: Oxford University Press (2013).

Lecture 2: **Mon Nov 20**

3. Anna Tsing, "On Nonscalability". *Common Knowledge*, Volume 18, Issue 3 (2012).
4. Robert MacFarlane, "Descending". *Underland: A Deep Time Journey*. New York: WW Norton (2019).
5. Louis Lebel, "Local knowledge and adaptation to climate change in natural resource-based societies of the Asia-Pacific". *Mitigation and Adaptation Strategies for Global Change*, Volume 18 (2013).

**(No class Wed 22 – academic holiday before Thanksgiving break)**

**Week 12:**

*What is the Anthropocene?*

Focus questions: what does it mean to say Earth has entered 'the Anthropocene'? How does the idea of an Anthropocene relate to the ideas about human nature and nature we considered earlier? Is this a helpful way of thinking and talking about the ecological crisis? Why or why not?

Readings:

Lecture 1: **Mon Nov 27**

1. Helmuth Trischler, "The Anthropocene: A Challenge for the History of Science, Technology, and the Environment". *NTM Zeitschrift für Geschichte der Wissenschaften, Technik und Medizin* 24(3) (2016).
2. Jan Zalasiewicz et al. "Making the Case for a Formal Anthropocene Epoch: An Analysis of Ongoing Critiques." *Newsletters on Stratigraphy* 50(2): 205–26.

Lecture 2: **Wed Nov 29**

3. Eileen Crist, "On the Poverty of Our Nomenclature" in Jason W. Moore (ed), *Anthropocene or Capitalocene? Nature, History, and the Crisis of Capitalism*. Oakland: PM Press (2016).
4. Daniel Chernilo, "The Question of the Human in the Anthropocene Debate". *European Journal of Social Theory* 20(1) (2017).

**Week 13:**

*How might we imagine the future?*

Focus questions: what does it mean to imagine the future from the perspective of political theory? Can we do it better or worse? What kinds of futures are people currently imagining? Do the ways we imagine the future influence how we act in the present? Why or why not? How does imagination play a role in designing our collective future? Focus questions: is there hope? Why or why not? What should we hope for? How does this change our actions?

Readings:

Lecture 1: **Mon Dec 4**

1. David Wallace-Wells, "Cascades". *The Uninhabitable Earth*. New York: Tim Duggan Books (2019).
2. Brian Treanor, "Hope in the Age of the Anthropocene". Andrew T Brei (ed), *Ecology, Ethics, and Hope*. Lanham: Rowman and Littlefield (2015).

Lecture 2: **Wed Dec 6**

3. Michael P. Nelson, "To A Future Without Hope". Kathleen Dean Moore, Michael P Nelson et al (ed), *Moral Ground: Ethical Action for a Planet in Peril*. San Antonio: Trinity University Press (2011).
4. Rebecca Solnit, "Hope is an embrace of the unknown". *The Guardian*, 15 July 2016. <https://www.theguardian.com/books/2016/jul/15/rebecca-solnit-hope-in-the-dark-new-essay-embrace-unknown>

**Conclusion (Week 14)**

**Week 14:**

Lecture 1: **Mon Dec 11 (last day of classes)**

*Conclusion: humans, nature, and the future.*

*(Details for final meeting may be rearranged depending on students' exam schedules, etc.)*

Readings: N/A