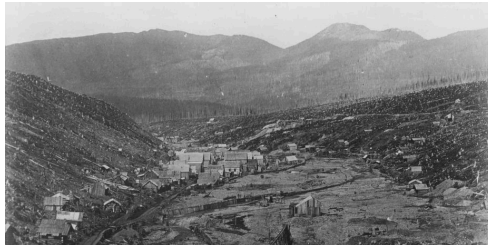
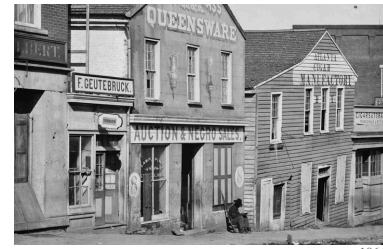


Leonardo da Vinci "Vitruvian Man" 1490



A landscape of ecological destruction, BC Gold Rush, Williams Creek, 1868



Auction & Negro Sales Building, Whitehall Street, Atlanta, 1864

GEOG 211: Political and Economic Geography

University of Victoria, Winter Term 2020

Monday & Thursdays, 10:00 - 11:20am

Room: Cornett A221
Instructor: Neil Nunn
Office: DTB B208
Office Hours: Monday & Thurs 11:30-12:30pm
(or by appointment)

Email: neil.nunn@mail.utoronto.ca
(basic questions only; please use
office hours for other inquiries)

Teaching Assistants:

Danae Zachary (DTB B306, office hours TBD)

Email: danaezk93@gmail.com

Lab Sections: B01 (Tuesday 2:30, DTB B307) & B02 (Wednesday 10:30, DTB B307)

Chris Fortney (DTB B331, office hours TBD)

Email: cfortney@uvic.ca

Lab Sections: B03 (Wednesday 2:30, DTB B307) & B04 (Friday 12:30, DTB B307)

Course Description:

What are the dominant political and economic structures that shape the world today? How have/do these political and economic structures operate, and with what effects? How do we respond to these structures in their wake? This course examines the co-constitutive and inseparable relationship between political (power) and economic (production-consumption-exchange) geographies. To do so we will explore both historical and spatial interconnections between political and economic processes and consider how a deeper understanding of political and economic structures can better position us to address the global and regional challenges we face today. The year 1492 (the beginning of early modernist era) provides an important point of departure to look at the global spread of dominant economic and political systems, ideologies, and material processes that shape our world today. The subdisciplines of cultural, physical, environmental, historical, and (of course) political, and economic geography, will provide a lens to consider how political and economic processes are interconnected through such topics as: slavery and mass incarceration in the US; the production, consumption, and disavowal of nonhuman animal lives; pipeline politics; colonial reconciliation and repair; and numerous ecological threats (climate change, collapsing salmon population, mass mine-waste disasters). The central objectives of this class are for you to develop a firm grasp of key concepts and frameworks to analyze political and economic geographies but also to think about these spaces relationally and as necessarily embedded within an expansive web of relationships.

Course Objectives:

My aims as a course instructor are to help you develop the skills to:

- Gain a clearer understanding of the various aspects of political and economic geographies that you can draw on and apply to your lives outside the classroom

- Carefully examine and critique the political and economic aspects of the world around you, while learning to mobilize critique in practical and meaningful ways
- Engage a diversity of voices, perspectives, and worldviews to come to a richer understanding of the political and economic geographies under examination
- Develop verbal communication, concise writing, careful reading, and critical thinking skills
- Learn to engage in difficult discussions carefully, openly, and with respect to maximize the potential to learn from the experiences of your classmates

The Class Environment:

This class space will be produced collectively. Given this, it is your responsibility to:

- (1) read/listen to the specified materials and to come to class ready to ask questions and foster conversations about the related lecture content.
- (2) participate in creating an open, and respectfully environment for learning. Some of the material covered in this course will be unsettling and could be upsetting. An important aspect of this course will be to confront and work through discomfort together through open conversation. It is important that we create a classroom space that is both challenging and safe. Please feel free to come and speak with me after class, during office hours, or by email, if you are ever uncomfortable for any reason.

Texting or using your cell phones for anything other than emergency situations is not permitted. You may use your computer to take notes, but do not use the Internet. Using your computer for anything other than taking notes or searching class-related material is not permitted. When students engage in non-class related activities in class it is distracting to those around you and compromises your learning experience. Be respectful of your classmates. From experience I have found that students learn more, and also enjoy class much more when they are fully engaged in person.

Evaluation:

Assignment One (overview of 3 possible topics for final paper, one page single spaced): 10%

Assignment Two (precise summary of research topic for final paper, one page single spaced): 10%

Assignment Three (final research essay, 6-7 pages double spaced): 25%

Final Exam (take home): 20%

(Lab-based evaluation)

Participation: 25% (lab attendance and engagement; lab assignments; evidence of attending lectures and integrating lecture materials into lab activities and discussions)

Presentation: 10% (3-4 minute presentation drawing from the assignment topic & thesis from your assignment)

The Readings and Course Materials:

There is no textbook assigned for this class. The reading list is drawn from academic journal articles, book chapters, and web-based material. Readings will be uploaded to Course Space (CS). As an alternative, you can access journal articles and some book chapters through the Library's online search database. Web-based readings can be accessed with URLs provided in the syllabus and on Course Space. Podcasts can be most easily found by searching the title in your phone's podcast app, or your usual internet search engine. If you are unable to access any of the materials please get in touch with myself or your TA.

Class Schedule and Required Readings:

Readings will be folded into lectures. Lectures will include additional cases and details. We will be discussing the readings and podcasts in labs. The lecture slides will be posted online, however in-person class attendance is required to gain full context from lectures.

Course Schedule

Date	Weekly topic and reading	Lab Activity
Week 1 Jan 6 & 9	Course introductions	No Lab
Week 2 Jan 13 & 16	Exploring political and economic geographies Storey, D. (2020). Political Geography. In A. Kobayashi (Ed.), International Encyclopedia of Human Geography, 2nd edition (pp. 199-206.). Oxford: Elsevier. Barnes, T. (2009). Economic Geography. In A. Kobayashi (Ed.), International Encyclopedia of Human Geography (pp. 315–327). Oxford: Elsevier. Podcast: Philosophize this! Episode 123 – Michel Foucault – Power http://philosophizethis.org/foucault-power/	No Lab
Week 3 Jan 20 & 23	Modernity I: Modernity and “Man” Miller, R. J., Ruru, J., Behrendt, L., & Lindberg, T. (2010). Discovering indigenous lands: The doctrine of discovery in the English colonies. Oxford & New York: Oxford University Press. (Chapters 1 & 4) Podcast: New York Times Podcasts 1619 Episodes 1 & 2: “One - The Fight for a True Democracy” & “Two - the Economy that Slavery Built” https://www.nytimes.com/column/1619-project	Lab introductions and tips on effective reading
Week 4 Jan 27 & 30	Modernity II: Slavery and legacies of slavery in the US Ranganathan, M. (2016). Thinking with Flint: Racial Liberalism and the Roots of an American Water Tragedy. Capitalism Nature Socialism, 27(3), 17–33. Lakhani, N. (Oct, 2019) 'Racism dictates who gets dumped on': how environmental injustice divides the world. The Guardian https://www.theguardian.com/environment/2019/oct/21/what-is-environmental-injustice-and-why-is-the-guardian-covering-it	Writing lab: the thesis statement (and reading & lecture discussion)
Week 5 Feb 3 & 6	Modernity III: settler colonialism, genocidal relations, and ecological devastation Ignace, M., & Ignace, R. E. (2017). Secwépemc people, land, and laws: Yerí7 re Stsqéy's-kucw. Montreal; Kingston; London; Chicago: McGill-Queen's University Press. (pp. 425-461) Podcast: New Books Network “Benjamin Madley, An American Genocide: The United States and the Californian Indian Catastrophe, 1846-1873” https://newbooksnetwork.com/benjamin-madley-an-american-genocide-the-united-states-and-the-california-indian-catastrophe-1846-1873-yale-up-2016/ Podcast: BBC Radio, History in Our Time “The California Gold Rush” https://www.bbc.co.uk/programmes/b05nxdgd Assignment 1 due Friday (Feb 7th) 10 am via Course Space	Peer-review lab I (and reading & lecture discussion)

<p>Week 6</p> <p>Feb 10 & 13</p>	<p>Settler Colonialism in BC: 1858, a new economic system, and a politics of devastation</p> <p>Nunn, N. (2018). Toxic Encounters, Settler Logics of Elimination, and the Future of a Continent. <i>Antipode: A Radical Journal of Geography</i>, 50(5), 1330–1348.</p> <p>Jackaman & Nunn (2018) Times Columnist Op-ed: BC Hydro’s Jordan River Crisis. https://www.timescolonist.com/opinion/op-ed/island-voices-b-c-hydro-s-jordan-river-crisis-1.23658355</p> <p>Podcast: NYT Daily Podcast “A New Climate Tipping Point”. https://www.nytimes.com/2018/10/19/podcasts/the-daily/climate-change-un-report-carbon-tax.html</p>	<p>Presentation skills lab (and reading & lecture discussion)</p>
<p>Week 7</p>	<p>Reading week (Feb 17-21, no lecture)</p>	<p>No Lab</p>
<p>Week 8</p> <p>Feb 24 & 27</p>	<p>Rethinking politics, rethinking economies: Indigenous law</p> <p>Napoleon, V. (2013). Thinking about Indigenous legal orders. In <i>Dialogues on Human Rights and Legal Pluralism</i> (pp. 229–245). New York: Springer.</p> <p>Kimmerer, R. (2013). Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants. Minneapolis: Milkweed Editions (pages 3-32).</p> <p>Claxton, N. Xumthoult. (2008). The Douglas Treaty and WSÁNEC Reef-Net Fisheries. In L. B. Simpson (Ed.), <i>Lighting the Eight Fire: Liberation Resurgence, and Protection of Indigenous Nations</i> (pp. 47-58). Winnipeg: ARP Books.</p>	<p>Considering Indigenous law</p> <p>(lab presentations begin)</p>
<p>Week 9</p> <p>March 2 & 4</p>	<p>Sovereignty and resource extraction: Pipeline politics and the Uni’sto’ten land defense</p> <p>Spice, A., & Huson, F. (2019). Heal the People, Heal the Land: And Interview with Freda Huson. In N. Estes & J. Dhillon (Eds.), <i>Standing with Standing Rock: Voices from the# NoDAPL Movement</i> (pp. 221–231). Minneapolis: University of Minnesota Press.</p> <p>Larkin, B. (2013). The Politics and Poetics of Infrastructure. <i>Annual Review of Anthropology</i>, 42(1), 327–343.</p> <p>Assignment 2 due Friday (March 5th) 10 am via Course Space</p>	<p>Peer review lab II & presentations</p>
<p>Week 10</p> <p>March 9 & 12</p>	<p>Canadian politics 101 & lobbying, and agency/regulatory capture</p> <p>Parfit, B. (2019). Captured British Columbia’s Oil and Gas Commission and the case for reform (pp. 1–33) [Policy Report]. Retrieved from Canadian Centre for Policy Alternatives website: https://www.policyalternatives.ca/publications/reports/captured</p> <p>Podcast: NPR’s Planet Money “Rigging the Economy”. https://www.npr.org/sections/money/2018/03/09/592393083/episode-829-rigging-the-economy</p>	<p>Political engagement beyond voting lab & presentations</p>
<p>Week 11</p> <p>March 16 & 19</p>	<p>The political and economic erasure of life (case studies: Black BC and the disavowal of animal lives)</p> <p>Thierman, S. (2010). Apparatuses of animality: Foucault goes to a slaughterhouse. <i>Foucault Studies</i>, (9), 89–110.</p> <p>Compton, W. (2001). Introduction. In W. Compton (Ed.), <i>Bluesprint: Black British Columbian literature and orature</i> (pp. 17–40). Vancouver, BC: Arsenal Pulp Press Ltd.</p>	<p>Discussion lab & presentations</p>
<p>Week 12</p> <p>March 23</p>	<p>Urban political and economic processes: looking at Vancouver, BC</p> <p>Compton, W. (2005). Hogan's Alley and Retro-speculative Verse. <i>West Coast Line</i>; Fall 2005; 39, 2:</p>	<p>Discussion lab & presentations</p>

& 26	109-115 Wallstam, M., & Crompton, N. (2015). City of perpetual displacement: 100 years since the destruction of the Kitsilano Reserve. The Mainlander. Retrieved from http://themainlander.com/2013/07/25/city-of-perpetual-displacement-100-years-sincethe-destruction-of-the-kitsilano-reserve/	
Week 13 March 30 & April 2nd	Reconciling and repairing modernist political and economic legacies Murdock, E. G. (2018). Unsettling reconciliation: Decolonial methods for transforming social-ecological systems. <i>Environmental Values</i> , 27(5), 513–533. Truth and Reconciliation Commission of Canada. (2015). Canada's Residential Schools: The Final Report of the Truth and Reconciliation Commission of Canada. [Read the Introduction (pp 1-23) & Calls The Action (pp 319-339)] April 2 nd take home final exam given to students. Final paper due Thursday April 2nd (10am)	Peer-review lab III & presentations

Evaluation and assignment descriptions:

Lab Participation (25%): Attendance will be taken for every lab, absences will count as deductions from your participation grade. If you have difficulties with attending lecture or lab, please contact me to make alternative arrangements. A significant portion of what is learned in this class will be during lab time so being present and participating is important. Since a goal of this class is to integrate lecture material into the Labs, a key component of your mark will be bringing reflections on lecture material into lab activities and discussion. Participation is not based on who speaks the most, but evaluated on the quality of your comments, how well you listen, evidence that you have read and reflected on readings, and collegiality. The three peer-review exercises and two lab assignments throughout the term will contribute to your participation grade.

Assignments 1, 2, and 3: The course will include three writing assignments and three coinciding peer-review sessions. Each of the assignments are intended build on each other in preparation for the final paper. General details for these assignments are below. For each assignment, you will pick a topic(s) of your choice that are reflective of an interconnection between political and economic process in the context of North America. It is important that the political and economic processes figure largely in the final paper, with a sustained discussion about why your topic is both political and economic. We will discuss each of these assignments in greater detail in class.

Assignment 1 (10%, due Feb. 1, 10 am): For this assignment, I would like you to think about possible areas to write about for your final paper and outline three issues or areas of interest on something that reflects the interconnection between economic and politic in the context of North America. For each topic I would like you to answer the following questions: What are my three topics? How do they reflect a deep interconnection between the political and economic? Why is this topic important? This assignment should be approximately 1 page, single spaced, in 12-point font. The purpose of this assignment is to brainstorm ideas in hopes that you will pick one and be able to refine it over the semester.

Since this is a brainstorming exercise, this assignment will NOT be marked on the topics you choose. This assignment will be evaluated on (a.) conciseness of writing, (b.) clarity of

communication of ideas for the reader (c.) the organization of your ideas (i.e. have you introduced them and presented them in a way that makes sense to the reader; sentence structure, how you organize your paragraphs?), (d.) evidence that you have spent time thinking about the topics, editing and revising.

Assignment 2 (10%, due March 1, 10am). This assignment is a precise summary (precis) of your final paper. This assignment will summarize the main ideas and arguments for the paper you will be handing in for the final assignment. A key element of this will be developing and clearly outlining the central thesis for your paper. Think of it as a detailed outline of your future paper. This means this assignment will be more than a proposal. Therefore, you should not explain what you “plan to do”, rather what you are doing in your final paper. This assignment will give you the chance to: (a.) properly outline your paper well in advance of the final deadline, (b.) think about how you are packaging your assignment (title, intro section, thesis statement, subsequent sections that support your thesis statement, conclusion), (c.) think about how you will support and carry out what you are putting forwarding in your thesis.

The elements I would like you to include:

- 1) A hook: I want you to experiment with one catchy opening sentence (have fun, be creative)
- 2) Introduction that includes a thesis statement argument
- 3) Road map/outline of the essay and a summary of the sections you will include in your essay. E.g. “I will support my thesis by doing three things...”. This will include a detailed outline of the paper and a summary of what the component parts are of each section. Given this, this assignment will take a lot of groundwork.
- 4) Conclusion. Some helpful strategies for building a strong conclusion include: (a.) The (infamous) “so what?” or “why is this topic important?” question. (b.) Return to the theme/themes in the introduction: come full circle, use key words, ideas, concepts from the introduction. Show your reader how it all fits together. (c.) Orient to the future: propose a course of action, a solution to an issue, or questions for further study.
- 5) Citations: drawing on scholarly research and using proper in-text APA citation is mandatory for this assignment. You will be required to include at least 4 in-text peer-review citations for this assignment.

This assignment will be 1-1.25 pages single spaced, 12-point font.

Assignment 3 (25%, due April 2, 10am): This 6-7 page (double spaced) research essay, will be a topic you have developed in the previous assignment that reflects both political and economic processes and geographies. This assignment is intended to demonstrate your research skills, writing, and academic knowledge of a subject, while also drawing in understandings of political and economic processes from class. While the research summary is meant to convince the audience of the value of a research project, this research essay can be thought of as the finished product. Drawing on original peer-reviewed scholarly research and using proper in-text APA citation is mandatory for this assignment.

Presentation 10%: This assignment will be a 3-4 minute presentation drawing from the assignment topic & thesis from your assignment. Your presentation will allow you to share your ideas and research with your classmates and begin to develop effective presentation skills. This assignment will be graded on content, organization of ideas, and evidence of preparedness.

Take home final exam (25%, questions given to class April 2, deadline TBD): The final exam will challenge you to draw variously on course materials to answer 2-3 longer answer questions based on larger themes from the class. The exam will draw on materials from the entire term. I will highlight important points to note throughout the term and will provide a list of topics that

will be examined in the first week, therefore, the questions given for the exam should not come as a surprise. In order to achieve the quality of synthesis required for doing well in this exam it is important that you keep up with, keep an organized database of, and fully engage with lecture, labs, and readings.

Marking rubric for written assignments

Following instructions (20%). Is there evidence that the student followed the instructions carefully?

Clarity and quality of writing (20%). Is the piece concise, clear, and easy to read? Does the piece demonstrate evidence of thorough editing? For these assignments clarity is key; clarity is achieved with lots of editing.

Grammar and spelling (20%). Are there many simple grammatical mistakes throughout the piece? Does the piece demonstrate evidence of thorough editing?

Informative and organized (20%). Is the piece informative? Does it clearly outline the answers posed in the assignment? Are the ideas written into sentences and paragraphs that are well organized and make sense for clearly communicating your ideas? Has the student thought about their topic in unique and critical ways?

Topics chosen (20%). Does it seem like the topic matters to the student? Does it feel like the student has put significant thought into selecting engaging topics? Has the student presented the ideas in a way that is relevant to the course material?

Grading system as per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+ A A-	9 8 7	90-100% 85-89% 80-84%	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
B+ B B-	6 5 4	77-79% 73-76% 70-72%	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
C+ C	3 2	65-69% 60-64%	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
D	1	50-59%	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0-49%	Did not write examination or complete course requirements by the end of term or session; no supplemental.

GEOGRAPHY DEPARTMENT INFO

- Geography Department website: uvic.ca/socialsciences/geography/
 - Undergraduate Advising: geogadvising@uvic.ca
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POLICY ON LATE ASSIGNMENTS:

Late assignments will be penalized at 5%/day unless arrangement with the instructor is made prior to or on the day of the deadline. A “day of lateness” is each **24 hour period** following the day/time the

assignment was expected to be handed in. An assignment that is handed in after the specified time will be considered late.

ACADEMIC INTEGRITY:

It is every student's responsibility to be aware of the university's policies on academic integrity, including policies on cheating, plagiarism, unauthorized use of an editor, multiple submission, and aiding others to cheat.

Policy on Academic Integrity: web.uvic.ca/calendar2019-09/undergrad/info/regulations/academic-integrity.html

If you have any questions or doubts, talk to me, your course instructor. For more information, see uvic.ca/learningandteaching/cac/index.php.

ACCESSIBILITY:

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability or health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible (<https://www.uvic.ca/services/cal/>). The RCSD staff is available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

POSITIVITY AND SAFETY:

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.

SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC:

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: uvic.ca/svp

COURSE EXPERIENCE SURVEY (CES):

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

DISCLAIMER:

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

NOTE: A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this

semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Counselling Services - *Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.* uvic.ca/services/counselling/

Health Services - *University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.* uvic.ca/services/health/

Centre for Accessible Learning - *The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations* uvic.ca/services/cal/. *The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.*

Elders' Voices - *The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.* uvic.ca/services/indigenous/students/programming/elders/index.php

Further course readings:

- Berg, L. D., Gahman, L., & Nunn, N. (2014). Neoliberalism, Masculinities and Academic Knowledge Production: Towards a Theory of 'Academic Masculinities.' *Masculinities and Place*, 57.
- Braun, B. W. (1997). Buried Epistemologies: The Politics of Nature in (Post)colonial British Columbia. *Annals of the Association of American Geographers*, 87(1), 3–31.
- Cameron, E., & Levitan, T. (2014). Impact and benefit agreements and the neoliberalization of resource governance and indigenous-state relations in northern Canada. *Studies in Political Economy*, 93.
- Collard, R.-C. (2013). Apocalypse meow. *Capitalism Nature Socialism*, 24(1), 35–41.
- Coulthard, G. S. (2014). *Red skin, white masks: Rejecting the colonial politics of recognition*. University of Minnesota Press.
- Davies, T. (2018). Toxic Space and Time: Slow Violence, Necropolitics, and Petrochemical Pollution. *Annals of the American Association of Geographers*, 1–17.
- De Leeuw, S. (2012). Alice through the looking glass: Emotion, personal connection, and reading colonial archives along the grain. *Journal of Historical Geography*, 38(3), 273–281.
- Fisher, R. (2011). *Contact and Conflict: Indian-European Relations in British Columbia, 1774-1890*. Vancouver: UBC Press.
- Foucault, M. (1972). *The archeology of knowledge & the discourse on language* (A. M. Sheridan Smith, Trans.). New York, NY: Pantheon Books.
- Foucault, Michel. (1974). *The Order of Things: An Archaeology of the Human Sciences*. New York: Vintage.
- Foucault, Michel. (1977). *Discipline and punish: The birth of the prison*. New York: Vintage.
- Harris, C. (1997). *The resettlement of British Columbia: Essays on colonialism and geographical change*. Vancouver, BC: UBC Press.
- Harris, D. C. (2001). *Fish, law, and colonialism: The legal capture of salmon in British Columbia*. University of Toronto Press.

- Harris, D. C. (2009). *Landing native fisheries: Indian reserves and fishing rights in British Columbia, 1849-1925*. Vancouver: UBC press.
- Harris, R. C. (2011). *Making native space: Colonialism, resistance, and reserves in British Columbia*. Vancouver: UBC Press.
- Hartman, S. V. (1997). *Scenes of subjection: Terror, slavery, and self-making in nineteenth-century America*. Oxford & New York: Oxford University Press.
- Liboiron, M., Tironi, M., & Calvillo, N. (2018). Toxic politics: Acting in a permanently polluted world. *Social Studies of Science*, 48(3), 331–349.
- Loo, T. (1994). *Making law, order, and authority in British Columbia, 1821-1871*. Toronto: University of Toronto Press.
- Marshall, D. (2018). *Claiming the Land: British Columbia and the Making of a New El Dorado*. Vancouver: Ronsdale Press.
- Melamed, J. (2015). Racial capitalism. *Critical Ethnic Studies*, 1(1), 76–85.
- Nunn, N. (2017). Emotional and relational approaches to masculine knowledge. *Social & Cultural Geography*, 18(3), 354–370.
- Pasternak, S. (2015). How Capitalism Will Save Colonialism: The Privatization of Reserve Lands in Canada. *Antipode*, 47(1), 179–196.
- Pulido, L. (2016). *Flint, Environmental Racism, and Racial Capitalism*. Taylor & Francis.
- Robinson, C. J. (2000). *Black Marxism: The making of the Black radical tradition*. Zed Books Limited.
- Sharpe, C. (2016). *In the wake: On blackness and being*. Duke University Press.
- Whyte, K. P. (2018). Indigenous science (fiction) for the Anthropocene: Ancestral dystopias and fantasies of climate change crises. *Environment and Planning E: Nature and Space*, 2514848618777621.
- Wynter, S. (1984). The Ceremony Must be Found: After Humanism. *Boundary 2*, 12/13, 19–70. <https://doi.org/10.2307/302808>
- Wynter, S. (1994). "‘No Humans Involved’: An Open Letter to My Colleagues.". *Forum N.H.I.: Knowledge for the 21st Century*, 1(1), 42–73.
- Wynter, S. (1995). 1492: A new world view. *Race, Discourse, and the Origin of the Americas: A New World View*, 5–57.