**Lesson/ Teaching Plan for August 2022 to December 2022**

**Department of History**

**SPM College, University of Delhi**

**Name of the Teacher: Dr. Sonu Kumar Gupta**

**Name of the Paper: GE-V-Politics of Nature**

**Course: B.A (Hons.) GE**

**Semester: Third**

**Paper Code:**

**Complete/ Sharing: Complete**

**Course Objective:**

This introductory course familiarises students with the major themes in the history of the human organization of nature -- for food, energy, and raw materials. It studies the long-term transformations in the organization of Nature by the state and manages energy production, plant and animal transfers, circulation of commodities and people, urbanization, and industrialization of production. This will help students understand the ecological articulation of social inequalities including class, gender, ethnicity, caste, and nationality. By focusing on the planetary scale of ecological interconnectedness students will learn how to situate the politics of Nature that integrates extremes: poverty in the fertile plains, the development of cities and related environmental degradation elsewhere, scarcity of energy where dams and mines exist, and inequalities produced by carbon-energy regimes. Unit 5 will introduce the students to the issues and debates related to the ecological predicaments of the twenty-first century in a historical perspective.

**Learning Outcomes**

Upon completion of this course the student shall be able to:

* Critique an understanding of environmental concerns based on a narrow scientific/ technological perspective
* Discuss environmental issues within a social and political (or social scientific?) framework
* Examine the role of social inequality. How does unequal distribution of and unequal access to environmental resources help understand the environmental crisis of the world - from the global to the local
* Examine the complexities of resource distribution and inequalities of resource use, locating these within specific social contexts, with reference to case studies regarding water rights and forest rights
* Locate solutions to environmental problems within a framework of greater democratisation of resource use
* Problematise (or critique?) the notion of a pristine past - of perfect balance between human societies and nature in pre-modern times.

**Course Content:**

**Unit I: ‘Spaceship called earth’ – competition for bounded resources and livelihoods**

This unit introduces student to conflict over natural resources and changing livelihood patterns.

**Time Duration**: 2 weeks Approx.

**Essential Readings**

**Prescribed by the syllabus**

* Bhattacharya, Neeladri. (1995). “Pastoralists in a Colonial World”, in David Arnold & Ramachandra Guha, eds., Nature, Culture, Imperialism: Essays on the Environmental History of South Asia.Delhi: Oxford University Press. pp. 49-85. (Available in Hindi also)
* Swaminathan, M S. (2008), ‘Agriculture on Spaceship Earth’, in Mahesh Rangarajan, ed., Environmental Issues in India. Delhi: Pearson. pp. 161-183. (Available in Hindi also)

**Other important readings**

* Prasad, Archana. (1998). The Baiga: Survival strategies and local economy in the Central Provinces. Studies in History, Vol. 14(No. 2), pp. 325-348.
* Jodha, N. S. (1986). ‘Common Property Resources and Rural Poor in Dry Regions of India. Economic and Political Weekly, Vol. XXI (No. 27) pp. 1169-1181.

**ICT-Documentaries Videos/ Movies**

**Unit 2: Energy in Human History**

A. Before the era of coal, gas and oil

B. Era of fossil energy

Introduces the emerging field of energy studies to understand the way societies fulfilled their energy requirements. In-depth reading of the use of forest, pastures, agricultural land and related issues on environmental changes will enable students to critique the predominant notion of harmony that existed between man and nature in the pre-modern societies.

**Time Duration**: 2 weeks Approx.

**Essential Readings**

**Prescribed by the syllabus**

Burke III, Edmund. (2009), “The Big Story: Human History, Energy Regime and the Environment” in Edmund Burke III and Kenneth Pomeranz, eds., The Environment and World History. Berkeley: University of California Press. pp. 33-53.

Bulliet, Richard. (2005). Hunters, Herders and Hamburgers: The Past and Future of Human Animal Relationships. New York: Colombia University Press.

Urry, John. (2013). ‘The Century of Oil’, in Societies Beyond Oil: Oil Dregs and Social Futures. London: Zed Books. pp. 36-52.

Crosby, Alfred W. (2006). Children of the Sun: A History of Humanity’s Unappeasable Appetite for Energy. New York: W. W. Norton. pp. 159-166 & pp. 117-158.

**Other important readings**

* Vaclav Smil. (1994). “Preindustrial Prime Movers and Fuels”, in Vaclav Smil, Energy in World History. Boulder: Westview, pp. 92-156.

**ICT-Documentaries Videos/ Movies**

**Unit 3: Ecological Imperialism**

a. Flora-fauna transfer

b. Diseases and Migration

This unit explores how Empires of the New World transferred flora and fauna across continents, affected the demography of local societies and completely transformed landscapes. The second rubric explains how colonialism generated new patterns of consumption by appropriating global resources and fossil fuels for industry, to produce an inter-connected but unequal world.

**Time Duration**: 3 weeks Approx.

**Essential Readings**

**Prescribed by the syllabus**

• Crosby, Alfred W. (1988), “Ecological Imperialism: The Overseas Migration of Western Europeans as a Biological Phenomenon” in Donald Worster, ed., The Ends of the Earth. New York: Cambridge University Press. pp. 104-105.

• Cronon, William. (1983).Changes in the Land: Indians, Colonists and the Ecology of New England. New York: Hill and Wang, pp.3-18.

• Crosby, Alfred W. (1967). “Conquistadory Pestilencia: The First New World Pandemic and the fall of the Great Indian Empires”. The Hispanic American Historical Review, Vol. 47(No. 3), pp.321-337.

**Other important readings**

* Brockway, Lucile H. (1979). “Science and Colonial Expansion: The Role of the British Royal Botanic Gardens”. American Ethnologist, Vol. 6(No. 3), pp. 449-465.

**ICT-Documentaries Videos/ Movies**

**Unit 4: Unequal access and Industrial Production**

a. Industrial Agriculture

b. Gendered access to natural resources

c. Cities and inequalities

This unit studies the new energy regimes of the modern world, with a special focus on industrial agriculture. It offers a historical perspective on increasing inequality of access to natural resources for women and the poor (within their own locations and across the world). It also critically examines the new forms of deprivation.

**Time Duration**: 3 weeks Approx.

**Essential Readings**

**Prescribed by the syllabus**

• Kroese,Ron. (2002). “Machine Logic: Industrialising Nature and Agriculture”, in Andrew Kimbrell, ed., The Fatal Harvest Reader: The Tragedy of Industrial Agriculture. London: Island Press. pp. 87-91

• McKittrick, Meredith. (2012). “Industrial Agriculture”, in J. R. McNeill & E. S. Maudlin, eds., Companion to Global Environmental History. Oxford: Blackwell. pp. 411-432.

• Agarwal, Bina. (1992). “The Gender and Environment Debate: Lessons from India”. Feminist Studies, Vol. 18(No. 1), pp. 119-158.

• Merchant, Carolyn. (2017). ‘Gender and Environmental History’, in J. R. McNeill and Alan Roe, eds., Global Environmental History. London: Routledge. pp. 82-87.

• Bauer, Jordan and Melosi, Martin V. (2012). “Cities and the Environment” in J. R. McNeill and E. S. Maudlin, eds., Companion to Environmental History. Oxford: Blackwell. pp. 360-376.

• Heynen, Nik, Kaika, Maria and Swyngedouw, Erik. (2006). ‘Urban Political Ecology: Politicizing the production of Urban nature” in Nik Heynen et al. eds., In the Nature of Cities: Urban Political Ecology and Politics of Urban Metabolism. London: Routledge. pp. 1-19.

**Other important readings**

* Shiva, Vandana. (1988). ‘Women in the Food Chain’ (Ch.5) in Vandana Shiva, Staying Alive:Women, Ecology and Survival in India. New Delhi: Kali for Women. pp. 96-178

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**ICT-Documentaries Videos/ Movies**

**Unit 5: Anthropocene**

a. Climate change and writing ecological histories

b. Debating the Anthropocene / Capitalocene

Introduces the concept of Anthropocene to discuss emergent concerns regarding the influence of humans on the planet’s history. This provides a long-term historical perspective on contemporary environmental issues including global warming and need for innovation, policy change at the international level and the production of post humanist histories.

**Time duration**: 2 weeks Approx.

**Essential Readings**

**Prescribed by the syllabus**

• White, Sam. (2012). ‘Climate Change in Global Environmental History’ in J. R. McNeill and E. S. Maudlin, eds., Companion to Environmental History. Oxford:Blackwell. pp. 394-410.

• Lewis, Simon L. and Maslin, Mark A. (2015). “Defining the Anthropocene”, Nature, Vol. 519, pp. 171-80.

• Steffen, Will, Crutzen, Paul J. and McNeill, J. R. (2008). “The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature”. Ambio, Vol. 36(No,8), pp. 614-621

• Moore Jason W. (ed.,) (2016)Anthropocene or Capitalocene?: Nature, History and the Crisis of Capitalism.Oakland: PM Press.

• Morrison, Kathleen D. (2015). “Provincializing the Anthropocene”. Seminar, Vol.673 (Sept),

pp. 75-80.

**Other important readings**

Chakrabarty, Dipesh. (2016). “Whose Anthropocene? A Response” In: “Whose Anthropo-

cene? Revisiting Dipesh Chakrabarty’s ‘Four Theses,’” Robert Emmett and Thomas Lekan, eds., RCC Perspectives: Transformations in Environment and Society. No. 2, pp.103–113.

**Teaching Learning Process**

**Teaching Mode**- Offline and Online (Google Meet, Google Classroom etc)

**ICT**- Documentaries, Movies, Map, Photos and Image etc

**Research based tutorial activities** (Presentation and write-up in groups or individually)

**Remedial Classes** during tutorial period (as and when required or individual teacher can decide on their own)

**Assessment method/ Evaluation Plan:**

**Internal Assessment**: 25 marks

10 Marks assignment

15 marks test. (Each semester 2 tests will be conducted of which the best marks will be considered)