**Online Master on Degrowth**

**Academic year: 2022-23**

**MODULE DEGROWTH AND THE PLURIVERSE**

(6 ECTS – coordinator Federico Demaria) 37.5 hours

Timing of the classes: **Course 1: 15:00 - 17:30 CET; Course 2 & 3: 14.00-16.30 CET**

**3 Courses:**

**1. Degrowth and post-extractivism with a special focus on Latin America** (Miriam Lang, and Tatiana Roa)

Dates of the 5 classes: Wednesday April 12th (Miriam), Wednesday April 19th (Miriam), Wednesday April 26th (Miriam), Wednesday May 3rd (Tatiana), Wednesday May 10th (Tatiana)

**2. Pluriverse and degrowth** (Julien Francois Gerber, Bengi Akbulut)

Dates of the 5 classes: Wednesday May 17th (Federico); Wednesday May 24th (Bengi), Wednesday May 31st (Bengi), Monday June 5th (Julien), Wednesday June 7th (Julien)

3. **Post-development, feminisms and degrowth** (co-taught by Wendy Harcourt, Shivani Kaul, Agustina Solera)

Dates of the 5 classes: Wednesday June 14th (Encountering); Monday June 19th (Embodying); Wednesday June 21st (Delinking), Wednesday June 28th (Unsettling); Wednesday July 5th (Relating).

DATES BELOW ARE UPDATED

**Course 1 - Degrowth and post-extractivism with a special focus on Latin**

**America**

**Instructors**:

* Miriam Lang

Professor

of Environment and Sustainability at the Universidad Andina Simón Bolívar, Ecuador.

[https://www.uasb.edu.ec/docente/miriam-lang-id907/](about:blank)

[miriam.lang@uasb.edu.ec](about:blank)

* Tatiana Roa

PhD candidate, Centre for Latin American Research and Documentation, Amsterdam (CEDLA)

[https://www.uva.nl/en/profile/r/o/l.t.roaavendano/l.t.roa-avendano.html](about:blank)

[l.t.roaavendano@uva.nl](about:blank)

**Objectives**

This course seeks to familiarize students with current Latin American debates around post-development and post-extractivism and explore to what extent they relate to degrowth. As a part of the Pluriverse module, it explores radically different political ontologies and ways of doing politics which persist in Latin America in theory and practice. The evolution of current extractivist and postextractivist dynamics will be analyzed especially in the context of the hegemonic shift toward decarbonization and green growth in the global North, which entails new appetites for raw materials from Latin America.

**Structure**

This course is carried out via five two-hour classes, each one preceded by half an hour of

introductory videos and the posting of three discussion-generating questions by each student, in response to the week’s assignments. Class meetings will combine discussions based on these questions, group work and teacher presentations.

**Assignment**

Discussion-generating questions are not clarifying questions, nor can they be simply answered yes or no. They should be open, thought-provoking and can express dissent or issues that intrigue or concern you on the basis of the readings. They should clearly be related to the readings. The three questions should be ready and posted 48 hours before the class, at latest.

**Evaluation**

The quality of the set of three discussion-generating questions submitted previously to each one of the five classes represents 100% of grade value for this course.

**PROGRAM OUTLINE**

**Class 1 –**

**Debates on development, postdevelopment and resonances with degrowth in the global**

**South**

Short introduction (5 pages):

Lang Miriam (2021):

*What are the impacts of a shift away from the traditional growth economic mode*

*l on the framing*

*of environmental and development policy research?* Keynote at the SEI Science Forum

– Stockholm Environment Institute - September 2021. Unpublished document.

[link to download](about:blank)

Principal reading:

Lang, Miriam (2019): *Social Justice and Civilisational Crisis: Clues for Rethinking Poverty*

*Eradication Based on Sustainability and Interculturality*. In: Alternautas. (Re)searching

Development. The Abya Yala chapter. 29 November 2019.

[link to online article](about:blank)

**Class 2 – - Sumak kawsay/buen vivir as a systemic alternative and a contested territoriality**

Compulsory:

Lang, Miriam (2019): *Plurinationality as a strategy: transforming local state institutions toward buen vivir*. In Klein, Elise and Morreo, Carlos Eduardo (eds,), Postdevelopment in practice. Alternatives, Economies, Ontologies, 179-190. London and New York: Routledge.

Additional/optional:

Lang, Miriam and M’Barek, Mabrouka (2018): *Nabón County: Building Living Well from the Bottom Up*. In Lang Miriam, König, Claus-Dieter et al. (eds.): Alternatives in a World of Crises, 92-135. Brussels and Quito: Rosa Luxemburg Stiftung and Universidad Andina Simón Bolívar

**Class 3 – The common and commonalities: a Latin American perspective**

Gutiérrez Aguilar, Raquel; Linsalata, Lucia and Navarro Trujillo, Mina Lorena (2016): *Producing the Common and Reproducing Life: Keys Towards Rethinking the Political*. In Dinerstein Ana Cecilia (ed.), Social Sciences for an Other Politics, 79-92. London: Palgrave. DOI 10.1007/978-3-319-47776-3\_6

**Class 4 – Current debates around postextractivism**

Compulsory:

Acosta, Alberto: “Post-extractivism: From Discourse to Practice—Reflections for Action“. In

[https:](about:blank)

[//library.oapen.org/bitstream/handle/20.500.12657/37966/9789004351677\_webready\_co](about:blank)

Additional/optional:

Brand, Ulrich, Boos, Tobias; Brad, Alina: *Degrowth and post-extractivism: two debates with*

*suggestions for the inclusive development framework. Current opinion in Environmental*

*Sustainability. Volume 24. February 2017, Pages 36-41****.***

[***Link to download***](about:blank)

**Class 5 – Latin American perspectives on energy transition and ecosocial transformation**

Compulsory:

Bertinat, Pablo; Chemes, Jorge, Forero, Lyda Fernanda: Energy Transition. Contribution for Collective Reflection. 2021

[https://transicion-energetica-popular.com/wp-content/uploads/2021/11/Energy-Transition-report-web.pdf](about:blank)

Additional/optional:

Nuñez, Jonatan: *Just transition. Latin American debates for the energy future*. Observatorio Petrolero [https://opsur.org.ar/wp-content/uploads/2020/12/Just-Transition.pdf](about:blank)

Feffer , John: Post-extractivist future for Latin America. 2022.

[https://www.newagebd.net/print/article/164241](about:blank)

In spanish (optional):

Soler, Juan Pablo. Transición energética en América Latina. Censat Agua Viva. https://opsur.org.ar/2020/06/09/transicion-energetica-en-america-latina/

**Course 2 - Pluriverse and degrowth**

**Instructors:**

Federico Demaria *(federico.demaria@ub.edu)*

Serra Hunter Assistant Professor in ecological economics and political ecology, University of Barcelona

[https://www.ub.edu/school-economics/researchers/demaria-federico/](about:blank)

Julien-François Gerber *(gerber@iss.nl)*

Assistant Professor of Environment and Development, International Institute of Social Studies

[https://www.eur.nl/people/julien-francois-gerber](about:blank)

Bengi Akbulut *(bengi.akbulut@concordia.ca)*

Assistant Professor, Geography, Planning and Environment, Concordia University

[https://www.concordia.ca/faculty/bengi-akbulut.html](about:blank)

**Objectives**

This course aims to explore the multifaceted relations between degrowth and the pluriverse. It will do so by locating degrowth thinking and practice within the pluriverse of alternatives to development, both conceptually and empirically. To this end, the course aims to familiarize students with contemporary debates on, and experiences of alternatives, discuss how they connect to degrowth and build capacity for critical analysis.

**Structure**

This course will delve deeper into the multifaceted relations between degrowth and the pluriverse. Classes will take the form of a live presentation by the instructor, interrupted by questions to the class, breakout rooms, and class discussions.

Class 1 (Federico Demaria) will provide an introduction to the pluriverse of alternatives to development. It will then raise open questions for a future research agenda such as: What is an alternative? How can we foster convergences and alliances among alternatives? How can contradictions within and among alternatives (e.g. pluriversality and universality) be tackled? In particular, how does degrowth relate to other alternatives to development?

Class 2 (Bengi Akbulut) will aim to situate degrowth within the diverse landscape of alternatives to colonial-capitalist economies of growth. It will trace the main tenets of degrowth thinking/action, such as sufficiency, needs, commons, care and care work, within the ontologies and praxis emerging from the Global South.

Class 3 (Bengi Akbulut) will focus on the Kurdish Freedom Movement’s (KFM) Democratic Economy Project, which encompasses thinking, practices and initiatives emerging from and evolving in both Northern (Bakûr) and Western (Rojava) Kurdistan. With the onset of 2000s, the KFM started rearticulating its political project around the notion of Democratic Autonomy. Concomitant to this project is the construction of a democratic communal economy along the principles of gender equality, ecology, democracy and egalitarianism. This session will discuss the foundational concepts of Democratic Economy, its organizational pillars and concrete practices, while emphasizing the parallels and nodes of dialogue between degrowth and Democratic Economy.

Class 4 (Julien-François Gerber) will re-examine to what extent degrowth ideas also apply to the Global South. We will be especially interested in the rural world and in the findings of agrarian studies. Both degrowth and agrarian studies can enrich each other and contribute to avoiding each other’s blind spots. Agrarian studies can also strengthen the pluriversal lense and make it more potent. Taking India as an example, we will see that modern degrowth ideas can have old roots in non-Western settings. Similar concepts have sometimes been discussed for more than a century in India, even if the term “degrowth” wasn’t used.

Class 5 (Julien-François Gerber) will explore how to address the “decolonization of the imaginary”, a familiar statement in degrowth circles, but a statement that also resonates with the pluriverse and decoloniality. Using concepts from various schools of psychoanalysis, we will present some of the tools and theories available to “decolonize” or “de-alienate” our body-minds. This preoccupation was common among proto-degrowth theorists of the 1960s and 70s but it has somehow been lost in the contemporary debates. What could a return to the psychoanalytic roots of degrowth do for degrowth research and praxis in an era of bullshit jobs, burnout, and climate grief? We will review some of the approaches that could help understand the persistence of growthism in personal and collective life – as well as the possibility of its transformation towards the project of a degrowth subjectivity. The class will show, in brief, that the dynamics of growthism in daily life are more complex than what ecological economists (and some degrowthers) tend to acknowledge.

**Evaluation**

The course will be evaluated via a final essay (max. 1000 words) on a topic of your choice seen in this course, that ideally -but not necessarily- is related to the ones of the the other two courses of this module.

**PROGRAM OUTLINE**

**Class 1 – A Pluriverse of alternatives to development: Toward a research agenda (Federico Demaria)**

Kothari, A., Salleh, A., Escobar, A., Demaria, F. and Acosta Alberto (eds) (2019) *Pluriverse: A Post-Development Dictionary.* Delhi, India: Tulika / Columbia University Press. ***Read the introduction to the book, plus one chapter of your choice from the third section on transformatives alternastives.*** Find the book [here](about:blank).

**Class 2 – Alternatives to colonial-capitalist economies of growth (Bengi Akbulut)**

Klein, N. (2013) Dancing the World into Being: A Conversation with Idle No More’s Leanne Simpson, *Yes Magazine.* [https://www.yesmagazine.org/social-justice/2013/03/06/dancing-the-world-into-being-a-conversation-with-idle-no-more-leanne-simpson](about:blank)

Esteva, G. (2013) Hope from the Margins. [https://www.boell.de/en/2013/04/18/hope-margins](about:blank)

**Class 3 – The Kurdish Freedom Movement’s (KFM) Democratic Economy Project (Bengi Akbulut)**

Aslan, A. (2016) Economic Self-Governance in Democratic Economy: The Example of Bakur, Birikim, 325/May, 93-98. Available at: [https://www.academia.edu/35069704/Economic\_Self\_Governance\_in\_Democratic\_Autonomy\_The\_Example\_of\_Bakûr\_Turkish\_Kurdistan\_](about:blank)

Akbulut, B. (2017). Commoning against the Tide: The Project of Democratic Economy. . In Adaman, F., Akbulut, B. and Arsel, M. (eds) *Neoliberal Turkey and its Discontents: Economic Policy and the Environment in the Justice and Development Party Era*, I.B. Tauris: London, 231-245. (an electronic copy will be provided)

**Class 4 – The agrarian pluriverse and degrowth (Julien-François Gerber)**

**Reading:** Gerber, J.-F. (2020) Degrowth and critical agrarian studies. Journal of Peasant Studies, 47(2): 235-264.*Available in open access here:* [https://www.tandfonline.com/doi/full/10.1080/03066150.2019.1695601](about:blank)

**Class 5 – ‘Decolonizing the imaginary’: exploring the inner dimension of (de)growth**

**(Julien-François Gerber)**

**Reading:** Calmon, D., Gerber, J.-F., Kaul, S., Kiggell, T., Lamain, C., Morrow, O., Sekine, Y., van Woerden, W. (2021) Embodying degrowth and turning the movement inside out. DevISSues, 23(2): 8-10. *Available in open access here:* [https://www.devissues.nl/embodying-degrowth-and-turning-the-movement-inside-out](about:blank)

**Course 3 - Post-development, feminisms and degrowth**

**Instructors**:

Wendy Harcourt

Professor of Gender Diversity and Sustainable Development at ISS, Erasmus University

[https://www.eur.nl/en/people/wendy-harcourt](about:blank)

harcourt@iss.nl

Shivani Kaul

PhD candidate at the University of Amsterdam

[https://www.uva.nl/en/profile/k/a/s.kaul/s.kaul.html?cb](about:blank)

s.kaul@uva.nl

Agustina Soler

ISS, Erasmus University

solera@iss.nl

**Objectives**

The aim of the course is to hold 5 encounters, through which we will trace the history and basic elements of the post-development school, and how they speak to current debates in in eco and decolonial feminisms, anthropology of science, and degrowth literatures.

Each session will be 2.5 hours, from 14-16.30.

The topics will be:

14 June Encountering

19 June Embodying

21 June Delinking

28 June Unsettling

05 July Relating

The session will be co-taught by the Wendy, Shivani and Agustina and will aim to create a community of learning following feminist pedagogies. During the first encounter the ground rules for the sessions will be established. We have created a shared bibliography where we encourage students to explore further readings and also to add the texts they have found interesting as a resource for the Module.

**Structure**

The basic structure of each encounter will be:

1. Preparation: Each session has a required reading what we call ‘inspirations’ – songs or poems that speak to the topic of the encounter. Please read the required reading and watch the inspirations before the session.
2. Opening: Breathing exercise led by one of the co-teachers

The opening exercise will help ground each participant and construct shared ground rules to establish a community of learning for each 2.5 hour encounter.

1. Narration by co-teachers on the topic of the encounter:

Pedagogically we will be using the feminist/decolonial methodology of narrating development processes by situating them in our personal and collective histories. Wendy, Shivani, and Agustina will begin each session by sharing their present knowledge, past experiences, and visions around the given keyword before discussing the related text.

1. Yarning circles: student’s responses to the text and inspirations

The co-teachers will ask students to contribute to the sharing, thinking, sensing around on the texts and inspirations recommended for each encounter. Participants are asked to come prepared to speak, or share in other ways – we are open to creative ideas. A facilitated discussion will follow the yarning circle.

1. Closing: Check-out

Each participant will check-out with an exercise led by Wendy or Agustina or Shivani. We will encourage participant sensing and feeling, being open to our creative selves aware of the importance of embodied emotions in intellectual learning processes.

**Background reading:**

Escobar, Arturo. *Designs for the Pluriverse: Radical Interdependence, Autonomy, and the Making of Worlds*. Duke University Press, 2017, [http://www.jstor.org/stable/j.ctv11smgs6](about:blank)

de la Cadena, Marisol and Mario Blaser 2018 *A World of Many Worlds*. Durham: Duke University Press

Kothari, Ashish, Ariel Salleh, Arturo Escobar, Federico Demaria, and Alberto Acosta, eds. 2019. *Pluriverse: A Post-Development Dictionary*. Delhi: Authors Up Front.

**Assessment**

In order to receive a pass for Encountering Degrowth, students will be asked to give their reflections on one or more keywords of the encounter with reference to the readings, the class discussions and (where appropriate) their own experience. This can be in the form of a 500 word journal entry or another format of expression – for instance, a five minute video, audio recording or podcast, images, poems, drawings, recipes (as your imagination takes you). The assignment should be sent to teachers by 10 July, the Monday after the final class. Wendy, Shivani, and Agustina will endeavour to read and give comments on the contributions at the end of that week.

**SESSIONS**

1. **Encountering** (14 June 2023)

*Description:*

Our first encounter will explore what post-development has contributed to debates on degrowth beginning with a critical analysis of modernity and development processes. While coming from different intellectual traditions and operating through different epistemic and political practices, post development and degrowth combine radical questioning of economic expansionism with visions of alternative worlds that prioritise ecological integrity and social justice.

Wendy, Shivani and Agustina will begin the encounter sharing process by sharing a story from their diverse encounters with development. We will then continue with a yarning circle where each student will be invited to respond to the texts/ the stories/ their own experience with development processes, reflecting on their encounters with development.

*Required reading:*

Escobar, Arturo. 2015. "Degrowth, Postdevelopment, and Transitions: A Preliminary Conversation." *Sustainability Science* 10 (April): 451-62.

*Inspiration*

Watch: Chennai Poromboke Paadal featuring TM Krishna

[https://www.youtube.com/watch?v=82jFyeV5AHM](about:blank)

Background text: Murugan, P. (2017). “Perumal Murugan on T.M. Krishna's Song in Solidarity with Chennai's Endangered Creek.” *The Wire.* [https://thewire.in/culture/t-m-krishna-ennore-creek-permual](about:blank)

1. **Embodying** (19 June 2023)

*Description:*

How does the idea of growth reproduce its hegemony through everyday practices and performances? This encounter will explore embodying taking up different entry points. We will discuss feminist, decolonial and psychoanalytic meanings of the body as a place from where we can start telling stories, or are silenced or find inner strength. One entry point is the cultural and political resistance by feminisms to the dominant patriarchal (medicalised and racialised) understanding of the ‘normal’ body as white, male, western and heterosexual from which all ‘other’ forms of bodies differ. Body politics is a space for transformative collective action which connects the body to radical alternatives offered by postdevelopment and degrowth as well as for time to notice diversity and the need for care of our own and other bodies. We will explore stories of different forms of body politics, paying attention to the silencing of difference and our situated knowledges.

Wendy, Shivani and Agustina will begin the encounter sharing with a story from their diverse encounters with meanings of body politics. We will then continue with a yarning circle where each student will be invited to respond to the texts/ the stories/ their own experience with embodying.

*Required reading:*

Harcourt, Wendy (2019) “Body Politics and Postdevelopment” In Elise Klein and Carlos Moreda Boada (Eds) *Postdevelopment in Practice: Alternatives, Economies, Ontologies* London and New York: Routledge. ISBN 9781138588677 Chapter 16 pp. 247-261

*Inspiration*

These songs show the past, present and future encounter of white settler gaze (and violence) by indigenous Australians presenting a sensing/feeling of bodies ‘otherwise’.

Watch: We have Survived (1982) by No fixed Address

[https://www.youtube.com/watch?v=ZVI2CxvqtII](about:blank)

Watch: Warrell Creek Song by Emma Donovan (2020)

[https://www.youtube.com/watch?v=U5TamjxSF2U](about:blank)

1. **Delinking** (21 June 2023)

*Description:*

In this session we will be exploring the concept of delinking from mainstream economic, epistemic, and cultural projects. From different perspectives, the invitation to delink comes from being open to the possibility of talking about *other worlds* and about knowledge *otherwise*. We will consider how to move from one world dominated by hetero patriarchy and neoliberal capitalist modernity to ‘A world where many worlds fit’ or ‘Un mundo donde quepan muchos mundos’, as stated by the Zapatitas. How does feminism, postdevelopment and degrowth understand the 1980s debate on delinking begun by Egyptian scholar and neo-Marxist visionary Samir Amin? How have different ideas of postdevelopment from the global south play out since that call? How does the anarchist call to delink resonate in degrowth? Is decolonial feminism already part of a delinking project? How do we speak about other-than-hegemonic ways of producing meaning and science?

Shivani, Agustina and Wendy will begin the encounter sharing a story from their diverse encounters with meanings of delinking. We will then continue with a yarning circle where each student will be invited to respond to the texts/ the stories/ their own thoughts about delinking.

*Required reading:*

Amin, S. (1987). “A Note on the Concept of Delinking” *Review* (Fernand Braudel Center) Vol 10 (3): 435-444.

[https://www.jstor.org/stable/40241067](about:blank)

*Inspiration*

Watch: The Warli Revolt ft Prakash Bhoir | Swadesi | Azadi Records

[https://www.youtube.com/watch?v=sYADNgIkelY](about:blank)

Background text: Katakam, A. (2020). “Battle for Aarey.” *Frontline*.

[https://frontline.thehindu.com/social-issues/article30682340.ece](about:blank)

1. **Unsettling** (28 June 2023)

*Description:*

In this session we continue to pull apart some of the givens in mainstream economic and cultural thinking. We ask together how can we unsettle dominant views of what it is to be human from world views outside the colonial frame? How do we work both across and outside a colonial frame; what are the possibility of undoing and unsettling—*not replacing or occupying*—Euro-American conceptions of what it means to be human? In what way does the black feminist and science studies concept of unsettling constructively shift the positions of feminisms, postdevelopment, and degrowth we have been debating?

Shivani, Agustina and Wendy will begin the encounter sharing with a story from their diverse encounters with meanings of unsettling. We will then continue with a yarning circle where each student will be invited to respond to the texts/ the stories/ their own thoughts about unsettling.

*Required readings:*

Livingston, Julie. (2019). The problem of self-devouring growth. *Medicine Anthropology Theory*, *6*(3).

For those who would like to engage more deeply:

Wynter, Sylvia. (2003). Unsettling the coloniality of being/power/truth/freedom: Towards the human, after man, its overrepresentation—An argument. *CR: The new centennial review*, *3*(3), 257-337.

*Inspiration:*

Watch: Dhee ft. Arivu - Enjoy Enjaami (Produced by Santhosh Narayanan)

[https://www.youtube.com/watch?v=eYq7WapuDLU](about:blank)

Background text: Aiyadurai, A. (2021). “Enjoy Enjaami: A call for ecological and social justice.” *CounterCurrents*.

[https://countercurrents.org/2021/03/enjoy-enjaami-a-call-for-ecological-and-social-justice/](about:blank)

1. **Relating** (05 July 2023)

*Description:*

How do existing collectives undo the imaginary of growth through their everyday practices? How and under what conditions may their experiences be scaled up? Learning from decolonial feminism, ideas of relationality, responsibility and conviviality. Walking with others in allyship. We will explore what it means to relate to others otherwise. We will use decoloniality as a practice for unlearning western epistemic violence. We will learn about how Latin American thinkers are moving towards a resurgence of other ways of doing and thinking. We will explore the invitation to open to the plurality of perspectives towards an epistemological transformation based on the reconstitution of silenced perspectives and the resurgence of resistances through degrowth, and from there, build a shared, pluriversal project, capable of being home to plural knowledge, languages, memories, and perspectives. We will consider how to generate a "mutual fertilization" from a dialogical relationship with all those who have been constructed as 'others' by the colonial matrix.

Agustina, Shivani and Wendy will begin the encounter sharing with a story from their diverse encounters with meanings of relating. We will then continue with a yarning circle where each student will be invited to respond to the texts/ the stories/ their own thoughts about relating.

*Required Readings*

Walsh, Catherine (2018). [Decoloniality in/as Praxis](about:blank). [The Decolonial For: Resurgences, Shifts, and Movements](about:blank). In Mignolo & Walsh. *On Decoloniality: Concepts, Analytics, Praxis*. Duke University Press. [https://doi-org.eur.idm.oclc.org/10.1215/9780822371779-002](about:blank)

Galvez, Alyshia. (2020). The future is now. *MOLD magazine*. [https://thisismold.com/degrowth/degrowth-indigenous-food-labs-sean-sherman](about:blank)

*Inspiration*

Poem by Liliana Ancalao - El idioma silenciado (The silenced language)

Watch: [https](about:blank)://youtu.be/dXjMv0X1DpQ

Read the translation: https://www.worldliteraturetoday.org/2018/january/silenced-language-liliana-ancalao

Poem by Liliana Ancalao - Las mujeres y el frío (Women and the cold):

Watch: [https:](about:blank)//youtu.be/-oFtp9EtraU?t=149 (Starting on minute 2:29)

Read the translation here:

[http://www.latinamericanliteraturetoday.org/en/2018/february/two-poems-liliana-ancalao](about:blank)

For more on Lilliana Ancalao see:

[https://www.worldliteraturetoday.org/2018/january/silenced-language-liliana-ancalao](about:blank)

**Module 6.3 Encountering Degrowth**

**Collective Bibliography**

*Recommended readings on Encountering:*

* Grueso, Libia & Leyla Andrea Arroyo, 2002. Women and the Defence of Place in Colombian Black Movement Struggles [Development](about:blank), Palgrave Macmillan; Society for International Deveopment, vol. 45(1), pages 60-67, March.
* Kothari, Ashish, Ariel Salleh, Arturo Escobar, Federico Demaria, and Alberto Acosta, eds. 2019. *Pluriverse: A Post-Development Dictionary*. Delhi: Authors Up Front.
* Federici, Silvia. 2004. *Caliban and the Witch: Women, the Body and Primitive Accumulation*. New York: Autonomedia.
* Escobar, Arturo 1995 /2012 *Encountering Development: The Making and Unmaking of the Third World* Princeton and Oxford: Princeton University Press

*Recommended readings on Embodying:*

* Brown, Adrienne Maree. (2017). *Emergent strategy*. Oakland, CA: AK Press.
* Dengler, Corinne and Miriam Lang (2021) Commoning Care: Feminist Degrowth Visions for a Socio-Ecological Transformation *Feminist Economics* Vol 28 (1): 1-28 [https://doi.org/10.1080/13545701.2021.1942511](about:blank)
* Dengler, C., & Seebacher, L. M. (2019). What about the Global South? Towards a feminist decolonial degrowth approach. *Ecological Economics*, *157*, 246-252.

Harcourt, W. (2009) *Body Politics in Development: critical debates in gender and development*. London: Zed Books.

* Mohanty, C. (2003) *Feminism Without Borders. Decolonizing Theory, Practicing Solidarity*. Durham: Duke University Press.

Oyeronke, O. 1997. *The Invention of Women. Making an African Sense of Western Gender Discourses.* Minneapolis: University of Minnesota Press. Chapter 1.

* Reyes, E. Body Politics in the COVID-19 Era from a Feminist Lens. *Development* 63**,**262–269 (2020). https://doi.org/10.1057/s41301-020-00266-w

*Recommended reading on Delinking:*

Akbulut, B.; Demaria, F.; Gerber, J.F.; Kaul, S. (2022). Alternatives to sustainable development: What can we learn from the pluriverse in practice? *Sustainability Science.*

* de la Cadena, Marisol and Mario Blaser. (2018). *A World of Many Worlds*. Durham: Duke University Press
* Law, J. (2015). What's wrong with a one-world world? *Distinktion: Scandinavian Journal of Social Theory*, *16*(1), 126-139.
* Mignolo, Walter (2018). Chapter 6. The Conceptual Triad Modernity / Coloniality / Decoloniality. In Mignolo & Walsh. *On Decoloniality: Concepts, Analytics, Praxis*. Duke University Press. pp. 135-152

[https://doi-org.eur.idm.oclc.org/10.1215/9780822371779-008](about:blank)

* Mignolo, Walter D. (2007) ‘Delinking: The Rhetoric of Modernity, the Logic of Coloniality and the Grammar of Decoloniality’, *Cultural Studies* 21(2-3): 449-514.

[https://doi.org/10.1080/09502380601162647](about:blank)

* Patnaik, U., & Patnaik, P. (2016). *A theory of imperialism*. Columbia University Press.

*Recommended readings on Unsettling:*

* Blaser, M., & De la Cadena, M. (2017). The uncommons: An introduction. *Anthropologica*, 185-193.
* Bonilla, Y. (2017). Unsettling sovereignty. *Cultural Anthropology*, *32*(3), 330-339.

Ghosh, A. (2021). *The Nutmeg's Curse*. University of Chicago Press.

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