The Sociology and Politics of Environmental Knowledge
DSOC XXX (cross-listed as NTRES, STS, GEOG, or SOC, too?)
Fall/spring 20XX

Instructor: Eleanor (Ellie) Andrews
Time, location: XXX
Email: esa57@cornell.edu
Office hours: XXX
Credits: XXX

Seminar goals and learning outcomes, or, what are we going to learn?

As we face a future of environmental challenges and uncertainty, the importance of learning about the world around us has never been greater, the stakes never higher. But there's no such thing as "just" the environment or "pure" knowledge; the "environment" is imagined, defined, experienced, and "known" in conflicting and complementary ways the world over. These are not simply academic conversations over the validity and legitimacy of knowledge, but debates that shape policy and development around the environment at all levels (natural resource use, conservation, etc.). This course is structured around environmental knowledge in particular (rather than knowledge more generally) because the stakes for individuals and humanity as a whole are generally understood to be increasingly high, and such environmental knowledge and its implications are deeply contested.

This course begins with the question: What is the environment? In this section of the course we will cover some of the principal social scientific theories of the environment and seek to develop a richer understanding of nature beyond its framing as untouched wilderness, on one hand, and as entirely "socially constructed," on the other. We then examine how knowledge about the environment is produced, presented, and legitimized by looking at particular social structures (e.g., of the university) and technologies. We will end with a look at some of the ways that such knowledge is uncertain, shaped by language, and contested, asking: how do dynamics of power shape environmental knowledge?

The Sociology and Politics of Environmental Knowledge is intended for juniors or seniors with some knowledge of environmental sociology: at least one pre-requisite course in the social scientific study of the environment, including environmental sociology, environmental geography, or environmental studies. Please be in touch if you're not sure whether that describes you. The course readings are drawn from several disciplines: environmental sociology, geography, science and technology studies, political ecology, development studies, and others.

To these ends, this course will help you…

- Develop frameworks for evaluating competing knowledge claims about the environment, by:
    - Trying to find patterns in the complexity of the production of environmental knowledge and science.

DRAFT

    - Applying theory to understand real world examples.
    - Identifying the sources of authority and the effects of power on the credibility/legitimacy of environmental knowledge.
- Build media and information literacy, meaning that you can find, analyze, and use information. You should be able to identify the source of information, verify it (if possible), and ask critical questions about it.
- Develop fluency in the language of key theoretical ideas in the social science of the environment (including sometimes even helpful jargon such as *environmentality, the social construction of nature*, *post-normal science*, *political ecology*, and *epistemology*). Such terms can help you see the world in new ways.
- Cultivate both enchantment and skepticism – learn how push for progress and make the most of possibility, but remain firmly grounded in a critical analysis of power.

Course format, or, how are we going to learn all that?

This course is a seminar, with an emphasis on collective learning through in-class discussions. To make this process work, attendance and active participation are imperative. All opinions are welcome in class discussions, as long as they are thoughtfully and respectfully presented, and indeed, hearing from all voices will help enrich the groups' learning. We all share the responsibility of learning and taking advantage of our assembled skills, insights, and experiences. This is based on my understanding of the learning process: that we learn through discussing and doing, and that learning requires both individual preparation and collective effort, hand-in-hand. To that end, you will spend a lot of time reading, writing, and discussing big ideas with me and with your classmates. If you only hear me lecture, you will forget most of the course in a few years. But in discovering and developing ideas on your own (with the support of me and your classmates) and practicing how to read and think critically, you will make connections to what's important in your own life. You might even have fun doing it, too! Brief lectures, reflection papers, student presentations, current events, case studies, and other activities will also be integrated into the course throughout the semester.

This course may frustrate and confuse you at times because of my insistence on no neat answers as we learn to how evaluate competing claims. Indeed, you will regularly be presented with documents from a wide range of sources (scholarly, popular, governmental, etc.) that you will then need to sort out in your own way, with help from your classmates and me. Together, we're shooting for F. Scott Fitzgerald's "first-rate intelligence," or the "ability to hold two opposed ideas in mind at the same time and still retain the ability to function". It can be a messy process, but I'm here to help and together, we can create a rewarding intellectual experience. This is part of a lifelong process of learning how to learn, which I hope is both interesting and important.

Assignments and other requirements,
or, how can we tell if we learned all that?

DRAFT

Everything that contributes to your grade has been designed to help you learn – mostly through clarifying and articulating your thinking. The total number of points possible in this course is 100 (plus 2 extra credit), so you can keep track of your progress.

Assignment	Points	Due date
Participation	15	Weekly
Reflection papers	5x5	Weekly
Current event presentation	5	TBD
Group project and presentation	20	Weeks 6-10
Final paper (including draft/peer review)	35	Draft: Week 13, Final: exam period
Extra credit (movie nights)	+2 max	Weeks 2, 4, 6, 8
Total	100	

Participation

As described above, attendance and active participation are imperative (see course format). If you must miss a class, arrive late, or leave early, please notify me in advance. The use of a computer or tablet for taking notes or looking up information is permitted, but no other use is acceptable during the mere XXX minutes a week that we spend together.

A participation rubric will be shared on the first day of class. Seminar-style classes with lots of discussion are a stretch for some students for any number of (personal or structural) reasons and grading participation can be a fairly subjective exercise. If over time, you find that you are not participating at your best or that your efforts are not being recognized, come talk to me and we'll try to sort it out.

Reflection papers

For five of the fourteen weeks in the semester, you will submit a short reflection paper (1-2 pages, single-spaced) that integrates the week's readings with material from your personal experience, in-class discussion, current events, or other relevant coursework.

These are *not* summaries of the readings or evaluations on how well they were written, but a chance for you to discuss how the reading complicates or contributes to your understanding of the course material, examine your assumptions, raise unanswered questions, make connections among readings, clarify your thinking, reflect on your experiences in light of new information, dig into a particular passage or idea or example, wrestle with big or little questions. There's no need to resolve any issues or draw grand conclusions, but do use the papers to go somewhere new and do a little figuring out. It's okay if they're not all neatly wrapped up – but those loose ends should be a sign of effort

DRAFT

and scratching your head, rather than a lack of effort. They need not be polished pieces of writing, but they do need to be organized with a logical progression or around a single theme, with adequate citations that give credit where it is due. This writing (and thinking) will help prepare you for the paper at the end of the semester.

The first is due on XXX (Week 2); after that, you can choose which weeks you will submit papers. I recommend that you do them early, so that your free weeks are in the latter half of the semester, when you will be busy with the group project/presentation and final paper. Your reflection papers will be graded pass/fail, and written feedback will be provided. Unsatisfactory papers will not be counted toward the total for the semester.

Current events

This course is intended to help us engage with the world around us. To that end, you will present a brief synopsis of a relevant current event once during the semester, to help us think about different ways in which the environment is known. You'll have 5-10 minutes to present at least two sources that describe the issue in different ways; the rest is up to you. This will help prepare you for assembling readings and leading class discussion later in the semester. You will sign up for a particular week during the second week of the semester.

Group project and presentation

A key part of this course is student leadership in curating a set of readings for one class period and leading discussion during that class. In small groups (3-4 students), you will select readings or artifacts that show a particular topic or course theme from multiple angles. Readings should reflect different kinds and sources of environmental knowledge (e.g., the state, scientific experiments, fiction, personal observations or narrative accounts, maps, citizen science, mainstream media, etc.). Groups will then present to the class and facilitate discussion or an in-class activity.

Each group will need to:

- Prepare a short (10-15 minute) presentation of the major themes in the assigned readings, including the group's rationale for choosing those readings (over others) and connections to other course material.
- Meet with me at least once, at least a week before the class it is organizing. I will provide logistical and pedagogical support in choosing a topic, marshaling an appropriate set of readings, planning an activity, and of course, working together effectively and equitably.
- Facilitate an in-class discussion of the readings, with a discussion guide, or an activity of your choosing.

Possible topics (at different scales): climate change, food/agriculture/agroecology, food security/sovereignty or nutrition, seeds, trees, toxins/pollution, planet Earth, stars, the

DRAFT

human body, illness, weather, patents on biological organisms, pesticides, GMOs, production of natural gas. *Remember that the point is not to learn everything about these topics, but to understand the many ways in which people come to know them.* For example, if your group chooses stars, you might assign several of the following, to get at a variety of sources of knowledge about stars: an essay how we're all made of stardust, several abstracts from an astrophysics journal, an astrological (horoscope) chart (does astrology count as "knowledge"? Why or why not?), a short story about Galileo's discoveries, logs from a NASA mission, selections from a handbook for amateur stargazers, a clip of Neil DeGrasse Tyson on *Cosmos*. Your presentation should cover how these different knowledges/perspectives have been produced and taken up (or not) in society. You might compare and contrast these different approaches, explore the history of why one text has more authority than others, investigate why so many stars have Arabic names, or examine the role of technology in different accounts. Discussion questions should seek to integrate these readings with your classmates' knowledge and experiences, or you might choose to prepare an in-class activity.

Final paper

Final papers should be 10-15 pages long (12-point font, double-spaced, 1" margins). Paper topics will be distributed in Week 9, but in short, you will be expected to respond to an analytical question on one or more course themes by constructing an argument that integrates course readings and your distillation of in-class discussion (you may draw on outside texts, but most of your sources should be course readings). You can choose from among the questions distributed or design your own (with instructor approval). These papers should be more formal and analytical than your reflection papers, but you are welcome to draw from that earlier writing.

Drafts will be due in Week 13, when you will pair up with a classmate and improve each other's papers through a process of peer review (guidelines will be provided). Out of the 35 possible points for the final paper/project, 10 will be based on your written and oral feedback to your partner in the peer review process. Peer review is an enormously important skill and service that combines reading, writing, and communication skills. No matter your future profession, you will be called upon to edit your colleagues' work, formally or informally, and across a range of writing. Knowing how to give useful feedback as well as how to effectively respond to it will serve you long after this course is done.

Extra credit

I will screen four different films throughout the semester, in the evenings -- requests taken. You can receive up to two extra credit points (one per film) by attending and participating in a brief discussion afterwards.

Expectations and course policies

DRAFT

I cannot be flexible about due dates and late assignments will not be accepted, since all of the assignments are timed for the mutual benefit of you and your classmates.

If you have any questions at all, communicate with me in person or over email. I will respond to emails within 24 hours (excluding nights and weekends). You will have a chance to provide feedback halfway through the semester about what's working and what's not. We're all learning together; I've just been thinking about this stuff longer.

Academic integrity

I like the language in the Cornell Law School's Honor Code:

> Students who use facts or ideas originating with others must plainly distinguish what is theirs from what is not. To misrepresent one's work knowingly is to commit an act of theft. To misrepresent one's work ignorantly is to show oneself unprepared to assume the responsibility presupposed by work on the college level. It should be obvious that none of this prohibits making use of the discoveries or ideas of others. What is prohibited is simply improper, unacknowledged use (commonly known as "plagiarism") (Cornell Law School Code of Academic Integrity 2011-12, p18).

In other words, ignorance cannot be excused. See http://cuinfo.cornell.edu/aic.cfm for Cornell's Code of Academic Integrity, the library website for how to cite sources in the proper APA style (https://www.library.cornell.edu/research/citation/apa), and ask me for help if you're not sure how to proceed. Intentional cheating will result in a zero for the assignment and may result in a zero for the class. Violations will be handled according to university procedures.

Learning disabilities

Please be in touch with me in the first week of the semester if you need arrangements to accommodate any special needs, academic or otherwise. See Student Disabilities Services at http://sds.cornell.edu for more information.

DRAFT

Schedule

The readings are available on XXX.

Date	Topics	Activities and assignments
Week 1	Intro, what is the "environment"?	
Week 2	What is "environmental knowledge"?	Movie night
Week 3	Examples: water and bees	First reflection paper due
Week 4	Language and discourse	Movie night
Week 5	The state of science, science of the state	
Week 6	Technologies of knowing	Student-curated class, movie night
Week 7	Technologies of knowing	Student-curated class
Week 8	Commercial interests	Student-curated class, movie night
Week 9	Commercial interests	Student-curated class
Week 10	Uncertainty, post-normal science	Student-curated class
Week 11	Democratizing knowledge	
Week 12	Democratizing knowledge	
Week 13	Democratizing knowledge	Drafts due, peer review
Week 14	Epistemology for change	

Week 1: theoretical foundations, or what is the "environment"?
(plus brief introductions, participation rubric)

We'll start with a contemporary classic in environmental social sciences, to begin to understand what we mean when we invoke the "environment". Together, we'll try to come to a working definition, or at least decide on some criteria for deciding what the environment is and is not. More contemporary work comes from the growing subfield of "political ecology," which seeks to understand the power dynamics in humans' knowledge, use, and management of the environment.

DATE: course syllabus

Cronon, W. (1996). The trouble with wilderness: or, getting back to the wrong nature. *Environmental History*, 7–28.

DATE: Castree, N. (2005). *Nature: the adventures of a concept*. London: Routledge. Chapter 1 (pp. 1-44).

Dumit, J. (2012). How I Read. Retrieved from http://dumit.net/how-i-read/ November 2014.

In class: syllabus quiz

DRAFT

Week 2: theoretical foundations continued, or what is "environmental knowledge"?
(plus longer introductions, sign up for current events)

There is a wealth of classic and contemporary work on the sociology and politics of knowledge, including its relation to rulemaking and authority, science and technology, gender and other axes of difference, etc. These pieces will help us talk about what it means to know something.

DATE: Goodman, M. K., Boykoff, M., & Evered, K. (2008). Contentious Geographies: Environmental Knowledge, Meaning, Scale. In *Contentious Geographies: Environmental Knowledge, Meaning, Scale* (pp. 1–26). Burlington, VT: Ashgate Publishing, Ltd.

Borges, J. L. (1999). On Exactitude in Science. In *Collected Fictions (translated by Andrew Hurley)*. New York: Penguin Books. Google it – it's very short!

DATE: Lave, R. (2011). Circulating knowledge, constructing expertise. In M. J. Goldman, P. Nadasdy, & M. D. Turner (Eds.), *Knowing Nature: Conversations at the Intersection of Political Ecology and Science Studies* (pp. 263–279). Chicago: University of Chicago Press.

Turnbull, D. (2000). *Masons, Tricksters and Cartographers: Comparative Studies in the Sociology of Scientific and Indigenous Knowledge*. New York: Taylor & Francis. Chapter 1 (From rationality to messiness: rethinking technoscientific knowledge, pp. 1-18).

DATE: Movie night #1: *A Place Without People* (2009)
or *The Light Bulb Conspiracy* (2010)

Week 3: examples (water and bees)

This week, we'll undertake two case studies, to begin to ground these abstract theories.

A reading on water will allow us to jump right in (pun intended). Water is understood in a hundred different ways: as a human right, the stuff of life on Earth and elsewhere, one hydrogen molecule plus two oxygen molecules, a dangerous and diseased thing when it's dirty. Sometimes there's not enough; sometimes there's too much (think "water, water everywhere and not a drop to drink…"). It's been pointed out that the percentage of water in our bodies is analogous to the percentage of water on Earth. And so on. This reading will provide a glimpse into some of the divergent – sometimes conflicting and sometimes complementary – ways that water has been known throughout history.

DATE: **First reflection paper due**

DRAFT

Linton, J. (2010). *What is Water?: The History of a Modern Abstraction*. Vancouver, BC: UBC Press. Chapter 1 (Fixing the flow: the things we make of water (pp. 3-23)) and Chapter 4 (From premodern waters to modern water (pp. 73-104)).

Spend 20 minutes Googling "water" ("water is…," "water means…," whatever). Find three different articles/artifacts about water and be prepared to share a brief description of each.

If you've opened a newspaper in the last five years or so, you'll know that there's been a lot of buzz around bees. These readings about bees demonstrate, as in the case of water, that bees are understood a hundred different ways: indicators of environmental health and catastrophe, metaphors for human industry and community, *Apis mellifera* in the Linnean lineage, a symbol of bucolic idyll, or a vital link in industrial agriculture. Can they all be true? Whose interpretation do we privilege, and what does it require to be an expert? What are the stakes?

DATE: Tsing, A. L. (1995). Empowering Nature, Or: Some Gleanings in Bee Culture. In S. J. Yanagisako & C. L. Delaney (Eds.), *Naturalizing Power: Essays in Feminist Cultural Analysis* (pp. 113-144). New York and London: Routledge.

Kosek, J. (2010). Ecologies of Empire: On the New Uses of the Honeybee. *Cultural Anthropology*, *25*(4), 650–678.

Greenpeace. (2013). Bees in decline: a review of factors that put pollinators and agriculture in Europe at risk. Greenpeace Research Laboratories Technical Report. Retrieved from http://sos-bees.org/wp-content/uploads/2014/04/BeesInDecline.pdf. *read pp. 3-5.

Spend 20 minutes Googling "bees" ("honey bees," "*Apis mellifera*," whatever). Find three different articles/artifacts about bees and be prepared to share a brief description of each.

*These readings total more than 50 pages. Read smart, not hard: get the main points of the Tsing and Kosek pieces and don't worry about the details.

Week 4: Language and discourse

Language matters. It can naturalize a certain way of seeing the world, with implications of enormous consequence. A definition of language might include narratives/stories, metaphors, discursive devices (e.g., constructing something as a trade-off or a win-win), and other speech forms that we'll think through during class.

DATE: Nadasdy, P. (2011). "We don't harvest animals; we kill them": agricultural metaphors and the politics of wildlife management in the Yukon. In M. J.

DRAFT

Goldman, P. Nadasdy, & M. D. Turner (Eds.), *Knowing Nature: Conversations at the Intersection of Political Ecology and Science Studies* (pp. 135–151). Chicago: University of Chicago Press.

Martin, E. (1991). The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles. *Signs*, *16*(3), 485–501.

Johnson, A. (2011). How to Queer Ecology: One Goose at a Time. *Orion Magazine*. Retrieved from http://www.orionmagazine.org/index.php/articles/article/6166/

DATE: Cronon, W. (1992). A Place for Stories: Nature, History, and Narrative. *The* Journal of American History, 78(4), 1347–1376.

Bolster, W. J. (2006). Opportunities in Marine Environmental History. *Environmental History*, 11(3), 567–597.

*These readings total more than 50 pages. Read smart, not hard.

DATE: Movie night #2: *Koyaanisqatsi* (1982)

Week 5: the state of science, the science of the state

The state (government at all levels) plays an enormous role in knowing the environment: conducting scientific research or funding other actors to do so; managing vast tracts of land; setting standards for air and water quality; etc. Of course, the state is not a monolith; it's made up of people in particular positions with particular passions and politics. But its power cannot be denied, even though it may be difficult to trace – environmentality is a clear example. We'll talk in class about broad theories of the state and the idea of "seeing like a state" (Scott 1998).

DATE: McCarthy, J. (2007). States of Nature: Theorizing the State in Environmental Governance. *Review of International Political Economy*, *14*(1), 176–194.

Agrawal, A. (2005). Environmentality: Community, Intimate Government, and the Making of Environmental Subjects in Kumaon, India. *Current Anthropology*, 46(2), 161–190.

DATE: Emery, M. R., & Pierce, A. R. (2005). Interrupting the telos: locating subsistence in contemporary US forests. *Environment and Planning A*, *37*(6), 981–993.

Vandergeest, P., & Peluso, N. L. (2011). Political Violence and Scientific Forestry: Emergencies, Insurgencies, and Counterinsurgencies in Southeast Asia. In M. J. Goldman, P. Nadasdy, & M. D. Turner (Eds.), *Knowing Nature:*

DRAFT

Conversations at the Intersection of Political Ecology and Science Studies (pp. 152–166). University of Chicago Press.

Week 6-7: technologies of knowing (plus mid-term student evaluations)

Literal scientific lenses onto the environment – satellite images on computer screens, microscopes, telescopes, meteorological maps, models – of course affect how we see and understand it. We know this intuitively: no one would say that a model of the Earth is the real thing, and we know that we must reduce the world from its complexity in order to better understand it (think again of Borges' short story). But these technologies/lenses nonetheless shape the way we see and understand the nature of nature, so together we'll try to answer Turner and Taylor's question: "In what ways might our increased reliance on [remote sensing data (particularly satellite imagery) and the geographic information science (GIS) technologies (software and associated hardware)] contribute, modify, or obstruct our understandings of the material and nonmaterial relationships of human societies with their environments?" (2003, 177-178).

DATE: Turner, M. D., & Taylor, P. J. (2003). Critical Reflections on the Use of Remote Sensing and GIS Technologies in Human Ecological Research. *Human Ecology*, *31*(2), 177–182.

Robbins, P. (2001). Fixed categories in a portable landscape: the causes and consequences of land-cover categorization. *Environment and Planning A*, 33(1), 161–179.

Squarzoni, P. (2014). *Climate Changed: A Personal Journey through the Science*. New York: Abrams ComicArts. Pp. 168-171.

DATE: Readings TBA (student group #1)

DATE: Movie night #3: *We Feed the World* (2005)

DATE: Rozwadowski, H. M. (2005). *Fathoming the Ocean: The Discovery and Exploration of the Deep Sea*. Cambridge, MA and London, UK: The Belknap Press of Harvard University Press. Chapter 3 (Soundings, pp. 67-96).

Liverman, D. M. (2009). Conventions of climate change: constructions of danger and the dispossession of the atmosphere. *Journal of Historical Geography*, *35*(2), 279–296.

*These readings total more than 50 pages. Read smart, not hard.

DATE: Readings TBA (student group #2)

DRAFT

Week 8-9: commercial interests

Environmental knowledge in the form of science is increasingly privatized, both its funding and its results. Let's think through some of the causes and consequences, "good" and "bad," of a science that is perhaps more properly called R&D (research and development).

DATE: Kloppenburg, Jack. 2004. First the Seed: The Political Economy of Plant Biotechnology. Chapter 1 (Introduction, pp. 1-49).

DATE: Readings TBA (student group #3)

DATE: Movie night #4: TBD, suggestions taken

DATE: Robertson, M. M. (2006). The nature that capital can see: science, state, and market in the commodification of ecosystem services. *Environment and Planning D: Society and Space*, 24(3), 367 – 387.

DATE: Readings TBA (student group #4)

Paper topics distributed

Week 10: uncertainty, or science in a post-normal age

Post-normalism is the idea that issues are increasingly complex and contested, with a related uncertainty and erosion of a capital-T "truth". There's a theory by Silvio Funtowicz and Jerry Ravetz (professors at the Centre for the Study of the Sciences and the Humanities of the University of Bergen in Norway and the James Martin Institute for Science and Civilization at the University of Oxford, respectively) on how to deal with significant scientific uncertainty and high stakes.

DATE: Funtowicz, S. O., & Ravetz, J. R. (1993). Science for the post-normal age. *Futures*, 25(7), 739–755.

DATE: Readings TBA (student group #5)

Weeks 11-13: democratizing knowledge: contestation and protest, citizen/community science, indigenous/local knowledges, feminist approaches + peer review

DATE: Cruikshank, J. (2012). Are Glaciers "Good to Think With"? Recognising Indigenous Environmental Knowledge. *Anthropological Forum*, *22*(3), 239–250.

DRAFT

Huber, T., & Pedersen, P. (1997). Meteorological Knowledge and Environmental Ideas in Traditional and Modern Societies: The Case of Tibet. *The Journal of the Royal Anthropological Institute*, *3*(3), 577–597.

DATE: Fairhead, J., & Leach, M. (1996). *Misreading the African Landscape: Society and Ecology in a Forest-Savanna Mosaic*. Cambridge, UK: Cambridge University Press. Introduction (pp. 1-23).

DATE: Raffles, H. (2002). Intimate knowledge. *International Social Science Journal*, 54(173), 325–335.

Harding, S. (2008). *Sciences from Below: Feminisms, Postcolonialities, and Modernities*. Durham: Duke University Press. Introduction up to p. 16.

DATE: Gururani, S. (2002). Construction of Third World women's knowledge in the development discourse. *International Social Science Journal*, 54(173), 313–323.

Alessa, L. "Na'ia." (2009). What is Truth? Where Science and Traditional Knowledge Converge. In M. S. T. Williams (Ed.), *The Alaska Native Reader* (pp. 246–251). Durham, NC: Duke University Press.

DATE: McCarthy, J. (2002). First World political ecology: lessons from the Wise Use movement. *Environment and Planning A*, *34*(7), 1281 – 1302.

Agrawal, A. (1995). Dismantling the Divide Between Indigenous and Scientific Knowledge. *Development and Change*, 26(3), 413–439.

DATE: Peer review guidelines, partner's draft paper

Week 14: epistemology for change: sustainable futures, a friendly Anthropocene?

DATE: Buck, H. J. (2014). On the Possibilities of a Charming Anthropocene. *Annals of the Association of American Geographers*, 0(0), 1–9.

Tsing, A. L. (2005). *Friction: An Ethnography of Global Connection*. Princeton, N.J: Princeton University Press. Introduction, pp. 1-20.

DATE: Latour, B. (2011). Love Your Monsters. In M. Shellenberger & T. Nordhaus (Eds.), *Love Your Monsters: Postenvironmentalism and the Anthropocene*. The Breakthrough Institute. Retrieved from http://thebreakthrough.org/index.php/journal/past-issues/issue-2/love-your-monsters

DRAFT