

PSCI 3801A
Environmental Politics
Lectures: Tuesdays 2:35pm – 5:25pm
Please confirm location on Carleton Central

Instructor: Peter Andrée
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Office Hours: Tuesdays 11:30 - 1:00 pm or by appointment (please e-mail)
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Course description:

This course provides an introduction to concepts and debates in the field of environmental politics for students who already have some background in political science, environmental studies or policy studies. As John Dryzek and David Schlosberg note in the introduction to the course text,

Environmental politics is about how humanity organizes itself to relate to the nature that sustains it. Thus it encompasses matters of how people deal with the planet and its life, and how they relate to each other through the medium of the environment. It impinges on other areas of political concern such as those related to poverty, social justice, education, race, the economy, international relations, and human rights in as much as what happens in these areas affects our environment (and vice versa).

Clearly, the field of environmental politics has a wide scope. In order to narrow this scope into a 13-week course, I propose to focus on three themes: environmental discourses; environmental policy-making; and ecological democracy. Each of these three themes is woven through course readings, lectures, and assignments.

Environmental Discourses:

This course provides students with the opportunity to become acquainted with, and debate, some of the key ontological and normative issues in environmental politics. These issues range from competing views of the state of the environment and how it came to be this way, to proposals put forward for improving the condition of human-environment relations from across the political spectrum. I call this theme environmental “discourses” because even as we engage in conversations about what “is” or “should” be I think it is important that students learn to critically reflect on the way that (their own and others’) positions are framed, and the assumptions that underpin those framings.

Environmental Policy Development:

This course will not review lists of regulatory and policy tools used in environmental and resource management, with a view to systematically examining the pros and cons of each. Rather, while we will discuss a number of policy and regulatory strategies, my aim

is to help students understand how and why particular policies are adopted. In other words, the focus will be on the politics of policy development, with an emphasis on the Canadian experience. Why, for example, is the Canadian government slow to act on climate change while leading the international community in discussions on eliminating the use of persistent organic pollutants? We will be looking at these and other policy debates in terms of three inter-related fields of political activity, or what the theorist Antonio Gramsci calls “relations of force”: ideas, institutions and material interests.

Ecological Democracy:

Environmental controversies often appear to be about debates about facts: Is climate change happening (or really a problem)? Are these forestry management practices sustainable? Are genetically modified organisms damaging to the environment? As such, governments typically see environmental issues through technocratic lenses, as questions that are best answered by competent scientists and economists. Despite these moves, conflicts over the environment often turn out to be much messier, and harder to manage, than governments expect. This is because a “factual” disagreement is often simply the tip of the iceberg, with interested parties holding widely divergent values and assumptions that inform their framing of the facts. For these and many other reasons, environmental politics is often about trying to create the discursive space for more and better democratic conversations about human/environment relations, rather than (or as a way of better informing) technocratic solutions. This democratic impulse in environmental politics raises a wide range of important questions, from whether and how non-human nature can have its voice(s) included in the conversation, to how to establish better international democratic processes for the many issues that are inherently global in scope.

Typical structure for weekly classes (subject to change):

Group presentations/debates: 45 minutes

Lecture: 60 minutes

Break: 15 minutes

Discussion based on readings: 50 minutes

Texts

Required texts:

- Dryzek, John, and David Scholsberg. 2005. *Debating the Earth: The Environmental Politics Reader* (Second Edition). Oxford University Press: Oxford

- Adkin, Laurie E. 2009. *Environmental Conflict and Democracy in Canada*. UBC Press: Vancouver

These texts are available at Haven Books.

<http://www.havenbooks.ca/carletonsite/carletonhome-e.php>

They are also on reserve in the library.

Useful supplementary material:

- Stoett, P. and C. Gore. 2008. *Environmental Challenges and Opportunities: Local–Global Perspectives on Canadian Issues*. Emond- Montgomery: Toronto

- Boyd, David. *Unnatural Law: Rethinking Canadian Environmental Law and Policy* (UBC Press, 2003).
- McKenzie, Judith. *Environmental Politics in Canada* (Oxford University Press, 2002).
- Carter, Neil. *The Politics of the Environment: Ideas, Activism, Policy* (Cambridge University Press, 2001)

Evaluation

Attendance and participation:	10%
Reading responses:	20%
First Environmental Policy Essay: (Due October 20)	20%
Second Environmental Policy Essay: (Due December 1)	35%
Group Presentation:	15%

Participation: Half of your participation grade will be based on attendance in weekly class. Absences will only be excused if you can provide suitable documentation (e.g. a doctor's note). The other half is based on the quality of your contributions to class discussions, and your ability to interact with your fellow classmates in a respectful manner.

Reading Responses:

By 12pm on the day of each class for 8 of the 11 weeks for which there are readings assigned, each student should submit a short (100-150 word, excluding references) response to that week's readings to the course WebCT site. This short piece should present your own analysis and insights: a) in response to an issue raised by the author(s); b) by relating the readings to the topic you are researching for your essays; c) by picking a representative quote and critiquing it in reference to other readings for the week or previous week's readings; and/or d) raising questions for further discussion. The primary purpose for reading responses is to kick-start discussions and to identify issues that need further elaboration. It should also demonstrate that you have a working knowledge of the central arguments of at least one of the required readings for that week and one other reading (either required or supplementary) for that week. Come prepared to read (or have your response read out) in class, and to contribute to discussions based on the readings. Failure to be present in class, at the appropriate time, to discuss your reading response results in a grade of 0 for that response. There are four passing grades for reading responses: 1.5, 1.75, 2 or 2.5, depending on the quality and originality of the insights presented. Responses which do not demonstrate careful consideration of at least two readings will receive a grade of 0 or 1. Reading responses will not normally receive written feedback. Grades and occasional comments will be posted to webCT. Frequent failure to submit responses can have repercussions beyond your reading response grade. It can also be expected to affect your participation grade. Reading responses will not be accepted after noon on the day of class unless supported by suitable documentation (e.g. a doctor or guidance counselor's note). In those cases, a hard copy of the response, along with a photocopy of the documentation, should be submitted to the instructor.

First Research Essay

You are to select a specific Canadian environmental policy issue (at the local, provincial, national or international level) that you will deal with in both of your essays. The goal of your first essay is to explain some of the key factors that led to the adoption of a specific policy (or a specific aspect of a wider policy). In your first essay, you should include a discussion of the following (in essay style, and not necessarily in this order): 1) A brief overview of some of the key actors involved in the issue area you have chosen, how they understand the issue (such as how they frame the relevant science and policy options), and how they work to influence outcomes on the issue (both inside and outside of formal political processes); 2) a description of one or more key policy-making event and/or document that is relevant to your issue area; 3) a discussion of how a specific policy debate or outcome has been influenced by actor positions, institutional factors, and/or external factors (scientific, economic, etc.); 4) a suggestion of two key questions raised by your initial research which you believe warrant further examination (in your second essay). This essay should refer to at least 6 sources, and be between 1500 and 1700 words in length (the word count should be indicated under your essay title on the first page). Your references must include at least one of each of the following: an academic journal article or book (such as a course reading); a government document; NGO material (web site or otherwise), industry material (web site or otherwise). Citations should follow the APA style. **The first essay is due at the beginning of class on Tuesday October 20.** In compliance with Early Feedback guidelines, the grades for this assignment will be available no later than Nov 6.

Second Policy Research Essay

In your second research essay, you are to address one of the questions you suggested in your first essay, taking into account any feedback you received on that paper. You should: 1) briefly review some of the background on the issue area in order to set up your paper; 2) present the focus of this work in a research question or thesis statement; and 3) develop your argument based on relevant primary and secondary sources. Given that you are writing on the same subject matter as your first essay, there will be some overlap between these two papers (up to 600 words maximum). However, I expect to see improvement in depth of analysis, theoretical sophistication and overall knowledge of the issue. This essay should refer to at least two course readings in addition to whatever other sources you deem relevant. This essay should be 2800-3000 words in length (word count must be indicated). **The second essay is due at the beginning of class on Tuesday December 1. You are expected to submit your graded first essay (or a photocopy of it) along with this second essay. Failure to do so will result in the loss of 2/3 of a letter grade (e.g. B- to C).**

Late essays (only) may be submitted to the Political Science department's mail box in 640 Loeb and will be penalized one-third of a letter grade per business day (e.g. a B paper handed in two days late would be reduced to a C+). Retain a copy of all written assignments.

Written Assignment Environmental Policy: In the interest of minimizing paper use, I encourage you to print your essays double-sided or on re-used paper (e.g. paper that has

already been used on one side) and not to include a full cover page. Simply put the details (name, title, course #, etc.) at the top of your first page of text. Essays should still be double-spaced in a size 10 or 12 font to allow for written feedback.

Group Presentation:

Through WebCT, students must sign up for presentations beginning in week 3. There will be six presenters/week for each of 10 weeks. These presentations are an experiment in deliberative democracy. The first twenty minutes of the presentation should take the form of a debate. Your goal is to present a variety of contrasting positions on the topic of the week, rooted in the perspectives of stakeholders in the real-world conflicts over these issues. Stakeholders are defined as all who have a role in existing decision-making processes, or who have a stake in its outcome. Who is represented is up to the group. In your final ten minutes, the group is expected to suggest a way forward on the issue that you collectively think could actually be accepted by all affected parties. You are encouraged to be creative in how you present the debate, and in the solution you arrive at. For example, role playing is encouraged, as is the presentation of unusual perspectives among stakeholders. Presentations will take place during the first half hour of class. Each group should ensure that they remain within their allotted total of 30 minutes. Your group can decide how to divide up the available time among participants. In the presentation you should state your key sources are for positions, and submit a summary of the positions and the proposed outcome, including all references, to the instructor prior to the presentation. Grading criteria for the presentations will be discussed and decided during the first two weeks of class. Note: in order for a presentation to be successful, you will have to spend some time together to work out an acceptable way forward on the issue. This will not be easy! The group's grade will depend, in part, on the credibility of the debate and the proposed outcome.

Out of respect for your classmates and their presentations, please arrive on time to class.

Temagami Field Trip:

There is an optional field trip that students in this class are invited to participate in. From Thursday morning on Sept 24th, to Sunday evening of September 27, a group of Carleton Political Science (from PSCI 5915 and PSCI 3801) and Canadian Studies students will join a contingent from Trent University and several other universities at Camp Wanapitei on the shores of Lake Temagami in Northern Ontario. Part outdoor adventure (with canoeing, hiking, etc.), part academic conference focussed on the history and politics of resource extraction and aboriginal issues in Northern Ontario, this is an event not to be missed! More details can be found at: <http://www.wanapitei.net/trentweekend.asp>. There are also testimonials from students who attended the event last year on the course webCT site. For Carleton students, the fees are \$125 for the four days plus a share of gas for the vehicles driving up and two meals en route. If you are interested in this optional field trip, let me know ASAP via e-mail. Spaces are limited

Schedule:

Week 1 (September 15)

Course overview; discussion of presentation criteria

Week 2 (September 22)

Environmental Policy Research 101

Required readings:

- Hardin, Garrett. The Tragedy of the Commons Dryzek and Schlosberg pp.25-37
- Brown, Lester. A Planet under Stress Dryzek and Schlosberg pp.37-48
- Lomborg, Bjorn. The Truth about the Environment. Dryzek and Schlosberg pp.74-79

Supplementary readings:

- Simon, Julian L. and Herman Kahn. Introduction to *The Resourceful Earth*. Dryzek and Schlosberg pp.51-73
- Burke, Tom. Ten Pinches of Salt: A Reply to Bjorn Lomborg Dryzek and Schlosberg pp.80-88

Discussion questions: Which of the arguments presented by these authors do you accept (or not) and why? What do the differences between these authors reveal to you about the nature of environmental politics?

Week 3 (September 29)

Presentation 1: What should be the future of salmon aquaculture in BC?

Required Readings:

- Adkin, Laurie E. Ecology, Citizenship and Democracy. Adkin pp.1-15
- Harrison, Donna. Salmon Aquaculture and First Nations Resistance in British Columbia. Adkin pp.51-68

Discussion questions: Describe the Relationship(s) between environmental/resource issues and democratic practice. Provide specific examples to back your points, from the readings or your own experience.

Week 4 (October 6)

Presentation 2: Does a Carleton education teach environmental/ecological citizenship?

Required Readings:

- Andrée, Peter and Sharratt, Lucy. Unsatisfactory Democracy: Conflict over Monsanto's Genetically-Engineered Wheat. Adkin pp,16-32
- Found, Jason and M'Gonigle, Michael. Beyond the Reach of Democracy? The University and Institutional Citizenship. Adkin pp.191-208

Discussion questions: From now on, you decide what to focus on in the readings.

Week 5 (October 13)

Presentation 3: Do tree-huggers have too much power in environmental politics?

Required Readings:

- Wapner, Paul. Politics Beyond the State: Environmental Activism and World Civic Politics. Dryzek and Schlosberg pp. 525-549

- Werkele, G.R., L. Anders Sandberg, and Liette Gilbert. Taking a Stand in Exurbia: Environmental Movements to Preserve Nature and Resist Sprawl. Adkin pp.279-297
Supplementary Reading:

- Paguntke, Thomas. Green Parties in National Governments: From Protest to Acquiescence? Dryzek and Schlosberg pp. 573-584

Week 6 (October 20)

Presentation 4: Are clearly defined, protected and transferable property rights the solution to most environmental problems?

Required Readings:

- Anderson, T.L. and D. R. Leal. Rethinking the Way We Think. Dryzek and Schlosberg pp.211-228

- Overton, James. Privatization, Deregulation, and Environmental Protection: The Case of Provincial Parks in Newfoundland and Labrador. Adkin pp. 159-173

Supplemental Readings:

- Stavins, Rober and Bradley Whitehead. Market-Based Environmental Policies. Dryzek and Scholsberg pp.229-238

Week 7 (October 27)

Presentation 4: What should be the future of Alberta's tar sands?

Required Readings:

- Meadowcroft, James. Sustainable Development: A New(ish) Idea for a New Century? Dryzek and Schlosberg pp. 267 - 284

- Berny, Nathalie, Raymond Hudson, and Maxime Ouellet. Regulating Farm Pollution in Quebec: Environmentalists and the Union des Producteurs Agricoles contest the Meaning of Sustainable Development. Adkin pp.33-50

Supplementary Readings:

- World Commission on Environment and Development. From One Earth to One World. Dryzek and Schlosberg pp. 259-266

- Carruthers, David. The Remaking of Sustainable Development. Dryzek and Schlosberg pp. 285-300

Week 8 (November 3)

Presentation 6: Should Aboriginal communities be able to prevent uranium exploration and mining on their traditional lands near Sharbot Lake in Eastern Ontario?

Required Readings:

- Parkins, John R. Managing Conflict in Alberta: The Case of Forest Certification and Citizen Committees. Adkin pp.174-190

- Hawken, Lovins and Lovins. The Next Industrial Revolution. Dryzek and Schlosberg pp. 322-338

- Bellamingue, Patricia. First Nations, ENGOs, and Ontario's Lands for Life Consultation Process. Adkin pp.84-102

Week 9 (November 10)

Presentation 7: Should the Canadian government determine fishing quotas for the Mi'kmaq of Nova Scotia?

Required Readings:

- Stiegman, M. Fisheries Privatization versus Community-Based Management in Nova Scotia: Emerging Alliances between First Nations and Non-Native Fishers. Adkin pp.69-83
 - Bullard, Robert D. Environmental; Justice in the 21st Century. Dryzek and Schlosberg pp.431-449
 - Krauss, Clene. Women of Color on the Front Line. Dryzek and Schlosberg pp. 450-460
- Supplementary Reading:
- First National People of Color Environmental Leadership Summit. Principles of Environmental Justice. Dryzek and Schlosberg pp. 429-430

Week 10 (November 17)

Presentation 8: Are mainstream religious and humanist traditions sufficient, or do we need a radically new environmental ethic?

Required Readings

- Foreman, Dave. Putting the Earth First. Dryzek and Schlosberg pp.348-354
- Bookchin, Murray. Society and Ecology. Dryzek and Schlosberg pp.385-398
- Eckersley, Robyn. Ecocentric Discourses: Problems and Future Prospects for Nature Advocacy. Dryzek and Schlosberg pp. 364-382

Supplementary Reading:

- Naess, Arne. The Shallow and the Deep, Long-Range Ecology Movement: A Summary. Dryzek and Schlosberg pp. 343-347

Week 11 (November 24)

Presentation 9: Should Canada's parliamentary structures be reformed to better address environmental issues?

Required Readings:

- Paehlke, Robert. Democracy and Environmentalism: Opening the Door to the Administrative State. Dryzek and Schlosberg pp. 163-179
- Beck, Ulrich. Politics of Risk Society. Dryzek and Schlosberg pp.587-595

Week 12 (December 1)

Presentation 10: Do we need a World Environmental Organization (WEO)?

Required Readings:

- Adkin, Laurie E. Democracy from the Trenches: Environmental Conflicts and Ecological Citizenship. Adkin pp.298-318
- Plumwood, Val. Inequality, Ecojustice and Ecological Rationality. Dryzek and Schlosberg pp. 608-632
- Dryzek, John. S. Political and Ecological Communication. Dryzek and Schlosberg pp. 633-652

Academic Accommodations

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students

are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by **November 16, 2009 for December examinations and March 12, 2010 for April examinations**.

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of “F” for the course.

Oral Examination: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

Submission and Return of Term Work: Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day’s date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Course Requirements: Failure to write the final exam will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

Connect Email Accounts: All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email carletonpss@gmail.com, visit our website at poliscisociety.com, or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.