SIS 419-008 Syllabus

Climate and Social Vulnerability
Focus on Hunger

Fall 2026
Tuesday 11:20-2:10pm
Location: East Quad Building Room 209

Professor: Jesse Ribot
Email: Ribot@American.edu / jesse.ribot@gmail.com
Office: Zoom
Office Hours: By Appointment
Preferred Communication Method: Email

TA: Jennifer Eburuoh
Email: je3048a@american.edu

Prof. Bio: Ribot is a professor of environmental politics with a focus on climate and vulnerability. He taught in the Department of Geography at University of Illinois in Urbana-Champaign from 2008 to 2018. Before 2008, he was a senior associate of the World Resources Institute, and earlier taught in the Urban Studies and Planning department at MIT. He is an Africanist studying local democracy, resource access and social vulnerability. See www.JesseRibot.com for more info.

TA Bio: Eburuoh is a second-year doctoral student in International Relations at the School of International Service at AU. She studies conflict mitigation and livelihood interventions in agrarian societies, with particular focus on farmer-pastoralist relations in northern Nigeria.

Official Course Description

This course explores how we understand, study, and respond to climate-related stress under conditions of climate change. It focuses on multiple policy scales affecting vulnerabilities of poor and marginal populations, drawing on cases primarily from the developing world, although applicable everywhere. The main focus is vulnerability to hunger -- although dislocation and economic loss are also covered. The course provides students with a critical theoretical base and policy-analytic skills applicable to increasing security and the well-being of the poor. Students write a policy brief or a research proposal.

Real Course Description

Vulnerable, at risk, prone, fragile, precarious – coping, secure, adapted, resilient. What do these terms mean? How do they and the concepts behind them inform our approach to reducing the likelihood of damage in the face of climate stress? Climate extremes and climate change call for and justify policies to protect exposed and sensitive individuals and groups. To know how to respond we first must understand the causes of their vulnerability – once we know what causes it, then we can consider how to prevent and treat it. Causes do not always come into that response, but they should inform it so the full range of solutions can be considered. Vulnerability is the potential for damage when a hazard comes along. So, one is not 'vulnerable to climate change' one is vulnerable to a damage triggered by a climate trend or event. This course will explore the causes of damages in the face of climate variability and change: we will cover dislocation, hunger and famine with a focus on hunger.

The project for this seminar-style course will be the writing of a *research proposal*. It can be a *policy brief*, but must contain most of the same elements as a research proposal – a clear problem, questions, literature review, ways of getting at answers and solutions. The course provides students with a critical theoretical base and policy-analytic skills applicable to increasing security and wellbeing of the poor. In this course, you should learn to 1) evaluate the causes of climate-related vulnerabilities, 2) critically read and understand climate-related literature, 3) identify and ask policy-relevant social science research questions about climate-related vulnerability, and 4) to improve your writing.

SIS Undergraduate Program Learning Outcomes Relevant to Capstones

- Learning Outcome #1: Demonstrate critical thinking as evidenced through both written work and oral presentations.
- Learning Outcome #2: Understand and apply theories and models from appropriate disciplines including political science, history, and economics to international affairs.

AU Core Learning Outcomes required for Capstones

- Application: Build on prior knowledge, skills, or dispositions in a new context.
- Synthesis: Identify and execute a significant project that addresses a substantive disciplinary or professional concern.
- Reflection: Articulate the knowledge, skills, or dispositions gained during the student's undergraduate experience or used in the project.

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Course Assignments

Course Assignment Summary (detailed descriptions in Annex A)

- **Read Annex A** and come to the 2nd class with questions about the assignments.
- **Read and Debate Weekly Readings** – you must read the assigned readings. If you cannot find them. Write TA or prof. There is ***no excuse*** for not finding them.
- **Write Weekly 100-word-maximum Comments on Readings** – to be submitted on Canvas ***AND*** to me by email. These comments provide a basis for class discussion. Include in your comment: a) one quote that surprised or struck you, b) something in the article that is new to you (if anything), c) something you disagree with and why (if anything), and d) a discussion question relevant to the theme of this course. Comments are due at noon on the day prior to each class. See Annex A for more details. This assignment must not exceed 100 words total (not 'per article'). [FYI, This bullet point is 99 words.]
- **Act as Reading Discussant on Weekly Assigned Readings** – Each of you must volunteer to be discussant on readings during the semester. So, as there are about 80 readings during the semester and there are 15 to 25 students in the class, please try to volunteer at least 4 times during the semester – or, about once every 3 or 4 weeks. This role is intended to spark debates in class. Reading discussant will be required to send two discussion questions in advance of class.
- **Term Paper: Write a Research Proposal** – This is a 1500-word maximum writing assignment. The final project is due by 6pm on the Friday after our week-13 (the week before our final class). Annex A details format and content. The project will also include:

- **A 150-word abstract**, due Week 4.
- **A 1-page single-spaced term-paper project summary** – to be distributed to the class the Monday before *your* presentation. Please follow summary instructions in Annex A.
- **Term-Paper Presentation** – You will each be scheduled to present your term papers in class. To prepare this presentation also see instructions in Annex A.
- **Term-Paper Discussant** – Each of you will also be assigned to act as a discussion leader on someone else's term paper. See Annex A for discussant roles.

- **Assignment Submission –** submit ***ALL*** assignments BOTH to Canvas ***and*** by email!!! Use Jesse.Ribot@gmail.com (Ribot@American.edu will also work).
- **Individual 'office'-hour meetings** – You can meet with me individually on Zoom. Set up an appointment by e-mailing me some proposed times. Best times are 11:30am to 2pm on any week day but Tuesday or Wednesday. Write 'office hours' or 'appointment' in the email subject line!

Obtaining Weekly Assigned Readings

All required readings are available on Canvas under 'Course Reserves' or 'Files' (if it is a piece I uploaded), or their URL is in this Syllabus. ***If readings are not available*** on Canvas or you cannot access them on the Canvas system, ***you are responsible*** to let me know (e-mail me), so I can fix the problem or send you a copy. Most readings should also be accessible through the library system, even if you cannot get them on Canvas. Note that I may change the readings as the semester progresses – as we discover new and interesting readings to include, and as our focus develops, we may drop some readings. Changes in the readings will be announced in class.

Grading

Assignment	% of Grade	N.B.
Weekly 100-word comment and comments/questions on readings	20% (2% each)	You can miss a few weeks without penalty – extra credit for handing in all of them. This extra credit can make a grade difference.
Term paper	40%	Term Paper Abstract is included in this grade
Term-paper presentation/discussion	20%	Includes Presentation and your 1-Page Overview
Participation in class	20%	Includes discussant roles (on readings and on your fellow student's presentations)

Fifty percent of the grade in each assignment is based on the instructor's judgment of progress from where each of you start at the beginning of the semester and the effort you put into learning. The grades will then be based on resulting assignment scores. The course is not graded on a curve; thus, it is not possible to give a grading chart.

Some of you want a sense of your grade halfway through the semester. I do not provide this, but if I think you are not doing well, I will drop you a note.

WEEKLY CLASS ASSIGNMENTS AND SCHEDULE

NB: Readings may change during the semester as the areas we are covering will evolve with our discussions.

NB: IF YOU ARE SICK OR UNABLE TO MAKE CLASS, BUT YOU ARE WELL ENOUGH TO SIT IN FRONT OF A SCREEN, YOU MUST ZOOM INTO CLASS. The Prof. WILL SET UP A LINK FOR YOU AND YOU CAN JOIN THE DISCUSSION – OR OBSERVE, AT A MINIMUM. IN THIS PART OF THE 21ST CENTURY, THERE ARE FEW EXCUSES FOR MISSING CLASS. ATTENDENCE IS CRITICAL FOR A GOOD GRADE IN THIS CLASS.

> We gear our analysis, ultimately, to matters of intrinsic concern and examine all causal influences on those matters.
>
> Drèze and Sen 1989:15

> Apocalypse – "Old English, via Old French and ecclesiastical Latin from Greek *apokalupsis*, from *apokaluptein* 'uncover, reveal', from *apo-* 'un-' + *kaluptein* 'to cover'."
>
> Bab.al dictionary. https://en.bab.la/dictionary/english/apocalypse.

> It's not the Bullet – https://www.youtube.com/watch?v=-zA6LL78KYU
> Only an Expert – https://www.youtube.com/watch?v=g_JQshF4MK8
>
> Laurie Anderson 1977

> The assumption that markets are "natural systems" operating outside of power and politics is itself an invention of the nineteenth century.
>
> Nally 2011:8

> Charlie Chaplin's 1957 film "A King in New York" in which Chaplin's son states "today it's all monopoly … monopoly is the menace of free enterprise" – https://www.facebook.com/watch/?v=276511705488863.
>
> Chaplin 1957

> Most of the world's acute hunger and undernutrition occurs not in conflicts and natural disasters but in the annual ''hunger season,'' the time of year when the previous year's harvest stocks have dwindled, food prices are high, and jobs are scarce.
>
> Vaitla et al. 2009

Week 1 (1 Sept.): Introduction – Social Vulnerability, Causality & Responsibility

Overview of Course – Content & Admin

Prepare for today: Your Background Work

- In preparation for today's class please also look over the syllabus – including Annex A
- Please read the required readings listed below

Prelude

- Dr. Seuss. 1971. *The Lorax*. New York: Random House.

- Your understandings of Vulnerability???
    - Tell me what is vulnerability? How do you know it when you see it?
    - How defined?
    - How measured?
    - How explained?
- Your understanding of Markets????
    - Tell me what you think of as a market? What is it? Where is it? How does it work?

Structure of the Course

- The Syllabus
- The *Causes* of Crisis as a Problematic Category of Analysis[1]
    - Cause in the hazard?
    - Cause in existing fragilities
- Case studies of climate-related vulnerability will be taken from poorer regions of the world
- Case studies will include vulnerabilities attributed to 'climate-related' crises
- Assignments – <u>See Annex A & summary of assignments above</u>
    - Readings – Some may change during semester as I get to know you
        - Individual Weekly Written Commentaries on Readings
        - Reading Discussant Role – discussant on readings posting a question/questions for discussion 24 hours in advance of class
        - *** = late added readings ➔ check if on Canvas!
    - Term Papers – a research proposal
        - Abstract
        - One-pager
        - Presentation with Discussant (see below)
        - Some Project Ideas
    - Presentation Discussant Role – presenter/discussant on proposals – you are expected to help spark debate?
        - Post a few questions for class to discuss 48 hours before class.
        - 10 minutes of small group or paired discussions in class so you can collectively think through questions which get to the heart of the authors' arguments (e.g. "what is the author arguing is or is not a cause of

vulnerability" and "how does this argument relate to readings" or "is the problem posed researchable via the proposed case?"). During this time of group/paired work, I may also pose questions to the groups.

To do Today in Class

- Assign Week 2 Reading Discussants

Some Course Content

- Theodicy – and our ideas of climate and responsibility
    - Leibnitz Theodicy
    - Voltaire's *Candide*
    - Acts of God
    - Acts of Nature
    - Acts of Government
    - Causality in the Law
- My objectives
    - Learn more about how markets shape seasonal hunger
    - Identify cases to study on markets and rural vulnerability

Admin

- Canvas – YOU MUST View Announcements!
- Format – Follow format for all submissions
    - Word, Filename
    - Word count, Font
- Managing Up: Bug me!
    - If I do not send you comments on your abstract, one-pager or term paper: bug me. If you don't bug me, it'll be your loss.
    - If I am not clear about requirements/assignments/expectations, ask me! Otherwise, suffer the consequences!
- Plagiarism: I will flunk you. ***No Mr. Nice Guy!*** I will not give second chances. If you have any questions about plagiarism, ask me! My policy is No Tolerance for cheating (plagiarism or use of AI in any element of writing):
    - All quotes must be in quotation marks with reference.
    - All literature-derived materials not in quotes must be paraphrased *and* cited too!
    - Only your own original reflections, questions and synthesizing remarks can be without citation.
    - I consider AI-generated writing cheating. I will not tolerate it. It is easy to identify. It has no soul! Also, I will run EVERY paper through an AI detector. If you only used a little AI (i.e. 15%, I'll just take 15% off your grade). If it shows extensive use (over 20 %) I will give you a zero (0!) on your term paper. If I suspect Chat or any other AI, I will, before applying those deductions, interview

you about your writing of the paper (see below). Concerning this kind of cheating, see: AU's Academic Integrity Code, specifically article II.A.4 "dishonesty in papers" and article II.A. 6 "fabrication of data." I will consider data or writing from AI to be dishonest fabrication.

- If I suspect you used AI for any writing, I will immediately (within 18 hours of suspecting it) interview you about the contents of your papers. If you do not reply and we cannot schedule a meeting, I will apply the score reductions stated above. The burden of proof will be on you. I will also file a report with the Office of Academic Integrity (academicintegrity@american.edu).
- Using AI is unfair to other students and it is a waste of my time (as well as yours)!

> "I don't want students using AI to write their work. I want their words. I want access to their thinking, their voice, their struggles to find what they want to say and the best way to say it. I want to see what happens when someone tries to move through language without an intermediary finishing the thought.
>
> This is a pedagogical position, not a moral or technical one. The workshop only works if there's a writer in the room, someone whose thinking is visible on the page, and who can speak directly to that thinking. Using AI to write not only nullifies the entire peer review concept – we're here to workshop each other, not to workshop AI slop – it also guarantees a weakening of the muscles needed to wrestle with writing."
>
> Micah Nathan from *The Guardian* May 10, 2026.

- Assign Week 2 Reading Discussants
- Discuss reading assignment below.

Lecture: Vulnerability Principles – with "Climate Refugees?" Video

Required Reading Assignment:

- Read one newspaper article on Climate and Climate-related Crises/Disaster/Damage. Think about how the author defines a) the problem, b) the damages. Think about how the author attributes causality to the damages. What causes do they identify? Where do they place responsibility? We will discuss this in class.

Week 2 (8 Sept.): Theorizing Vulnerability – Entitlements Under a Changing Sky

Theories of vulnerability in the face of climate variability and change have mostly evolved from Amartya Sen's 'Entitlement Theory'. It is a widely used and very powerful frame for analyzing the causes of hunger & famine – but also other vulnerabilities. Get a solid grasp on Sen's approach. Also see Watts's critiques. Are they just? Is Sen right or wrong? What more is needed for Sen's frame to be more universal? What does it say about climate-change-related vulnerabilities? How would Malthus critique all of these other authors? How would they critique him?

Required Readings[2,3]
Page Count: 8+14+11+17+4+34 proposals(8+18) = 80

- Sen, Amartya. 1980. "Famines," *World Development* 8(9): 613–621. Pp. 8[4]
- Drèze, Jean and Amartya Sen. 1991. Hunger and Public Action. Oxford: Oxford/Clarendon. https://library.oapen.org/viewer/web/viewer.html?file=/bitstream/handle/20.500.12657/39429/9780198283652.pdf?sequence=1&isAllowed=y.
    - Ch. 1: "Introduction." Pp. 3-17, Pp. 14
    - Ch. 2: "Entitlements and Deprivation." Pp. 20-31, Pp. 11
- Watts, Michael. 1991. "Entitlements or empowerment? Famine and starvation in Africa," *Review of African Political Economy* 51:9-26. PP. 17
- Wikipedia. Malthus's "*An Essay on the Principle of Population*": https://en.wikipedia.org/wiki/An_Essay_on_the_Principle_of_Population
    - Read up to (stop before) section on "Editions and versions." Pp. ~4

Research Proposals to Discuss – prelude to next week (posted in 'Files'):

- NAPATA 2026 Funded Proposal Synopsys, Pp. 8
- Ribot 2026 JPS Book Review on Land Politics Pp. 18

Discussion: Your Research-Proposal Term Papers

PROJECTS: For next week, please bring in a term-paper problem to discuss with class (see Annex A for details on what the term paper is about)

What problem do you want your term paper to address? Think of a problem concerning the causes hunger in the face of climate stress. Pose a question that you want to answer. Be concrete. Be specific. Tell us where this problem is and for whom it is a problem. Tell us of more than one causal explanation for the crisis.

Week 3 (15 Sept.): Your Term-Projects/Climate Change and Gender Inequality

Part I Your Term-Projects

A social-science research proposal is about trying to understand the causes of a problem that has already happened (as you cannot study it if it does not yet exist) and for which we are in search of solutions or for the attribution of responsibility – which are inter-related. It can and should be motivated by a desire to find solutions to that problem, but it is not about the solutions. Research is about the causes of the problem – with the hope that those causes will one day lead us toward solutions. Indeed, this motive is important, as funders will want any work they fund to do something good (and usually visible) in the world. They want the glory of having helped to solve a problem.

When choosing a proposal problem/topic ask yourself: What's the hook? How do you capture the attention of your reader? This Capstone introduces you to proposal writing – a skill that is attractive for any employer. We will focus on research proposal writing, but all institutions are constantly writing proposals to fund their work -- whether to support humanitarian work, activism, education or development. For this assignment you must write to grab the imagination of a funding audience. Write this proposal in a way that responds to the mission of funders – by focusing on how you can meet the needs of those to whom you are writing while simultaneously meeting your own and your institution's long-term needs. This means thinking about your audience. We can discuss that during your presentations.

Today I want each of you to ***present in a few minutes an idea you think could make a great research problem. It should somehow be related to issues of hunger and climate. What is the problem? What is puzzling about that problem? Why is it a problem and for whom? What is your question you would pose about this problem? Where would you study it (your case)? What do you think is the cause of the problem you would study? Is it researchable?***

A research proposal proceeds from a) a problem, b) a big overarching research question, c) operational questions that can be asked in practice to help answer the overarching research question, d) data you would need to answer the operational questions, e) methods you would need to gather that data, and f) analyses you would conduct to synthesize your findings into answers that are both abstractable and generalizable. Today you do not need to present all of this – just focus on the core problem, question and case. We can all then reflect with you briefly about how you will develop other aspects of your problem and question.

Required Readings on Sample Proposals & Proposal Writing Essays:
Page Count: 4+4+4+10+8 = 30 + 49 (see below) = 79

- Sample Proposal 1. Pp. 4
- Sample Proposal 2. Pp. 4
- Sample Proposal 3. Pp. 4

- Lund, Christian. 2014. Of what is this a case? Analytical movements in qualitative social science research. *Human Organization*, 73 (3), 224-34. PP. 10
- Przeworski, Adam and Frank Salomon. 2008. "The Art of Writing a Proposal." Pp. 8 (In 'Files')

Also recommended, but not required:

- Professor Michael Watts' essay "The Holy Grail: In Pursuit of the Dissertation Proposal" is, well, just that – a "holy grail" – essay dedicated to demystifying the process and offering concrete advice on the dos and don'ts: https://www.scribd.com/document/409326435/Watts-Michael-the-Holy-Grail-in-Pursuit-of-the-Dissertation-Proposal. Pp. 20

Part II: Gender and Climate Change

Access to food breaks down long many dimensions, including by gender, age, place of origin, citizenship, race, religion, profession…. Identity matters. It shapes who is able to access labor opportunities, land, markets and influence authorities. Identity, including age and gender, shape who makes decisions concerning food access within the household. This session we explore the implications of gender for hunger.

Required Readings on Gender and Climate Change:[5]
Page Count: 14+21+14 = 49

- Drèze, Jean and Amartya Sen. 1991. Hunger and Public Action. Oxford: Oxford/Clarendon. https://library.oapen.org/viewer/web/viewer.html?file=/bitstream/handle/20.500.12657/39429/9780198283652.pdf?sequence=1&isAllowed=y.
    - Ch. 4: "Society, Class and Gender," Pp. 46-60, Pp. 14
- Nussbaum, Martha. 2001. Adaptive preferences and women's options. *Economics and Philosophy*, 17: 67-88. Pp. 21
- Whitehead, Ann. 1990. "Food Crisis and Gender Conflict in the African Countryside," pp. 54-68 in Henry Bernstein, Ben Crow, Maureen MacKintosh and Carlotte Martin (eds.) *The Food Question: Profits Versus People?* New York: Monthly Review Press. Pp. 14

Discussion of your term paper ideas in class today

PROJECTS: Your Project Abstracts are Due by Class Next Week

- E-mail your abstracts to me (Jesse.Ribot@gmail.com) **&** TA Jennifer (je3048a@american.edu) before class [& post them on Canvas]
- Be prepared to present your idea in 3 minutes and to discuss it with your fellow students – we could even break into groups to first do this among a small group and then you can present to everyone

Week 4 (22 Sept.): 'Natural' Disaster? Climate-related Vulnerability in Times Before Climate Change

Climate used to be natural. But, even then, crises unleashed by climate stress were not natural. In the days before climate change, when examining the causes of economic loss, dislocation, hunger or famine, we were already looking away from the sky toward the underlying social and political-economic conditions that made people vulnerable. While many analysts blamed nature – drought and floods – for crises, 'nature', being inanimate, could not be responsible. Nature had no human agency within it – and responsibility is a product of agency. With climate change, the weather took on a new meaning, it carried human agency. Human effluents had re-structured the sky. We had entered the Anthropocene. Now how could we block out the weather as a causal factor – wasn't weather now 'responsible' for losses and damages, dislocation, hunger and famine?

The dust bowl is an event that most Americans have heard of. It is familiar. You probably have ideas of what took place – a drought, displacement, and the struggles of the poor. But what really caused people's pain and suffering associated with climate-related stress (drought)? The Irish 'potato' famine is another event you probably know of. What caused it? Is this different than the story you know – it is in the recommended readings and it was not caused by a blight? The global swath of famines that Davis writes of are less familiar, but were great world disasters. These readings are about telling the story of who is responsible for disasters. How do we explain the role of the weather? How do we explain the role of human structures and human agency? Hulme brings in climate change and frames the limits of how we attribute disasters to climate and climate change. In short, these readings are about the tension between natural and un-natural interpretations of climate-related crises.

Required Readings[6,7,8]
Page Count: 2+16+5+34+4+3+13+22 = 99 pages

- O'Keefe, Phil, Ken Westgate and Ben Wisner. 1976. "Taking the naturalness out of natural disasters. *Nature*," 260: 566-567. Pp. 2
- Davis, Mike. 2001. *Late Victorian Holocausts: El Niño Famines and the Making of the Third World*.
    - "Preface," pp. 1-16. Pp. 16
    - "A Note on Definitions," pp. 17-22. Pp. 5
    - "Victoria's Ghosts," pp. 25-59. Pp. 34
- Cook, Benjamin I., Ron L. Miller, and Richard Seager. 2009. "Amplification of the North American 'Dust Bowl' drought through human-induced land degradation," *PNAS* 106(13):4997–5001. Pp. 4
- Mirsky, Jonathan. 2012. "Unnatural Disaster," A Review of Yang 2012. Great Chinese famine book Tombstone.[9] *New York Times* 9 December. Pp~3

- Crombé, Xavier and Jean-Hervé Jézéquel (eds.) 2007. *A not-so Natural Disaster: Niger 05.* New York: Columbia University Press.
    - Introduction, pp. 1-13. Pp. 13
- Hulme, Mike. 2023. *Climate Change isn't Everything*. Cambridge: Polity Press. Ch. 1: From Climate to Climatism: How an Ideology is Made. Pp. 17-39. Pp. 22

Your Abstracts are now All in! Due Date was today before class.

Discussion of your abstracts & term-paper ideas in class today

Schedule Research Presentations for week 6 to 14: Presentation Schedule Table

Week	Presenter 1 + Discuss.		Presenter 2 + Discussant		Presenter 3 + Discussant		Presenter 3 + Discussant	
6								
7								
8								
9								
10								
11								
12								
13								
14								

Week 5 (29 Sept.): Climate and Hunger – Attribution Dilemmas

Hunger is often attributed to climate stress or climate change. The 'hungry season', also known as 'seasonal hunger' or the 'slim season', is the period of hunger before each harvest but after farmers have run out of food and cash. This is a period where farmers cannot feed their families. Where I work in Senegal, each year 80 percent of farm households experience a hungry season. This phenomenon is the focus of our course because it is poorly understood and often hidden from the urban and international communities. Why is it persistent? Why is it so widespread? What causes it?

Required Readings[10]
Page Count: 21+4+8+4+3+36+23+9 = 108

- Ribot, Jesse. 2023. "Access Failure: Deep Explanation of Climate-Related Crises," pp. 261-82 in Jun Borras and Jennifer Franco (eds.) *Oxford University Press Handbook on Land*. Oxford: Oxford University Press. Pp. 21

- Vaitla, Bapu, Stephen Devereux, Samuel Hauenstein Swan. 2009. "Seasonal Hunger: A Neglected Problem with Proven Solutions," PLoS Med 6(6):1-4. doi:10.1371/journal.pmed.1000101. Pp. 4
- Lappé, Frances Moore, Jennifer Clapp, Molly Anderson, Robin Broad, Ellen Messer, Thomas Pogge and Timothy Wise. 2013. "How we Count Hunger Matters," *Ethics and International Affairs* 27(3):251-9. Pp. 8
- Devereux, Stephen, Bapu Vaitla, Samuel Hauenstein Swan. 2008. *Seasons of Hunger: Fighting Cycles of Quiet Starvation Among the World's Rural Poor.* London: Pluto Press.
    - Forward (by Robert Chambers), pp. xvi-xix. Pp. 4
    - Preface, pp. xx-xxiii. Pp. 3
    - Ch. 1, Those with Cold Hands, pp. 1-36. Pp. 36
- Rivera-Núñez, T., L. García-Barrios, M. Benítez, J. A. Rosell, R. García-Herrera, & E. Estrada-Lugo. 2022. "Unravelling the Paradoxical Seasonal Food Scarcity in a Peasant Microregion of Mexico." *Sustainability*, 14(11):1-23. https://doi.org/10.3390/su14116751. Pp. 23
- Ribot, Jesse. 2025. Research Proposal. In Files on Canvas. Pp. 9

Discussion of your abstracts in class today

Lecture: Market Grabbing Lecture – A dive into my new work

Week 6 (6 Oct.): Theorizing Climate-related Vulnerability

Sen centers his work on vulnerability from a neoclassical-economics perspective. But, he sneaks in a lot of political-economic understandings. De Castro, Steinbeck, and others before Sen, applied a much more political-economic analysis of cause. By shifting the frame from access through exchange to a broader set of factors that shape access to food, today's authors develop a more nuanced understanding of the origins of vulnerability. Political economic frames take history into account. Neoclassical frames do not – but, they should. If economists simply asked 'from where do the initial positions of all actors derive', they would no longer be neoclassical economists, they would become political-economic analysts. By not taking distribution of resources and wealth as a given, the analysis is much more complex and useful. The views here are usually considered to be more 'structural'[11], referring to the fact that they do not take a methodological individualist approach common in neoclassical economics.

Required Readings[12]
Page count: 19+29+2+12 = 62

- Ribot, Jesse. 2022. "Violent Silence: Framing out Social Causes of Climate-related Crises," *Journal of Peasant Studies* 49(4):683-712. Pp. 19 https://www.tandfonline.com/doi/full/10.1080/03066150.2022.2069016
- Chao, Sophie, Christopher Krupa & Tania Murray Li. 2024. "Anthropologists are Talking – About Contemporary Plantations. Technologies, Violence, and Vulnerability Across Geographies and Genealogies," *Ethnos* 89(1):158-87. Link to this article: https://doi.org/10.1080/00141844.2024.2305881. Pp. 29
- Bourdieu, Pierre. 1997. La précarité est aujourd'hui partout : Intervention lors des Rencontres européennes contre la précarité. Grenoble. 12-13 décembre 1997. *Contre-feux,* Ed. Liber Raisons d'agir, Grenoble. [available online : http ://natlex.ilo.ch/wcmsp5/groups/public/---ed_dialogue/---actrav/documents/meetingdocument/wcms_161352.pdf]. Pp. 2 [We NEED AN ENGLISH VERSION – Can someone fine this?]
- Gates, Bill. 2025. "Three tough truths about climate" 28 October. https://www.gatesnotes.com/three-tough-truths-about-climate [critique this piece by relating it to Julian Simon and Jeremy Bentham – how would Gates argue with the above scholars?]. Pp. ~12

Discussion of more of your abstracts in class today – if any still left

Lecture: Reiteration of Vulnerability Frames Summary – the General Move from Hazards to Vulnerability Approaches

Discussion: How is everyone doing? Do you feel ahead or behind? Are you worried about grades? Let's discuss…

Week 7 (13 Oct.): Vulnerability does not Fall from the Sky – the Case of Senegal

This week we will explore Senegal as a case of climate-related crises. How do we explore the relation between migration, food security and climate? Is precarity and vulnerability be damages before the damage takes place? Climate of anxiety? What does anxiety do to people? What does vulnerability do to life before crisis?

Required Readings on Senegal[13]
Page Count: 18+17+11+26 = 72

- ***Franke, Richard W., and Barbara H. Chasin. 1980. *Seeds of Famine: Ecological Destruction and the Development Dilemma in the West African Sahel*. Montclair, NJ: Allanheld, Osmun.

    - "Introduction: Food Crisis – Ecological Crisis; The Great West African Famine of 1968," pp. 1-18. Pp. 18.
- Sen, Amartya. 1981. *Poverty and Famines: An Essay on Entitlement and Deprivation.* Oxford: Oxford/Clarendon.
    - Ch. 8: "Drought and Famine in the Sahel," pp. 113-30. Pp. 17][Note: 'FAD' not defined in this chapter. It means "Food Availability Decline."]
- ***Grossi, A., Downs, S., Trzaska, S. 2021. Climate Impacts on Nutrition in Senegal. *IRI Working Paper*. https://iri.columbia.edu/wp-content/uploads/2021/05/Literature-Review_Climate-Impacts-on-Nutrition-in-Senegal_final_Sd_AG_clean2.pdf Pp. 26
- ***Macia, Enguerra, Jeremy Allouche, Moustapha Basimbé Sagna, Amadou Hamath Diallo, Gilles Boëtsch, Aliou Guisse, Pape Sarr, Jean-Daniel Cesaro, Priscilla Duboz. 2023. "The Great Green Wall in Senegal: Questioning the idea of acceleration through the conflicting temporalities of politics and nature among the Sahelian populations," *Ecology and Society* 28(1). Pp. 11 https://doi.org/10.5751/ES-13937-280131

Highly recommended:

- Mbow, Cheikh, Ole Mertz, Awa Diouf, Kjeld Rasmussen, Anette Reenberg. 2008. "The history of environmental change and adaptation in eastern Saloum–Senegal—Driving forces and perceptions," *Global and Planetary Change*, 64(3-4): 210-21. Pp. 11
- Nébie, Elisabeth Kago Ilboudou, Diaba Bâ, Alessandra Giannini. 2021. "Food Security and Climate Shocks in Senegal: Who and where are the most vulnerable households?" *Global Food Security* 29:1-9. Pp. 9
- Watts, Michael J. 2015. Adapting to the Anthropocene: Some Reflections on Development and Climate in the West African Sahel. *GeoJournal* 53(3):288-97. Pp. 9

First Scheduled Research-Proposal Presentations in Class – see Annex A for Presentation Instructions

- Your presentations will start this week or next depending on how many students are in the class

Lecture: Climate & Migration from the Sahel

Week 8 (20 Oct.): Climate, Vulnerabilities and Market Structure: Commodity Chains

How do we imagine or think about markets? What is a market? What are the politics of market control? What is the political economy of a market? What do markets have to do with rural security and wellbeing? What do they have to do with vulnerability?

Required Readings on Commodity Chains (Further Readings on Market Structure[14]):
Word count: 8+16+6+16+7 = 53

- ***Bates, Robert. 1981. *Markets and States in Tropical Africa: The Political Basis of Agricultural Policies*. Berkeley: University of California Press.
  - "Introduction," pp. 1-8. Pp. 8
- Hewitt de Alcántara, Cynthia (ed.) 1993. Real Markets: Social and Political Issues of food Policy Reform. London: Frank Cass.
  - "Introduction: Markets in Principle and Practice," pp. 1-16. Pp. 16
- Wallerstein, Immanuel. 2008. "Protection Networks and Commodity Chains in the Capitalist World-Economy," Ch. 4, pp. 83-89. In Bair, Jennifer (ed.) *Frontiers of Commodity Chain Research*. Palo Alto: Stanford University Press. Free access: http://tankona.free.fr/bair2008.pdf. Pp. 6
- Bair, Jennifer, Stefano Ponte, Leonard Seabrooke & Duncan Wigan. 2023. "Entangled chains of global value and wealth," *Review of International Political Economy* 30(6):2423-2439, DOI: 10.1080/09692290.2023.2220268. Https://doi.org/10.1080/09692290.2023.2220268. Pp. 16
- Ponte, Stefano, Jennifer Bair, Mark Dallas. 2023. "Power and inequality in global value chains: Advancing the research agenda," *Global Networks* 23(4):679-86. https://doi.org/10.1111/glob.12456. Pp. 7.

Scheduled Research-Proposal Presentations in Class

Recitation: An Ode to the Lorax

Week 9 (27 Oct.): Climate, Vulnerability, Trade and Hunger

Required Readings on Trade & Hunger:
Word count: 15+24+15 = 54

- Clapp, Jennifer, Rachael Vriezen, Amar Laila, Costanza Conti, Line Gordon, Christina Hicks and Nitya Rao. 2025. "Corporate Concentration and Power Matter for Agency in Food Systems," *Food Policy* 134(102897):1-15. https://doi.org/10.1016/j.foodpol.2025.102897. Pp. 15
- ***Utting, Peter. 1993. "The Political Economy of Food Pricing and Marketing Reforms in Nicaragua, 1984-87," pp. 107-31 in Cynthia Hewitt de Alcántara (ed.) *Real Markets: Social and Political Issues of food Policy Reform.* London: Frank Cass. Pp. 24 [Should accompany Clapp et al. 2025]
- Appadurai, Arjun. 1986. *The Social Life of Things.* Ch. 13. Pp. 76-91 "Commodities and the politics of value." Cambridge: Cambridge University Press. Pp. 15

Field Code Changed

Highly Recommended

- Sen, Amartya. 1990. “Food Entitlements and Economic Chains,” Ch. 14, pp. 374-86 in Lucile F. Newman (ed.) *Hunger in History: Food Shortage, Poverty and Deprivation*. Oxford: Blackwell. Pp. 12
- ***Harvey, David. 2026. *The Story of Capital.* London: Verso.
    - Ch. 14, “Accumulation by Dispossession.” Pp. 261-274, Pp. 13

Lecture: Who Profits along Senegal’s Charcoal Commodity Chains?

Scheduled Research-Proposal Presentations in Class

Discussion: How is everyone doing? Do you feel ahead or behind? Are you worried about grades? Let’s discuss

Week 10 (3 Nov.): Climate, Vulnerability and Real Markets

Required Readings on Real Markets:
Page Count: 20+17 = 37

- ***Harriss, Barbara. 1993. “Real Food Grain Markets and State Intervention in India,” pp. 61-81 in Cynthia Hewitt de Alcántara (ed.) *Real Markets: Social and Political Issues of food Policy Reform.* London: Frank Cass. Pp. 20
- Blauch, Bob. 2001. “Food Marketing,” Ch. 7, pp. 149-66 in Stephen Devereux and Simon Maxwell (eds.) *Food Security in Sub-Saharan Africa*. Scottsville, SA: ITDG Publishing. Pp. 17 [Pairs well with Harriss, but consider reading some of the pieces he cites: Santorum and Tibaijuka 1992; Gordon 1994 & Peter Timmer]

Highly Recommended:

- Harriss-White, Barbara. 2023. “Petty commodity production, *The Journal of Peasant Studies*,” 50:1:295-314, DOI: 10.1080/03066150.2022.2138354. Pp. 19

Scheduled Research-Proposal Presentations in Class

Week 11 (10 Nov.): Justice under a Changing Sky

What is this thing called justice? Why does it matter? How do we attribute responsibility and blame and how does it relate to response ability – or the ability to respond?

Required Readings[15]
Page Count: 6+16+19+21 = 62

- Sachs, Wolfgang. 2008. Climate change and human rights. *Development,* 51, 332-337. Pp. 6
    - Excellent summary of biophysical impacts/consequences of climate change.
    - How do these translate into human rights issues?
    - Cause cannot be traced directly to culprits; but responsibility can be attributed through human rights frames.
- Foster, John Bellamy. 2021. "The Capitalinian: The First Geological Age of the Anthropocene," *Monthly Review*, 73(4): 1-16. Pp. 16
- Harvey, David. 2004. "The 'New' Imperialism: Accumulation by Dispossession." *Socialist Register*, 40: 71-90 [63-87]. Pp. 19
- Agarwal, Bina. 2014. "Food sovereignty, food security and democratic choice: critical contradictions, difficult conciliations," *The Journal of Peasant Studies*, 41:6, 1247-1268, DOI: 10.1080/03066150.2013.876996. Pp. 21

Highly Recommended Readings:

- Edelman, Marc, Tony Weis, Amita Baviskar, Saturnino M. Borras Jr, Eric Holt-Giménez, Deniz Kandiyoti & Wendy Wolford. 2014. "Introduction: critical perspectives on food sovereignty," *The Journal of Peasant Studies* Vol. 41, No. 6, 911–931. Pp. 20

Scheduled Research-Proposal Presentations in Class

Week 12 (17 Nov.): TBA – Buffer Class for AI Interviews

Scheduled Research-Proposal Presentations in Class

Thanksgiving Week (No class 24 Nov.)

Week 13 (1 Dec.): Research Proposal Progress on Getting from Data Needed to Methods

You are about to hand in your proposals. I wanted to take this week to just get you thinking about how to organize your steps from Problem to Questions to Operational Questions to Data Needed to answer your questions to Methods you need for gathering that data.

Required Readings

Page Count: 30+28+13 = 71

- ***Burawoy, Michael. 1998. "The Extended Case Method" *Sociological Theory* 16(1):4-33, Pp. 30
- ***Ribot, J. and N. L. Peluso. 2003. "A theory of access: Putting property and tenure in place. *Rural Sociology*," *Journal of Rural Sociology* 68:153-181. Pp. 28
- ***Bennett, A. 2010. "Process tracing and causal inference," Ch. 10 in Henry Brady and David Collier (eds.). *Rethinking Social Inquiry.* Rowman and Littlefield. PDF Link: https://www.researchgate.net/publication/257267990_Process_Tracing_and_Causal_Inference. Pp. 13

Field Code Changed

Scheduled Research-Proposal Presentations in Class

PROJECTS: Final term-paper project is due by 5pm this coming Friday Dec. 4th via email & on Canvas – Don't forget the file name You.TermPaper.419.doc

Week 14 (8 Dec. – Last Class): Wrap up and Overview

Page Count = 12

- Parashar, Swati. 2026. "The 'Slow violence' of famines" *Zeitschrift für Friedens- und Konfliktforschung.* Https://doi.org/10.1007/s42597-026-00159-8.

How do we analyze the causes of climate-related risks? How do we understand causality? Earlier readings frame its components, but how do we move from identifying vulnerability to explaining it? Explanation is one way of identifying potential solutions. It is not the only way. Think through how useful explanation is in helping us to reduce vulnerability. What helps us respond? Identification? Explanation? Innovation? Under what conditions do these different approaches help?

Synthesis Discussion

Annex A: Course Assignments

Class Assignment Format and Submission Procedures

> ***IMPORTANT NOTE:*** *All assignments must be in* ***12-point font and single-spaced****. All assignments must be posted on Canvas. The electronic copies of all assignments must be submitted in* ***Word*** *(**NO [N.O.]** GOOGLE DOCS or PDFs), and the file name must start with your* ***last name****, followed by the* ***assignment title*** *and* ***course number****. So, if you are Anna Eggplant, then the file should be titled:* ***Eggplant Anna Week 3 Reading Comment 419.doc*** *(or* ***.docx****), or* ***Eggplant Anna Abstract 419.doc****. Inside the Word document, you must also always have your name, the assignment, the course number, and submission date written at the top of the page.*
>
> *If Canvas says something surprising – like the wrong deadline, what do you do? Do you listen to Canvas or to the professor's Syllabus? The latter!!! So, if you find something amiss, please write me. We often have canvas problems. If it contradicts what I said above, then write me. Believe the syllabus before you believe Canvas. Also, we often put later deadlines on canvas than we state on the Syllabus. This is so that if someone is, by accident or necessity, late, they can still submit. We do not want to have to monkey around with Canvas to enable a late submission.*

Written Comments on Weekly Readings

Weekly comments on the readings must not exceed 100 words per week (minimum 12-point font, single spaced, 1.5-inch margins). That means 100 words per week, not per article! These can be in a paragraph format or in bullet points, as you prefer. Please submit these to me on Canvas ***and*** by email by noon of the day before class. You can try to touch on all articles, just one, just a couple – but read them all. The key is to identify a few items that struck you – and to tell us *how they relate to the theme of this class*.

- **As mentioned in the intro on assignments,** these comments are designed to provide a basis for class discussion – so, come to class prepared with questions/issues. The comments could include:
    a. What do the articles contribute to theory – what is new in them?
    b. What are the key questions the articles evoke?
    c. Vis-à-vis your own interests, what do you find surprising, new and interesting in the articles, and why?
    d. Is there a memorable quote that surprised or struck you?

e. What are some strengths and shortcomings of the articles?
f. Is there anything you disagree with in it?
g. Compare and contrast the arguments or theoretical positions of the different articles where possible.
h. What was incomprehensible to you in the articles? What did you not understand? That too can generate a great question – and you can blame the author for not being clear ☺.
i. How does it contribute to the theme of the course – what did we/you learn?

This assignment is designed so that you come in with good discussion questions grounded in the readings. 100 words gives you plenty of space. You must read all of the required readings each week. You should touch on as many of the readings as you can in your comment, but if you have something more to say about one or two or contrast two, that is fine. Just be certain to have read everything – without doing so, you will be lost in the class discussions. In short, I want you to show that you are thinking about and questioning what you read – not just accepting it or even just absorbing it to regurgitate it to the class.

Term-Paper Writing Project: A Research-Proposal – due the Friday after the Week 13 class

The writing assignment for this course is a **1500-word (*Maximum*) Term Paper.** This will be in the form of a research proposal. The final term paper is due the Friday after the Week 13 class. This project will include a **150-word Abstract** to be handed in the day of class in Week 4 the semester. All due dates are specified in syllabus, above. You will also include a 150-word abstract on the final term paper (a re-re-re-revised version of the first submitted, or a whole new one if that topic was not what you ultimately took up).

Note on in-Text Reference Style

Please use in-text references in all of your writing assignments. So, Ribot (2014:667) said "Vulnerability is, by definition, the social precarity found on the ground when hazards arrive. It does not fall from the sky." Then republicans announced that the world is a dangerous rhombus with spikes and that people are damaged by climate events because they are not neoliberals (Trump 2019:2; Giuliani 2020). Note that all claims must be supported by a reference, an observation, or an argument. When there is a quote, please put in the page number you got it from. When it is paraphrased, use the page number if it is from a specific page. No page number is needed if you are citing a whole article or a whole book – as in when you say that Sen (1981) argued that famines are caused by entitlement failures. No page number is needed for documents without page numbers (you can write Giuliana 2020:n.p.).

Note on Bibliography Style

Be consistent. Use a reference style in your reference list or bibliography that gives the full citation as you would see it in an article or book. You can also use the style I use in this syllabus. Choose a style and stick with it. I want a bibliography – so do not use a style that just puts references in footnotes.

Your Abstract – due Week 4

Everyone must submit a 150-word abstract that describes your intended project on Week 4. Start with *a title* for your project! Provide a good pithy project title that reflects something to catch the interest of the reader – a title that indicates that the reader will discover something new and interesting. This abstract is designed to start your dialogue with me and the class on the problem you are choosing to focus on. ***The abstract should state the problem, why it matters and to whom, what your questions are and hypotheses (if you have them) and what your case study will be (where and what you will look at).*** Include (not in the word limit) a *bibliography of at least 5 so*urces that you hope to cite – in general, abstracts do not have references in them, so, you don't need citations in the abstract. After each article, please provide one or two bullet points that state what you got from each article: I want to know the insight that the article provided for your project.

Note on Identifying a Researchable Problem to Address

Research Proposals are about problems. ***But, what is a problem?*** You must identify a problem. A *problem* is defined as an instance in which someone or some group either suffer losses or damages, are at risk of suffering losses or damages, or cannot attain something they need or desire. When you identify a problem, you must state or identify for whom it is a problem. For, if there is nobody who cares about this phenomenon you are looking at, it is not a problem. Problems are human/social. If you say the problem is that animals are suffering. Then you have to tell us why this problem matters and to whom. It is not the animals themselves suffering that is the problem. It is that someone cares about it. If the problem is 'climate-related migration' then you have to tell us who is concerned (specific groups in specific places) and for what reasons (i.e. losses, damages or changes that might hinder their gaining benefits they need or desire).

All problems are social – as it is a social judgment to call something a problem – they are about the loss or gain of something of individual or social value. Their solutions are also social – as someone or some group must act to solve the problem. This is a social-science assignment. This means we are looking at the causes of a social problem (i.e. a problem that involves individuals and groups and the ways they suffer from or generate losses and damages or depravations).

Be specific when you choose a problem! Your problem cannot be something generic such as 'climate change' or 'famine'. It must be something that is happening or happened in a specific place and time that you can identify and then explain. So, you might ask a question such as: what were the causes of young farmers embarking on dangerous emigration from Tambacounda, Senegal toward Europe in 2015 to 2020; or how was climate change used to shield government from blame for famine in Tigre Province, Ethiopia during the civil war; or did lack of access to shelters caused tornado deaths in Oklahoma. In each question there is an implicit, but very specific problem: death in migration, avoiding blame for famine, tornado-related deaths.

Further, your problems have to involve a puzzle. If it is easy to understand the causes of the problem you are looking at, then we don't need to research it. We need a problem that is either misunderstood or not understood. It may be a problem everyone thinks they understand – like seasonal hunger in Senegal. Everyone thinks is due to climate change or low productivity. You can only justify studying this problem if you think these answers are wrong and you have a better way to explain it. Further, your research can be about the problem of misunderstanding of causality of a problem. So, you can propose to explain why hunger is misunderstood in a given institution or by a given public – and research why people believe what they do. Here, however, you will have to also demonstrate that their explanation or belief is wrong – if you are explaining why they falsely believe it!

This year I want all of the proposals to explore hunger (the problem) for a specific crisis in a specific place – somehow relating it to climate. The puzzle, then, concerns how hunger is caused. I want you to explore the conditions that make people vulnerable to food deficits, hunger and even famine. I prefer you focus on hunger and avoid focusing on famine – which is a special and extreme case. You can choose the causes you think most plausible – but, you must then construct a study of all causes to understand which is active/dominant/a product of human action. This class is about climate and vulnerability, so I hope you can identify instances of hunger that are being attributed to or are happening in the context of some climate-related stressors.

One key question is whether hunger is caused by price fixing (as this is what I am currently researching). We need more research into whether and how the prices of rural products are fixed – the mechanisms that shape price fixing – and effects of price fixing, if any, on hunger. So, your proposal can interrogate a) the causes of hunger, b) the causes of low prices for rural products (perhaps of high prices for inputs), c) whether the low price as caused by price fixing, d) whether price fixing is caused by capture of market shares, and e) if the case, the mechanisms through which this market capture takes place. You can hypothesize that hunger is not about price fixing – but, I want you to find cases where market grabbing is a plausible cause and where we can test it with commodity chain analytics – that show where profits are within commodity markets and the means by which those profits are captured (i.e. purchase and sale prices and market shares). This means summarizing in your proposal what the literature says about prices and hunger for your case.

Note on literature review to help you identify a problem to focus on: Please conduct your own literature review. Use library databases and looking at bibliographies of related works/review articles/critiques of rather than trusting AI chatboxes to generate sources. Look for review articles. Look for areas where the literature is claiming 'climate-related' hunger and then read to see what they say and if what they say is plausible. As you are looking for Gaps in the literature that *you* will fill, AI cannot tell you what is not there. AI will also believe the assumptions of the literature – which we are challenging. So, read over several articles related to the case you have identified and see if there is enough information for you to develop a proposal.

Components of a Policy Research Proposal

A policy research proposal identifies a problem and asks an unanswered question (related to the causes of hunger in the context of climate) for which the answer will have policy relevance – i.e. it must be about the effects of existing policy or it must be amenable to resolution by policy intervention. The question should also have theoretical relevance – answering it should contribute to the broader understanding of this problem for instances other than your particular case (that is, it should provide abstractable and generalizable answers[*]). At a minimum, your proposal should identify a problem where better understanding is likely to help us to formulate a better solution for the problem you have identified. Great if it also helps solve a larger set of problems.

Climate and Social Vulnerability Term-Paper Concept and Structure

Climate-Hunger Term-Paper Concept and Structure

Project: Today hunger is often explained as an outcome of climate change, low productivity, crop losses, poor storage. These are all plausible explanations. They are often incomplete. Identify a real-world researchable (i.e. where there is some information/data) case where farmers or other resource-dependent populations (gatherers or hunters or fishers) go hungry. Instances of seasonal hunger (a slim or hungry season) are ideal – you will find them all over the world. How do government, international development agencies and researchers working on your case explain the causes of this hunger? Also explore whether there are any indications (using available data or the literature) that this hunger might be caused by price fixing and unfair market access. You might find information on this in studies of local agricultural commodity chains or in data on divergence between rural producer and national prices or rural

[*] To understand 'abstraction' and 'generalization' see: Lund, Christian. 2014. "Of what is this a case? Analytical movements in qualitative social science research." *Human Organization*, 73 (3), 224-34.

and international prices (i.e. non-competitive intermediary margins being responsible for holding local prices down). Hypothesize what you think is the most-plausible cause of that hunger. Show the data that support your hypotheses or simply argue, presenting some plausible/grounded reason to believe your argument, for an alternative causal explanation. Propose research on your case.

The following is the required proposal outline. A typical policy-research proposal has the components listed below. This outline is the required format. BUT, you can use a different outline ***if you are writing to a specific call for research proposals*** that you intend to actually apply to. In the case that you have found a call for proposals that you are replying to, please consult me on how to approach it. Nonetheless, regardless of the outline you use, you must somehow address each of the elements listed in this outline below.

- A preamble that tells us who the audience is – who is the donor you want to get funds from. This is just so that we all know who you are writing to – indeed, so YOU know who you are writing to. This does not count in your word count – less than 50 words [word count not included in proposal word limit]

Not in Proposal Word Count:

Title – that catches attention and indicates your case and argument [Not included in Word Count]

Abstract—150 words max [Not included in Word Count]

Proposal Outline – 1500 words max [Add suggested word limits to each section.]

I. Introduction [Introduction takes us through most of the proposal – then you elaborate]
   a. Problem statement
      i. What is the problem to be explored?
      ii. Why is it important and to whom is it important?
   b. Summary of debates around the problem
      i. Evoke typical explanations available for the crisis
      ii. Evoke your explanation and why it is more plausible
   c. Statement of research questions
   d. Summary of hypothesis
   e. Introduce the real case you will study – where, when and why it is of importance

II. Background—What does the literature have to say about your problem/Review the literature on the causes of this crisis – what do different sources say
   a. What others say about its causes
      [Explore how different groups explain the causes (and how/why do they choose their approach to explanation) – for example:
      i. How do climate scientists explain the cause of the crisis/damages,

ii. How do the United Nations or World Bank explains the crisis/damages,
iii. How do social scientists/geographers/political ecologists explain the crisis,
iv. How do the affected people explain the causes of the crisis/damages,
v. How does the government in place (can be local or national) explain the crisis/damages]

b. What theories might help you understand its causes [where else have people found similar patterns/causal relations that might help you understand your case?]
c. What vulnerabilities in place set the stage for the crisis to unfold

III. Research Questions and Hypotheses
- Propose a hypothesis about what you believe you will be able to demonstrate as the most plausible cause of the problem. A strong hypothesis might also explain why that cause is not seen by others or might explain why the other explanations in the literature are believed – it needs an independent and a dependent variable and some mechanism by which they are linked.

IV. Case
a. Where you are going to study your problem or how will you choose your case
b. Why this is an advantageous place for studying your problem

V. Data required to address your Hypotheses – to measure/assess the independent and dependent variables
a. Suggest what data you would need to interrogate these questions

VI. Methods
a. How you get from your questions to answers
b. Suggest how you will gather the needed data

VII. Merit
a. Intellectual merit
i. Contribution to applicable knowledge
ii. Contribution to theory
b. Broader merit
i. Contribution to change in the world – in your case and generally
ii. Tell the reader some implications of your research for practice. Tell us what use this work will have for theory. What is illuminated? To whom is it of use. Tell the reader who will use this research – i.e. farmers, policy makers or researchers or all of the above.

Not in Word Count but required:

VIII. Deliverables
a. a Dissertation, an Article, a Book, a Film, a Scholarly Conference, a Policy Brief, Dialogue with Policy makers, trained researchers [word count deliverables not included in proposal word limit]. Be couscous that these deliverables must fit in

the budget (so, if you suggest a film, be sure you can justify asking for $130k more!).

IX. Timeline [not included in your word count]
X. Budget [not included in your word count]
XI. Bibliography [not included in your word count]

The Research-proposal Project – Minimalist notes on what a proposal involves

This project requires:

1. identifying the audience you are writing to;
2. identifying your problem;
3. developing a policy research question and/or hypothesis;
4. locating the problem and question within the literature;
    a. What do previous studies have to say?
    b. What causal arguments have been made about it?
5. explaining its broader policy significance (that is, making it clear why anyone should care about what is being investigated and what might be found);
6. explaining what data are necessary for answering the question;
7. explaining the methods to be employed for obtaining and analyzing the data (i.e. tracing out how empirical observations will be related to the question or hypothesis);
8. estimating a timeline; and
9. estimating funding needs.

Class Term-Paper Presentations – How to Structure

Everyone – and I mean EVERYONE – must ***read the draft paper***. The author will not present!!! I will expect each of you to have a constructive comment on the draft paper. I'll then have you break into groups of 2 or 3 to discuss how to approach the critique of the paper before we have the presenter and discussant launch the session.

Time Allotment in Sessions

Total time is about 35 minutes per proposal organized as follows:

- **Small Group or Paired Discussions** on how to Query Proposal: 10 minutes
- **Your Presentation:** 2 minutes max– use this time to pose questions or identify issues you are struggling with.
- **Discussant:** 5 minutes
- **Class Discussion without author intervening (author is 'gagged'):** 13 minutes minimum
- **Class Discussion with author intervening (author 'ungagged'):** last 5 minutes

Presenter Role & One-page Summary – to deliver to class the Monday prior to your presentation

Synopsis: Share with the whole class (and the professor) ***a 1-page single-spaced term-paper summary*** that states the Problem, your Questions, the Case to be studied and your approach to it. Include a bibliography of at least 5 sources with the one-pager – the bibliography is on a second page that does not count in the one-page limit (i.e. you have one page for text and an additional page for the bibliography). This is due on the Monday prior to the class in which you present. This can be a slightly expanded and redeveloped version of your abstract. You (or TA) must distribute this one-pager to everyone in class.

- Send to class Monday before your presentation [Send it to TA and CC prof. – TA will send it out to everyone. You must also post it on Canvas.]:
    - Your one-page single-spaced 12pt font summary (include bibliography – not to be counted in your one-page limit.

Author's Presentation – 2 minutes

Each of you will be expected to present to the class the title of your project & issues you are having developing it. In class you will present in under 2 minutes. Then at the end you have 5 minutes. In this part of the session, we will ask you to focus on how you arrived at certain arguments/ideas/questions/hypotheses that were discussed by others – this is for AI proofing.

Project Presentation Discussant Role – 5 minutes

After the 2-minute intro by the author, the discussant will take 5 minutes to comment. Then the class, facilitated by the discussant, will discuss the presented work for about 18 minutes without the presenter intervening. Presenter can then enter discussion for the last 5 minutes. The whole session is facilitated by the discussant.

The discussant's role is to give some constructive feedback on the project and to help lead a discussion for the class to also provide constructive comments. Discussants should ask about whether each of the elements of a proposal are present and what more needs to be done to develop the question, hypotheses, or arguments. The discussant should repeat back to the author what they understand the core problem and question to be. This is usually a very productive exercise for the author.

Discussants and the class can refer to the proposal outline above to make sure the presenter has covered what they should have touched on in their written piece & presentation. Examples of discussant comments would address:

- Title – Does it catch attention and represent the project well?
- Problem – Is the problem well specified – and for whom it is a problem? Please state the problem as you understand it (paraphrase it for the author and for us all).
- Case – Is the case well chosen for interrogating this project?

- Questions – What is (are) the primary question(s)
- Who has examined this crisis and what is their perspective on causes (e.g. climate scientists, UN, WB, social scientists/geographers/political ecologists, effected people, local or national governments),
- Does the problem and do the questions have relevance to policy or practice.
    - This relevance can be about why certain causes are privileged
    - It can be about how the causes vulnerabilities are analyzed
    - It can be about the politics of analyzing the causes vulnerabilities
    - It can be about what is illuminated and what is obscured by different explanations
- What are the implications of the question(s) for practice? What practical knowledge will we gain?
- Is there yet a proposed hypothesis about what the author believes they will be able to demonstrate is the primary cause? Is it plausible and researchable/testable?

A Useful Table to Help Organize your Methods Section

Climate Change Question Example 1

PROBLEM Driven: Hypothesis or Primary Research Questions	**Operational Questions**	**Data Required to answer operational questions**	**Methods for gathering data**
Problem: Cyclone Deaths Q: How many deaths did Cyclone Idea cause? H1: The number of deaths attributable to the cyclone is dependent on the analytic frame chosen. • A hazards frame will attribute all deaths to the cyclone • A social-causal frame will attribute deaths to underlying vulnerabilities in place H2: Better communication would reduce fatalities that follow cyclones in this region	H1Q1: How many deaths are attributed to the cyclone under a Vulnerability model? H1Q2: How many deaths are attributed to the cyclone under a Hazards model? H1Q3: What assumptions in the models explain differences found?	• Post cyclone death statistics • A vulnerability analysis of causes of death • A hazards assessment of damages following the storm • Documents with the analyses that can be evaluated for the assumptions explicit and implicit in the frames used	• Statistical analysis • Analytic methods of vulnerability and of hazards analysis • Document review and analysis – discourse analysis • Interviews of those who conducted analyses of damages and deaths
	H2Q1: In places deaths occurred following the storm, what early warnings were communicated. H2Q2: In places with different early warning messages were linked differences in death tolls?	• Data on early warning practices place by place • Data on who in official positions knew what when • Data on who in affected places heard what when • Data on damages and deaths in each of these areas	• Government documents • Interviews with those in government communications roles • Interviews of those in affected zones • Surveys • Document review

Hunger Question Example 2

PROBLEM DRIVEN: Hypothesis or Primary Research Questions	**Operational Questions**	**Data Required to answer operational questions**	**Methods for gathering data**
Problem: Persistent Hungry Season Q: Why do the majority of Senegal's farmers experience a hungry season? H1: Intermediaries manage rural prices via oligopsony and monopsony buying to keep them as low as possible. • H1a: In years of abundant harvest intermediaries suppress producer price to just below subsistence to maximize their profits • H1b: In years of poor harvests they raise the prices to prevent famine to avoid political backlash H2: Farmers accept being price takers due to pre-structural adjustment state price fixing and therefore they do not question the prices they are paid in the current post-structural adjustment 'free market' situation.	H1Q1: What portion of farmers experience a hungry season? H1Q2: Is price managed by intermediaries? H1Q3: Does low price explain annual hunger?	• Statistics on rural hunger • Indicators of price fixing (management) such as high merchant margins • What are the effects of other factors (climate, soil fertility, crop loss) on production and price (state regulations) • If prices are being fixed, what are the means by which price is controlled (how are market shares controlled? How are prices then set?)	• Statistical analysis • Document review and analysis – discourse analysis • Interviews -of those who conducted analyses of hunger -of farmers on their perceptions of cause -of intermediaries -of regulators -of development agents -of food security experts • Commodity-chain studies to measure costs, purchase prices, sale prices and profit margins, as well as to organize interview information on means of market access control
	H2Q1: Do farmers accept the prices they are offered? H2Q2: On what grounds do they accept (or reject) prices?	• Are prices being contested by farmers? • What are farmer attitudes toward prices? • How do farmers explain the prices they receive?	• Interviews with farmers • Surveys of farmers • Interviews with farmer cooperative, association and union leaders

Some Useful Literature on Proposal Writing

- Professor Michael Watts' essay "The Holy Grail: In Pursuit of the Dissertation Proposal" is, well, just that – a "holy grail" – essay dedicated to demystifying the process and offering concrete advice on the dos and don'ts: https://iis.berkeley.edu/sites/default/files/general/inpursuitofphd.pdf

- NSF grant reviewer tells all
  http://www.sciencemag.org/careers/2003/04/nsf-grant-reviewer-tells-all
- NSF Merit Review – look over.
  Criteria that NSF grant reviewers hold the proposals to. Note that these are kind of flexible depending on what discipline and sub-discipline we may apply to. The section "Merit Review Facts" may be useful. http://www.nsf.gov/bfa/dias/policy/merit_review/
- Some useful resources for helping in proposal writing – look over:
  http://iis.berkeley.edu/DissPropWorkshop
- Lund, Christian. 2014. Of what is this a case? Analytical movements in qualitative social science research. *Human Organization*, 73 (3), 224-34.
- Przeworski, Adam and Frank Salomon. 2008. "The Art of Writing a Proposal." https://www.ssrc.org/publications/the-art-of-writing-proposals/

Some Useful Additional Methods Books/Articles

More Methods Literature in Endnote[16]

- Sayer, Andrew. 1992. *Method in Social Science: A Realist Approach,* Second Edition. New York: Rutledge.
- Flyvbejerg, Bent, Todd Landman, Sanford Schram. 2012. *Real Social Science: Applied Phronesis*. Cambridge: Cambridge University Press.
- Burawoy, Michael. 1998. "The Extended Case Method" *Sociological Theory* 16(1).
- Burawoy, Michael. 2009. *Extended Case Method: Four Countries, Four Decades, Four Great Transformations, One Theoretical Tradition.* Berkeley: University of California Press.
- Brady, H.E. and D. Collier. 2004. *Rethinking social inquiry: Diverse tools, shared standards.* London: Rowman & Littlefield Publishers.
- Becker, Howard S. 2017. *Evidence*. Chicago: University of Chicago Press.
- Ribot, J. and N. L. Peluso. 2003. A theory of access: Putting property and tenure in place. *Rural Sociology*. 68: 153-181.
- Bennett, A. 2010. "Process tracing and causal inference," Ch. 10 in Henry Brady and David Collier (eds.). *Rethinking Social Inquiry.* Rowman and Littlefield.
- Cronon, W. 1992. "A Place for Stories: Nature, history, and narrative," *The Journal of American History,* (March), 1347-1376.
- Lund, Christian. 2014. "Of What is This a Case?: Analytical Movements in Qualitative Social Science Research." *Human Organization* 73(3): 224-234.
- Bates, Robert, Avner Greif, Margaret Levi, Jean-Laurent Rosenthal, Barry R. Weingast. 1998. *Analytic Narratives*. Princeton: Princeton University Press. Introduction, pp. 3-23. Pp. 21
- If you come across Flat Ontologies as a frame, consider the readings in this footnote.[17]

Checklist for Grading of Term Papers

When I grade your proposal, the following is the checklist I will use. Be sure to understand this.

➔***Grading Checklist: answered with Yes/No***

- Is the title compelling: Y/N
- Is the abstract well-structured and clear:
- Has the author identified a problem that is significant and whose causes are not yet sufficiently understood:
- Is the gist/problem/puzzle of the proposal made clear in the first few sentences of the introduction:
- Is the proposed research compelling – does it promise to demonstrate something new & interesting:
- Is the background of the problem well presented:
- Is the literature on causality well reviewed:
  - Are the existing causal analyses/theories clearly identified and laid out:
  - Are the causes *you* believe are most plausible (those that inform your hypothesis) clearly identified, described and justified:
- Are these causal insights integrated into a well-articulated hypothesis:
  - Does that hypothesis have an independent and dependent variable:
  - Does that hypothesis indicate the causal mechanism that operates between theses variables:
  - Is the hypothesis testable – i.e. could it be disproved:
- Is the proposal cogently and clearly argued (the logic of the argument):
- Is the proposal clearly written (the clarity of writing):
- Is the merit (what it will bring to the world) of doing this research compelling:
- Is the timeline and budget plausible:
- Did the term paper use references correctly (i.e. supporting every claim with a source):
- Did the writer submit this in the required Word Format:

➔Grading decision will be based on these elements above

➔Term Paper Points is 40% of the grade – so will be given a score of X/40

Annex B: Relevant Themes that will NOT be Covered this Semester

Below are topics I cover some years and not others or that I want to develop further. I list them here so you can see what might be interesting areas to look into on your own.

Causality in the Law

Law gives us some interesting perspectives on causality. In tort law, causes of damages that link to intentionality are what count. Are all meaningful causes linked to human action – when are causes social? When are they mere facts of nature? Are causes of damages always social? Yes when we ask what is a damage – as damage only has meaning due to social or individual evaluation and valuation. Perhaps when we ask what directly lead to the damage – as it depends on a) whether those acts were done by people and b) whether people could have foreseen and prevented them. No when they are random and unforeseeable acts of 'nature'. This introduces one more question – is nature natural anymore? What nature is natural? What is the 'nature' of nature? What is the human element of environment?

- Calabresi, Guido. 1975. "Concerning Cause and the Law of Torts: An Essay for Harry Kalven, Jr," *The University of Chicago Law Review*, Vol. 43, No. 1, pp. 69-108. Pp. 39.
- Hart, H.L.A and Tony Honoré. 1959. *Causation in the Law.* Second Edition. Oxford: Clarendon Press.
    - "Preface to the Second Edition," Pp. xxxiii – lxxxi. Pp. 48
    - "Introduction," Pp. 1-8. Pp. 8

On Revolution – from moral economy of the peasant to existential threat to the planet

This section includes readings about moral economy (E.P. Thompson & James Scott), the erasure of posterity (Gunter Anders), and whether the existential crisis of climate change is cause for revolution (a moral economy predicated on threats to existence rather than threats to subsistence). War and violence are also relevant. When do people start viewing others as subject to elimination without grief? How does an existential crisis reshape our view of others – when does it create solidarity or division? How are categories of meaning and belonging being reconfigured by the change of nature to something other than itself and how will this set of changes interact with multiplied crises?

- Butler, Judith. 2009. *Frames of War: When is Life Grievable?* Edinburgh: Verso.
    - Introduction: "Precarious Live, Greivable Life. Pp. 1-32, Pp. 32
- Abembe, Achille. 2019[2016]. *Necro-politics.* Durham: Duke University Press.
- Ch. 1: "Exit from Democracy," pp. 9-41. Pp. 32

- Bello, Walden. 2019. *Counter Revolution: The Global Rise of the Far Right.* Blackpoint Nova Scotia: Fernwood Publishers.
    - Preface + Ch. 1: "Understanding Counter Revolution," Pp. 1-11. Pp. 11

On Causality and Causal Inference

- Ege: Something more relevant came to my mind, however—you might particularly enjoy this one because it distinguishes theories of causation and what they mean for causation in the social world: https://www.phenomenalworld.org/analysis/disparate-causes-i/
- Bhaskar – something from recent 2008 book.
- Consider: Turner et al. 2025.

On Responsibility for Climate Change: Policy vs. Industry vs. Consumer?

- Hughes, David McDermott. 2013. "Climate Change and the Victim Slot: From Oil to Innocence," *American Anthropologist* 115(4): 570–581, ISSN 0002-7294, online ISSN 1548-1433. Pp. 11

Climate Change and Human Rights

- Sachs, Wolfgang. 2008. Climate change and human rights. *Development,* 51, 332-337. Pp. 6
    - Excellent summary of biophysical impacts/consequences of climate change.
    - How do these translate into human rights issues?
    - Cause cannot be traced directly to culprits; but responsibility can be attributed through human rights frames.
- Kashwan, Prakash. 2020. "American environmentalism's racist roots have shaped global thinking about conservation." *The Conversation*. September 2, 2020. https://theconversation.com/american-environmentalisms-racist-roots-have-shaped-global-thinking-about-conservation-143783. Pp.~5
- Rockström, J., Gupta, J., Qin, D. *et al.* Safe and Just Earth System Boundaries. *Nature* (2023). https://doi.org/10.1038/s41586-023-06083-8 [Technocratic Piece on Climate Justice]

Blaming Capitalism?

- Foster, John Bellamy. 2021. "The Capitalinian: The First Geological Age of the Anthropocene," *Monthly Review*, 73(4): 1-16. Pp. 16
- Harvey, David. 2004. "The 'New' Imperialism: Accumulation by Dispossession." *Socialist Register*, 40: 71-90 [63-87]. Pp. 19
- Patel, Raj and Jason W. Moore. 2017. *A History of the World in Seven Cheap Things: A Guide to Capitalism, Nature and the Future of the Planet.* Berkeley: University of California Press.

- "Cheap Nature," pp. 44-63. Pp. 19 [Should have used Introduction – if anything. This is not really good for this class.]

Research Methods as Causal Frames

- Burowoy, Michael. 2009. *The Extended Case Method: Four Countries, Four Decades, Four Great Transformations, One Theoretical Tradition*. Berkeley: University of California Press.
- Burawoy, Michael. 1998. The Extended Case Method. *Sociological Theory* 16(1): 4-33. Pp. 29
- Bhaskar, Roy. 1975. Realist Theory of Science. London: Verso.
    - Introduction & Ch. 1: Philosophy and Scientific Realism, pp. 12-62. Pp. 50

The Bases of Ethics and Morality – of Good and Evil

This section will introduce the notion of a social contract – some agreements among people that make for a world of respect and reciprocity. It will explore how a social contract reconfigures the notion of causality from that of the natural sciences (where what did not happen cannot be cause) to that of the social sciences.
Readings or a section on Social Contracts – the Shoulds to which we submit and that discipline us.

- The article on the gardener – did he cause the flowers to die or did Obama?
- Hobbs
- Arendt
- Lara, Maria (2001). *Rethinking Evil: Contemporary Perspectives*. University of California Press.
- Wrangham, Richard (2019). *The Goodness Paradox: The Strange Relationship Between Virtue and Violence in Human Evolution*. New York: Random House.

On Legitimacy

Legitimacy is always contextual. There is no transcendental legitimacy, so you need to know the important values in society in question (status, what is honorable, what is good and worthy, what holds value, etc). This is always equivocal. This means that it is futile to ask if some claim or other is legitimate. You cannot tell, and it is not your job. It is always better to ask how a particular claim is legitimated. With this question, it is possible to go though some of the texts you have already read, and ask this question. Maybe read a few books on the society you want to work on and see how different claims are underpinned or justified with reference to religion, tradition, the business form, expediency, development, modernity, the mores of society, and so on. Do this first.

There is a very good text by Carola Lentz (1998). We make reference to it in the attachment. She uses legitimacy in an easy and good way.

Otherwise, I suggest you do read some Weber from Economy and Society. It is in his ideal typical style, but it is a foundational text, and when would you read it otherwise. Weber connects this to rationalities. If you want to remain in the Frankfurt School a little, Habermas' *Legitimation Crisis* is worth a couple of hours. As is Honneth: *(1995) The Struggle for Recognition. The Moral Grammar of Social Conflicts. Cambridge: Polity Press.*

Powers of Exclusion by Hall, Hirsch and Li, has some useful thoughts. Li's paper on the 'tribal slot' is also very good (attached).

Bourdieu also comes to mind. He is not working directly on legitimacy, but his idea that we possess different quantities of different capitals includes 'cultural capital' which is in same greater family of concepts influencing behavior and relations.

Mary Douglas' *How Institutions Think* is very good. It is a little dry, but chapter 4 is very good. She argues that institutions work by analogy – they must refer to or resemble something we know and appreciate already. And best of all, if institutions have an axiomatic quality, i.e. no one knows where the values come from – they are just there as natural features of society (like private property, justice, religion, nationalism, and so on).

Eventually, you may run into Gramsci. His idea of hegemony as a form of generalized consent, is very much rubbing shoulders with the whole legitimation question. But I suggest you leave him for a little later.

Otherwise, browse Ernest Gellner, Norbert Elias, EP Thompson, Charles Tilly, Catherine Boone,

Three relevant pieces:

- Sikor, Thomas and Christian Lund. 2009. "Access and Property: A Question of Power and Authority," *Development and Change,* 40(1): 1–22 (2009).
- Li, Tania Murray. 2000. "Articulating Indigenous Identity in Indonesia: Resource Politics and the Tribal Slot," *Comparative Studies in Society and History*, 42(1): 149-179.
- Bourdieu, Pierre. 1985. "The Social Space and the Genesis of Groups," *Social Science Information*, 42(2): 195-220.

General Readings on Moral Philosophy

Garvey, James. 2008. *The Ethics of Climate Change: Right and Wrong in a Warming World*. London: Continuum International Publishing Group.

- We can consider morality as merely those values passed on to us by our parents and communities. I was taught not to steal. I was taught stealing is bad. We can also consider morals to be a cultural inheritance from the long evolution of arrangements of sociality that allow for productive co-existence. They can be viewed as the evolution of

principals that allow continued peaceful production and reproduction – respect authority, violence is only justified in self-defense, etc. All of these can be considered as moral codes that do not require reasoned foundations. Some even take them to be genetic – the selfish gene. They are taken as tenets as they are functional and viewed as stemming from practice and belief. These taken codes, however, do not preclude reasoned explanation of these codes or of new codes and principles that may also be functional and rational.

- We can follow moral commands. But they become part of our human nature when we reason them and have a foundational justification that makes sense to us. Thought is what is fundamental to being human (Chomsky predicates this on our having language – a unique characteristic of humans).
- They can also be seen as the will of an external force – the strong or God or whatnot, even genes or culture. In short, they are a 'given'. Here the individual has purposes and objectives only within the context of a greater imposed order or scheme. Morality is an imposed set of rules.
- The question of how far we must go with 'reason' or with process tracing for the linking of cause to outcomes is pertinent here. We can ask what is the basis of a moral position – not harming the innocent. This may be that it is not just. What then is justice? Why does it matter that someone is innocent? We can spiral downward forever finding reason for each sub-position. This is also true of causality of damages or explanations of historical outcomes. There are always antecedents. How far do we go? If all historical events have preceding cause, and all justifications have tenets that require justification, then how far must we go? I give this one answer myself. You go as far back as you have time and energy to go. Then you come back to the present moment or decision and you act.

Migration

- Draper, Jamie. 2023. *Climate Displacement*. Oxford: Oxford University Press.
  - Ch. 1: The Moral Challenge of Climate Displacement. Pp. 1-18. Pp. 18
- de Haas, H. 2021. A Theory of Migration: The aspirations-capabilities framework. *CMS* **9**(8):1-35. https://doi.org/10.1186/s40878-020-00210-4 https://comparativemigrationstudies.springeropen.com/articles/10.1186/s40878-020-00210-4. Pp. 35.
  - [In this article concentrate on what 'capability' means (Sen's definitions) and what it implies for migration, but also for hunger. This starts on page 19.]
  - Capabilities approach also brought up in Fischer et al. 2026.
- Huang, Lawrence. 2023. "Climate Migration 101: An Explainer," Migration Policy Institute Policy Brief. https://www.migrationpolicy.org/article/climate-migration-101-explainer?eType=EmailBlastContent&eId=eedf3c10-39fd-4b5b-a65d-f0a9bc26135d. Pp. ~4

- Ribot, Jesse, Papa Faye and Matthew Turner. 2020. "Climate of Anxiety in the Sahel: Emigration in Xenophobic Times," *Public Culture.* Vol. 32, No. 1. Pp. 45-75. Pp. 30
- Skipped Cottier, Fabien, Marie-Laurence Flahaux, Jesse Ribot, Richard Seager, Godfreyb Ssekajja. 2022. "Re-framing the Frame: Cause and Effect in Climate-related Migration," *World Development*. Published Online 6 July 2022. 46(12):2585–2601. https://www.sciencedirect.com/science/article/pii/S0305750X22002066?dgcid=author. Pp. 9
- Turner, Matthew, Emily Fornof, Anika M. Rice and Jesse Ribot. 2025. "Putting migration in context: a review of how theory and methods shape climate-induced migration research findings." *Frontiers in Climate* 7:18. Pp. 18. Https://www.frontiersin.org/articles/10.3389/fclim.2025.1549686.
- Nicholson, Calum T. M. 2014. Climate change and the politics of causal reasoning: the case of climate change and migration. *The Geographical Journal*, *180*(2), 151-160. Pp. 9
- WASCAL. 2024. Migration Under (Multi)Hazards. BULLETIN NO 1, ISSUE 1, 2024. WASCAL. www. wascal.org. Pp. 2

Migration Videos to Watch

- Ribot, Jesse. 2018. Climate Refugees. Four-minute video. ICLD: https://vimeo.com/292115641
- Mbaye, Mame Cheikh. 2024. Dark Waters: Africa's Deadliest Migration Route https://www.youtube.com/watch?v=ajX6NaVks3w

General Readings on Vulnerability Indicators

- Painter, M. A., Shah, S. H., Damestoit, G.G, Khalid, F.G, Prudencio, W.G, Chisty, M. A.G, TormosAponte, F., and Wilhelmi, O. 2024. "A Systematic Scoping Review of the Social Vulnerability Index as Applied to Natural Hazards." Natural Hazards, 120, 7265-7356. https://doi.org/10.1007/s11069-023-06378-z. [A solid review of the literature.]

Annex C: University-Wide Policies You Should be Familiar With

Academic Integrity
Standards of academic conduct are set forth in the university's Academic Integrity Code. By registering for this course, students have acknowledged their awareness of the Academic Integrity Code and they are obliged to become familiar with their rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly and disciplinary action will be taken should violations occur. This includes cheating, fabrication, and plagiarism.

Defining and Reporting Discrimination and Harassment (Title IX)
American University expressly prohibits any form of discrimination and discriminatory harassment including sexual harassment, dating and domestic violence, sexual assault, and stalking. The University is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations. AU does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information, or any other bases under federal or local laws in its programs and activities.

As a faculty member, I am required to report discriminatory or harassing conduct to the university if I witness it or become aware of it – regardless of the location of the incident. There are four confidential resource on campus if you wish to speak to someone who is not required to report: Counseling Center, victim advocates in OASIS, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center. If you experience any of the above, you have the option of filing a report with University Police (202-885-2527), the Office of the Dean of Students (dos@american.edu or 202-885-3300), or the Title IX Office (202-885-3373 or TitleIX@american.edu). For more information, including a list of supportive resources on and off-campus, contact OASIS (oasis@american.edu or 202-885-7070) or check out the Support Guide on the Title IX webpage.

Emergency Preparedness
In the event of an emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the University be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or the use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU email and Canvas, while students must inform their faculty immediately of any emergency-related absence. Students are responsible for checking

their AU email regularly and keeping themselves informed of emergencies. In the event of an emergency, students should refer to the AU Student Portal, the AU website, and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college specific information.

Incomplete Policy
At the discretion of the faculty member and before the end of the semester, the grade of I (Incomplete) may be given to a student who, because of extenuating circumstances, is unable to complete the course during the semester. The grade of Incomplete may be given only if the student is receiving a passing grade for the coursework completed. Students on academic probation may not receive an Incomplete. The instructor must provide in writing to the student the conditions, which are described below, for satisfying the Incomplete and must enter those same conditions when posting the grades for the course. The student is responsible for verifying that the conditions were entered correctly.

Conditions for satisfying the Incomplete must include what work needs to be completed, when the work must be completed, and what the course grade will be if the student fails to complete that work. At the latest, any outstanding coursework must be completed before the end of the following semester, absent an agreement to the contrary. Instructors will submit the grade of I and the aforementioned conditions to the Office of the University Registrar when submitting all other final grades for the course. If the student does not meet the conditions, the Office of the University Registrar will assign the default grade automatically.

The Associate Dean of the Academic Unit, with the concurrence of the instructor, may grant an extension beyond the agreed deadline, but only in extraordinary circumstances. Incomplete courses may not be retroactively dropped. An Incomplete may not stand as a permanent grade and must be resolved before a degree can be awarded.

Student Code of Conduct
The central commitment of American University is the development of thoughtful, responsible human beings in the context of a challenging yet supportive academic community. The Student Code of Conduct is designed to benefit the American University community and to assist in forming the highest standards of ethics and morals among its members. By registering for this course, students have acknowledged their awareness of the Student Code of Conduct and they are obliged to become familiar with their rights and responsibilities as defined by the Code.

Religious Observances
Students will be provided the opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors before the end of the second week of classes. Please send this notification through

email to the professor. For additional information, see American University's religious observances policy.

Use of Student Work
The professor will use academic work that you complete for educational purposes in this course during this semester. Your registration and continued enrollment constitute your consent.

Annex D: Academic Support Services You Should be Familiar With

Academic Support
All students may take advantage of the Academic Support and Access Center (ASAC) for individual academic skills counseling, workshops, Tutoring and Writing Lab appointments, peer tutor referrals, and Supplemental Instruction. The ASAC is located in Mary Graydon Center 243.

Additional academic support resources available at AU include the Bender Library, the Department of Literature's Writing Center (located in the Library), the Math Lab in the Department of Mathematics & Statistics, and the Center for Language Exploration, Acquisition, & Research (CLEAR) in Anderson Hal, Room B-10l. A more complete list of campus-wide resources is available in the ASAC.

International Student & Scholar Services
International Student & Scholar Services has resources to support academic success and participation in campus life including academic counseling, support for second language learners, response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources. (202-885-3350, Butler Pavilion 410).

Writing Center
The Writing Center offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address your assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. (202-885-2991, Bender Library – 1st Floor Commons).

Annex E: Student Support Services You Should be Familiar With

Center for Diversity & Inclusion (CDI)
CDI is dedicated to enhancing LGBTQ, multicultural, first-generation, and women's experiences on campus and to advancing AU's commitment to respecting and valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education,

outreach, and advocacy. It is located on the 2nd floor of Mary Graydon Center (202-885-3651, MGC 201 & 202).

Counseling Center
The Counseling Center offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources. (202-885-3500, MGC 214).

Dean of Students Office
The Dean of Students Office offers individual meetings to discuss issues that impact the student experience, including academic, social, and personal matters; making referrals to appropriate campus resources for resolution. Additionally, while academic regulations state that medical absences are to be excused, if faculty require documentation to verify the student's explanation, such documentation should be submitted to the Dean of Students. The office will then receive the documentation and verify the medical excuse. Faculty have the discretion to approve absences and do not need permission from the Dean of Students to excuse absences. Students should be sent to the Dean of Students only if faculty require further proof or if they have concerns about the impact of absences on the student's ability to succeed (202-885-3300, Butler Pavilion 408).

Food and Housing Insecurity Statement
Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students (dos@american.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

Office of Advocacy Services for Interpersonal and Sexual Violence
OASIS provides free and confidential advocacy services for students who have experienced sexual assault, dating or domestic violence, sexual harassment, and/or stalking. Please email or call to schedule an appointment with a victim advocate in OASIS. (oasis@american.edu, 202-885-7070, Health Promotion and Advocacy Center – Hughes Hall 105). Students can also book an appointment with one of our two confidential victim advocates.

Respect for Diversity
As stated in the American University Discrimination and Sexual Harassment Policy:

> "American University is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations. The University does not discriminate on the basis of race, color, national origin, religion, sex, pregnancy or parenting, age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of

income, veteran status, an individual's genetic information or any other bases under applicable federal and local laws and regulations (collectively "Protected Bases") in its programs and activities. The University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, rape, sexual assault, sexual exploitation and stalking."

The above website includes further details, including how to report instances of discrimination and your responsibilities as a member of the campus community in relation to the policy; you are strongly encouraged to familiarize yourself further with this policy.

Class rosters and University data systems are provided to faculty with the student's legal name and legal gender marker. As a student, you are able to change how your preferred/proper name shows up through email, Canvas, and on your AU ID Card. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. As a faculty member, I am committed to using your proper name and pronouns. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you. Should you want to update your preferred/proper name, you can do so by looking at the guidelines and frequently asked questions from the Center for Diversity and Inclusion.

Students with Disabilities
If you wish to receive accommodations for a disability, please notify me with a letter from the Academic Support and Access Center. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is strongly recommended. To register with a disability or for questions about disability accommodations, contact the Academic Support and Access Center at 202-885-3360 or asac@american.edu, or drop by MGC 243. For more information, visit AU's Disability Accommodations web page.

Annex F: What is a Capstone Course

The official description is: The capstone course is specifically designed to provide the summative academic experience for our undergraduate students. The capstone affords them the opportunity to sum up their accumulated learning. A Senior Capstone class should itself be integrative, as well as giving students the opportunity to work on a summative project of their own: readings should draw on international studies broadly understood, assembling whatever conceptual pieces are needed to make sense of the topic of the class, regardless of subfield, thematic area, discipline, or whatever. Professors should be bold, demanding, but

supportive and fair in their design of these peak SIS undergraduate experiences. Capstone projects should be designed to enable students to integrate their previous coursework and allow them to demonstrate the skills and competencies that they have gained during their time with us. For some students this may be a research paper; for others, a documentary film; for still others, a piece of international service on which they reflect in a systematic way. Capstone courses are topical, much like First Year Seminars; they are not specifically tied to any thematic area, and they have as their prerequisite only the successful completion of at least one of the 300-level core courses in one of the thematic areas, and the successful completion of the second-level methodology requirement through SISU-306 Topics in IR Research or an approved equivalent, so that the student will have had the experience of doing some original research in an upper-division course before plunging into the capstone course.

Capstone Courses officially have the following two learning outcomes:

1. Demonstrate critical thinking as evidenced through both written work and oral presentation.
2. Understand and apply theories and models drawn from appropriate disciplines, including political science, history, and economics to international affairs.

I approach the capstone experience by giving you readings and assignments that bring theory and practice together in both oral presentation and in a written term paper.

Endnotes: Recommended Additional Readings

[1] Additional Readings on Causality as a Special Category

- Wilkinson, Iain. 2010. *Risk, Vulnerability and Everyday Life.* London: Routledge.
- Wilkinson, Iain. 2020. "The Sociological Problem of Suffering: Ever More Exacerbated and Confounding." In Rowland Atkinson and Dan Goodley (eds.) *Humanity Under Duress.* Multiple Press, Sheffield, UK, pp. 61-63. ISBN 978-1-916342-70-5. Pp. 5
- Wilkinson, Iain M. 2017. *"Social Suffering and Public Value: A Spur to New Projects of Social Inquiry and Social Care," in A. Lindgreen, N. Koenig-Lewis, M. Kitchener, J. Brewer, M. Moore and T. Meynhardt (eds.) Public Value: Deepening, Enriching, and Broadening the Theory and Practice, London: Routledge,* pp. 75-86. ISBN 978-1-138-05966-5. E-ISBN 978-1-315-16343-7. (KAR id:65223). Pp. 11 [OK, but not worth reading again]

[2] Recommended Readings on Causes and Theorizing of Famine:

- Drèze, Jean and Amartya Sen. 1991. Hunger and Public Action. Oxford: Oxford/Clarendon.
- Swift, Jeremy. 1989. "Why are Rural People Vulnerable to Famine?" IDS Bulletin 20 (2): 8–15. Pp. 7
- de Waal, Alex. 1990. "A Re-assessment of Entitlement Theory in the Light of the Recent Famines in Africa," *Development and Change* 21(3):469-90. Pp. 21
- de Waal, Alex. 1989. *Famine that Kills: Darfur, Sudan.* Oxford: Oxford University Press.
    - Ch. 1, "'Famine' in English" pp. 9-32. Pp. 23

- de Waal, Alex. 1997. *Famine Crimes: Politics and the Disaster Relief Industry in Africa*. Oxford: James Curry.
    - Intro. Pp. 1-6. Pp. 6
    - Ch. 1: Rights and Entitlements, Pp. 7-25. Pp. 18
- Edkins, Jenny. 2002. "Mass Starvations and the Limits of Famine Theorizing," *IDS Bulletin* 33(4): 12-18. Pp. 6 https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1759-5436.2002.tb00039.x
- Edkins, J. 2000. *Whose Hunger Concepts of Famine, Practices of Aid*. Mineapolis: University of Minnesota Press.
- Bourdieu, Pierre. 1997. La précarité est aujourd'hui partout : Intervention lors des Rencontres européennes contre la précarité. Grenoble. 12-13 décembre 1997. *Contre-feux,* Ed. Liber Raisons d'agir, Grenoble. [available online : http ://natlex.ilo.ch/wcmsp5/groups/public/---ed_dialogue/---actrav/documents/meetingdocument/wcms_161352.pdf]. Pp. 2
    - Read this too with an eye to how the idea of precarity helps us understand the causes of vulnerability as structural.
- Orjuela, Camilla & Swati Parashar. 2024. "Memory and Justice after Famines: an introduction," *Third World Quarterly*, 45(2): 247-258, DOI: 10.1080/01436597.2023.2236954. Pp. 11
- Jennifer Clapp & William G. Moseley. 2020. "This food crisis is different: COVID-19 and the fragility of the neoliberal food security order," The Journal of Peasant Studies 47:7, 1393-1417, DOI: 10.1080/03066150.2020.1823838. Pp. 24
- Jisheng, Yang. 2012. Tombstone: The Great Chinese Famine 1959–1962. New York: Farrar, Straus and Giroux.

[3] Recommended Readings on Capabilities:

- Sen, Amartya. 1984. Rights and capabilities. In: A. Sen (ed). *Resources, values and development*. Oxford: Basil Blackwell, pp. 307-24. Pp. 18
- Sen, Amartya. 1997. "Editorial: Human Capital and Human Capability." *World Development* 25(12): 1959-1961. Pp. 3
- Bebbington, Anthony. 1999. Capitals and Capabilities: A framework for analysing peasant viability, rural livelihoods and poverty. *World Development*, 27(12), 2021-44. Pp. 24

[4] Consider also:

- Sen, Amartya. 1977. In *Cambridge Journal of Economics*. Vol. 1. [origin of the piece below].
- Sen, Amartya. 1981. *Poverty and Famines: An Essay on Entitlement and Deprivation.* Oxford: Oxford/Clarendon.
    - Ch. 1: "Poverty and Entitlements," pp. 1-8. Pp. 8
    - Ch. 5: "The Entitlement Approach," pp. 45-51. Pp. 6
    - Ch. 8: "Drought and Famine in the Sahel," pp. 113-30. Pp. 17][Note 'FAD' not defined in this chapter. It means "Food Availability Decline."]
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[5] Recommended Readings on Climate and Gender

- Bina Agrawal 1990. "Social Security and Family in Rural India: Coping with Seasonality and Calamity," *Journal of Peasant Studies* 17(3):341-412. Pp. 71

[6] Recommended Reading on 'Natural' Disaster? Hunger in times before Climate Change

- Davis, Mike. 2001. *Late Victorian Holocausts: El Niño Famines and the Making of the Third World*.
  - "Preface," pp. 1-16. Pp. 16
  - "A Note on Definitions," pp. 17-22. Pp. 5
  - "Victoria's Ghosts," pp. 25-59. Pp. 34
- Messer, Ellen and Parker Shipton. 2002. "Hunger in Africa: Untangling Its Human Roots," Pp. 227-50 in Jeremy MacClancy (ed.) *Exotic No More: Anthropology on the Front Lines*. Chicago: Chicago University Press. Pp. 23
- Lappé, Frances Moore and Joseph Collins with Cary Fowler. 1977. *Food First: Beyond the Myth of Scarcity.* San Francisco: Institute for Food and Development Policy.
- de Castro, Josué. 1952. *The Geography of Hunger*. Boston: Little, Brown and Co.
  - Part Two, Ch. III. "Hunger in the New World," pp. 75-138. Pp. 63
- Watts, Michael J. 2013edition [1983]. *Silent Violence: Food, Famine, and Peasantry in Northern Nigeria.* Athens, GA: University of Georgia Press.
  - "Bare Life and the Long Interregnum: Introduction to the New Edition," pp. xli-xcix. Pp. 58
- Ribot, Jesse. 1995. 'The Causal Structure of Vulnerability: Its Application to Climate Impact Analysis', *GeoJournal* 35(2)119-22. Pp. 3
- Ribot, Jesse. 2022. "Violent Silence: Framing out Social Causes of Climate-related Crises," *Journal of Peasant Studies* 49(4):683-712. Pp. 19 https://www.tandfonline.com/doi/full/10.1080/03066150.2022.2069016

[7] Further Recommended Readings on Unnatural Disasters: Dust Bowl, Irish Potatoes and Katrina

- Hulme, Mike. 2023. *Climate Change isn't Everything*. Cambridge: Polity Press. Ch. 1: From Climate to Climatism: How an Ideology is Made. Pp. 17-39. Pp. 22
- Cronon, William. 1992. "A place for stories: Nature, history, and narrative," *The Journal of American History*, 1347-76. Pp. 29
- Nally, David. 2011. *Human Encumbrances: Political Violence and the Great Irish Famine*. Indiana: Notre Dame.
  - Introduction. Pp. 1-20. Pp. 20
  - Chapter I: Fatal Circumstances. Pp. 21-56. Pp. 35
- Smith, Neil. 2006. "There is no such thing as a natural disaster," on SSRC's website on Understanding Katrina: http://understandingkatrina.ssrc.org/Smith/. [or https://items.ssrc.org/understanding-katrina/theres-no-such-thing-as-a-natural-disaster/]Pp. 4
- Bullard, Robert D. and Beverly Wright. 2009. "Introduction," pp. 1-14 in Race, Place and Environmental Justice After Hurricane Katrina: Struggles to Reclaim, Rebuild, and Revitalize New Orleans and the Gulf Coast. Boulder: Westview Press. Pp. 14
- Abatzogloua, John T., and A. Park Williams. 2016. "Impact of anthropogenic climate change on wildfire across western US forests," *PNAS* 113(42):11770–11775. Pp. 5
- Video: Trouble the Water. 2008. 90-minute academy award-nominated documentary film on Katrina (http://www.troublethewaterfilm.com/). https://tubitv.com/movies/462757/trouble-the-water?utm_source=google-feed&tracking=google-feed.
- Naomi Klein Film: This Changes Everything: Capitalism vs. The Climate. YouTube video of a one-hour lecture by Klein on her book with that title. Link: https://www.youtube.com/watch?v=xb4wp4QK2PU.
- Newkirk II, Vann R. 2020. "The story of an unnatural disaster," *The Atlantic* https://www.theatlantic.com/podcasts/floodlines/.

[8] Migration Additional Readings

- de Haas, Hein. 2021. "A theory of migration: the aspirations-capabilities framework," *Comparative Migration Studies* 9(8):1-63. Pp. 63
- Murombedzi, James and Chikozho, C. 2023. Westphalian Sovereignty and the Free-Rider Conundrum in the Atmospheric Commons: Examining Global Governance Regimes for Addressing Climate Change Adaptation. *International Journal of the Commons* 17(1):12–21. DOI: https://doi.org/10.5334/ijc.1159. Pp. 16
- Romankiewicz, C., Doevenspeck, M., 2015. Climate and mobility in the West African Sahel: Conceptualising the local dimensions of the environment and migration nexus. In: Greschke, H., Tischler, J. (Eds.), Grounding Global Climate Change. Springer, Dordrecht, Netherlands, pp. 79–100. Pp. 21
- Butler, Judith. 2009. *Frames of War: When is Life Grievable?* Edinburgh: Verso.
    - Introduction: "Precarious Life, Greivable Life. Pp. 1-32, Pp. 32
- Turner, Matthew, Soumaila Abdoulaye Sambo, Jesse Ribot and Papa Faye. 2023. "The causal nexus of Trans-Saharan migration: A political ecology approach from Niger" *Geoforum* 144(103792).
- Black, Richard, Alice Bellagamba, Ester Botta, Ebrima Ceesay, Dramane Cissokho, Michelle Engeler, Audrey Lenoël, Christina Oelgemöller, Bruno Riccio, Papa Sakho, Abdoulaye Wotem Somparé, Elia Vitturini and Guido Nicolas Zingari. 2022. "Migration drivers and migration choice: interrogating responses to migration and development interventions in West Africa." *Comparative Migration Studies* 10(10): 1-18. https://doi.org/10.1186/s40878-022-00283-3. Pp. 18
- Rigaud, Kanta Kumari; Alex de Sherbinin, Bryan Jones, Susana Adamo, David Maleki, Anmol Arora, Anna Taeko Casals Fernandez, Tricia Chai-Onn and Briar Mills. 2021. *Groundswell Africa: Internal Climate Migration in the Lake Victoria Basin Countries.* Washington, DC: The World Bank. "Executive Summary," pp. xxiii – xxxviii. Pp. 15
- Collier, Stephen J. and Andrew Lakoff. 2021. *The Government of Emergency: Vital Systems, Expertise, and the Politics of Security*. Princeton: Princeton University Press.
    - Introduction: "The New Normalcy," Pp. 1-35. Pp. 35
- WDR (World Development Report). 2023. Migrants, Refugees & Societies: The Match-Motive Matrix. Washington: The World Bank.
    - Ch. 1, "The Match and Motive Matrix," Pp. 21-34. Pp. 13
    - Ch. 3, subsection "Climate change: New risks of distressed movements," Pp. 78-83. Pp. 5.
- Schewel, Kerilyn. 2023. "Who Counts as a Climate Migrant?" *Migration Information Source*. Online Journal of the Migration Policy Institute. July 20th Issue. https://www.migrationpolicy.org/article/who-is-a-climate-migrant. Pp. 9
- de Sherbinin, Alex. 2023. "Climate Impacts as Drivers of Migration," *Migration Information Source*. Online Journal of the Migration Policy Institute. October 23rd Issue. https://www.migrationpolicy.org/article/climate-impacts-drivers-migration. Pp. 12
- Schewel, Kerilyn. 2023. "Who Counts as a Climate Migrant?" *Migration Information Source*. Online Journal of the Migration Policy Institute. July 20th Issue. https://www.migrationpolicy.org/article/who-is-a-climate-migrant. Pp. 9
- Saunders, Patricia L. 2000. "Environmental refugees: the origins of a construct," Ch. 10, Pp. 218-246, in (Philip Stott and Sian Sullivan, eds.) *Political Ecology: Science, Myth and Power.* London: Arnold Press. file:///Users/ribot/Documents/Administrative%20Personal/Talks%20and%20Meetings/Nairobi%20June%202023/Environmental%20refugees%20chapter%20from%20Stott%20(2000)%20Political_ecology_science,_myth_and_power.pdf. Pp. 28.
- WFP/IFPR/MIT lecture: https://www.ifpri.org/event/migrants-move-risks-west-africa-migration.
- Migration Data from West Africa see: https://www.Migantsmove.migration.mit.edu.

- WDR (World Development Report). 2023. Migrants, Refugees & Societies: The Match-Motive Matrix. Washington: The World Bank.

[9] On China's Great Famine see:

- Also see Jisheng, Yang. 2012. Tombstone: The Great Chinese Famine 1959–1962. New York: Farrar, Straus and Giroux.
    - Mirsky, Jonathan. 2012. "Unnatural Disaster," A review. NYT. Review of Yang 2012. https://www.nytimes.com/2012/12/09/books/review/tombstone-the-great-chinese-famine-1958-1962-by-yang-jisheng.html#:~:text=In%20%E2%80%9CTombstone%2C%E2%80%9D%20an%20eye,then%20comes%20to%2076%20million.%E2%80%9D.

[10] Recommended Readings on The Hungry Season:

- Watts, Michael J. 2013. "Thinking the African Food Crisis," Oxford Handbooks Online. Oxford: Oxford University Press. See: www.oxfordhandbooks.com
- Green, Kristin M., Anene H. Beaudreau, Maija K. Lukin, and Larry B. Crowder. 2021. Climate change stressors and social-ecological factors mediating access to subsistence resources in Arctic Alaska. *Ecology and Society* 26(4):15. https://doi.org/10.5751/ES-12783-260415. Pp. 15

[11] Additional Readings on Structural Causality

- Rangasami. A. 1985. '"Failure of Exchange Entitlements," theory of famine: A response' *Economic and Political Weekly*. Vol. 20, no. 41, Pp. 1747-52, 1797-801. [On Famine Codes] Pp.
- Davis, Mike. 2001. *Late Victorian Holocausts: El Niño Famines and the Making of the Third World*.
- Tweet on the pressures to produce Selective Truths:
    - https://twitter.com/PatrickTBrown31/status/1699016555844035045?t=DlkNFBuQwbKy-Ztr-79RWQ&s=08

  Follow up on tweet:
    - Meyer, Robinson. 2023. "An Interview with the Climate Scientist at the Center of a Scandal," *Heatmap*. https://heatmap.news/climate/patrick-brown-nature-climate-scientist.
- Munck, Ronaldo. "The Precariat: A View from the South" *Third World Quarterly* 34(5):303-19. Pp. 16
- Sneyd, Adam. 2024. *Hidden Politics in the UN Sustainable Development Goals*. Nova Scotia: Fernwood Publishers.
    - "Goal 2, Zero Hunger." Pp. 20-28. Pp. 8

[12] Recommended Additional Readings on 'Vulnerability' – a key concept in the study of hunger

- Cochrane, Logan. 2021. *Ethiopia & Food Security: What we know, how we know it, and future options.* Los Angeles: Tsehai Publishers.
    - "Vulnerability," Ch. 5, pp. 95-132. Pp. 37
- Butler, Judith. 2004. *Precarious Life: The Powers of Mourning and Violence*. London: Verso.
- Butler, Judith, Zeynep Gambetti and Leticia Sabsay (eds.). 2016. *Vulnerability in Resistance.* Durham: Duke University Press.
- Ribot, Jesse. 2019. "Social Causality of our Common Climate Crisis: Toward a Sociodicy for the Anthropocene," Ch. 2, pp. 34-53, in Tobias Haller, Thomas Breu, Tine De Moor, Christian Rohr and Heinzpeter Znoj (eds.) *Commons in a Glocal World: Global Connections and Local Responses.* London: Routledge.

- Ribot, Jesse, Antonio Rocha Magalhães and Stahis Panagides (eds.). 1996. *Climate Change, Climate Variability and Social Vulnerability in the Semi-Arid Tropics*. Cambridge: Cambridge University Press.
- Ribot, Jesse. 2022. "Violent Silence: Framing out Social Causes of Climate-related Crises," *Journal of Peasant Studies* 49(4):683-712. https://www.tandfonline.com/doi/full/10.1080/03066150.2022.2069016
- Ribot, Jesse. 2014. "Cause and Response: Climate Vulnerability in the Anthropocene" *Journal of Peasant Studies* 41(5): 667-705.

[13] Recommended Readings on Senegal

- Grossi A, Hansen JW, Trzaska SA, Downs S. 2021. Report D'Atelier: Coproduction de services climatiques pour le secteur de la nutrition au Sénégal. Available from: https://doi.org/10.7916/3k7p-fh44 (English version also available if you need it)

[14] Recommended Readings on Hunger and Market Structure – commodity chain studies:

- Harriss, Barbara. 1993. "Real Food Grain Markets and State Intervention in India," pp. 61-81 in Cynthia Hewitt de Alcántara (ed.) *Real Markets: Social and Political Issues of food Policy Reform.* London: Frank Cass. Pp. 20
- Harriss, Barbara. 1990. "Another Awkward Class: Merchants and Agrarian Change in India," pp. 91-103 in Henry Bernstein, Ben Crow, Maureen MacKintosh and Carlotte Martin (eds.) *The Food Question: Profits Versus People?* New York: Monthly Review Press. Pp. 12
- Ponte, Stefano. 2019. *Business, Power and Sustainability in a World of Global Value Chains.* London: Zed Books. "Introduction: Business, Sustainability and the Global Economy." Pp. 1-24. Pp. 24
- Bair, Jennifer (ed.) 2008. *Frontiers of Commodity Chain Research*. Palo Alto: Stanford University Press. Free access: http://tankona.free.fr/bair2008.pdf.
    - Jennifer Bair, "Global Commodity Chains: Genealogy and Review," Introduction, pp. 1-34. Pp. 34
- Utting, Peter. 1993. "The Political Economy of Food Pricing and Marketing Reforms in Nicaragua, 1984-87," pp. 107-31 in Cynthia Hewitt de Alcántara (ed.) *Real Markets: Social and Political Issues of food Policy Reform.* London: Frank Cass. Pp. 24 [Interesting and complex, but probably better to accompany the two other pieces by Clapp et al. 2025 – to bring this up to date]
- Bates, Robert. 1981. *Markets and States in Tropical Africa: The Political Basis of Agricultural Policies*. Berkeley: University of California Press.
    - "Introduction," pp. 1-8. Pp. 8
- Neimark, B., Mahanty, S., & Dressler, W. 2016. Mapping value in a 'green' commodity frontier: revisiting commodity chain analysis. *Development and Change*, 47(2), 240-265. Pp. 25 Moved to later – week 12 or 13
- Amanor, Kojo S. 2025. "Contract Farming, Agribusiness, and Land in Africa: Empowering Farmers or Appropriating Resources and Value?" Ch. 22, pp. 467-88 in Jun Borras and Jennifer Franco (eds.) *The Oxford Handbook of Land Politics*. Oxford: Oxford University Press. Pp. 11
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- Cochrane, Logan. 2021. *Ethiopia & Food Security: What we know, how we know it, and future options.* Los Angeles: Tsehai Publishers. "Food Security," Ch. 1, pp. 1-13. Pp. 13
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sovereignty," *Journal of Peasant Studies*, 36: 4, 805 — 826. Pp. 21

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- Hickey, Sam and Andries du Toit. 2007. Adverse incorporation, social exclusion and chronic poverty. Institute for Development Policy and Management, School of Environment and Development at the University of Manchester Chronic Poverty Research Centre (CPRC) Working Paper 81. Pp. 31
- Hickey, S. and A. du Toit. (2007). *Adverse incorporation, social exclusion and chronic poverty.* CPRC Working Paper No. 81. Manchester: University of Manchester. PP. 31
- O'Lear, S. 2016. Climate science and slow violence: A view from political geography and STS on mobilizing technoscientific ontologies of climate change*. Political Geography*, 52, 4-13. Pp. 9
- Bebbington, A. 2017. Just Environments in the Midst of Earth Transformations. *Social Science Research Council*. https://items.ssrc.org/just-environments-in-the-midst-of-earth-transformations/, Pp. 3 [makes obvious the excellent point (not obvious to technocrats) that social organization, human agency and activism are endogenous to environmental transformation]
- Bates, Robert, Avner Greif, Margaret Levi, Jean-Laurent Rosenthal, Barry R. Weingast. 1998. Analytic Narratives Intro. Princeton: Princeton University Press. Introduction, pp. 3-23. Pp. 21
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- Becker, Howard S. 2017. *Evidence.* Chicago: University of Chicago Press.
- Ryan, Alan. 1973. *The Philosophy of Socail Explanation.* Oxford: Oxford University Press.
- Agar, Michael. H. 1980. *The Professional Stranger: An Informal Introduction to Ethnography.* New York: Academic Press.
- Porpora, Douglas. 2023. "Do Realists Predict?" *Journal of Theory in Social Behavior* 2023:1–14. Pp. 14

- Dessai, S., & Hulme, M. 2004. Does climate adaptation policy need probabilities? Climate Policy, 4(2), 107–128. https://doi.org/10.1080/14693062.2004.9685515. Pp. 21

[17] Flat ontological approaches that can be contrasted with other methodological approaches – the actor-networks should be contrasted with access theory or any chain of causality argument. Be aware that 'flat ontologies' are really dicy approaches. The following include critique:

- Vandenberghe, F. 2002. Reconstructing humants: A humanist critique of actant-network theory. *Theory, Culture, Society* Vol. 19(5/6): 51–67. Pp. 16
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