

**CARLETON UNIVERSITY  
DEPARTMENT OF GEOGRAPHY & ENVIRONMENTAL STUDIES  
ENST 4006A, WINTER 2023**

**ENVIRONMENTAL POLICY ANALYSIS**

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|------------------------|---|
| <b>Instructor:</b>     | Jamie Brownlee  |
| <b>Classroom:</b>      | A220 Loeb   |
| <b>Class Time:</b>     | 2:35-5:25pm Thursday  |
| <b>Office:</b>         | A209 Loeb   |
| <b>Office Hours:</b>   | 1:30-2:30pm Thursday  |
| <b>Email:</b>          | jamiebrownlee@cunet.carleton.ca   |
| <b>Phone Number:</b>   | 613-899-2193  |
| <b>Pre-requisites:</b> | Fourth-year Honours standing in Environmental Studies, Geography, or permission of the Department |

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### **COURSE DESCRIPTION**

The policy-making process is connected to the broader structures of global capitalism, domestic and international political systems, and relations of power and inequality. Throughout this course, we will critically explore how the development, implementation and effectiveness of environmental policies (both in Canada and around the world) are influenced by elite interests and institutions. We will also examine how environmental policy is linked to a variety of actors and processes, including: transnational corporations, capital accumulation and economic growth, international regulatory bodies and trade agreements, the mass media, the advertising and public relations industries, scientists, researchers, and social activists. Finally, we will analyze specific policy proposals on a range of environmental issues and problems, such as climate change, resource extraction and industrial agriculture, and discuss our own role as citizens and consumers in influencing the policy-making process.

### **COURSE OBJECTIVES**

This course will encourage students to think critically about the social, economic and political conditions that underlie environmental policies and problems. How are current ecological challenges – and the policy responses to them – connected to our social and economic history? What types of policies – from market reforms to broader institutional transformations – have been put forward and in what contexts? What are the links between the policy-making process and growing economic inequality? At a more general level, this course will challenge students to identify their beliefs and assumptions about the social and the political world, and to identify opportunities for engagement with these issues beyond the boundaries of the classroom.

## READING MATERIALS

- Students are not required to purchase books or a course pack for this course.
- All assigned readings will be available through Brightspace.

## COURSE REQUIREMENTS AND EVALUATION

### 1. *CLASS PARTICIPATION, PRESENTATIONS AND ATTENDANCE* **25%**

This is a reading intensive course. Students are strongly encouraged to keep up with the assigned readings and come to class prepared to discuss them. This is also a student-driven course, meaning that students are expected to be active participants. The grade for this requirement will be distributed over three kinds of participation throughout the term: class participation, attendance and a presentation.

**Presentation:** Seminar participants will be expected to present on the readings and facilitate seminar discussions once during the term. The presentations will be done in groups. The purpose of the presentation is to briefly review and analyze the main arguments and themes presented in the readings, and then stimulate class discussion. Oral presentations should be approximately 15-20 minutes. Please note that this time recommendation refers to the length of the presentation by the entire group, not each individual student. Presentations will begin the second week of the course.

### 2. *SHORT ASSIGNMENT, DUE FEBRUARY 16<sup>TH</sup>* **20%**

This paper will give students the opportunity to analyze the state of knowledge around a particular environmental problem and set of environmental policies proposed to respond to that problem. The paper should be approximately 6-7 double-spaced pages. Late papers will be penalized 5 percent per day. Additional details to follow in class.

### 3. *CRITICAL REACTION PAPER, DUE ON THE SELECTED WEEK* **20%**

The critical reaction paper will involve writing a critically reflective paper of approximately 6-7 double-spaced pages on all the readings from one of the weeks during the term. The paper should briefly summarize some of the main arguments of the readings and then *analyze* the arguments within them. The point of the paper is to allow for a more sustained engagement with a topic that especially interests you. No other sources are expected to be used in the writing of this paper. Papers are due on the selected week and should be submitted electronically by the end of the scheduled class time. Please note that for the critical reaction paper, students are required to choose one of the weeks when they are *not* presenting on the readings.

### 4. *FINAL PAPER, DUE APRIL 6<sup>TH</sup>* **35%**

Students will select their own paper topic, understanding that it must be relevant to the issues addressed in the course. While the paper can engage with some of the weekly readings, it must also reference additional academic sources. Papers will be graded on the quality of your research and writing, strength of your arguments and analysis, and your ability to situate your arguments within existing debates. Students are encouraged to discuss paper ideas with me at any point during the term. The final paper should be approximately 12-15 double-spaced pages. Late papers will be penalized 5 percent per day. Additional details to follow in class.

## GRADES

In accordance with the Carleton University Undergraduate Calendar (p. 45), the letter grades assigned in this course will have the following percentage equivalents:

|              |             |             |             |
|--------------|-------------|-------------|-------------|
| A+ = 90-100  | B+ = 77-79  | C+ = 67-69  | D+ = 57-59  |
| A = 85-89    | B = 73-76   | C = 63-66   | D = 53-56   |
| A - = 80-84  | B - = 70-72 | C - = 60-62 | D - = 50-52 |
| F = Below 50 |             |             |             |

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

## ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. Carleton provides [academic accommodation to students](#) for reasons of disability, religious observance, pregnancy and/or parental leave, sexual violence, and student activities. In the context of the ongoing pandemic, Carleton also provides accommodations to help students navigate the disruptions caused by COVID-19.

Providing accommodations means providing alternatives to students who cannot perform the essential requirements of their academic programs due to the reasons mentioned above. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the university.

For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact the PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

## **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

## **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

## **STATEMENT ON PANDEMIC MEASURES**

It is important to remember that COVID-19 is still present in Ottawa. The situation can change at any time with the risks of new variants and outbreaks. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

**Masks:** Carleton has paused the [COVID-19 Mask Policy](#), but continues to recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to reinstate the mask requirement if pandemic circumstances were to change.

**Vaccines:** Further, while proof of vaccination is no longer required as of May 1, 2022 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

## STATEMENT ON STUDENT MENTAL HEALTH

As a university student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306 5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

## ACADEMIC INTEGRITY AND PLAGIARISM

Students should familiarize themselves with Carleton's Academic Integrity Policy: <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy-2021.pdf>

The Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;

- using another's data or research findings without appropriate acknowledgement; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of "F" for the course or suspension from the university.

## COURSE CALENDAR

### WEEK ONE – JANUARY 12<sup>TH</sup> INTRODUCTION TO THE COURSE

- Introduction to the course: overview, themes, lectures, readings and assignments
- Presentation schedule

### WEEK TWO – JANUARY 19<sup>TH</sup> CORPORATE PERSONHOOD, CORPORATE ENVIRONMENTALISM AND CORPORATE SOCIAL RESPONSIBILITY

#### READINGS

- Joshua Karliner. 1997. “The Greening of Global Reach” in *The Corporate Planet: Ecology and Politics in the Age of Globalization*. San Francisco: Sierra Club. pp. 30-47.
- Joel Bakan. 2004. “Business as Usual” in *The Corporation: The Pathological Pursuit of Profit and Power*. Toronto: Viking. pp. 28-59.
- Joel Bakan. 2020. “The New Corporation” in *The New Corporation: How ‘Good’ Corporations are Bad for Democracy*. Toronto: Allen Lane. pp. 7-35.

### WEEK THREE – JANUARY 26<sup>TH</sup> ENVIRONMENTAL POLICY-MAKING IN THE ERA OF NEOLIBERALISM AND GLOBALIZATION

#### READINGS

- Joel Bakan. 2020. “The Corporate Liberation Movement” in *The New Corporation: How ‘Good’ Corporations are Bad for Democracy*. Toronto: Allen Lane. pp. 59-80.
- Wayne Ellwood. 2014. “The Growth Machine” in *The No-Nonsense Guide to Degrowth and Sustainability*. Oxford: New Internationalist. pp. 15-34.
- Hadrian Mertins-Kirkwood and Ben Smith. 2019. “Digging for Dividends: The Use and Abuse of Investor-State Dispute-Settlement by Canadian Investors Abroad.” Ottawa: Canadian Centre for Policy Alternatives. pp. 4-34.

### WEEK FOUR – FEBRUARY 2<sup>ND</sup> A HISTORY OF THE PUBLIC RELATIONS INDUSTRY AND ITS IMPACTS ON ENVIRONMENTAL POLICY AND THE ENVIRONMENTAL MOVEMENT

#### READINGS

- Joshua Karliner. 1997. “The Emerald City” in *The Corporate Planet: Ecology and Politics in the Age of Globalization*. San Francisco: Sierra Club. pp. 168-194.
- Melissa Aronczyk. 2018. “Public Relations, Issue Management, and the Transformation of American Environmentalism, 1948–1992.” *Enterprise & Society* 19 (4): pp. 836-859.

- Robert Brulle and Carter Werthman. 2021. “The Role of Public Relations Firms in Climate Change Politics.” *Climatic Change* 169 (8): pp. 1-21.

#### **WEEK FIVE – FEBRUARY 9<sup>TH</sup>**

#### **THE POLITICS OF CONSUMPTION: ADVERTISING, INEQUALITY AND CONSUMER CULTURE**

##### **READINGS**

- Sharon Beder. 2009. “Turning Children into Consumers” in *This Little Kiddy Went to Market: The Corporate Capture of Childhood*. London: Pluto Press. pp. 6-22.
- J.B. MacKinnon. 2021. “We Don’t Shop Equally, So We Won’t Stop Equally” and “Suddenly We’re Winning the Fight Against Climate Change” in *The Day the World Stops Shopping: How Ending Consumerism Saves the Environment and Ourselves*. New York: HarperCollins. pp. 31-41; 57-67.
- Michael Maniates. 2002. “Individualization: Plant a Tree, Buy a Bike, Save the World?” in *Confronting Consumption*. London: MIT Press. pp. 43-66.

#### **WEEK SIX – FEBRUARY 16<sup>TH</sup>**

#### **EXPLORING FEDERAL ENVIRONMENTAL POLICY-MAKING IN CANADA**

##### **READINGS**

- Robert MacNeil. 2019. “A Brief History of Canadian Climate Policy” in *Thirty Years of Climate Failure: Understanding Canadian Climate Policy*. Halifax: Fernwood. pp. 9-39
- Chris Turner. 2013. “Landscape at Twilight” in *The War on Science: Muzzled Scientists and Wilful Blindness in Stephen Harper’s Canada*. Vancouver: Greystone. pp. 17-46.
- Martin Lukacs. 2019. “How Justin Learned to Stop Worrying and Love the (Alberta Carbon) Bomb” in *The Trudeau Formula: Seduction and Betrayal in an Age of Discontent*. Montreal: Black Rose Books. pp. 95-130.

#### **FEBRUARY 23<sup>RD</sup> – WINTER BREAK, NO CLASS**

#### **WEEK SEVEN – MARCH 2<sup>ND</sup>**

#### **TAR SANDS, PIPELINES AND PETRO-POLITICS**

##### **READINGS**

- David Hughes. 2021. “Canada’s Energy Sector: Status, Evolution, Revenue, Employment, Production Forecasts, Emissions and Implications for Emissions Reduction.” Ottawa: Canadian Centre for Policy Alternatives. pp. 8-58.
- Angela Carter. 2016. “The Petro-Politics of Environmental Regulation in the Tar Sands” in *First World Petro-politics: The Political Ecology and Governance of Alberta*. Toronto: University of Toronto Press. pp. 152-177.

- Gordon Laxer. 2015. “Alberta: Fossil-Fuel Belt or Green Powerhouse?” in *After the Sands: Energy and Ecological Security for Canadians*. Vancouver: Douglas & McIntyre. pp. 109-133.

#### **WEEK EIGHT – MARCH 9<sup>TH</sup>**

#### **UNDERSTANDING CLIMATE CHANGE DENIAL: OUT WITH THE OLD, IN WITH THE NEW?**

##### **READINGS**

- Kate Aronoff. 2021. “Climate Denial is Dead” in *Overheated: How Capitalism Broke the Planet – and How We Fight Back*. New York: Bold Type Books. pp. 21-41.
- Seth Klein. 2020. “What We’re Up Against: The New Climate Denialism in Canada” in *A Good War: Mobilizing Canada for the Climate Emergency*. Toronto: ECW Press. pp. 25-56.
- Shannon Daub, Gwendolyn Blue, Lise Rajewicz and Zoë Yunker. 2021. “Episodes in the New Climate Denialism” in *Regime of Obstruction: How Corporate Power Blocks Energy Democracy*. Edmonton: AU Press. pp. 225-241.

#### **WEEK NINE – MARCH 16<sup>TH</sup>**

#### **CLIMATE CHANGE AND OUR RENEWABLE ENERGY FUTURE: MOBILIZING FOR THE CLIMATE EMERGENCY AND THE PROSPECTS FOR A GREEN NEW DEAL**

##### **READINGS**

- Naomi Klein. 2014. “Planning and Banning: Slapping the Invisible Hand, Building a Movement” in *This Changes Everything: Capitalism vs. the Climate*. Toronto: Knopf. pp. 120-141.
- Seth Klein. 2020. “Ready to Rally: Marshalling Public Opinion, Then and Now” and “Mobilizing Labour: Just Transition, Then and Now” in *A Good War: Mobilizing Canada for the Climate Emergency*. Toronto: ECW Press. pp. 59-78; 207-241.
- Kate Aronoff. 2021. “New Scenarios” in *Overheated: How Capitalism Broke the Planet – and How We Fight Back*. New York: Bold Type Books. pp. 141-158.

#### **WEEK TEN – MARCH 23<sup>RD</sup>**

#### **FOOD POLICY, SUSTAINABILITY AND OUR INDUSTRIAL FOOD SYSTEM**

##### **READINGS**

- Kendra Pierre-Louis. 2012. “How We Eat” in *Green Washed: Why We Can’t Buy Our Way to a Green Planet*. New York: Ig Publishing. pp. 33-56.
- Wayne Roberts. 2013. “The High Cost of Cheap Food” in *The No-Nonsense Guide to World Food*. Oxford: New Internationalist. pp. 54-82.
- Stephanie Seneff. 2021. “Evidence of Harm” and “Failing Ecosystems” in *Toxic Legacy: How the Weedkiller Glyphosate is Destroying Our Health and the Environment*. White River Junction, VT: Chelsea Green Publishing. pp. 16-33.

**WEEK ELEVEN – MARCH 30<sup>TH</sup>**  
**THE MILITARY INDUSTRIAL COMPLEX, ECOCIDE AND MODERN WARFARE**

***READINGS***

- William Thomas. 1995. “Scorched Earth” and “Eco-War” in *Scorched Earth: The Military’s Assault on the Environment*. Gabriola Island, BC: New Society Publishers. pp. 109-131.
- Barry Sanders. 2009. “How Much Fuel,” “Bigger, Faster, and More Sophisticated Weapons,” “Depleted Uranium” and “Bombs Away, All Day” in *The Green Zone: The Environmental Costs of Militarism*. Oakland, CA: AK Press. pp. 47-62; 83-106.
- Project Underground. 2006. “The Life & Death of Ken Saro-Wiwa: A History of the Struggle for Justice in the Niger Delta.” pp. 1-11.

**WEEK TWELVE – APRIL 6<sup>TH</sup>**

- SUBMIT FINAL PAPERS