

This is a section of [doi:10.7551/mitpress/14193.001.0001](https://doi.org/10.7551/mitpress/14193.001.0001)

Educating for the Anthropocene

Schooling and Activism in the Face of Slow Violence

By: Peter Sutoris

Citation:

Educating for the Anthropocene: Schooling and Activism in the Face of Slow Violence

By: Peter Sutoris

DOI: 10.7551/mitpress/14193.001.0001

ISBN (electronic): 9780262370721

Publisher: The MIT Press

Published: 2022

OA Funding Provided By:

OA Funding from Urbanowski



The MIT Press

References

- Adhikari, M. (2005). *Not white enough, not black enough: Racial identity in the South African coloured community*. University of Ohio Press.
- Albertyn, C. (1993). The effluent of affluence: How I came to see the dirt on Adam Smith's invisible hand. In D. Hallows (Ed.), *Hidden faces: Environment, development, justice: South Africa and the global context* (pp. 213–221). Earthlife Africa.
- Alier, J. M. (2002). *The environmentalism of the poor: A study of ecological conflicts and valuation*. Edward Elgar.
- Alier, J. M. (2009). Socially sustainable economic de-growth. *Development and Change*, 40(6), 1099–1119. <https://doi.org/10.1111/j.1467-7660.2009.01618.x>
- Allen, J. S., & Jobson, R. C. (2016). The decolonizing generation: (Race and) theory in anthropology since the eighties. *Current Anthropology*, 57(2), 129–148. <https://doi.org/10.1086/685502>
- Ambedkar, B. R. (2014). *Annihilation of caste*. Verso.
- Anderson, B. (2009). “I’m not so into gangs anymore. I’ve started going to church now”: Coloured Boys Resisting Gangster Masculinity. *Agenda*, 23(80), 55–67. <https://doi.org/10.1080/10130950.2009.9676241>
- Angus, I. (2016). *Facing the Anthropocene: Fossil capitalism and the crisis of the Earth system*. Monthly Review Press.
- Ansoff, H. I. (1975). Managing strategic surprise by response to weak signals. *California Management Review*, 18(2), 21–33. <https://doi.org/10.2307/41164635>
- Appadurai, A. (2013). The capacity to aspire: Culture and the terms of recognition. In *The future as cultural fact: Essays on the global condition* (pp. 179–195). Verso.
- Arendt, H. (1961). *Between past and future: Six exercises in political thought*. Viking Press.
- Arendt, H. (1962). *The origins of totalitarianism*. World Publication Company.
- Arendt, H. (1970). *On violence*. Harcourt.
- Arendt, H. (1984). Thinking and moral considerations: A lecture. *Social Research*, 51(1/2), 7–37. <https://www.jstor.org/stable/40970069>

- Arendt, H. (1998). *The human condition*. University of Chicago Press.
- Arendt, H. (2006). *Eichmann in Jerusalem: A report on the banality of evil*. Penguin.
- Arendt, H. (2007). *The promise of politics*. Schocken.
- Arendt, H. (2018). *Thinking without a banister: Essays in understanding, 1953–1975*. Schocken.
- Armitage, D. (2000). *The ideological origins of the British Empire*. Cambridge University Press.
- Asthana, V. (2018). Forced displacement: A gendered analysis of the Tehri Dam project. In S. I. Rajan (Ed.), *India migration report 2017: Forced migration* (pp. 46–63). Routledge. <https://doi.org/10.4324/9781351188753-4>
- Atkinson, P. (2001). *Handbook of ethnography*. SAGE.
- Au, W., & Ferrare, J. (Eds.). (2015). *Mapping corporate education reform: Power and policy networks in the neoliberal state*. Routledge.
- Aylett, A. (2010a). Conflict, collaboration and climate change: Participatory democracy and urban environmental struggles in Durban, South Africa. *International Journal of Urban and Regional Research*, 34(3), 478–495. <https://doi.org/10.1111/j.1468-2427.2010.00964.x>
- Aylett, A. (2010b). Participatory planning, justice, and climate change in Durban, South Africa. *Environment and Planning A: Economy and Space*, 42(1), 99–115. <https://doi.org/10.1068/a4274>
- Badat, S., & Sayed, Y. (2014). Post-1994 South African education: The challenge of social justice. *The ANNALS of the American Academy of Political and Social Science*, 652(1), 127–148. <https://doi.org/10.1177/0002716213511188>
- Baer, H. A. (2018). *Democratic eco-socialism as a real utopia: Transitioning into an alternative world system*. Berghahn Books.
- Bahuguna, S. (2000). Foreword. In V. Chaudhary (Ed.), *Environmental protection* (pp. v–vi). Pointer Publishers.
- Ball, S. (2012). *Global Education Inc.: New policy networks and the neo-liberal imaginary*. Routledge.
- Bangay, C., & Blum, N. (2010). Education responses to climate change and quality: Two parts of the same agenda? *International Journal of Educational Development*, 30(4), 359–368. <https://doi.org/10.1016/j.ijedudev.2009.11.011>
- Barkdull, J., & Harris, P. G. (2015). Climate-induced conflict or hospice Earth: The increasing importance of eco-socialism. *Global Change, Peace & Security*, 27(2), 237–243. <https://doi.org/10.1080/14781158.2015.1019442>
- Barker, H. M. (2013). *Bravo for the Marshallese: Regaining control in a post-nuclear, post-colonial world*. Wadsworth.
- Barnett, C. (2003). Media transformation and new practices of citizenship: The example of environmental activism in post-apartheid Durban. *Transformation: Critical Perspectives on Southern Africa*, 51(1), 1–24. <https://doi.org/10.1353/trn.2003.0017>

- Barnett, C., & Scott, D. (2007a). Spaces of opposition: Activism and deliberation in post-apartheid environmental politics. *Environment and Planning*, 39(11), 2612–2631. <https://doi.org/10.1068/a392200>
- Barnett, C., & Scott, D. (2007b). The reach of citizenship. *Urban Forum*, 18(4), 289–309. <https://doi.org/10.1007/s12132-007-9015-4>
- Basu, K. (2004). The Indian economy: Up to 1991 and since. In K. Basu (Ed.), *India's emerging economy: Performance and prospects in the 1990s and beyond* (pp. 3–31). The MIT Press.
- Basu, S. (2010). The dialectics of resistance: Colonial geography, Bengali Literati and the racial mapping of Indian Identity. *Modern Asian Studies*, 44(1), 53–79. <https://doi.org/10.1017/S0026749X09990060>
- Behar, R. (1996). *The vulnerable observer: Anthropology that breaks your heart*. Beacon Press.
- Behrens, K. G. (2012). Moral obligations towards future generations in African Thought. *Journal of Global Ethics*, 8(2–3), 179–191. <https://doi.org/10.1080/17449626.2012.705786>
- Beinart, W., & Coates, P. (1995). *Environment and history: The taming of nature in the USA and South Africa*. Routledge.
- Bencze, L., & Carter, L. (2020). Capitalism, nature of science and science education: Interrogating and mitigating threats to social justice. In H. A. Yacoubian & L. Hansson (Eds.), *Nature of science for social justice* (pp. 59–78). Springer. <https://doi.org/10.1007/978-3-030-47260-3>
- Berners-Lee, M. (2021). *There is no Planet B: A handbook for the make or break years* (updated ed.). Cambridge University Press.
- Bickford-Smith, V. (2016). *The emergence of the South African metropolis: Cities and identities in the twentieth century*. Cambridge University Press.
- Biko, S. (1979a). *Black consciousness in South Africa*. Vintage Books.
- Biko, S. (1979b). *The testimony of Steve Biko* (M. Arnold, Ed.). Maurice Temple Smith.
- Bisht, T. C. (2009). Development-induced displacement and women: The case of the Tehri Dam, India. *The Asia Pacific Journal of Anthropology*, 10(4), 301–317. <https://doi.org/10.1080/14442210903271312>
- Bisseker, C. (2017). *On the brink: South Africa's political and fiscal cliff-hanger*. NB Publishers.
- Bloch, G. (2009). *The toxic mix: What's wrong with South Africa's schools and how to fix it*. Tafelberg.
- Blom Hansen, T. (2019). Democracy against the law: Reflections on India's illiberal democracy. In A. P. Chatterji, T. Blom Hansen, & C. Jaffrelot (Eds.), *Majoritarian state: How Hindu nationalism is changing India* (pp. 19–40). Hurst.
- Bond, P. (2004). *Talk left, walk right: South Africa's frustrated global reforms*. University of KwaZulu-Natal Press.
- Bond, P. (2014). *Elite transition—Revised and expanded edition: From apartheid to neoliberalism in South Africa*. Pluto Press.

- Bond, P., & Hallows, D. (2002). The environment of apartheid-capitalism: Discourses and issues. In P. Bond (Ed.), *Unsustainable South Africa: Environment, development and social protest* (pp. 25–46). Merlin.
- Bonneuil, C., & Fressoz, J.-B. (2017). *The shock of the Anthropocene*. Verso.
- Booyesen, S. (2015). *Dominance and decline: The ANC in the time of Zuma*. Wits University Press.
- Boraine, A. (2000). *A country unmasked*. Oxford University Press.
- Bourgois, P. (2008). Foreword. In V. Sanford & A. Angel-Ajani (Eds.), *Engaged observer: Anthropology, advocacy, and activism* (pp. IX–XII). Rutgers University Press.
- Bradshaw, C. J. A., Ehrlich, P. R., Beattie, A., Ceballos, G., Crist, E., Diamond, J., Dirzo, R., Ehrlich, A. H., Harte, J., Harte, M. E., Pyke, G., Raven, P. H., Ripple, W. J., Saltré, F., Turnbull, C., Wackernagel, M., & Blumstein, D. T. (2021). Underestimating the challenges of avoiding a ghastly future. *Frontiers in Conservation Science*, 1(9). <https://doi.org/10.3389/fcosc.2020.615419>
- Branson, N., Hofmeyr, C., & Lam, D. (2014). Progress through school and the determinants of school dropout in South Africa. *Development Southern Africa*, 31(1), 106–126. <https://doi.org/10.1080/0376835X.2013.853610>
- Brooks, S., Sutherland, C., Scott, D., & Guy, H. (2010). Integrating qualitative methodologies into risk assessment: Insights from South Durban. *South African Journal of Science*, 106(9–10), 1–10.
- Broughton, E. (2005). The Bhopal disaster and its aftermath: A review. *Environmental Health*, 4(6). <https://doi.org/10.1186/1476-069X-4-6>
- Brown, J. (2015). *South Africa's insurgent citizens: On dissent and the possibility of politics*. Zed Books.
- Burke, J. (2012, October 22). UK government ends boycott of Narendra Modi. *The Guardian*. <https://www.theguardian.com/world/2012/oct/22/uk-ends-boycott-narendra-modi>
- Callenbach, E. (1978). *Ecotopia: A novel about ecology, people and politics in 1999*. Pluto Press.
- Caradonna, J. L. (2014). *Sustainability: A history*. Oxford University Press.
- Caradonna, J. L. (2017). An incompatible couple: A critical history of economic growth and sustainable development. In I. Borowy & M. Schmelzer (Eds.), *History of the future of economic growth: Historical roots of current debates on sustainable degrowth* (pp. 154–173). Routledge.
- Carruthers, J. (1995). *The Kruger National Park: A social and political history*. University of Natal Press.
- Carson, J. V., LaFree, G., & Dugan, L. (2012). Terrorist and non-terrorist criminal attacks by radical environmental and animal rights groups in the United States, 1970–2007. *Terrorism and Political Violence*, 24(2), 295–319. <https://doi.org/10.1080/09546553.2011.639416>
- Carson, R. L. (1965). *Silent spring*. Penguin.
- Carter, N. (2018). *The politics of the environment: Ideas, activism, policy*. Cambridge University Press.
- Centre for Environment Education. (2015). *Parampara: India's culture of climate friendly sustainable practices*. Ministry of Environment, Forest and Climate Change, Government of India.

- Chari, S. (2005). *Political work: The Holy Spirit and the labours of activism in the shadows of Durban's refineries* (Research Report No. 30). Centre for Civil Society, University of KwaZulu Natal. https://ccs.ukzn.ac.za/files/RRreport_30.pdf
- Chari, S. (2006a). Life histories of race and space in the making of Wentworth and Merebank, South Durban. *African Studies*, 65(1), 105–130. <https://doi.org/10.1080/00020180600771808>
- Chari, S. (2006b). Post-apartheid livelihood struggles in Wentworth, South Durban. In V. Padayachee (Ed.), *The development decade?: Economic and social change in South Africa, 1994–2004* (pp. 427–443). HSRC Press.
- Chari, S. (2007). How do activists act? Conceiving counterhegemony in Durban. In J. Chalcraft & Y. Noorani (Eds.), *Counterhegemony in the colony and postcolony* (pp. 252–274). Palgrave Macmillan.
- Chari, S. (2008). The antinomies of political evidence in post-apartheid Durban, South Africa. *The Journal of the Royal Anthropological Institute*, 14, S61–S76.
- Chari, S. (2009). Photographing dispossession, forgetting solidarity: Waiting for social justice in Wentworth, South Africa. *Transactions of the Institute of British Geographers*, 34(4), 521–540. <https://doi.org/10.1111/j.1475-5661.2009.00360.x>
- Checker, M. (2005). *Polluted promises: Environmental racism and the search for justice in a southern town*. New York University Press.
- Chikane, R. (2018). *Breaking a rainbow, building a nation: The politics behind #MustFall movements*. Picador Africa.
- Chipkin, I., & Swilling, M. (2018). *Shadow state: The politics of state capture*. Wits University Press.
- Chomsky, N. (2016). The multiple crises of neoliberal capitalism and the need for a global working class response. *International Socialist Review*. <https://isreview.org/issue/101/multiple-crisis-neoliberal-capitalism-and-need-global-working-class-response>
- Chouhan, T. R. (1994). *Bhopal, the inside story: Carbide workers speak out on the world's worst industrial disaster*. The Other India Press.
- Cianchi, J. (2015). *Radical environmentalism: Nature, identity and more-than-human agency*. Palgrave Macmillan. https://cam.lds.org.uk/vdc_100062228176.0x000001
- Cock, J. (2006). Connecting the red, brown and green: The environmental justice movement in South Africa. In R. Ballard, A. Habib, & I. Valodia (Eds.), *Voices of protest: Social movements in post-apartheid South Africa* (pp. 203–224). University of KwaZulu-Natal Press.
- Cock, J., & Fig, D. (2001). The impact of globalisation on environmental politics in South Africa, 1990–2002. *African Sociological Review*, 5(2), 15–35.
- Connell, R. (2007). *Southern theory: The global dynamics of knowledge in social science*. Polity.
- Cooper, D. E., Palmer, J., & Bresler, L. (Eds.). (2001). *Fifty major thinkers on education: From Confucius to Dewey*. Routledge.
- Costanza, R., Graumlich, L., & Steffen, W. L. (Eds.). (2007). *Sustainability or collapse?: An integrated history and future of people on Earth*. The MIT Press.

Craig, S. R. (2020). *The ends of kinship: Connecting Himalayan lives between Nepal and New York*. University of Washington Press.

Crompton, R., & Erwin, A. (1991). Reds and greens: Labour and the environment. In J. Cock & E. Koch (Eds.), *Going green: People, politics and the environment in South Africa* (pp. 78–91). Oxford University Press.

Cross, M., Mungadi, R., & Rouhani, S. (2002). From policy to practice: Curriculum reform in South African education. *Comparative Education*, 38(2), 171–187. <https://doi.org/10.1080/03050060220140566>

Crutzen, P. J. (2002). Geology of mankind. *Nature*, 415, 23. <https://doi.org/10.1038/415023a>

Crutzen, P. J., & Stoermer, E. F. (2000). The “Anthropocene.” *Global Change Newsletter*, 41, 17–18.

Dalby, S. (2016). Framing the Anthropocene: The good, the bad and the ugly. *The Anthropocene Review*, 3(1), 33–51. <https://doi.org/10.1177/2053019615618681>

Danmarks Naturfredningsforening, & SDCEA. (2002). *Comparisons of refineries in Denmark & South Durban in an environmental societal context: A 2002 snapshot*.

Das, A. (1979). *Foundations of Gandhian economics*. Allied.

Datt, G., & Ravallion, M. (2002). Is India's economic growth leaving the poor behind? *Journal of Economic Perspectives*, 16(3), 89–108. <https://doi.org/10.1257/089533002760278730>

Dauvergne, P. (2016). *Environmentalism of the rich*. The MIT Press.

Davie, T. B. (1955). *Education and race relations in South Africa: The interaction of educational policies and race relations in South Africa*. South African Institute of Race Relations.

Davies, J. (2016). *The birth of the Anthropocene*. University of California Press.

Demmer, U., & Hummel, A. (2017). Degrowth, anthropology, and activist research: The ontological politics of science. *Journal of Political Ecology*, 24(1), 610–622.

Deneulin, S., & McGregor, J. A. (2010). The capability approach and the politics of a social conception of wellbeing. *European Journal of Social Theory*, 13(4), 501–519. <https://doi.org/10.1177/1368431010382762>

Denny, M. (2017). *Making the most of the Anthropocene: Facing the future*. Johns Hopkins University Press.

Desai, A. (2017). Service delivery and the war within: Wentworth, Durban, South Africa. *South African Review of Sociology*, 48(1), 85–99. <https://doi.org/10.1080/21528586.2016.1204245>

Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. Macmillan.

Dias, A. (2002). Development-induced displacement and its impact. In S. Tharakan (Ed.), *The nowhere people: Responses to internally displaced persons* (pp. 1–23). Books for Change.

Dillabough, J.-A., Wang, E., & Kennelly, J. (2005). “Ginas,” “thugs,” and “gangstas”: Young people's struggles to “become somebody” in working-class urban Canada. *Journal of Curriculum Theorizing*, 21(2), 83–108.

- Dogra, B. (1992). *The debate on large dams*. B. Dogra.
- Dogra, B. (1993). *Living for others: Vimla and Sunderlal Bahuguna*. B. Dogra.
- Drew, G. (2017). *River dialogues: Hindu faith and the political ecology of dams on the Sacred Ganga*. University of Arizona Press.
- Dryzek, J. S. (2016). Institutions for the Anthropocene: Governance in a changing earth system. *British Journal of Political Science*, 46(4), 937–956. <https://doi.org/10.1017/S0007123414000453>
- Dubow, S. (1995). *Scientific racism in modern South Africa*. Cambridge University Press.
- Duffo, E., & Pande, R. (2007). Dams. *The Quarterly Journal of Economics*, 122(2), 601–646. <https://doi.org/10.1162/qjec.122.2.601>
- Dukes, P. (2011). *Minutes to midnight: History and the Anthropocene era from 1763*. Anthem.
- Dunne, J. (2007). Beyond sovereignty and deconstruction: The storied self. In R. Kearney (Ed.), *Paul Ricœur: The hermeneutics of action* (pp. 137–157). SAGE.
- Dyer, C. (1996). *The improvement of primary school quality in India: Successes and failures of “Operation Blackboard.”* Centre for South Asian studies at the University of Edinburgh.
- Eckerman, I. (2005). *The Bhopal saga: Causes and consequences of the world’s largest industrial disaster*. Universities Press.
- Edwards, I. (1994). Cato Manor: Cruel past, pivotal future. *Review of African Political Economy*, 21(61), 415–427. <https://doi.org/10.1080/03056249408704069>
- Ellis, E. (2011). The planet of no return: Human resilience on an artificial Earth. *The Breakthrough Journal*, 2, 37–44.
- Elon, A. (2006). Introduction: The excommunication of Hannah Arendt. In H. Arendt, *Eichmann in Jerusalem: A report on the banality of evil*. Penguin.
- Engelbrecht, P., Nel, M., Smit, S., & van Deventer, M. (2016). The idealism of education policies and the realities in schools: The implementation of inclusive education in South Africa. *International Journal of Inclusive Education*, 20(5), 520–535. <https://doi.org/10.1080/13603116.2015.1095250>
- Engineer, A. A. (2002). Gujarat riots in the light of the history of communal violence. *Economic and Political Weekly*, 37(50), 5047–5054.
- Escobar, A. (2008). *Territories of difference: Place, movements, life, redes*. Duke University Press.
- Etymonline. (n.d.). Anthro-. *Online Etymology Dictionary*. <https://www.etymonline.com/word/anthro->
- Evans, M. S. (1906). *The native problem in Natal*. P. Davis & Sons.
- Everatt, D. (2010). *The origins of non-racialism: White opposition to apartheid in the 1950s*. Wits University Press.
- Fearnside, P. M. (1995). Hydroelectric dams in the Brazilian Amazon as sources of “greenhouse” gases. *Environmental Conservation*, 22(1), 7–19. <https://doi.org/10.1017/S0376892900034020>

Fearnside, P. M. (2005). Do hydroelectric dams mitigate global warming? The case of Brazil's CuruÁ-una Dam. *Mitigation and Adaptation Strategies for Global Change*, 10(4), 675–691. <https://doi.org/10.1007/s11027-005-7303-7>

Ferguson, J. (1994). *The anti-politics machine: "Development," depoliticization, and bureaucratic power in Lesotho*. University of Minnesota Press.

Ferguson, J., & Gupta, A. (2005). Spatializing states: Toward an ethnography of neoliberal governmentality. In X. Inda (Ed.), *Anthropologies of modernity: Foucault, governmentality, and life politics* (pp. 105–134). Blackwell.

Field, S. (2012). *Oral history, community, and displacement: Imagining memories in post-apartheid South Africa*. Palgrave Macmillan.

Fortun, K. (2001). *Advocacy after Bhopal: Environmentalism, disaster, new global orders*. University of Chicago Press.

Foster, J. B. (2002). The ecological tyranny of the bottom line: The environmental and social consequences of economic reductionism. In *Ecology against capitalism* (pp. 26–43). Monthly Review Press.

Foucault, M. (1979). *Discipline and punish: The birth of the prison*. Penguin.

Fournier, V. (2008). Escaping from the economy: The politics of degrowth. *International Journal of Sociology and Social Policy*, 28(11/12), 528–545. <https://doi.org/10.1108/01443330810915233>

Freire, P. (1972). Education: Domestication or liberation? *Prospects*, 2(2), 173–181. <https://doi.org/10.1007/BF02195789>

Freire, P. (1998). *Pedagogy of hope: Reliving pedagogy of the oppressed*. Continuum.

Freire, P. (1999). Reprint: Cultural action for freedom. *Harvard Educational Review*, 68(4), 471–521. <https://doi.org/10.17763/haer.68.4.656ku47213445042>

Freund, B. (2001). Brown and green in Durban: The evolution of environmental policy in a post-apartheid city. *International Journal of Urban and Regional Research*, 25(4), 717–739. <https://doi.org/10.1111/1468-2427.00341>

Freund, B. (2010). Development dilemmas in post-apartheid South Africa: An introduction. In B. Freund & H. Witt (Eds.), *Development dilemmas in post-apartheid South Africa*. University of KwaZulu-Natal Press.

Friedlingstein, P., O'Sullivan, M., Jones, M. W., Andrew, R. M., Hauck, J., Olsen, A., Peters, G. P., Peters, W., Pongratz, J., Sitch, S., Le Quére, C., Canadell, J. G., Ciais, P., Jackson, R. B., Alin, S., Aragão, L. E. O. C., Arneeth, A., Arora, V., Bates, N. R., . . . Zaehle, S. (2020). Global carbon budget 2020. *Earth System Science Data*, 12(4), 3269–3340. <https://doi.org/10.5194/essd-12-3269-2020>

Gadgil, M., & Guha, R. (1992). *This fissured land: An ecological history of India*. Oxford University Press.

Gandhi, M. K. (1921). *Hind Swaraj or Indian home rule*. G. A. Natesan & Co.

Ganguly-Scrase, R., & Scrase, T. J. (2008). *Globalisation and the middle classes in India: The social and cultural impact of neoliberal reforms*. Routledge.

- Garland, D. (2014). What is a “history of the present”? On Foucault’s genealogies and their critical preconditions. *Punishment & Society*, 16(4), 365–384. <https://doi.org/10.1177/1462474514541711>
- Gates, B. (2021). *How to avoid a climate disaster: The solutions we have and the breakthroughs we need*. Allen Lane.
- Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. In *The interpretation of cultures* (pp. 3–30). Basic Books.
- Geertz, C. (1988). *Works and lives: The anthropologist as author*. Stanford University Press.
- Geertz, C. (2001). *Available light: Anthropological reflections on philosophical topics*. Princeton University Press.
- Gerhardt, E. (2004). A return on the repressed: The debt of history in Paul Ricœur’s time and narrative. *Philosophy Today*, 245–254.
- Ghosh, A. (2016). *The great derangement: Climate change and the unthinkable*. Penguin.
- Ghosh, P. S. (2000). *BJP and the evolution of Hindu nationalism: From periphery to centre*. Manohar.
- Ghosh, S. C. (2012). “English in taste, in opinions, in words and intellect”: Indoctrinating the Indian through textbook, curriculum and education. In J. A. Mangan (Ed.), *The imperial curriculum* (pp. 175–193). Routledge.
- Giroux, H. A. (1988). *Teachers as intellectuals: Toward a critical pedagogy of learning*. Bergin & Garvey.
- Giroux, H. A. (2004). Cultural studies, public pedagogy, and the responsibility of intellectuals. *Communication and Critical/Cultural Studies*, 1(1), 59–79. <https://doi.org/10.1080/1479142042000180926>
- Glassman, M., & Patton, R. (2014). Capability through participatory democracy: Sen, Freire, and Dewey. *Educational Philosophy and Theory*, 46(12), 1353–1365.
- Glăveanu, V. P., & de Saint Laurent, C. (2015). Political imagination, otherness and the European crisis. *Europe’s Journal of Psychology*, 11(4), 557–564. <https://doi.org/10.5964/ejop.v11i4.1085>
- Goffman, E. (1961). *Asylums: Essays on the social situation of mental patients and other inmates*. Doubleday.
- Govardhan, V. (1993). *Environmental impact assessment of Tehri Dam*. Ashish Publishing House.
- Grear, A. (2015). Deconstructing anthropos: A critical legal reflection on ‘anthropocentric’ law and anthropocene ‘humanity.’ *Law and Critique*, 26(3), 225–249. <https://doi.org/10.1007/s10978-015-9161-0>
- Gregory, D. (2004). *The colonial present: Afghanistan, Palestine, Iraq*. Blackwell.
- Griggs, D., Stafford-Smith, M., Gaffney, O., Rockström, J., Öhman, M. C., Shyamsundar, P., Steffen, W., Glaser, G., Kanie, N., & Noble, I. (2013). Policy: Sustainable development goals for people and planet. *Nature*, 495, 305–307. <https://doi.org/10.1038/495305a>

- Grusin, R. (2017). *Anthropocene feminism*. University of Minnesota Press.
- Gudyanga, R., & Jita, L. C. (2018). Mapping physical sciences teachers' concerns regarding the new curriculum in South Africa. *Issues in Educational Research*, 28(2), 405–421.
- Guha, R. (2000). *Environmentalism: A global history*. Longman.
- Guha, R. (2011). *India after Gandhi: The history of the world's largest democracy*. Macmillan.
- Guha, R., & Martinez-Alier, J. (1997). *Varieties of environmentalism: Essays north and south*. Earthscan.
- Gunkel, G. (2009). Hydropower—a green energy? Tropical reservoirs and greenhouse gas emissions. *CLEAN—Soil, Air, Water*, 37(9), 726–734. <https://doi.org/10.1002/clen.200900062>
- Håkansson, M., Östman, L., & Van Poeck, K. (2018). The political tendency in environmental and sustainability education. *European Educational Research*, 17(1), 91–111. <https://doi.org/10.1177/1474904117695278>
- Hale, C. R. (2006). Activist research v. cultural critique: Indigenous land rights and the contradictions of politically engaged anthropology. *Cultural Anthropology*, 21(1), 96–120.
- Hall, M. (2011). Beyond the human: Extending ecological anarchism. *Environmental Politics*, 20(3), 374–390. <https://doi.org/10.1080/09644016.2011.573360>
- Hallows, D. (Ed.). (1993). *Hidden faces: Environment, development, justice: South Africa and the global context*. Earthlife Africa.
- Hardin, G. (1968). The tragedy of the commons. *Science*, 162(3859), 1243–1248. <https://doi.org/10.1126/science.162.3859.1243>
- Hardtmann, E.-M. (2010). *The Dalit movement in India: Local practices, global connections*. Oxford University Press.
- Harvey, D. (2007). Neoliberalism as creative destruction. *The ANNALS of the American Academy of Political and Social Science*, 610(1), 21–44. <https://doi.org/10.1177/0002716206296780>
- Heller, P. (2001). Democratic deepening in India and South Africa. In I. Hofmeyr & M. Williams (Eds.), *South Africa & India: Shaping the Global South* (pp. 150–175). Wits University Press.
- Hertwich, E. G. (2013). Addressing biogenic greenhouse gas emissions from hydropower in LCA. *Environmental Science & Technology*, 47(17), 9604–9611. <https://doi.org/10.1021/es401820p>
- Hickel, J. (2020a). *Less is more: How degrowth will save the world*. Random House.
- Hickel, J. (2020b). What does degrowth mean? A few points of clarification. *Globalizations*, 18(7), 1105–1111. <https://doi.org/10.1080/14747731.2020.1812222>
- Hirsch, A. (2005). *Season of hope: Economic reform under Mandela and Mbeki*. University of KwaZulu-Natal Press.
- Hirsch, F. (1977). *Social limits to growth*. Routledge and Kegan Paul.
- Hirschmann, D. (1990). The Black consciousness movement in South Africa. *The Journal of Modern African Studies*, 28(1), 1–22.

- Hodson, D. (2011). Making it happen. In *Looking to the future: Building a curriculum for social activism* (pp. 295–307). Sense Publishers. <https://doi.org/10.1007/978-94-6091-472-0>
- Hodson, D. (2014). Becoming part of the solution: Learning about activism, learning through activism, learning from activism. In J. Bencze & S. Alsop (Eds.), *Activist science and technology education* (pp. 67–98). Springer Netherlands. https://doi.org/10.1007/978-94-007-4360-1_5
- Holfelder, A.-K. (2019). Towards a sustainable future with education? *Sustainability Science*, *14*(4), 943–952. <https://doi.org/10.1007/s11625-019-00682-z>
- Holmes, S. M. (2013). *Fresh fruit, broken bodies: Migrant farmworkers in the United States*. University of California Press.
- Holopainen, M., & Toivonen, M. (2012). Weak signals: Ansoff today. *Futures*, *44*(3), 198–205. <https://doi.org/10.1016/j.futures.2011.10.002>
- Hunter, M. (2010). Racial desegregation and schooling in South Africa: Contested geographies of class formation. *Environment and Planning A: Economy and Space*, *42*(11), 2640–2657. <https://doi.org/10.1068/a439>
- Hunter, S. (2017, March 27). *Massive Durban fire filmed from the sky*. 2 Oceans Vibe News. <https://www.2oceansvibe.com/2017/03/27/massive-durban-fire-filmed-from-the-sky-video/>
- Hursh, D., Henderson, J., & Greenwood, D. (2015). Environmental education in a neoliberal climate. *Environmental Education Research*, *21*(3), 299–318. <https://doi.org/10.1080/13504622.2015.1018141>
- Illich, I. (2018). *Deschooling society*. Camas Books.
- IPCC (Intergovernmental Panel on Climate Change). (2018). *Global warming of 1.5°C* [An IPCC special report on the impacts of global warming of 1.5°C above pre-industrial levels and related global greenhouse gas emission pathways, in the context of strengthening the global response to the threat of climate change, sustainable development, and efforts to eradicate poverty]. Cambridge University Press.
- IPCC (Intergovernmental Panel on Climate Change). (2021). *Climate change 2021: The physical science basis* [Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change]. Cambridge University Press.
- Ishizaka, S. (2006). The anti Tehri Dam movement as a new social movement and Gandhism. *Journal of the Japanese Association for South Asian Studies*, *18*, 76–95.
- Ivanova, D., Stadler, K., Steen-Olsen, K., Wood, R., Vita, G., Tukker, A., & Hertwich, E. G. (2016). Environmental impact assessment of household consumption. *Journal of Industrial Ecology*, *20*(3), 526–536. <https://doi.org/10.1111/jiec.12371>
- Jacques, P. J. (2009). *Environmental skepticism: Ecology, power and public life*. Routledge. <https://doi.org/10.4324/9781315580050>
- Jaffrelot, C. (2005). *Dr Ambedkar and untouchability: Analysing and fighting caste* (Rev. ed.). Hurst & Co.

- Jaffrelot, C. (2012). Gujarat 2002: What justice for the victims? The Supreme Court, the SIT, the police and the state judiciary. *Economic and Political Weekly*, 47(8), 77–89.
- Jagadeesan, S. (2015). *The Sardar Sarovar Project: Assessing economic and social impacts*. Sage.
- Jain, M. (2013). McEducation for all: Whose agenda does global education really serve? *Critical Literacy: Theories and Practices*, 7(1), 84–90.
- Jalal, A. (2009). *Democracy and authoritarianism in South Asia*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511559372>
- James, G. A. (2013). *Ecology is permanent economy: The activism and environmental philosophy of Sunderlal Bahuguna*. SUNY Press.
- Janowitz, M. (1946). German reactions to Nazi atrocities. *American Journal of Sociology*, 52(2), 141–146. <https://doi.org/10.1086/219961>
- Jaspers, K. (1953). *The origin and goal of history*. Yale University Press.
- Jefferess, D. (2009). The limits of dissent: Arundhati Roy and the struggle against the Narmada dams. In R. Ghosh & A. Navarro Tejero (Eds.), *Globalizing dissent: Essays on Arundhati Roy* (pp. 157–179). Routledge.
- Jetnil-Kijiner, K. (2014). *A poem to my daughter* (recited at the opening of the UN General Assembly in September 2014). <https://kijiner.wordpress.com/2014/09/24/united-nations-climate-summit-opening-ceremony-my-poem-to-my-daughter/>
- Jickling, B. (1994). Why I don't want my children to be educated for sustainable development. *Trumpeter*, 11(3), 114–116.
- Johnson, G. A., Pfister, A. E., & Vindrola-Padros, C. (2012). Drawings, photos, and performances: Using visual methods with children. *Visual Anthropology Review*, 28(2), 164–178. <https://doi.org/10.1111/j.1548-7458.2012.01122.x>
- Johnson, R. W. (1977). *How long will South Africa survive?* Macmillan.
- Johnson, R. W. (2016). *How long will South Africa survive?: The looming crisis*. Hurst & Company.
- Johnston, J. S. (1998). Nietzsche as educator: A reexamination. *Educational Theory*, 48(1), 67–83.
- Jovchelovitch, S., Priego-Hernandez, J., & Glăveanu, V. P. (2017). Imagination in children entering culture. In T. Zittoun & V. P. Glăveanu (Eds.), *Handbook of imagination and culture* (pp. 113–135). Oxford University Press.
- Kahn, R. (2010). *Critical pedagogy, ecoliteracy, & planetary crisis: The ecopedagogy movement*. Peter Lang.
- Kallis, G. (2011). In defence of degrowth. *Ecological Economics*, 70(5), 873–880. <https://doi.org/10.1016/j.ecolecon.2010.12.007>
- Kallis, G., Paulson, S., D'Alisa, G., & Demaria, F. (2020). *The case for degrowth*. John Wiley & Sons.
- Kanjee, A., & Sayed, Y. (2013). Assessment policy in post-apartheid South Africa: Challenges for improving education quality and learning. *Assessment in Education: Principles, Policy & Practice*, 20(4), 442–469. <https://doi.org/10.1080/0969594X.2013.838541>

- Kateb, G. (1977). Freedom and worldliness in the thought of Hannah Arendt. *Political Theory*, 5(2), 141–182. <https://doi.org/10.1177/009059177700500202>
- Katz, E., Light, A., & Rothenberg, D. (2000). *Beneath the surface: Critical essays in the philosophy of deep ecology*. The MIT Press.
- Kearney, R. (2004). *On Paul Ricœur: The owl of Minerva*. Ashgate.
- Khagram, S. (2004). *Dams and development: Transnational struggles for water and power*. Cornell University Press.
- Khan, F. (1994). Rewriting South Africa's conservation history—The role of the Native Farmers Association. *Journal of Southern African Studies*, 20(4), 499–516.
- Khan, F. (2000). Environmentalism in South Africa: A sociopolitical perspective. *Macalester International*, 9(11), 156–181.
- Khan, F. (2014, August 27–29). *Race, politics and the environment in South Africa—Trends in the history of environmental civil society organisations* [paper presentation]. Dialogue on Environmental History: BRICS, History Institute, University of Rio de Janeiro, Brazil.
- Khilnani, S. (2012). *The idea of India*. Penguin.
- King, M. E. (2015). *Gandhian nonviolent struggle and untouchability in South India: The 1924–25 Vykam Satyagraha and mechanisms of change*. Oxford University Press.
- Kirsch, S. (2001). Lost worlds. *Current Anthropology*, 42(2), 167–198. <https://doi.org/10.1086/320006>
- Kistnasamy, E. J., Robins, T. G., Naidoo, R., Batterman, S., Mentz, G. B., Jack, C., & Irusen, E. (2008). The relationship between asthma and ambient air pollutants among primary school students in Durban, South Africa. *International Journal of Environment and Health*, 2(3/4), 365–385.
- Klausen, S. M. (2018). Eugenics and the maintenance of white supremacy in modern South Africa. In D. B. Paul, J. Stenhouse, & H. G. Spencer (Eds.), *Eugenics at the edges of empire: New Zealand, Australia, Canada and South Africa* (pp. 289–309). Palgrave Macmillan.
- Klein, D., Carazo, M. P., Doelle, M., Bulmer, J., & Higham, A. (Eds.). (2017). *The Paris Climate Agreement: Analysis and commentary*. Oxford University Press.
- Klein, N. (2014). *This changes everything: Capitalism vs. the climate*. Allen Lane.
- Klingensmith, D. (2007). *One valley and a thousand: Dams, nationalism, and development*. Oxford University Press.
- Koch, E. (1991). Rainbow alliances: Community struggles around ecological problems. In J. Cock & E. Koch (Eds.), *Going green: People, politics and the environment in South Africa* (pp. 20–32). Oxford University Press.
- Kohli, A. (2006). Politics of economic growth in India, 1980–2005: Part II: The 1990s and beyond. *Economic and Political Weekly*, 41(14), 1361–1370.

- Kolbert, E. (2015). *The sixth extinction: An unnatural history*. Bloomsbury.
- Kolbert, E. (2021). *Under a white sky: The nature of the future*. Random House.
- Kolge, N. (2017). *Gandhi against caste*. Oxford University Press.
- Komatsu, H., Rappleye, J., & Silova, I. (2019). Culture and the independent self: Obstacles to environmental sustainability? *Anthropocene*, 26, 100198. <https://doi.org/10.1016/j.ancene.2019.100198>
- Komireddi, K. S. (2019). *Malevolent republic: India under Modi*. Hurst & Co.
- Komljenovic, J., & Robertson, S. L. (2017). Making global education markets and trade. *Globalisation, Societies and Education*, 15(3), 289–295. <https://doi.org/10.1080/14767724.2017.1330140>
- Kumar, K. (1988). Origins of India's "textbook culture." *Comparative Education Review*, 32(4), 452–464. <https://doi.org/10.1086/446796>
- Kumar, K. (2005). *Political agenda of education: A study of colonialist and nationalist ideas*. Sage Publications.
- Kurzman, D. (1987). *A killing wind: Inside Union Carbide and the Bhopal catastrophe*. McGraw-Hill.
- Lassiter, L. E. (2001). From "Reading over the Shoulders of Natives" to "Reading Alongside Natives," literally: Toward a collaborative and reciprocal ethnography. *Journal of Anthropological Research*, 57(2), 137–149. <https://doi.org/10.1086/jar.57.2.3631564>
- Latouche, S. (2010). Degrowth. *Journal of Cleaner Production*, 6(18), 519–522.
- Latour, B. (2004). Why has critique run out of steam? From matters of fact to matters of concern. *Critical Inquiry*, 30(2), 225–248. <https://doi.org/10.1086/421123>
- Le Grange, L. (2012). Ubuntu, ukama, environment and moral education. *Journal of Moral Education*, 41(3), 329–340. <https://doi.org/10.1080/03057240.2012.691631>
- Leonard, L. (2013). The relationship between the conservation agenda and environmental justice in post-apartheid South Africa: An analysis of Wessa KwaZulu-Natal and environmental justice advocates. *South African Review of Sociology*, 44(3), 2–21. <https://doi.org/10.1080/21528586.2013.817059>
- Leonard, L. (2014a). Participatory democracy against industrial risks: Environmental justice in Durban, South Africa. *Politikon*, 41(2), 311–329. <https://doi.org/10.1080/02589346.2014.905263>
- Leonard, L. (2014b). The network society, power and the print media in post-apartheid South Africa: The case of media contestation in Durban for environmental justice. *Media, Culture & Society*, 36(7), 966–981. <https://doi.org/10.1177/0163443714536080>
- Leonard, L., & Pelling, M. (2010). Mobilisation and protest: Environmental justice in Durban, South Africa. *Local Environment*, 15(2), 137–151. <https://doi.org/10.1080/13549830903527654>

- Levy, B. L. M., & Zint, M. T. (2013). Toward fostering environmental political participation: Framing an agenda for environmental education research. *Environmental Education Research*, 19(5), 553–576. <https://doi.org/10.1080/13504622.2012.717218>
- Lewis, S. L., & Maslin, M. A. (2018). *Human planet: How we created the Anthropocene*. Pelican.
- Lieder, M., & Rashid, A. (2016). Towards circular economy implementation: A comprehensive review in context of manufacturing industry. *Journal of Cleaner Production*, 115, 36–51. <https://doi.org/10.1016/j.jclepro.2015.12.042>
- Litfin, K. (2016). Person/planet politics: Contemplative pedagogies for a New Earth. In S. Nicholson & S. Jinnah (Eds.), *New Earth politics: Essays from the Anthropocene* (pp. 115–134). The MIT Press.
- Liu, J. H., & Khan, S. S. (2014). Nation building through historical narratives in pre-independence India: Gandhi, Nehru, Savarkar, and Golwalkar as entrepreneurs of identity. In M. Hanne, W. D. Crano, & J. S. Mio (Eds.), *Warring with words: Narrative and metaphor in politics* (pp. 221–247). Psychology Press.
- Loram, C. T. (1917). *The education of the South African native*. Longmans, Green, And Co.
- Lotz-Sisitka, H., Ali, M. B., Mphepo, G., Chaves, M., Macintyre, T., Pesanayi, T., Wals, A., Mukute, M., Kronlid, D., Tran, D. T., Joon, D., & McGarry, D. (2016). Co-designing research on transgressive learning in times of climate change. *Current Opinion in Environmental Sustainability*, 20, 50–55. <https://doi.org/10.1016/j.cosust.2016.04.004>
- Lotz-Sisitka, H., Wals, A. E., Kronlid, D., & McGarry, D. (2015). Transformative, transgressive social learning: Rethinking higher education pedagogy in times of systemic global dysfunction. *Current Opinion in Environmental Sustainability*, 16, 73–80. <https://doi.org/10.1016/j.cosust.2015.07.018>
- Ludden, D. (1992). India's development regime. In N. Dirks (Ed.), *Colonialism and culture* (pp. 247–287). University of Michigan Press.
- Lundegård, I., & Wickman, P.-O. (2007). Conflicts of interest: An indispensable element of education for sustainable development. *Environmental Education Research*, 13(1), 1–15. <https://doi.org/10.1080/13504620601122566>
- MacDougall, D. (2006). *The corporeal image: Film, ethnography, and the senses*. Princeton University Press.
- Macintyre, T., Lotz-Sisitka, H., Wals, A., Vogel, C., & Tassone, V. (2018). Towards transformative social learning on the path to 1.5 degrees. *Current Opinion in Environmental Sustainability*, 31, 80–87. <https://doi.org/10.1016/j.cosust.2017.12.003>
- Majumdar, M., & Mooij, J. E. (2011). *Education and inequality in India: A classroom view*. Routledge.
- Malinowski, B. (1922). *Argonauts of the western Pacific: An account of native enterprise and adventure in the archipelagoes of Melanesian New Guinea*. Routledge & Kegan Paul.
- Malm, A., & Hornborg, A. (2014). The geology of mankind? A critique of the Anthropocene narrative. *The Anthropocene Review*, 1(1), 62–69. <https://doi.org/10.1177/2053019613516291>

- Mandela, N. (2013). *Long walk to freedom*. Abacus.
- Mangla, A. (2015). Bureaucratic norms and state capacity in India: Implementing primary education in the Himalayan region. *Asian Survey*, 55(5), 882–908. <https://doi.org/10.1525/as.2015.55.5.882>
- Mangla, A. (2017). Elite strategies and incremental policy change: The expansion of primary education in India. *Governance*, 31, 381–399. <https://doi.org/10.1111/gove.12299>
- Maniates, M. F. (2001). Individualization: Plant a tree, buy a bike, save the world? *Global Environmental Politics*, 1(3), 31–52. <https://doi.org/10.1162/152638001316881395>
- Maniates, M. F. (2016). Make way for hope: A contrarian view. In S. Nicholson & S. Jinnah (Eds.), *New earth politics: Essays from the Anthropocene* (pp. 135–154). The MIT Press.
- Mann, J. (2014, May 2). Why Narendra Modi was banned from the U.S. *Wall Street Journal*. <https://www.wsj.com/articles/why-narendra-modi-was-banned-from-the-u-s-1399062010>
- Manteaw, O. O. (2012). Education for sustainable development in Africa: The search for pedagogical logic. *International Journal of Educational Development*, 32(3), 376–383. <https://doi.org/10.1016/j.ijedudev.2011.08.005>
- Marcus, G. E. (1995). Ethnography in/of the world system: The emergence of multi-sited ethnography. *Annual Review of Anthropology*, 24, 95–117.
- Marcuse, H. (1965). *Repressive tolerance*. Berkeley Commune.
- Mathias, N., & Herrera, R. T. (2006). A hermeneutic of Amartya Sen's concept of capability. *International Journal of Social Economics*, 33(10), 710. <https://doi.org/10.1108/03068290610689741>
- Matthews, H. D., & Tokarska, K. (2021, January 18). New research suggests 1.5C climate target will be out of reach without greener COVID-19 recovery plans. *The Conversation*. <http://theconversation.com/new-research-suggests-1-5c-climate-target-will-be-out-of-reach-without-greener-covid-19-recovery-plans-151527>
- Matu Jansangthan. (2002). *Tehri Dam Fourth document: Towards failure and devastation*. Matu Peoples' Organisation.
- Mawani, R. (2010). *Colonial proximities: Crossracial encounters and juridical truths in British Columbia, 1871–1921*. UBC Press.
- Mawdsley, E. (1998). After Chipko: From environment to region in Uttaranchal. *The Journal of Peasant Studies*, 25(4), 36–54. <https://doi.org/10.1080/03066159808438683>
- Mawdsley, E. (1999). A new Himalayan state in India: Popular perceptions of regionalism, politics, and development. *Mountain Research and Development*, 19(2), 101–112. <https://doi.org/10.2307/13674251>
- Mawdsley, E. (2005). The abuse of religion and ecology: The Visha Hindu Parishad and Tehri Dam. *Worldviews: Global Religions, Culture, and Ecology*, 9(1), 1–24. <https://doi.org/10.1163/1568535053628427>
- McKenzie, M. (2012). Education for y'all: Global neoliberalism and the case for a politics of scale in sustainability education policy. *Policy Futures in Education*, 10(2), 165–177. <https://doi.org/10.2304/pfie.2012.10.2.165>

- McKibben, B. (2019). *Falter: Has the human game begun to play itself out?* Wildfire.
- McNeill, J. R., & Engelke, P. (2014). *The great acceleration: An environmental history of the Anthropocene since 1945*. The Belknap Press of Harvard University Press.
- Meadows, D. H. (1972). *The limits to growth: A report for the Club of Rome's Project on the Predicament of Mankind*. Pan Books.
- Meadows, D. H., Randers, J., & Meadows, D. L. (2006). *The limits to growth: The 30-year update*. Earthscan.
- Mebratu, D. (1998). Sustainability and sustainable development: Historical and conceptual review. *Environmental Impact Assessment Review*, 18(6), 493–520. [https://doi.org/10.1016/S0195-9255\(98\)00019-5](https://doi.org/10.1016/S0195-9255(98)00019-5)
- Mehta, N. (2010). Ashis Nandy vs. the state of Gujarat: Authoritarian developmentalism, democracy and the politics of Narendra Modi. *South Asian History and Culture*, 1(4), 577–596. <https://doi.org/10.1080/19472498.2010.507028>
- Misiaszek, G. W. (2016). Ecopedagogy as an element of citizenship education: The dialectic of global/local spheres of citizenship and critical environmental pedagogies. *International Review of Education*, 62(5), 587–607. <https://doi.org/10.1007/s11159-016-9587-0>
- Modi, N. (2015). Foreword. In Centre for Environmental Education (Ed.), *Parampara: India's culture of climate friendly sustainable practices* (pp. i–ii). Ministry of Environment, Forest and Climate Change, Government of India.
- Moore, J. W. (2017). The Capitalocene, Part I: On the nature and origins of our ecological crisis. *The Journal of Peasant Studies*, 44(3), 594–630. <https://doi.org/10.1080/03066150.2016.1235036>
- Moran, K. A. (2009). Can Kant have an account of moral education? *Journal of Philosophy of Education*, 43(4), 471–484. <https://doi.org/10.1111/j.1467-9752.2009.00721.x>
- Morgan, C. (2016). Testing students under cognitive capitalism: Knowledge production of twenty-first century skills. *Journal of Education Policy*, 31(6), 805–818. <https://doi.org/10.1080/02680939.2016.1190465>
- Morris, P. (2015). Comparative education, PISA, politics and educational reform: A cautionary note. *Compare: A Journal of Comparative and International Education*, 45(3), 470–474. <https://doi.org/10.1080/03057925.2015.1027510>
- Mouffe, C. (2000). Deliberative democracy or agonistic pluralism. In *Political Science Series 72*. Institute for Advanced Studies.
- Murove, M. F. (2007). The Shona Ethic of Ukama with reference to the immortality of values. *Mankind Quarterly*, 48(2), 179–190.
- Musk, E. (2017). Making humans a multi-planetary species. *New Space*, 5(2), 46–61. <https://doi.org/10.1089/space.2017.29009.emu>
- Nachowitz, T. (1988). The Tehri Dam, India—Stumbling toward catastrophe. *Cultural Survival Quarterly*, 12(2), 9–12.

- Naidoo, R., Gqaleni, N., Batterman, S., & Robins, T. (2007). *Multipoint plan: Project 4: Health study and health risk assessment*. University of KwaZulu-Natal, Centre for Occupational and Environmental Health and the University of Michigan.
- Naidoo, R. N., Robins, T. G., Batterman, S., Mentz, G., & Jack, C. (2013). Ambient pollution and respiratory outcomes among schoolchildren in Durban, South Africa. *South African Journal of Child Health*, 7(4), 127–134.
- Nambissan, G. B. (2010). The global economic crisis, poverty and education: A perspective from India. *Journal of Education Policy*, 25(6), 729–737. <https://doi.org/10.1080/02680939.2010.508180>
- Nambissan, G. B., & Ball, S. (2010). Advocacy networks, choice and private schooling of the poor in India. *Global Networks*, 10(3), 324–343. <https://doi.org/10.1111/j.1471-0374.2010.00291.x>
- Nandy, A. (2015). *The intimate enemy: Loss and recovery of self under colonialism*. Oxford University Press.
- National Council of Educational Research and Training. (2005). *Environment education as infused in NCERT syllabus for Classes I to XII*.
- National Council of Educational Research and Training. (2008). *Looking around: Environmental textbook for Class V*.
- Nehru, J. (1962). *India's freedom [Essays, letters, and speeches]*. Allen & Unwin.
- Newton, J. (2008). Displacement and development: The paradoxes of India's Tehri dam. *Geographical Bulletin—Gamma Theta Upsilon*, 49(1), 19–32.
- Nilsen, A. G. (2010). *Dispossession and resistance in India: The river and the rage*. Routledge.
- Nixon, R. (2011). *Slow violence and the environmentalism of the poor*. Harvard University Press.
- Nocella, A. (2019). Unmasking the animal liberation front using critical pedagogy: Seeing the ALF for who they really are. In A. Nocella, C. Drew, A. George, S. Ketenci, J. Lupinacci, I. Purdy, & J. L. Schatz (Eds.), *Education for total liberation: Critical animal pedagogy and teaching against speciesism* (pp. 15–25). Peter Lang.
- Nolan, C. (2012). *Shaping the education of tomorrow: 2012 report on the UN decade of education for sustainable development, abridged*. UNESCO.
- Nortje, A. (2000). *Anatomy of dark: Collected poems of Arthur Nortje* (D. Klopper, Ed.). University of South Africa.
- Nriagu, J., Robins, T., Gary, L., Liggans, G., Davila, R., Supuwood, K., Harvey, C., Jinabhai, C. C., & Naidoo, R. (1999). Prevalence of asthma and respiratory symptoms in south-central Durban, South Africa. *European Journal of Epidemiology*, 15(8), 747–755. <https://doi.org/10.1023/A:1007653709188>
- Palmer, J., & de Klerk, D. (2012). Power relations: Exploring meanings in the Curriculum and Assessment Policy Statement (2011). *Communitas*, 17 (special ed.), 61–79.

- Palshikar, S. (2019). Toward hegemony: The BJP beyond electoral dominance. In A. P. Chatterji, T. Blom Hansen, & C. Jaffrelot (Eds.), *Majoritarian State: How Hindu nationalism is changing India* (pp. 101–116). Hurst.
- Panagariya, A. (2005). India in the 1980s and the 1990s: A triumph of reforms. In W. Tseng & D. Cowen (Eds.), *India's and China's recent experience with reform and growth* (pp. 170–200). Palgrave Macmillan UK.
- Parrique T., Barth J., Briens F., C. Kerschner, Kraus-Polk A., Kuokkanen A., & Spangenberg J. H. (2019). *Decoupling debunked: Evidence and arguments against green growth as a sole strategy for sustainability*. European Environmental Bureau.
- Patel, B. N., & Nagar, R. (2018). *Sustainable development and India: Convergence of law, economics, science, and politics*. Oxford University Press.
- Patkar, M., & Kothari, S. (2017). The struggle for participation and justice: A historical narrative. In W. Fisher (Ed.), *Toward sustainable development?: Struggling over India's Narmada River* (pp. 157–178). Routledge.
- Patnaik, U. (2007). Neoliberalism and rural poverty in India. *Economic and Political Weekly*, 42(30), 3132–3150.
- Patwardhan, A. (2016). Anand Patwardhan's chronicles of socio-political realities. *ANTYAJAA: Indian Journal of Women and Social Change*, 1(2), 257–274. <https://doi.org/10.1177/2455632717690602>
- Paxton, R. O. (2002). *Europe in the twentieth century* (4th ed.). Harcourt College Publishers.
- Pellow, D. N. (2014). *Total liberation: The power and promise of animal rights and the Radical Earth Movement*. University of Minnesota Press.
- Pels, P. (2008). What has anthropology learned from the anthropology of colonialism? *Social Anthropology*, 16(3), 280–299. <https://doi.org/10.1111/j.1469-8676.2008.00046.x>
- Pepper, D. (2005). Utopianism and environmentalism. *Environmental Politics*, 14(1), 3–22. <https://doi.org/10.1080/0964401042000310150>
- Peterson, D. J. (1993). *Troubled lands: The legacy of Soviet environmental destruction*. Westview Press.
- Phasha, T., Bipath, K., & Beckmann, J. (2016). Teachers' experiences regarding continuous professional development and the Curriculum Assessment Policy Statement. *International Journal of Educational Sciences*, 14(1–2), 69–78. <https://doi.org/10.1080/09751122.2016.11890480>
- Planning Commission of India. (1958). *Reorientation of curricular content of elementary schools: Note prepared by the Education Division of the Planning Commission* (Education Department, SEUI Branch, Progs., Nos. 1–17 B.2). National Archives of India.
- Popke, E. J. (2000). Violence and memory in the reconstruction of South Africa's Cato Manor. *Growth and Change*, 31(2), 235–254. <https://doi.org/10.1111/0017-4815.00127>
- Potts, K. & Brown, L. (2005). "Becoming an anti-oppressive researcher." In L. Brown and S. Strega (Eds.), *Research as resistance: Critical, indigenous and anti-oppressive approaches* (pp. 255–86). Canadian Scholars' Press.

- Potts, R. (2015). A conversation with David MacDougall: Reflections on the childhood and modernity workshop films. *Visual Anthropology Review*, 31(2), 190–200. <https://doi.org/10.1111/var.12081>
- Prakash, G. (1990). Writing post-Orientalist histories of the Third World: Perspectives from Indian historiography. *Comparative Studies in Society and History*, 32(2), 383–408. <https://doi.org/10.1017/S0010417500016534>
- Prakash, M. S., & Esteva, G. (2008). *Escaping education: Living as learning within grassroots cultures*. Peter Lang.
- Prozesky, M. (2009). Well-fed animals and starving babies: Environmental and developmental challenges in process and African perspectives. In M. F. Murove (Ed.), *African ethics: An anthology of comparative and applied ethics* (pp. 298–307). University of KwaZulu-Natal Press.
- Rabinow, P. (1977). *Reflections on fieldwork in Morocco*. University of California Press.
- Rabinow, P. (2007). Anthropological observation and self-formation. In J. Biehl, B. Good, & A. Kleinman (Eds.), *Subjectivity: Ethnographic investigations* (pp. 98–118). University of California Press.
- Raj, D. S. (2002). Big dams—boon or burden?: An overview. In S. Tharakan (Ed.), *The nowhere people: Responses to internally displaced persons* (pp. 61–81). Books for Change.
- Rajagopal, A. (2005). And the poor get gassed (1987). In B. Hanna, W. Morehouse, & S. Sarangi (Eds.), *The Bhopal reader: Remembering twenty years of the world's worst industrial disaster* (pp. 24–27). Apex Press.
- Ralph, L. (2020). *The torture letters: Reckoning with police violence*. University of Chicago Press.
- Ramachandran, S. K. (2016, July 21). RSS didn't kill Gandhi but created an ideology against him, say historians. *Hindustan Times*.
- Ramatlapana, K., & Makonye, J. P. (2012). From too much freedom to too much restriction: The case of teacher autonomy from National Curriculum Statement (NCS) to Curriculum and Assessment Statement (CAPS). *Africa Education Review*, 9(supp1), S7–S25. <https://doi.org/10.1080/18146627.2012.753185>
- Rana, N., Sati, S. P., Sundriyal, Y. P., Doval, M. M., & Juyal, N. (2007). Socio-economic and environmental implications of the hydroelectric projects in Uttarakhand Himalaya, India. *Journal of Mountain Science*, 4(4), 344–353. <https://doi.org/10.1007/s11629-007-0344-5>
- Rangan, H. (2000). *Of myths and movements: Rewriting Chipko into Himalayan history*. Oxford University Press.
- Rangan, H. (2004). From Chipko to Uttaranchal. In M. Watts & R. Peet (Eds.), *Liberation ecologies: Environment, development, social movements* (pp. 371–389). Routledge.
- Rao, N., Cheng, K.-M., & Narain, K. (2003). Primary schooling in China and India: Understanding how socio-contextual factors moderate the role of the state. *International Review of Education*, 49, 153–176.
- Rao, T. S. (1992). *Tebri Dam is a time bomb: A case study in anti-environmentalism*. T. Lavanya Lata.

- Räthzel, N., & Uzzell, D. (2009). Transformative environmental education: A collective rehearsal for reality. *Environmental Education Research*, 15(3), 263–277. <https://doi.org/10.1080/13504620802567015>
- Rawat, R. (2012). Development, displacement and its impact on rural women: A case study of oustees of Tehri dam. *Eastern Anthropologist*, 65(2), 141–155.
- Rawat, R. (2013). Tehri Dam and its environmental impacts on the people of fringe villages. *Guru Nanak Journal of Sociology*, 34(1–2), 63–81.
- Rembert, R. B. (1995). Socrates, discussion and moral education. *International Review of Education*, 41(1), 97–108. <https://doi.org/10.1007/BF01099293>
- Renwick, R. (2018). *How to steal a country: State capture and hopes for the future in South Africa*. Jacana.
- Republic of South Africa. (2015). *The Constitution of the Republic of South Africa, 1996: As adopted on 8 May, 1996 and amended on 11 October, 1996 by the Constituent Assembly*. Department of Justice and Constitutional Development.
- Ricœur, P. (1984). *Time and narrative*. University of Chicago Press.
- Ricœur, P. (2010). Asserting personal capacities and pleading for mutual recognition. In B. Treanor & H. Venema (Eds.), *A passion for the possible: Thinking with Paul Ricœur* (1st ed., pp. 22–26). Fordham University Press.
- Robertson, S. L., & Komljenovic, J. (2016). Non-state actors, and the advance of frontier higher education markets in the global south. *Oxford Review of Education*, 42(5), 594–611.
- Robeyns, I. (2005). The capability approach: A theoretical survey. *Journal of Human Development*, 6(1), 93–117. <https://doi.org/10.1080/146498805200034266>
- Robin, L., & Steffen, W. (2007). History for the Anthropocene. *History Compass*, 5(5), 1694–1719. <https://doi.org/10.1111/j.1478-0542.2007.00459.x>
- Robinson, J. (2004). Squaring the circle?: Some thoughts on the idea of sustainable development. *Ecological Economics*, 48(4), 369–384. <https://doi.org/10.1016/j.ecolecon.2003.10.017>
- Robinson, S.-A. (2017). Climate change adaptation trends in small island developing states. *Mitigation and Adaptation Strategies for Global Change*, 22(4), 669–691. <https://doi.org/10.1007/s11027-015-9693-5>
- Rockström, J., Steffen, W., Noone, K., Persson, Å., Chapin Iii, F. S., Lambin, E. F., Lenton, T. M., Scheffer, M., Folke, C., Schellnhuber, H. J., Nykvist, B., de Wit, C. A., Hughes, T., van der Leeuw, S., Rodhe, H., Sörlin, S., Snyder, P. K., Costanza, R., Svedin, U., . . . Foley, J. A. (2009). A safe operating space for humanity. *Nature*, 461, 472–475. <https://doi.org/10.1038/461472a>
- Rosaldo, M. Z. (1982). The things we do with words: Ilongot speech acts and speech act theory in philosophy. *Language in Society*, 11(2), 203–237.
- Rosaldo, R. (1994). Subjectivity in social analysis. In S. Seidman (Ed.), *The postmodern turn: New perspectives on social theory* (pp. 171–184). Cambridge University Press. <https://doi.org/10.1017/CBO9780511570940.012>

- Rostron, B. (1991). *Till Babylon falls*. Coronet.
- Routledge, P. (2003). Voices of the dammed: Discursive resistance amidst erasure in the Narmada Valley, India. *Political Geography*, 22(3), 243–270. [https://doi.org/10.1016/S0962-6298\(02\)00095-1](https://doi.org/10.1016/S0962-6298(02)00095-1)
- Rowell, A. (1996). *Green backlash: Global subversion of the environmental movement*. Routledge.
- Roy, A. (1999). *The greater common good*. India Book Distributors.
- Roy, A. (2003). *War talk*. South End Press.
- Roy, S. (2007). *Beyond belief: India and the politics of postcolonial nationalism*. Duke University Press.
- Rozenberg, J., & Hallegatte, S. (2019). Poor people on the front line: The impacts of climate change on poverty in 2030. In R. Kanbur & H. Shue (Eds.), *Climate justice: Integrating economics and philosophy* (pp. 24–42). Oxford University Press.
- Ruparelia, S. (2015). ‘Minimum government, maximum governance’: The restructuring of power in Modi’s India. *South Asia: Journal of South Asian Studies*, 38(4), 755–775. <https://doi.org/10.1080/00856401.2015.1089974>
- Russell, A. (2010). *After Mandela: The battle for the soul of South Africa*. Windmill.
- Säfström, C. A., & Östman, L. (2020). Transactive teaching in a time of climate crisis. *Journal of Philosophy of Education*, 54(4), 989–1002. <https://doi.org/10.1111/1467-9752.12477>
- Said, E. (1979). *Orientalism*. Vintage Books.
- Samuel, R. (1994). *Theatres of memory*. Verso.
- Sarangapani, P. (2003). *Constructing school knowledge: An ethnography of learning in an Indian village*. Sage Publications.
- Sarkar, S. (1993). The fascism of the Sangh Parivar. *Economic and Political Weekly*, 28(5), 163–167.
- Sathe, S. P. (2003). *Judicial activism in India: Transgressing borders and enforcing limits* (2nd ed.). Oxford University Press.
- Schell, J. (2010). In search of a miracle: Hannah Arendt and the atomic bomb. In S. Benhabib, R. T. Tsao, & P. J. Verovšek (Eds.), *Politics in dark times: Encounters with Hannah Arendt* (pp. 247–258). Cambridge University Press.
- Schensul, D., & Heller, P. (2011). Legacies, change and transformation in the post-apartheid city: Towards an urban sociological cartography. *International Journal of Urban and Regional Research*, 35(1), 78–109. <https://doi.org/10.1111/j.1468-2427.2010.00980.x>
- Schneider, F., Kallis, G., & Martinez-Alier, J. (2010). Crisis or opportunity? Economic degrowth for social equity and ecological sustainability. *Journal of Cleaner Production*, 18(6), 511–518. <https://doi.org/10.1016/j.jclepro.2010.01.014>
- Schudel, I. (2017). Deliberations on a changing curriculum landscape and emergent environmental and sustainability education practices in South Africa. In H. Lotz-Sisitka, O. Shumba, J. Lupele, & D. Wilmot (Eds.), *Schooling for sustainable development in Africa* (pp. 39–54). Springer International Publishing. <https://www.springer.com/gp/book/9783319459875>

- Schwab, K. (2016). *The fourth industrial revolution*. World Economic Forum.
- Scott, D. (1994). *Communal space construction: The rise and fall of Clairwood and district* [PhD thesis]. University of Natal.
- Scott, D. (2003a). The destruction of Clairwood: A case study on the transformation of communal living space. In D. M. Smith (Ed.), *The apartheid city and beyond: Urbanization and social change in South Africa* (pp. 89–100). Routledge.
- Scott, D. (2003b). “Creative destruction”: Early modernist planning in the South Durban industrial zone, South Africa. *Journal of Southern African Studies*, 29(1), 235–259. <https://doi.org/10.1080/0305707032000060458A>
- Scott, D., & Barnett, C. (2009). Something in the air: Civic science and contentious environmental politics in post-apartheid South Africa. *Geoforum*, 40(3), 373–382. <https://doi.org/10.1016/j.geoforum.2008.12.002>
- Scott, D., & Oelofse, C. (2005). Social and environmental justice in South African cities: Including ‘invisible stakeholders’ in environmental assessment procedures. *Journal of Environmental Planning and Management*, 48(3), 445–467. <https://doi.org/10.1080/09640560500067582>
- Scott, D., Oelofse, C., & Guy, C. (2002). Double trouble: Environmental injustice in South Durban. *Agenda: Empowering Women for Gender Equity*, 52, 50–57. <https://doi.org/10.2307/4066473>
- Scott, J. C. (2008). *Seeing like a state: How certain schemes to improve the human condition have failed*. Yale University Press.
- Scranton, R. (2015). *Learning to die in the Anthropocene: Reflections on the end of a civilization*. City Lights Books.
- Seekings, J., & Natrass, N. (2005). *Class, race, and inequality in South Africa*. Yale University Press.
- Seekings, J., & Natrass, N. (2015). *Policy, politics and poverty in South Africa*. Palgrave Macmillan.
- Sekulova, F., Kallis, G., Rodríguez-Labajos, B., & Schneider, F. (2013). Degrowth: From theory to practice. *Journal of Cleaner Production*, 38, 1–6. <https://doi.org/10.1016/j.jclepro.2012.06.022>
- Sen, A. (1999). *Development as freedom*. Oxford University Press.
- Seth, S. (2007). *Subject lessons*. Duke University Press.
- Shabazz, A. (2015). Foreword. In M. X & A. Haley, *The autobiography of Malcolm X* (pp. IX–XXIV). Ballantine Books.
- Shariff, A., & Ghosh, P. K. (2000). Indian education scene and the public gap. *Economic and Political Weekly*, 35(16), 1396–1406.
- Sharma, M. (2009). Passages from nature to nationalism: Sunderlal Bahuguna and Tehri Dam opposition in Garhwal. *Economic and Political Weekly*, 44(8), 35–42.
- Sharma, M. (2012). *Green and Saffron: Hindu nationalism and Indian environmental politics*. Permanent Black.
- Shiva, V. (2016). *The violence of the green revolution: Third world agriculture, ecology and politics*. University Press of Kentucky.

- Shrivastava, A., & Kothari, A. (2012). *Churning the Earth: The making of global India*. Penguin.
- Shugar, D. H., Jacquemart, M., Shean, D., Bhushan, S., Upadhyay, K., Sattar, A., Schwanghart, W., McBride S., Van Wyk De Vries, M., Mergili, M., Emmer, A., Deschamps-Berger, C., McDonnell, M., Bhambri, R., Allen, S., Berthier, E., Carrivick, J. L., Clague, J. J., Dokukin, M., Dunning, S. A. . . . Westoby, M. J. (2021). A massive rock and ice avalanche caused the 2021 disaster at Chamoli, Indian Himalaya. *Science*, 373(6552), 300-306. <https://doi.org/10.1126/science.abh4455>
- Simon, R. I., & Dippo, D. (1986). On critical ethnographic work. *Anthropology & Education Quarterly*, 17(4), 195–202.
- Singh, J. (2003). *Colonial narratives/cultural dialogues: “Discoveries” of India in the language of colonialism*. Routledge.
- Singh, S. (2002). *Taming the waters: The political economy of large dams in India*. Oxford University Press.
- Sitze, A. (2013). *The impossible machine: A genealogy of South Africa’s Truth and Reconciliation Commission*. The University of Michigan Press.
- Smith, B. D., & Zeder, M. A. (2013). The onset of the Anthropocene. *Anthropocene*, 4, 8–13. <https://doi.org/10.1016/j.ancene.2013.05.001>
- Smith, C. J. (2018). *Decolonising the South African art curriculum* [MA thesis]. University of Witwatersrand. <http://wiredspace.wits.ac.za/handle/10539/25963>
- Smith, M. (2005). Ecological citizenship and ethical responsibility: Arendt, Benjamin and political activism. *Environments*, 33(3), 51–64.
- Smith, W. C., & Joshi, D. K. (2016). Public vs. private schooling as a route to universal basic education: A comparison of China and India. *International Journal of Educational Development*, 46(Suppl. C), 153–165. <https://doi.org/10.1016/j.ijedudev.2015.11.016>
- Sneddon, C., Howarth, R. B., & Norgaard, R. B. (2006). Sustainable development in a post-Brundtland world. *Ecological Economics*, 57(2), 253–268. <https://doi.org/10.1016/j.ecolecon.2005.04.013>
- Somerville, K. (2016). *Africa’s long road since Independence: The many histories of a continent*. Hurst & Co.
- South Africa’s election results reflect widespread disillusion. (2019, May 16). *The Economist*.
- Sparks, S. (2006). Civil society, pollution and the Wentworth Oil Refinery. *Historia*, 51(1), 201–233.
- Sriprakash, A. (2016). Modernity and multiple childhoods: Interrogating the education of the rural poor in global India. In L. Hopkins & A. Sriprakash (Eds.), *The ‘Poor Child.’ The cultural politics of education, development and childhood* (pp. 151–167). Routledge.
- Sriprakash, A., Sutoris, P., & Myers, K. (2019). The science of childhood and the pedagogy of the state: Postcolonial development in India, 1950s. *Journal of Historical Sociology*, 32(3), 345–359. <https://doi.org/10.1111/johs.12246>

Srivastava, S. (1998). *Constructing post-colonial India: National character and the Doon School*. Routledge.

Statistics South Africa. (2019). *Youth graduate unemployment rate increases in Q1: 2019*. <http://www.statssa.gov.za/?p=12121>

Steffen, W., Crutzen, P. J., & McNeill, J. R. (2007). The Anthropocene: Are humans now overwhelming the great forces of nature? *Ambio*, 36(8), 614–621.

Steffen, W., Grinevald, J., Crutzen, P., & McNeill, J. (2011). The Anthropocene: Conceptual and historical perspectives. *Philosophical Transactions: Mathematical, Physical and Engineering Sciences*, 369(1938), 842–867.

Steffen, W., Persson, Å., Deutsch, L., Zalasiewicz, J., Williams, M., Richardson, K., Crumley, C., Crutzen, P., Folke, C., Gordon, L., Molina, M., Ramanathan, V., Rockström, J., Scheffer, M., Schellnhuber, H. J., & Svedin, U. (2011). The Anthropocene: From global change to planetary stewardship. *Ambio*, 40(7), 739–761.

Steffen, W., Richardson, K., Rockström, J., Cornell, S. E., Fetzer, I., Bennett, E. M., Biggs, R., Carpenter, S. R., Vries, W. de, Wit, C. A. de, Folke, C., Gerten, D., Heinke, J., Mace, G. M., Persson, L. M., Ramanathan, V., Reyers, B., & Sörlin, S. (2015). Planetary boundaries: Guiding human development on a changing planet. *Science*, 347(6223), 1259855. <https://doi.org/10.1126/science.1259855>

Steinberg, J. (2015). *Midlands: A very South African murder*. Jonathan Ball Publishers.

Stevenson, R. B. (2007). Schooling and environmental education: Contradictions in purpose and practice. *Environmental Education Research*, 13(2), 139–153. <https://doi.org/10.1080/13504620701295726>

Steyn, P. (2002). Popular environmental struggles in South Africa, 1972–1992. *Historia*, 47(1), 125–158.

Steyn, P. (2005). The lingering environmental impact of repressive governance: The environmental legacy of the apartheid era for the new South Africa. *Globalizations*, 2(3), 391–402. <https://doi.org/10.1080/14747730500367983>

Sterling, S. (1996). Education in change. In J. Huckle & S. Sterling (Eds.), *Education for sustainability* (pp. 18–39). Earthscan Publications.

Stratford, R. (2019). Educational philosophy, ecology and the Anthropocene. *Educational Philosophy and Theory*, 51(2), 149–152. <https://doi.org/10.1080/00131857.2017.1403803>

Sund, L., & Ohman, J. (2014). On the need to repoliticise environmental and sustainability education: Rethinking the postpolitical consensus. *Environmental Education Research*, 20(5), 639–659.

Sutoris, P. (2016). *Visions of development: Films division of India and the imagination of progress, 1948–75*. Oxford University Press.

Sutoris, P. (2018a). Elitism and its challengers: Educational development ideology in postcolonial India through the prism of film, 1950–1970. *International Journal of Educational Development*, 60, 1–9. <https://doi.org/10.1016/j.ijedudev.2017.10.017>

- Sutoris, P. (2018b). Ethically scaling up interventions in educational development: A case for collaborative multi-sited ethnographic research. *Comparative Education*, 54(3), 390–410. <https://doi.org/10.1080/03050068.2018.1481622>
- Sutoris, P. (2019). Politicising ESE in postcolonial settings: The power of historical responsibility, action and ethnography. *Environmental Education Research*, 25(4), 601–612. <https://doi.org/10.1080/13504622.2019.1569204>
- Sutoris, P. (2021). Environmental futures through children's eyes: Slow observational participatory videomaking and multi-sited ethnography. *Visual Anthropology Review*, 37(2), 310–332. <https://doi.org/10.1111/var.12240>
- Tagore, R. (1991). *Nationalism*. RUPPA.
- Taylor, B. (2008). The tributaries of radical environmentalism. *Journal for the Study of Radicalism*, 2(1), 27–61.
- Thapliyal, N. (2016). Privatized rights, segregated childhoods: A critical analysis of neoliberal education policy in India. In K. P. Kallio, S. Mills, & T. Skelton (Eds.), *Politics, citizenship and rights* (pp. 21–37). Springer Singapore. https://doi.org/10.1007/978-981-4585-57-6_14
- Thomashow, M. (2020). *To know the world: A new vision for environmental learning*. The MIT Press.
- Thomassen, B. (2009). The uses and meanings of liminality. *International Political Anthropology*, 2(1), 5–27.
- Thomassen, B. (2013). Anthropology and social theory: Renewing dialogue. *European Journal of Social Theory*, 16(2), 188–207. <https://doi.org/10.1177/1368431012463809>
- Thomassen, B. (2016). *Liminality and the modern: Living through the in-between*. Routledge.
- Thompson, L. (2014). *A history of South Africa*. Yale University Press.
- Tilak, J. B. G. (2009). Public expenditure in education in two educationally backward states. In R. Sharma & V. Ramachandran (Eds.), *The elementary education system in India* (pp. 70–108). Routledge.
- Tillmanns, J. (2009). Can historical responsibility strengthen contemporary political culture? *The American Journal of Economics and Sociology*, 68(1), 127–152.
- Tlaba, G. M. (1987). *Politics and freedom: Human will and action in the thought of Hannah Arendt*. University Press of America.
- Tooley, J. (2013). *The beautiful tree: A personal journey into how the world's poorest people are educating themselves*. Cato Institute.
- Topdar, S. (2015). Duties of a 'good citizen': Colonial secondary school textbook policies in late nineteenth-century India. *South Asian History and Culture*, 6(3), 417–439. <https://doi.org/10.1080/19472498.2015.1030877>
- Trapido, S. (2011). Imperialism, settler identities, and colonial capitalism: The hundred-year origins of the 1899 South African War. In R. Ross, A. K. Mager, & B. Nasson (Eds.), *The Cambridge history of South Africa, Vol. 2: 1885–1994* (pp. 66–101). Cambridge University Press.

- Treanor, B. (2013). Turn around and step forward: Environmentalism, activism and the social imaginary. In T. S. Mei & D. Lewin (Eds.), *From Ricœur to action: The socio-political significance of Ricœur's thinking* (pp. 155–174). Bloomsbury Academic.
- Tsing, A. L. (2005). *Friction: An ethnography of global connection*. Princeton University Press.
- UNESCO. (2019a). *Sustainable Development Goal (SDG) 4 Country Profile: India*. UNESCO Institute for Statistics. <http://tcg.uis.unesco.org/wp-content/uploads/sites/4/2019/03/IN.pdf>
- UNESCO. (2019b). *Sustainable Development Goal (SDG) 4 Country Profile: South Africa*. UNESCO Institute for Statistics. <http://tcg.uis.unesco.org/wp-content/uploads/sites/4/2019/03/ZA.pdf>
- United Nations. (2015). The Sustainable Development Agenda: What is sustainable development? *United Nations Sustainable Development Goals*. <https://www.un.org/sustainabledevelopment/development-agenda/>
- United Nations. (2018). *The Sustainable Development Goals report 2018*.
- United Nations Environment Programme. (1975). *The Belgrade Charter: A framework for environmental education*. <https://unesdoc.unesco.org/ark:/48223/pf0000017772>
- Usher, P. J. (2016). Untranslating the Anthropocene. *Diacritics*, 44(3), 56–77. <https://doi.org/10.1353/dia.2016.0014>
- van den Bergh, J. (2007). *Abolishing GDP* (Tinbergen Institute Discussion Paper No. 07–019/3). Tinbergen Institute. <https://econpapers.repec.org/paper/tinwpaper/20070019.htm>
- van Gennep, A. (2019). *The rites of passage* (2nd ed.). University of Chicago Press. <https://press.uchicago.edu/ucp/books/book/chicago/R/bo38180827.html>
- Van Maanen, J. (2011). *Tales of the field: On writing ethnography* (2nd ed.). University of Chicago Press.
- VanderDussen Toukan, E. (2017). Expressions of liberal justice? Examining the aims of the UN's Sustainable Development Goals for Education. *Interchange: A Quarterly Review of Education*, 48(3), 293–309. <https://doi.org/10.1007/s10780-017-9304-3>
- Vanderheiden, S. (2005). Eco-terrorism or justified resistance? Radical environmentalism and the “war on terror.” *Politics & Society*, 33(3), 425–447. <https://doi.org/10.1177/0032329205278462>
- Vare, P., & Scott, W. (2007). Learning for a change exploring the relationship between education and sustainable development. *Journal of Education for Sustainable Development*, 1(2), 191–198. <https://doi.org/10.1177/097340820700100209>
- Varma, R., & Varma, D. R. (2005). The Bhopal disaster of 1984. *Bulletin of Science, Technology & Society*, 25(1), 37–45. <https://doi.org/10.1177/0270467604273822>
- Varshney, A. (1998). Mass politics or elite politics? India's economic reforms in comparative perspective. *The Journal of Policy Reform*, 2(4), 301–335. <https://doi.org/10.1080/13841289808523388>
- Vasavi, A. R. (2015). Culture and life of government elementary schools. *Economic and Political Weekly*, 50(33), 36–50.

- Vaughan, N. E., & Lenton, T. M. (2011). A review of climate geoengineering proposals. *Climatic Change*, 109(3), 745–790. <https://doi.org/10.1007/s10584-011-0027-7>
- Vergheese, B. G. (1994). *Winning the future: From Bhakra to Narmada, Tebri, Rajasthan Canal*. Konark Publishers.
- Villa, D. (2000). Introduction: The development of Arendt's political thought. In D. Villa (Ed.), *The Cambridge companion to Hannah Arendt* (pp. 1–21). Cambridge University Press.
- Voogt, J., & Roblin, N. P. (2012). A comparative analysis of international frameworks for 21st century competences: Implications for national curriculum policies. *Journal of Curriculum Studies*, 44(3), 299–321. <https://doi.org/10.1080/00220272.2012.668938>
- Vora, R. (2009). *The world's first anti-dam movement: The Mulshi satyagraha, 1920–1924*. Permanent Black.
- Wackernagel, M., & Rees, W. (1998). *Our ecological footprint: Reducing human impact on the Earth*. New Society Publishers.
- Wacquant, L. (2004). Ghetto. In N. J. Smelser & P. B. Baltes (Eds.), *International encyclopedia of the social & behavioral sciences* (pp. 1–7). Pergamon. <https://doi.org/10.1016/B0-08-043076-7/99103-4>
- Wacquant, L. (2016). Revisiting territories of relegation: Class, ethnicity and state in the making of advanced marginality. *Urban Studies*, 53(6), 1077–1088. <https://doi.org/10.1177/0042098015613259>
- Wacquant, L. (1996). The rise of advanced marginality: Notes on its nature and implications. *Acta Sociologica*, 39(2), 121–139. <https://doi.org/10.1177/000169939603900201>
- Walker, K. L. M. (2008). Neoliberalism on the ground in rural India: Predatory growth, agrarian crisis, internal colonization, and the intensification of class struggle. *The Journal of Peasant Studies*, 35(4), 557–620. <https://doi.org/10.1080/03066150802681963>
- Wang, C., & Burris, M. A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. *Health Education & Behavior*, 24(3), 369–387. <https://doi.org/10.1177/109019819702400309>
- The World Commission on Environment and Development. (1987). *Our common future*. Oxford University Press.
- Weber, H. (2017). Politics of 'leaving no one behind': Contesting the 2030 Sustainable Development Goals agenda. *Globalizations*, 14(3), 399–414. <https://doi.org/10.1080/14747731.2016.1275404>
- Weber, T. (1988). *Hugging the trees: The story of the Chipko movement*. Viking.
- Wendland, C. L. (2010). *A heart for the work: Journeys through an African medical school*. University of Chicago Press.
- Wigley, T. M. L. (2006). A combined mitigation/geoengineering approach to climate stabilization. *Science*, 314(5798), 452–454. <https://doi.org/10.1126/science.1131728>

- Williams, C., Gannon, S., & Sawyer, W. (2013). A genealogy of the 'future': Antipodean trajectories and travels of the '21st century learner.' *Journal of Education Policy*, 28(6), 792–806. <https://doi.org/10.1080/02680939.2013.776117>
- Williams, J., & Crutzen, P. J. (2013). Perspectives on our planet in the Anthropocene. *Environmental Chemistry*, 10(4), 269–280. <https://doi.org/10.1071/EN13061>
- Williams, R. (1977). *Marxism and literature*. Oxford University Press.
- Winsemius, H. C., Jongman, B., Veldkamp, T. I. E., Hallegatte, S., Bangalore, M., & Ward, P. J. (2015). *Disaster risk, climate change, and poverty: Assessing the global exposure of poor people to floods and droughts*. The World Bank. <https://doi.org/10.1596/1813-9450-7480>
- Wolpe, H. (1972). Capitalism and cheap labour-power in South Africa: From segregation to apartheid. *Economy and Society*, 1(4), 425–456. <https://doi.org/10.1080/03085147200000023>
- Wood, J. R. (1993). India's Narmada River dams: Sardar Sarovar under siege. *Asian Survey*, 33(10), 968–984. <https://doi.org/10.2307/2645096>
- Woodhead, M., Frost, M., & James, Z. (2013). Does growth in private schooling contribute to education for all? Evidence from a longitudinal, two cohort study in Andhra Pradesh, India. *International Journal of Educational Development*, 33(1), 65–73. <https://doi.org/10.1016/j.ijedudev.2012.02.005>
- World's worst air might have taken six hours off President Barack Obama's life. (2015, January 28). *The Economic Times*.
- Young, W., Hwang, K., McDonald, S., & Oates, C. J. (2010). Sustainable consumption: Green consumer behaviour when purchasing products. *Sustainable Development*, 18(1), 20–31. <https://doi.org/10.1002/sd.394>
- Yusoff, K. (2018). *A billion Black Anthropocenes or none*. University of Minnesota Press.
- Zachariah, B. (2005). *Developing India: An intellectual and social history, c. 1930–50*. Oxford University Press.
- Zachariah, B. (2012). The "Nehruvian" State, developmental imagination, nationalism, and the government. In R. Samaddar & S. K. Sen (Eds.), *Political transition and development imperatives in India*. (pp. 53–85). Routledge.

© 2022 Massachusetts Institute of Technology

This work is subject to a Creative Commons CC-BY-ND-NC license.

Subject to such license, all rights are reserved.



The MIT Press would like to thank the anonymous peer reviewers who provided comments on drafts of this book. The generous work of academic experts is essential for establishing the authority and quality of our publications. We acknowledge with gratitude the contributions of these otherwise uncredited readers.

This book was set in Adobe Garamond and Berthold Akzidenz Grotesk by Westchester Publishing Services.

Library of Congress Cataloging-in-Publication Data

Names: Sutoris, Peter, author.

Title: Educating for the anthropocene : schooling and activism in the face of slow violence / Peter Sutoris.

Description: Cambridge, Massachusetts : The MIT Press, 2022. | Includes bibliographical references and index.

Identifiers: LCCN 2021057614 | ISBN 9780262544177 (paperback)

Subjects: LCSH: Education—Social aspects—India. | Education—Social aspects—South Africa. | Poor—Education—India. | Poor—Education—South Africa. | Marginality, Social—India. | Marginality, Social—South Africa. | India—Environmental conditions. | South Africa—Environmental conditions.

Classification: LCC LC191.8.I4 S87 2022 | DDC 370.954—dc23/eng/20220302

LC record available at <https://lccn.loc.gov/2021057614>