**Online Master on Degrowth**

**Academic year: 2021-22**

**MODULE FOUNDATIONS OF DEGROWTH**

**Course 1 - Research on degrowth**

**Instructor**:

Giorgos Kallis

ICREA Professor, ICTA

[Giorgoskallis@gmail.com](about:blank)

[http://www.icrea.cat/Web/ScientificStaff/Georgios-Kallis--481](about:blank)

**Objectives**

This course will open and set the context for the remaining of the master’s program. In this course we will introduce the concept of degrowth, talk about its history, recent developments, conversations and controversies and then present and discuss the latest research on degrowth, in which the rest of this master’s program will delve deeper in. By the end of this course you should be able to understand the core debates and questions around degrowth, and the work others are doing in the field.

**Structure**

The course has five, two-hour classes. Each one will involve a mixing of teaching, discussion and group work. To participate in class, you should have read the readings carefully in advance. Without this preparation, you will not be able to follow the class, and what you will get out of it will be limited.

The first class will present a brief history of the idea of degrowth – the academic community and the social movement: where did it start, where did it come from, what are its core claims? The second class will go deeper into the Francophone literature on degrowth, and then compare this to more recent work published in English. Class 3 will provide the backbone of this course, and is essential reading for the rest of the master’s, as the case for degrowth will be presented, with the core arguments in support of, and in moving towards, degrowth. Class 4 will introduce critiques to degrowth, and the debates that have ensued over the last years. Class 5 will conclude the course with an outline of current and future research on degrowth – a structure that offers the skeleton for the modules of the rest of this master’s program.

**Evaluation**

There will be a three-tiered evaluation of the module as a whole (and not this course separately) that will involve three outputs – one or two written, and one or two visual or oral. This will be confirmed in due time

**PROGRAM OUTLINE**

**Class 1 – Introduction to Degrowth: what is it and where does it come from?**

Kallis, G. 2018. What is Degrowth? Chapter 2 in *Degrowth*. Agenda Publishing Ltd., Newcastle upon Tyne, UK.

Demaria, F., Schneider, F., Sekulova, F. and Martinez-Alier, J., 2013. What is degrowth? From an activist slogan to a social movement. *Environmental values*, 22(2), pp.191-215.

**Class 2 – Degrowth: from the Francophone roots to recent research**

Fournier, V., 2008. Escaping from the economy: the politics of degrowth. *International journal of sociology and social policy.*

Weiss, M. and Cattaneo, C., 2017. Degrowth–taking stock and reviewing an emerging academic paradigm. *Ecological economics*, 137, pp.220-230.

**Class 3 – The case for degrowth**

Kallis, G., Paulson, S., D'Alisa, G. and Demaria, F., 2020. *The case for degrowth*. Cambridge. Polity Press.

**Class 4 – Debates and controversies**

Kallis, G. 2018. Controversies, debates and future research. Chapter 6 in *Degrowth*. Agenda Publishing Ltd., Newcastle upon Tyne, UK.

**Class 5 – Research on Degrowth**

Kallis, G., Kostakis, V., Lange, S., Muraca, B., Paulson, S. and Schmelzer, M., 2018. Research on degrowth. Annual Review of Environment and Resources, 43, pp.291-316.

**Course 2 - Capitalism, colonialism and degrowth**

**Instructor**:

Jason Hickel

Professor, ICTA

[jasonhickel@gmail.com](about:blank)

[www.jasonhickel.org/about](about:blank)

**Objectives**

This course will situation the ecological crisis and degrowth ideas in the context of the history of capitalism, colonialism, and anti-colonial struggle.

**Structure**

The course has five, two-hour classes. Each one will involve a mix of teaching, discussion and group work. To participate in class, you should have read the readings carefully in advance. Without this preparation, you will not be able to follow the class, and what you will get out of it will be limited.

1. The first class will explore the imperial dimensions of the world economy, looking at how growth in the core states relied on extraction from the global South during the colonial period.

2. The second class will explore the radical anti-colonial movement and the economic policies and visions they deployed during the early post-colonial decades.

3. The third class will explore the imposition of structural adjustment programmes across the global South, and how this intervention underpins patterns of unequal exchange and ecologically unequal exchange between global North and South.

4. The fourth class will explore the colonial dimensions of ecological breakdown, and the critique of this issue from social movements in the global South.

5. The fifth class will explore policy strategies that Southern governments might use to throw off imperial exploitation and enforce degrowth in the North, with discussion of benefits and risks.

**Evaluation**

There will be a three-tiered evaluation of the module as a whole (and not this course separately) that will involve three outputs – one or two written, and one or two visual or oral. This will be confirmed prior to the start of the module.

**PROGRAM OUTLINE**

**Class 1 – Appropriation in the colonial world economy**

Hickel, Jason. 2020. “Capitalism: A Creation Story”, in *Less is More: How Degrowth Will Save the World*. Penguin.

Patnaik, Utsa and Prabhat Patnaik. 2021. “Increasing Supply Price and Imperialism”. In *Capital and Imperialism*. Monthly Review Press.

**Class 2 – Anti-colonial movements and visions**

Hickel, Jason. 2017. “From Colonialism to the Coup”, in *The Divide: A Brief Guide to Global Inequality and its Solutions*. Penguin.

Selections from: Thomas Sankara, Julius Nyerere, Kwame Nkrumah

**Class 3 – Structural adjustment and unequal exchange**

Hickel, Jason, Christian Dorninger, Hanspeter Wieland, and Intan Suwandi. 2021/ “Imperialist Appropriation in the World Economy: Drain from the Global South through Unequal Exchange, 1990-2015,” *Global Environmental Change*

Patnaik, Utsa and Prabhat Patnaik. 2021. “The Neoliberal Regime”. In *Capital and Imperialism*. Monthly Review Press.

**Class 4 – Colonial dimensions of ecological breakdown**

Hickel, Jason. 2021. “The anti-colonial politics of degrowth,” *Political Geography*

Hickel, Jason. 2020. “Quantifying National Responsibility for Climate Breakdown: An equality-based attribution approach for carbon dioxide emissions in excess of the planetary boundary,” *The Lancet Planetary Health*

Hickel, Jason, Daniel O’Neill, Andrew Fanning and Huzaifa Zoomkawala. 2021. “Who is responsible for Ecological Breakdown? An equality-based approach to resource use in excess of sustainable levels, 2070-2017,” *The Lancet Planetary Health*

**Class 5 – Strategies for unilateral decolonization**

Hickel, Jason. 2021. “How to achieve full decolonization,” *New Internationalist*

Amin, Samir. 1990. Selections from *Delinking: Towards a Polycentric World*. Zed Books.

**Course 3 - Degrowth, environmental conflicts and global environmental justice**

**Instructor**:

Mariana Walter

Researcher, ICTA-UAB

EJAtlas direction and coordination team

*Marianawalter2002*[*@gmail.com*](about:blank)

[*https://portalrecerca.uab.cat/en/persons/mariana-walter*](about:blank)

Christos Zografos

Ramon y Cajal Fellow

Department of Political and Social Sciences, Universitat Pompeu Fabra, Barcelona, Spain

[christos.zografos@upf.edu](about:blank)

[https://www.upf.edu/web/greds-emconet/entry/-/-/christos\_zografos-upf\_edu/adscripcion/christos-zografos](about:blank)

**Objectives**

This part of the course will present the Barcelona school’s approach to the study of commodity frontiers and ecological distribution conflicts, showing its relevance for making the case for degrowth. Will introduce key concepts about environmental justice movements and discuss questions of alliance between peasant/anti-extraction movements in the Global South and the degrowth movement in the North, and will approach debates around just transitions and the Green New Deal from critical, environmental justice perspectives.

**Structure**

The course has five, two and a half hour classes. Each one will involve a mix of teaching, discussion and group work. To participate in class, you should have read the readings carefully in advance. Without this preparation, you will not be able to follow the class, and what you will get out of it will be limited.

Class 1 will present and discuss different currents of environmentalism and introduce some concepts and definitions about socio-environmental struggles. Class 2 will elaborate on the concept of green sacrifice zones in order to look critically at just transition and Green New Deal projects. Class 3 we will explore some definitions and connections between social metabolism and ecological distributive struggles with the Environmental Justice Atlas ([www.ejatlas.org](about:blank)). Class 4 will focus on mining struggles, resistance movements and energy transition. In Class 5 we will first consider the alliances between degrowth and environmental justice movements and then we propose to have a space to collectively reflect on what was seen during the course.

**Evaluation**

There will be a three-tiered evaluation of the module as a whole (and not this course separately) that will involve three outputs – one or two written, and one or two visual or oral. This will be confirmed in due time

**PROGRAM OUTLINE**

**Class 1 – Introduction to Environmental justice conflicts**

Anguelovski, I. and Martínez Alier, J., 2014. The ‘Environmentalism of the Poor’ revisited: Territory and place in disconnected glocal struggles. *Ecological Economics* 102: 167-176.

**Documentary:**

Revenga, A., 2005. Sipakapa NO se vende. Sipakapa qalk´ o pirk´ ey xik (Documentary). Caracol Producciones. 56 min

Available with English subts here: [https://www.youtube.com/watch?v=F36SqLpqQmQ](about:blank)

**Class 2 – Green Sacrifice Zones**

Riofrancos, T., 2019. [What Green Costs](about:blank). *Logic* Issue 9, December 07, 2019

Zografos, C. and Robbins, P., 2020. Green sacrifice zones, or why a Green New Deal cannot ignore the cost shifts of just transitions. *One Earth*, *3*(5), pp.543-546.

**Class 3 – Ecological Distributive Conflicts, Social Metabolism and the Environmental Justice Atlas.**

Temper, L., Demaria, F., Scheidel, A. *et al.,* 2018. The Global Environmental Justice Atlas (EJAtlas): ecological distribution conflicts as forces for sustainability. *Sustain Sci* **13,**573–584.

Martinez-Alier, 2021. Ecological Conflicts and LFFU. Seminar 771

**Class 4 – Mining struggles and Energy Transition**

Walter, M and Urkidi L., 2015. Community mining consultations in Latin America (2002–2012): The contested emergence of a hybrid institution for participation. *Geoforum* 84, 256-279.

Watch Documentary: “En el nombre del Litio” (Cartier, Longo, Marchegiani, 2021)

https://enelnombredellitio.org.ar/

**Class 5 – Environmental justice movements and Degrowth**

Rodríguez-Labajos, B., Yánez, I., Bond, P., Greyl, L., Munguti, S., Ojo Godwin U., Overbeek, W., 2019. "Not So Natural an Alliance? Degrowth and Environmental Justice Movements in the Global South," Ecological Economics vol. 157: 175-184.